

Format: Online

Email: Through Canvas LMS

Instructor: Zandra Lopez, M.L.S.

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Office Hours: By appointment using Canvas Collaboration tool or Google Meet

### Course Overview and Objectives:

This course is an examination of a variety of young adult texts written for people ages sixteen to twenty-five years old. In particular, students will examine how young adult literature (YAL) texts confront serious social, political, and cultural issues in a way that makes complex issues accessible for an adolescent reader outside the norms of the larger culture. In addition to tracking issues through various genres, students will become familiar with significant YAL authors, formats, censorship, and film adaptations.

We will:

- ❖ Identify what qualifies a text as YAL.
- ❖ Identify and evaluate various formats, plots, and genres of YAL.
- ❖ Examine YAL as it appears in other media, particularly looking at how the transition from written text to film alters the audience experience.
- ❖ Examine how YAL allows readers access to the exploration of complex social phenomena and themes outside the auspices of the larger adult culture, and how these themes within a YA architecture alters the way readers experience them.
- ❖ Evaluate the social and cultural events impacting young adults and compare modern and pre-modern interpretations of character and audience in YAL.
- ❖ Develop an appreciation for YAL as a legitimate part of the literature field and recognize the important role it plays in the lives of young adults.

**NOTE:** This course contains books with adult themes including sexual assault, murder, suicide, nudity, and other controversial topics.

### COURSE REQUIREMENTS

**Required Materials:** Students are required to read 8 Young Adult titles for this course. A copy of each novel is on reserve at PCL or can be purchased through the UT Coop. Audiobooks are acceptable EXCEPT for novels in the multimodal module. Supplementary readings will be sent to you through links or pdfs in Canvas.

### Course Texts & Literature

Whole Class Read	<a href="#"><i>The Outsiders</i></a> by S.E. Hinton
Student Choice: Students will select <b>ONE</b> novel to read from the list provided.	<a href="#"><i>Simon vs. the Homo Sapiens Agenda</i></a> by Becky Albertalli <a href="#"><i>Speak</i></a> by Laurie Halse Anderson <a href="#"><i>One of Us is Lying</i></a> by Karen McManus <a href="#"><i>All American Boys</i></a> by Jason Reynolds and Brendan Kiely

	<a href="#"><i>The Hate U Give</i></a> by Angie Thomas
Student Choice: Students will select <b>ONE</b> novel to read from the list provided.	<a href="#"><i>Perks of Being a Wallflower</i></a> by Stephen Chbosky <a href="#"><i>Because I am Furniture</i></a> by Thalia Chaltas <a href="#"><i>Crank</i></a> by Ellen Hopkins (this novel is not available through UT Coop) <a href="#"><i>Sold</i></a> by Patricia McCormick <a href="#"><i>Long Way Down</i></a> by Jason Reynolds
Student Choice: Students will select <b>ONE</b> novel to read from the list provided.	<a href="#"><i>Graceling</i></a> by Kristin Cashore <a href="#"><i>Ash</i></a> by Malinda Lo <a href="#"><i>The Scorpio Races</i></a> by Maggie Stiefvater
Students will select <b>ONE</b> novel on the first day of class from the list provided. There is a limit of 5 students per novel, once that has been fulfilled, the novel will no longer be available and a different selection must be made.	<a href="#"><i>Feed</i></a> by M.T. Anderson <a href="#"><i>Little Brother</i></a> by Cory Doctorow <a href="#"><i>The House of Scorpion</i></a> by Nancy Farmer <a href="#"><i>The Other Side of the Island</i></a> by Allegra Goodman <a href="#"><i>The Knife of Never Letting Go</i></a> by Patrick Ness <a href="#"><i>The Adoration of Jenna Fox</i></a> by Mary E. Pearson <a href="#"><i>Uglies</i></a> by Scott Westerfeld
Student Choice: Students will select <b>ONE</b> novel to read from the list provided.	<a href="#"><i>The Impossible Knife of Memory</i></a> by Laurie Halse Anderson <a href="#"><i>Cut</i></a> by Patricia McCormick <a href="#"><i>A World Without You</i></a> by Beth Revis <a href="#"><i>It's Kind of a Funny Story</i></a> by Ned Vizzini
Student Choice: Students will select <b>ONE</b> novel to read from the list provided.	<a href="#"><i>The Absolutely True Diary of a Part-Time Indian</i></a> by Sherman Alexie, Ellen Forney (Illustrator) <a href="#"><i>Fullmetal Alchemist</i></a> by Hiromu Arakawa, Akira Watanabe (Translator) <a href="#"><i>March: Book One</i></a> by John Lewis, Andrew Aydin, and Nate Powell (Artist) <a href="#"><i>Monster</i></a> by Walter Dean Myers <a href="#"><i>Persepolis</i></a> by Marjane Satrapi, Mattias Ripa (Translator)
Student Choice: Students will select <b>ONE</b> novel to read from the list provided.	<a href="#"><i>Mare's War</i></a> by Tanita S. Davis <a href="#"><i>The Gentleman's Guide to Vice and Virtue</i></a> by Mackenzi Lee <a href="#"><i>Salt to the Sea</i></a> by Ruta Sepetys
Student Choice: Students select a novel or make a new selection. The student <b>MUST</b> watch the movie or series with the chosen book selection.	<a href="#"><i>Simon vs. the Homo Sapien Agenda</i></a> by Becky Albertalli <a href="#"><i>Persepolis</i></a> by Marjane Satrapi, Mattias Ripa (Translator) <a href="#"><i>The Outsiders</i></a> by S.E. Hinton <a href="#"><i>The Hate U Give</i></a> by Angie Thomas <a href="#"><i>It's Kind of a Funny Story</i></a> <a href="#"><i>Sold</i></a> <a href="#"><i>Fullmetal Alchemist</i></a>

