

English 375.1: Young Adult Literature

Spring 2022. Professor: Jan Susina

Class Meetings: Tuesday & Thursday 9:35—10:50 am. (Central Standard Time)

Location: Zoom and Stevenson 230.

Class Meeting: This course, as all ISU courses, will be conducted online via Zoom on Tuesdays and Thursdays for the first two weeks of the semester (Jan.11—20). After that time (beginning on Jan. 25), the instructor will determine the appropriate course format for the rest of the semester. Look for Zoom invitations in your email and on Announcement section of the course on ReggieNet. If you do not have the technology to meet and complete the assignments for this course, contact the Technology Support Center (<https://ithelp.illinoisstate.edu>). You will need a computer and reliable WIFI to complete this course.

Office Hours: Tuesdays and Thursdays at 11 am.—12:00 p.m. (noon). I will be available via email during my office hours. Students can also request a zoom meeting during my office hours.

Office Email: jcsusina@ilstu.edu

Web site: <http://ghostofthetalkingcricket.squarespace.com/eng375-ya-literature/>

Tentative Syllabus:

Jan. 11: Introduction and review of the course.

Jan. 13: Historical development of the concept of Adolescence & Development of Young Adult literature.

- [Howard Chudacoff's "Youth and Adolescence"](#) (website)
- [Shannon Hale's "A Story for Everyone"](#) (website)
- Annabel Gutterman & Megan McCluksey in *Time* magazine (Aug 2021) "[How We Chose the 100 Best YA Books of All Time](#)" and [List of 100 Best YA Books](#)

Jan. 18: J.D. Salinger's *The Catcher in the Rye* (chapters 1-14).

Jan. 20: J.D. Salinger's *The Catcher in the Rye* (chapters 15-26).

Jan. 25: Erika Sanchez's *I Am Not Your Perfect Mexican Daughter* (chapters 1-7).

Jan. 27: Erika L. Sanchez's *I Am Not Your Perfect Mexican Daughter* (chapters 8-17).

Feb. 1: Erika L. Sanchez's *I Am Not Your Perfect Mexican Daughter*. (chapters 18-29).

****Canon of Young Adult Literature Due ****

- Feb. 3: 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).
- Feb. 8: Rainbow Rowell's *Fangirl* (chapter 12-22).
- Feb. 10: Rainbow Rowell's *Fangirl* (chapters 23-38).
- Feb. 15: Chip Kidd's *Kidd's Guide to Graphic Design* (chapters 1-5).
- Feb. 17: Elizabeth Acevedo's *The Poet X* (Part 1 and Part 2).
- Feb. 22: Elizabeth Acevedo's *The Poet X* (Part 3).
****Mixed Tape/CD Due****
- Feb. 24: Jia Tolentino's *Trick Mirror*: "Introduction," "The I in the Internet," & "The Story of a Generation in Seven Scams."
- Mar. 1: Jia Tolentino's *Trick Mirror*: "Pure Heroines," & "Always be Optimizing."
- Mar. 3: **Midterm Exam. Bring a Blue Book to Class.**
- Mar. 8: **Spring Break: no class.**
- Mar. 10: **Spring Break: no class.**
- Mar. 15: F. Scott Fitzgerald's *The Great Gatsby* (chapters 1-5).
- Mar 17: F. Scott Fitzgerald's *The Great Gatsby* (chapters 6-9).
Also read [article/video interviews on Lauren Greenfield's Kids + Money](#) in *The New York Times*. December 13, 2007.
****Personal Essay or Fanfiction Due****
- Mar. 21: Lois Lenski Children's Literature Lecture. Dr. Niall Nance-Carroll. Eastern Illinois University. Lenski Children's Literature Lecture. 7-8:15 p.m. on Zoom. **Extra Credit.**
- Mar. 22: William Shakespeare's *A Midsummer's Night Dream* (Acts 1-3).
Milner Library has an Ebook version that's in Lessons on the course Reggienet. Text is also available here: a [.pdf here from the Folger Library](#). OR [try this version which is annotated with definitions of words and clips of performances](#)
****Proposal for Research Paper Due****
- Mar. 24: William Shakespeare's *A Midsummer's Night Dream* (Acts 4-5).
Tommy O'Haver's film *Get Over It* ([trailer](#)) (website).

