

Format: Online

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Office Hours: Canvas via Zoom

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 characteristics of YAL texts.
- Identify and evaluate various formats, plots, and genres of YAL.
- 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 alter the way readers experience them.
- Demonstrate understanding of different writer's perspectives and how they differ from the reader's perspective.
- 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 approximately 10 young adult titles** for this course. Please let me know if you do not have access to materials. Audiobooks are acceptable EXCEPT for novels in M03: Censorship & M08: Multimodal. Supplementary readings will be sent to you through links or pdfs in Canvas.

Internet Access: To succeed in this course, students must have regular, reliable Internet access.

Course Texts & Literature

M01: Whole Class Reads	<i>The Outsiders</i> by S.E. Hinton & <i>Patron Saints of Nothing</i> by Randy Ribay
M02: Student Choice: Students will select ONE novel to read from the list provided.	<i>The Handmaid's Tale: The Graphic Novel</i> by Renee Nault (adapter, artist) <i>Hey, Kiddo</i> by Jarrett J. Krosoczka <i>Laura Dean Keeps Breaking Up with Me</i> by Mariko Tamaki <i>Speak: The Graphic Novel</i> by Laurie Halse Anderson, Emily Carroll (Illustrations)
M03: Student Choice: Students will select ONE novel to read from the list provided.	<i>Dear Martin</i> by Nic Stone <i>Grown</i> by Tiffany D. Jackson <i>Simon vs. the Homo Sapiens Agenda</i> by Becky Albertalli <i>We Are Not From Here</i> by Jenny Torres Sanchez
M04: Student Choice: Students will select ONE novel to read from the list provided.	<i>Clap When You Land</i> by Elizabeth Acevedo <i>Long Way Down</i> by Jason Reynolds <i>Perks of Being a Wallflower</i> by Stephen Chbosky <i>Sold</i> by Patricia McCormick
M05: Student Choice:	The student self selects a young adult novel written and published in the last three years.
M06: Student Choice: Students will select ONE novel to read from the list provided.	<i>Children of Blood and Bone</i> by Tomi Adeyemi <i>Internment</i> by Samira Ahmed <i>Marrow Thieves</i> by Cherie Dimaline <i>A Song of Wraiths and Ruin</i> by Roseanne A. Brown
M07: Student Choice: Students will select ONE novel to read from the list provided.	<i>Challenger Deep</i> by Neal Shusterman <i>Darius the Great Is Not Okay</i> by Adib Khorram <i>Little & Lion</i> by Brandy Colbert <i>The Memory of Light</i> by Francisco X. Stork
M08: Student Choice: Students will select ONE novel to read from the list provided.	<i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie, Ellen Forney (Illustrator) <i>Fullmetal Alchemist</i> by Hiromu Arakawa, Akira Watanabe (Translator) <i>March: Book One</i> by John Lewis, Andrew Ayden, Nate Powell (Artist) <i>Monster</i> by Walter Dean Myers
M09: Student Choice: Students will select ONE novel to read from the list provided.	<i>The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives</i> by Dashka Slater <i>I Am Malala: The Story of the Girl Who Stood Up for Education and Was Shot by the Taliban</i> by Malala Yousafzai, Christina Lamb <i>Shout</i> by Laurie Halse Anderson

	<i>Stamped</i> by Jason Reynolds, Ibram X. Kendi
M10: Student Choice: Students select a previous novel or select a new novel. The student MUST watch the movie or series with the chosen book selection.	<i>Fullmetal Alchemist</i> <i>Handmaid's Tale</i> (Hulu, first season only) <i>The Outsiders</i> by S.E. Hinton <i>Perks of Being a Wallflower</i> <i>Simon vs. the Homo Sapien Agenda</i> <i>Sold</i> <i>Speak</i> OR make a new selection from one of the following novels/movies (if you have another title, as long as it meets criteria that is acceptable, this list is not extensive). Please make sure to get instructor approval prior to the module. <i>Darkest Minds</i> <i>Dumplin'</i> <i>Everything, Everything</i> <i>Five Feet Apart</i> <i>The Hate U Give</i> <i>Ready Player One</i> <i>Thirteen Reasons Why</i> (Netflix, first season only) <i>Tiny Pretty Things</i> <i>To All the Boys I've Loved Before</i>

Participation in Discussions

Active participation is crucial to student success in an online class and requires regular posts to course discussions.

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

***Sometimes due dates must overlap, those dates will be noted in the syllabus**

Modules Discussions

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 discussion posts, questions, or reflection. Using the supplemental readings in discussions helps to support your post.

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 from discussion posts). These will be provided to you via Canvas.
- **Quizzes**
Quizzes will be open book and have a time limit.

Journal Entries

Students will be expected to keep a journal throughout the semester. Directions for each entry will be located in Canvas. Final journal entries will be submitted with the learner portfolio.

Final Project

For your final project, you will submit a learner 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 learner portfolio. Your learner portfolio can be created using Canvas or another platform approved by the instructor.

- Create an annotated bibliography using MLA format. You will include the novels that we read in class plus an additional 5 novels. YAL novels chosen should have an **original** copyright date of 2017 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 trailer for a young adult award. The award should be created for a specific reader who you feel is under-represented by the current awards. As part of the presentation, students must select 10 novels and name a first place winner for their award. Here are some examples using 4 novels:
<https://padlet.com/jlagarde/uyamyy0j5jpb>
- 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 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.