	<p><a href="#"><i>Perks of Being a Wallflower</i></a>  <a href="#"><i>Speak</i></a>  OR make a new selection from one of the following novels/movies:  <a href="#"><i>To All the Boys I've Loved Before</i></a>  <a href="#"><i>Dumplin'</i></a>  <a href="#"><i>Thirteen Reasons Why</i></a> (Netflix series only 1st Season)  <a href="#"><i>Ready Player One</i></a>  <a href="#"><i>Darkest Minds</i></a></p>
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## **INTERNET ACCESS**

To succeed in this course, students must have regular, reliable Internet access. If you do not have access to a personal computer, you may use the School of Information IT Lab (UTA 1.210) while a student in this course. The lab has both Macs and PCs available.

## **PARTICIPATION IN FORUM DISCUSSIONS**

Active participation is crucial to student success in an online class and requires regular posting to course discussion forums.

## **ASSESSMENTS**

**Module Release: Monday**

**Initial Discussion Post: Thursday 11:59 PM**

**Responses for Discussion Post: Sunday 11:59 PM**

**Learning Activities: Following Sunday 11:59 PM**

## **Weekly Discussion**

Requirements

- Posts submitted after the deadline will not receive credit.
- Students must demonstrate they have completed the readings by using themes, quotes, details, etc. to support your argument, questions, or reflection.

## **Learning Activities**

Once a discussion of a novel is complete, you will be asked to complete a learning activity. Learning activities will include but are not limited to the following:

### **Creative Activity**

Students will be asked to use different tools (links will be provided by the instructor) to create small projects based on the novel being read.

### **One-Pager**

One page reflections of books (these are different than discussion posts). These will be provided to you via Canvas.

### **Quizzes**

Quizzes will be open book and have a time limit.

## **Final Project**

For your final project, you will submit an e-portfolio. You will be asked to select artifacts that you've created during the course of the class. In addition to already created artifacts, you will be asked to include one of the following in your e-portfolio.

- Create an annotated bibliography using MLA format. You will include the novels that we read in class and an additional 5 novels. YAL novels chosen should have an **original** copyright date of 2012 and above. Annotations should include genre, format, and a 100-150 word summarization of the novel. Please note that summaries should be original work and not copied.
- Develop a 5-page lesson plan/proposal for a book you would like to teach in a Young Adult Lit class. Your proposal must include a synopsis and address genre, characterization, plot, and theme within teacher presentation, class activities, discussion topics, and further reading materials.
- Create a book trailer for a YAL book of your choosing. For the rough draft, you must submit a storyboard. Your trailer should include the following elements, an image of the book cover, quote, and a summary. Additionally, your trailer should have appropriate transitions, music, and should be appealing to young adults.
- Create your own fan fiction from one of the books provided in the course. 1500-3000 words. Must include aspects of the genre as presented in the readings or the discussions. (Note: it is acceptable to place your fan fiction in a different genre). I'm looking for confirmation that you understand the genre, so once you've chosen one, stay within its bounds and don't be afraid to use tropes.

Your e-portfolio can be created using Canvas or another platform approved by the instructor.