Mar. 29: Angie Thomas's *The Hate U Give*. (chapters 1-8).

Mar. 31: Angie Thomas's *The Hate U Give*. (chapters 9-14).

Apr. 5: Angie Thomas's *The Hate U Give*. (chapters 15-26).

Apr. 7: Jarrett Krosoczka's *Hey, Kiddo* (Prologue & chapters 1-4).

Apr. 12: Jarrett Krosoczka's *Hey, Kiddo* (chapters 5-8 & Author's Note).

****Research Paper Due****

Apr. 14: John Green's *Looking for Alaska* (Before to Eighty-four days before [pages 4-71])

Apr. 19: John Green's *Looking for Alaska* (Before [pages 71-133])

Apr. 21: John Green's *Looking for Alaska* (After [pages 137-221])

Apr. 26: Ray Bradbury's *Fahrenheit 451* (pages 1-106).

Apr. 28: Ray Bradbury's *Fahrenheit 451* (pages 107-158).

May. 2-6: **Final Exam. Bring a Blue Book to Class.** (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, social media, music, 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.

Erika L. Sanchez. *I Am Not Your Perfect Mexican Daughter*. Ember Reprint Edition.

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

Angie Thomas. *The Hate U Give*. Walker.

Jia Tolentino. *Trick Mirror: Reflections on Self Delusion*. Random House.

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

Rainbow Rowell. *Fangirl: A Novel*. Wednesday Books.

Elizabeth Acevedo. *Poet X*. Quill Tree Books.

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

Jarrett Krosoczka. *Hey, Kiddo*. Graphix.

John Green. *Looking for Alaska*. Dutton.

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

Recommended Text:

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

Course Format:

This course will be offered online via Zoom for the first two weeks. After that time, the instructor will evaluate the most effective format for the rest of the semester. It may be face-to-face, online, or a combination of those formats. Students are required to sign in and regularly attend scheduled classes via Zoom. The class will be reading and discussing a variety of young adult texts that students may read inside and outside of classes in high school. Students need to read the assignments prior to class and be prepared to discuss in class. During the semester, students will be assigned a series of short writing projects and reading quizzes related to the readings.

Communication/Netiquette:

Given that this course will be conducted online, students and the instructor need to use appropriate netiquette or internet etiquette. Students should interact in a positive, cooperative and supportive manner, and display respect for the privacy and rights of others. For Zoom classes, students should have the video on, unless otherwise told. In order to preserve privacy, students should select an appropriate virtual background screen. Students should dress appropriately for class: as you would for a typical face-to-face course. The following netiquette guidelines has been developed for ISU classes:

- Keep questions & comments relevant to the topic. If another student posts a comment or question that is off topic, do not reply. The instructor will reply in private to the participant.
- Be courteous & treat other students with respect, using the same standards of behavior online that would be appropriate in a face-to-face class discussion.
- Be respectful & open to opinions & ideas that different from your own. Being deliberately hostile & insulting online is not appropriate. When responding to messages or posts made by others address the ideas not the individual.
- Communication should be conducted in Standard American English to ensure understanding among diverse participants. Avoid using slang terms or texting abbreviations. Avoid using all caps as it is interpreted as yelling.
- Read all the messages in a thread before replying.
- The instructor reserves the right to remove posts that are not collegial or fail to meet ISU netiquette guidelines.

Recording of Class Sessions:

Any recordings that the instructor makes are available for use only by students enrolled in the course. Recordings cannot be reproduced, shared with those not in the class, or uploaded to publicly accessible web environments. Do not independently record the course without written permission of the instructor. Students who violate this policy may be subject to legal sanction for violations or copyright law & disciplinary action under ISU's Code of Student Conduct.

