

## English 375.1: Young Adult Literature

Fall 2019, Professor: Jan Susina

Class Meets: Tuesday & Thursday 11:00—12:15-p.m.

Meeting Place: STV 219

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Office Hours: Tuesday & Thursday 12:30—1:30 p.m.

### Tentative Syllabus:

Aug. 20: Introduction and review of the course

Aug. 22: Historical development of the concept of Adolescence & growth of Young Adult literature  
Howard Chudacoff's "Youth and Adolescence" (website)  
& Shannon Hale's "A Story for Everyone" (handout)

Aug. 27: J.D. Salinger's *The Catcher in the Rye* (chapters 1-14)

Aug. 29: J.D. Salinger's *The Catcher in the Rye* (chapters 15-26)  
Nicholas Ray's *Rebel Without a Cause* (film) (website)  
**\*\*Deadline to Sign Up for Teen Film Paper \*\***

Sept. 3: F. Scott Fitzgerald's *The Great Gatsby* (chapters 1-5)

Sept. 5: F. Scott Fitzgerald's *The Great Gatsby* (chapters 6-9)  
Baz Luhrmann's *The Great Gatsby* (film) (website)  
**\*\*Canon of Youth Adult Literature Due \*\***

Sept. 10: Rainbow Rowell's *Fangirl* (chapters 1-11)  
Kirby Ferguson's "Everything is a Remix" "The Song Remains the Same"  
"Remix Inc." "Elements of Creativity" "System Failure," *Art of the Mix*  
(website)

Sept. 12: Rainbow Rowell's *Fangirl* (chapter 12-22)  
**\*\*Teen Film Paper Due\*\***

Sept. 17: Rainbow Rowell's *Fangirl* (chapters 23-38)

Sept. 19: Chip Kidd's *Kidd's Guide to Graphic Design* (chapters 1-5)

Sept 24: Tavi Gevinson's *Rookie on Love* (pages 1-132)  
Tavi Gevinson's "A Brief History of Forever" (website)  
**\*\*Mixed Tape/CD Due\*\***

Sept. 26: Research Day

Oct. 1: Tavi Gevinson's *Rookie on Love* (pages 135-273)

Oct. 3: **Midterm Exam** (Bring a Blue Book)

Oct. 8: S.E. Hinton's *The Outsiders* (chapters 1-5)  
Lauren Greenfield's *Kids + Money* (film) (website)

Oct. 10: S.E. Hinton's *The Outsiders* (chapters 6-12)

Oct. 15: Teens and Music  
**\*\*Rookie essay Due\*\***

Oct. 17: Sonya Sones's *What My Mother Doesn't Know* (pages 1-118)

Oct. 22: Sonya Sones's *What My Mother Doesn't Know* (pages 119-259)  
**\*\*Proposal for Research Paper Due\*\***

Oct. 24: William Shakespeare's *A Midsummer's Night Dream* (Acts 1-3)

Oct. 29: William Shakespeare's *A Midsummer's Night Dream* (Acts 4-5)  
Tommy O'Haver's *Get Over It* (film) (website)

Oct. 31: Harper Lee's *To Kill a Mockingbird* (chapters 1-11)

Nov. 5: Harper Lee's *To Kill a Mockingbird* (chapters 12-20)

Nov. 7: Harper Lee's *To Kill a Mockingbird* (chapters 21-31)  
Robert Mulligan's *To Kill a Mockingbird* (film) (website)

Nov. 12: Harper Lee's *Go Set a Watchman: Before & After from To Kill a Mocking Bird*  
John Lewis *March: Book 1*

Nov. 14: John Lewis *March: Book 1*  
The Fellowship of Reconciliation's *Martin Luther King and the Montgomery Story* (website)  
**\*\*Critical Paper Due\*\***

Nov. 19: John Green's *Looking for Alaska* (Before)

Nov. 21: John Green's *Looking for Alaska* (After)

Nov. 26: no class -- Thanksgiving Break

Nov. 28: no class -- Thanksgiving Break

Dec. 3: Ray Bradbury's *Fahrenheit 451* (pages 1-106)

Dec. 5: Ray Bradbury's *Fahrenheit 451* (pages 107-158)

Dec. 9-13: **Final Exam** (TBA).

### **Goals of Course:**

This course will emphasize reading and analysis of various forms of literature intended for young adults within the broader context of contemporary youth culture--film, drama, television, video, music, magazines and comics and graphic novels--and the methods that advertisers attempt to reach adolescent consumers and create a teen market. The course will examine some texts that adolescents are often required to read in school as well as some texts that teens may read outside of the classroom. The course will trace the growth of the genre and investigate thematic and stylistic changes and topics in young adult literature.