## **GRADING SYSTEM**

Discussion 40%

Learning activities 40%

Final Project 20%

### **The grading scale is as follows:**

93-100%	A
90-92%	A-
87-89%	B+
83-86%	B
80-82%	B-
77-79%	C+
73-76%	C
70-72%	C-
67-69%	D+
63-66%	D
60-62%	D-
59% or below	F

## COURSE SCHEDULE

\*Learning and teaching are fluid, as is this syllabus. As the class progresses and I assess learning outcomes, I may need to move things around and/or add/delete items.

Week	Main Topic(s)	Assignments Due	What to read
<b>Week 1</b> Jan. 22	Module 00: Course expectations		<i>The Outsiders</i>
<b>Week 2</b>	Module 01: History of YAL & genre introductions	Flipgrid Introductions due February 2nd	Finish <i>The Outsiders</i>
<b>Week 3</b>	Module 02: Issues in YAL	Discussion Post- <i>The Outsiders</i>	Read the novel for Issues in YAL
<b>Week 4</b>	Module 03: YAL writing styles	Learning Activity for <i>The Outsiders</i> MLA & Creative Commons Quiz	Finish novel for Issues in YAL
<b>Week 5</b>	Module 04: YAL Fantasy	Discussion Post-student selection Issues in YAL	Start fantasy novel selection
<b>Week 6</b>		LA for student selection Issues in YAL	Finish fantasy novel selection
<b>Week 7</b>	Module 05: Fan Fiction and YAL Authors	Discussion Post-Fantasy YAL Mid-term (e-portfolio creation)	Start YAL depicting mental health novel
<b>Week 8</b>	<b>SPRING BREAK</b>		
<b>Week 9</b>	Module 06: Science Fiction Module	Discussion Post-Fan Fiction LA Fantasy	Start science fiction novel selection
<b>Week 10</b>	Module 07: YAL depicting Mental Health	Science Fiction Literature circle roles Discussion Post-Mental Health LA YAL Authors	Finish YAL depicting mental health novel

<b>Week 11</b>		LA Mental Health	Start multimodal novel
<b>Week 12</b>	Module 08: Multimodal Texts	Discussion Post-Multimodal Texts	Finish multimodal novel
<b>Week 13</b>		LA multimodal texts	Start historical fiction novel
<b>Week 14</b>	Module 09: Historical YAL	Discussion Post-Historical YAL	
<b>Week 15</b>	Module 10: From Page to Screen	Discussion Post-Page to Screen LA Historical fiction	Readings assigned in Canvas
<b>Week 16</b>		LA Page to screen Final Project Due	

## **COURSE POLICIES**

All assignments are to be posted to Canvas before the due date. Assignments can only be turned in after the due date in the case of personal emergency with Valid Excuses. Valid Evidence Includes: - Doctor's Note - Obituary of a Family Member - Personal Illness involving Extended Hospital Stay Valid Excuses are only extended towards learning activities, and for only a finite period of time. Due dates can NOT be extended for Weekly Discussions. Plan ahead for emergencies as necessary, and stay on top of your work, so when life happens, it does not ruin grades.

## **UNIVERSITY POLICIES**

### **Academic Integrity**

The University of Texas policies on academic integrity can be found on the [Student Conduct and Academic Integrity](#) website. Academic integrity is expected and any non-compliance is met with zero tolerance by this instructor.

### **Students with Disabilities**

Students with a documented disability may request appropriate academic accommodations from the [Division of Diversity and Community Engagement, Services for Students with Disabilities](#), 512-471-6259 (voice) or 1-866-329-3986 (video phone).

## **IMPORTANT SAFETY INFORMATION**

### **Evacuation Information**

The following recommendations regarding emergency evacuation from the [Office of Campus Safety and Security](#), 512-471-5767

Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings when an alarm or alert is activated. Alarm activation or announcement requires exiting and assembling outside, unless told otherwise by an official representative.

- ❖ Familiarize yourself with all exit doors of each classroom and building you may occupy. Remember that the nearest exit door may not be the one you used when entering the building.
- ❖ Students requiring assistance in evacuation shall inform their instructor in writing during the first week of class.
- ❖ In the event of an evacuation, follow the instruction of faculty or class instructors. Do not re-enter a building unless given instruction by the following: Austin Fire Department, The University of Texas at Austin Police Department, or Fire Prevention Services office.
- ❖ Link to information regarding emergency evacuation routes and emergency procedures can be found at: [www.utexas.edu/emergency](http://www.utexas.edu/emergency)