Writing Assignments:

Each undergraduate student will write a series critical paper: a mixed tape assignment (3-page, typed, single-sided, double-spaced paper), a personal essay or fanfiction (2-3 pages, typed, double spaced paper), a proposal for the research paper, and a longer critical analysis (8-10 pages, typed doubled spaced) for undergraduates. Graduate students will write a mixed tape assignment, personal essay or fanfiction, and a longer critical paper (12-15 pages) on one of texts from the course. Use the *MLA Handbook for Writers of Research Papers* for appropriate citation in the critical papers. The research paper on the needs a minimum of **5 secondary sources** in addition to the primary text. While the secondary sources can be electronic, Milner Library will be open for students for curbside pickup of books. The paper needs to be original work and written specifically for this course. Students show keep an extra copy of all their assignments for their records. All papers should be titled and number the pages of your papers.

Proposal for Research Paper:

In preparation for writing your critical research paper on one of 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 **three possible secondary sources**. The secondary sources should be annotated. The proposal needs to conform to the format provided in *The MLA Handbook*. *The MLA Handbook* shows how to cite material within in a paper 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. The proposal should have a working title, at least a one-page descriptions of the focus of your paper and a Works Cited page with at least **three scholarly secondary sources annotated**. All the secondary sources can be electronic. Milner Library has extensive collection electronic databases that are available to ISU students, you should use the databases on the Milner Library website to locate scholarly secondary sources. Students are encouraged to use Milner Library for print sources.

Research Paper:

Undergraduate students will write a **(8-10 pages)** research paper focusing one of the books read in the class. Graduate students will write a longer **(12-15 pages)** seminar paper focusing on one of the texts read in the class. Papers will have a minimum of at least **five 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 are strongly encouraged to purchase a copy of *The MLA Handbook*, if they do not already own a copy. The handbook will be of use in this course and most other English courses you plan to take at ISU. Paper should be titled and number the pages. Papers should be typed, double spaced, single sided. Keep a 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 appropriate cover art. Students should consult Chip Kidd's *Go* for ideas of using images and text for the cover. Students can create or download images to use for the 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 texts read in the class.

Provide the playlist that includes the title of the song and the performer. If possible, students should provide a Spotify play list or list of links to the songs on YouTube. The Mixed tape assignment 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 how 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*.

Personal Essay/Fanfiction:

Using the essays in Jia Tolentino's *Trick Mirror*, students will write a shorter (**2-3 pages**, typed, double spaced) personal essay based on a topic of interest to young adult readers. As Tolentino suggest in her "Introduction," personal essays can be a way of understanding oneself, one's environment, or one's time period. There are certainly a number of other successful writers one might consult for inspiration including Joan Didion, Tavi Gevinson, Erika L. Sanchez, or John Green. Or a student can compose fanfiction (**2-3 pages**, typed, double spaced) based on one of the novels read in the class.

Class Assignments:

All students will be asked to complete a series short 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.

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 Spring 2022 when it is announced.

Plagiarism/Cheating:

Plagiarism and cheating are serious academic offenses and may be punished by failure on a paper, exam, or assignment 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 specific course.

Class Discussion:

Class attendance is important 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 by chat or my audio and a portion of the final grade will be based on class participation. Class participation will be factored into the final grade.

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 session missed. Students are expected to have their video on during Zoom sessions. Students are expected to participate in class discussion by chat or by audio.

Excused Students Absences Due to Communicable Disease:

If a student is required to be absent from class because of a required self-isolation or quarantine based on the directive of a public health official or health provider for a reason related to a communicable disease, the absence will be considered excused. For an absence to be excused the student must provide appropriate documentation of a required quarantine/self-isolation to the Student Health Services within 5 business days of the notification of the directive and arrange to complete missed classroom work as soon as possible. Students need to notify the Dean of Students (Deanofstudents@ilstu.edu) in order to receive an Excused Absences Due to Communicable Disease. Students are responsible for material covered in class. Reasonable modifications/extensions will be offered for required work.

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. Students are responsible for making their arrangements with Student Access and Accommodation Services.

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:

Mixed Tape/CD: 10%

Personal Essay/Fanfiction: 5%

Research Paper: 20%

Midterm Exam: 20%

Final Exam: 20%

Class Assignments: 20%

Class Participation: 5%