### **Required Texts:**

J.D. Salinger. *The Catcher in the Rye*. Little Brown.

F. Scott Fitzgerald. *The Great Gatsby*. Scribner.

S.E. Hinton. *The Outsiders*. Speak.

Tavi Gevinson, Ed. *Rookie on Love*. Razorbill.

Chip Kidd. *Go: A Kidd's Guide to Graphic Design*. Workman Publishing.

Rainbow Rowell. *Fangirl: A Novel*. Macmillian

Sonya Sones. *What My Mother Doesn't Know*. Simon Pulse.

William Shakespeare. *A Midsummer Night's Dream*, Ed. Russ McDonald. Penguin.

Harper Lee. *To Kill a Mockingbird*. Grand Central Publishing.

John Lewis. *March: Book 1*. Top Shelf.

John Green. *Looking for Alaska*. Dutton.

Ray Bradbury. *Fahrenheit 451*. Simon & Schuster.

### **Recommended Text:**

Joseph Gibaldi. *MLA Handbook for Writers of Research Papers*, Eighth Edition (MLA)

### **Writing Assignments:**

Each undergraduate student will write two critical papers: an examination the presentation of teen characters in an adolescent film (3-page, typed, single-sided, double spaced paper) and a longer critical analysis (8-10 pages, typed doubled spaced) on an adolescent text from the course. Graduate students will write on critical paper on an adolescent film (3-5 pages) and a longer critical paper (12-15 pages) on an adolescent novel from the course. Use the *MLA Handbook for Writers of Research Papers* for appropriate citation in the critical papers. The critical paper on the adolescent novel need a minimum of 8 secondary sources. Only half of the secondary sources can be electronic. The paper needs to be original work and written specifically for this course. Students show keep an extra copy of your assignments for your records. Number the pages of your paper. Students are to provide instructor with print copies of writing assignments.

**Teen Film Paper:**

Students will write a short analysis (3-page, typed, single-sided, double spaced) on a film appropriate or popular with young adults selected from a list provide by the instructor. Students need to look up and read the entry on the film on Wikipedia and film reviews from the *New York Times*, *Los Angeles Times* and Roger Ebert's website (rogerebert.com). The film analysis should focus on how the film represents teenagers and their concerns and preoccupations. Identify reasons that the film would be appeal to an adolescent audience and the messages the film conveys to young adult viewers. Identify the genre of the film and provide a historical and cultural context for the film. Evaluate if the film is a successful film for teen viewers and justify your opinion. The film analysis paper should cite the film and at least one of the secondary sources on the film. Papers need to conform to the format found in the *MLA Handbook*. Students will provide a print copy of their teen film paper to the instructor.

**Proposal for Research Paper:**

In preparation for writing your critical paper on one of the young adult texts read in the course, students will write a proposal for their research project. The proposal should be 1-2 pages in length, and include a working title, and a Works Cited section with at least 5 possible secondary sources. The proposal needs to conform to the format provided in the *MLA Handbook*. The *MLA Handbook* shows how to cite material within papers and how to create a Works Cited page. Students are strongly encouraged to purchase a copy of the *MLA Handbook*, if they do not already own a copy. Students will provide a print coy of the proposal for their research paper to the instructor.

**Young Adult Literature Paper:**

Undergraduate students will write a short (8-10 page) research paper focusing one of the books read in class. Graduate students will write a longer (12-15 page) seminar paper focusing on one of the books read in the class. Papers will have a minimum of at least 8 secondary sources cited in the paper. Critical papers need to conform to the format that is outlined in the *MLA Handbook, Eight Edition*. The *MLA Handbook* shows how to cite material within papers and how to create a Works Cited page. Students will provide a print copy of their research paper to the instructor. Number the pages of your paper. Papers should be typed, double spaced, single sided. Keep an extra copy of your assignments for your records.

**Mixed Tape/CD Assignment:**

Students will construct a mixed tape/CD of at least 10 songs. The mixed tape needs to have a title and cover art. The songs need to be selected so that they fit together to create a consistent tone or feeling or tell a narrative. Students can choose to create a soundtrack for one of the novels read in the class. Provide the playlist with the title of the song and the performer. If possible, students should provide a copy of the mixed tape on CD along with the paper. Mixed tape should have a title, a playlist, and cover art. In addition to creating the mixed tape, students will write an analysis (2-3 pages, typed, double-spaced, single-sided) explaining why the songs were selected, how the songs fit together, and how the songs transition from one to another and contribute to the overall mix. Review

the examples of mixed tapes found on *Art of the Mix*, *8Tracks*, or *Spotify*. Students will provide a print copy of the Mixed Tape/CD assignment to the instructor.

### **Plagiarism/Cheating:**

Plagiarism and cheating are serious academic offenses and may be punished by failure on a paper, exam, or project and in some situations, may result in failure in the course and/or expulsion from the Illinois State University. Please read the Illinois State University policy in the *Undergraduate Catalog* or the *Graduate Catalog* under “Academic Integrity.” Please review chapter 2 “Plagiarism and Academic Integrity” in the *MLA Handbook*. All work submitted for grading in this class needs to be your own original work created for this course.

### **Class Discussion:**

Class attendance is importance and is intended to be a valuable experience. All students are asked to read the material prior to class and come prepared to discuss the assignments in class. Students are expected to participate in class discussion and a portion of the final grade will be based on class participation. Class participation will be factored into the final grade. Graduate students will be asked to lead a portion of the class discussion on one of the assigned texts.

### **Class Assignments:**

All students will be asked to complete a series of class assignments linked to the readings. A student missing a class in which an in-class reading quiz, in-class assignment, or a class where a homework assignment is due will be unable to make up the missed quiz or turn in late the assignment.

### **Class Attendance:**

Class attendance is an important and valuable aspect of the course. If you aren't in class, you ought to have a good reason for your absence. Since you can't be two places at the same time, avoid scheduling other activities during class time. It is your responsibility to get the information you missed during your absence from other members of the class. Since class participation will be evaluated as part of your responsibilities in this course, missing more than **three** class sessions will lower your final grade one half a letter grade for each additional class sessions missed. Turn off cell phones and pagers during class. Three or more interruptions during the course will lower a student's final grade.

### **Accessibility Statement:**

Any student needing to arrange a reasonable accommodation for a documented disability and/or medical/mental health condition should contact Student Access and Accommodation Services at 350 Fell Hall, (309) 438-5853, or visit the [StudentAccess.IllinoisState.edu](http://StudentAccess.IllinoisState.edu).

**Exams:**

There will be a midterm exam and a final exam given in this course. These exams will include a series short identifications and analysis questions as well as essay questions. The final exam will be offered according at the time established in final exam schedule for Fall 2019 when it is announced. Please purchase and bring to class at least one Blue Book for each exam.

**Grading:**

Grades on assignment will be assigned according to the following standard. Grades for papers: A+=100, A=95, A-=92; B+=87, B=85, B-=82; C+=78, C=75, C-=72; D+=67, D=65, D-=62; F=50. The final grade in the course will be assigned according to the following scale: A= 90 and above, B= 80 and above, C=70 and above, D=60 and above, F=50 or lower. Illinois State University does not assign plus or minus in terms of final grades. Course grades will be based on the following assignments, which will be weighted as follows:

Teen Film Paper: 10%  
Mixed Tape/CD: 10%  
Critical Paper: 20%  
Midterm Exam: 20%  
Final Exam: 20%  
Class Assignments: 15%  
Class Participation: 5%

**List of Films for Adolescent Film Paper:**

Review the film on the IMDb (Internet Movie Database) website before selecting it.

Nicholas Ray's *Rebel Without a Cause* (1955)  
 John Hughes's *Ferris Bueller's Day Off* (1986)  
 Peter Weir's *Dead Poets' Society* (1989)  
 Amy Heckerling's *Clueless* (1995)  
 Sofia Coppola's *Virgin Suicides* (1999)  
 Gurinder Chadha's *Bend It Like Beckham* (2002)  
 Jason Reitman's *Juno* (2007)  
 Will Gluck's *Easy A* (2010)  
 Andrew Ross's *The Hunger Games* (2012)  
 Stephen Chbosky's *The Perks of Being a Wallflower* (2012)  
 Jonathan Levine's *Warm Bodies* (2013)  
 Sofia Coppola's *The Bling Ring* (2013)  
 James Ponsoldt's *The Spectacular Now* (2013)  
 Josh. Boone *The Fault is in Our Stars* (2014)  
 James Steven Sadwith's *Coming Through the Rye* (2015)  
 Rich Famuyilwa's *Dope* (2015)  
 Ari Sandel's *The Duff* (2015)  
 Kelly Fremon's *The Edge of Seventeen* (2016)  
 Greta Gerwig's *Ladybird* (2017)  
 Bo Burnham's *Eight Grade* (2018)  
 Kay Cannon's *Blockers* (2018)  
 Susan Johnson's *To All the Boys I've Ever Loved* (2018)  
 Greg Berlanti's *Love, Simon* (2018)  
 George Tillman Jr's *The Hate U Give* (2018)  
 Olivia Wilde's *Booksmart* (2019)