Grading System

Discussion 35%

Learning activities 35%

Journal Entries 10%

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

All instructions, assignments, readings, rubrics and essential information will be located on the Canvas website at <https://utexas.instructure.com>. Check this site regularly and use it to ask questions about the 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.**

Module	Main Topic(s)	Assignments Due
Module 00	Introduction to course	Course Expectations Quiz & Meet and Greet via Flipgrid due August 29th .
Module 01	Introduction to Young Adult Literature	LA-Introduction to YAL & Identity Story due Sept. 5th . Discussion post for <i>The Outsiders</i> / <i>Patron Saints of Nothing</i> via Flipgrid due Sept. 12 .
Module 02	Focus on censorship of young adult novels in schools.	Discussion of Censorship Issues via Flipgrid & journal entry due Sept. 19th , there will not be a LA this module.
Module 03	Focus on young adult novels that address current issues.	Discussion post via Flipgrid due Sept. 26th LA-Current Issues addressed in YAL due Oct. 3rd .

Module 04	Focus on young adult novel writing forms.	Discussion post via Flipgrid Oct. 10th & LA for Writing Forms due Oct. 17th .
Module 05	The student self selects a young adult novel written and published in the last three years.	Discussion of fan fiction using Canvas Forum & LA using Edpuzzle BOTH due Oct. 24th. Journal entries for Modules 03 & 04 due Oct.24th.
Module 06	Focus on fantasy and science fiction genres.	Discussion post via Flipgrid due Oct. 31st . & LA for either fantasy/science fiction due Nov. 7th .
Module 07	Focus on young adult novels and portrayals of mental health.	Discussion post via Flipgrid due & LA for mental health BOTH due Nov. 14th . Journal entries for Modules 05 & 06 due Nov. 21st .
Module 08	Focus on use of multimodal texts in young adult literature.	Discussion post via Flipgrid due & LA for multimodal texts due Nov. 21st .
Module 09	Focus on young adult literature Narrative Nonfiction/Memoir	Discussion post via Flipgrid due Nov. 28th & LA for narrative nonfiction/memoir due Dec. 5th . Journal entries for Modules 07 & 08 due Dec. 5th .
Module 10	From Page-to-Screen	Discussion post via Flipgrid & journal entries for modules 09 & 10 both due Dec. 12th .

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.

Personal Pronouns

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name, unless they have added a "preferred name" with the Gender and Sexuality Center (<http://diversity.utexas.edu/genderandsexuality/publications-and-resources/>). I will gladly honor your request to address you by a name that is different from what appears on the official roster, and by the gender pronouns you use (she/he/they/ze, etc). Please advise me of any changes early in the semester so that I may make appropriate

updates to my records. For instructions on how to add your pronouns to Canvas, visit <https://utexas.instructure.com/courses/633028/pages/profile-pronouns>.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, unprofessional or inappropriate conduct of a sexual nature, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When unprofessional or inappropriate conduct of a sexual nature occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas [Senate Bill 212](#) requires all employees of Texas universities, including faculty, report any information to the [Title IX Office](#) regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still [mandatory reporters](#) under Federal Title IX laws and are required to report [a wide range of behaviors we refer to as sexual misconduct](#), including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has [developed supportive ways to respond to a survivor](#) and compiled [campus resources to support survivors](#).

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

UNIVERSITY POLICIES

Academic Integrity

Each student in the course is expected to abide by the University of Texas Honor Code: “As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity.” **Plagiarism is taken very seriously at UT.** Therefore, if you use words or ideas that are not your own (or that you have used in previous class), you must cite your sources. Otherwise you will be guilty of plagiarism and subject to academic disciplinary action, including failure of the course. You are responsible for understanding UT’s Academic Honesty and the University Honor Code which can be found at the following web address:

<https://deanofstudents.utexas.edu/conduct/standardsofconduct.php>

Students with Disabilities

The university is committed to creating an accessible and inclusive learning environment consistent with university policy and federal and state law. Please let me know if you experience any barriers to learning so I can work with you to ensure you have equal opportunity to participate fully in this course. If you are a student with a disability, or think you may have a disability, and need accommodations please contact Services for Students with Disabilities (SSD). Please refer to SSD’s website for contact and more information: <http://diversity.utexas.edu/disability/>. If you are already registered with SSD, please deliver your Accommodation Letter to me as early as possible in the semester so we can discuss your approved accommodations and needs in this course.

Religious Holy Days

By [UT Austin policy](#), you must notify me of your pending absence as far in advance as possible to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Counseling and Mental Health Center

The [Counseling and Mental Health Center](#) serves UT’s diverse campus community by providing high quality, innovative and culturally informed mental health programs and services that enhance and support students’ well-being, academic and life goals. To learn more about your counseling and mental health options, call

CMHC at (512) 471-3515. If you are experiencing a mental health crisis, call the CMHC Crisis Line 24/7 at (512) 471-2255.

The Sanger Learning Center

Did you know that more than one-third of UT undergraduate students use the Sanger Learning Center each year to improve their academic performance? All students are welcome to take advantage of Sanger Center's classes and workshops, private learning specialist appointments, peer academic coaching, and tutoring for more than 70 courses in 15 different subject areas. For more information, please visit [Sanger Learning Center](#) or call 512-471-3614 (JES A332).

Q Drop Policy

If you want to drop a class after the 12th class day, you'll need to execute a Q drop before the Q-drop deadline, which typically occurs near the middle of the semester. Under Texas law, you are only allowed six Q drops while you are in college at any public Texas institution. For more information, see:

<http://www.utexas.edu/ugs/csacc/academic/adddrop/qdrop>

Land Acknowledgement

(I) We would like to acknowledge that we are meeting on Indigenous land. Moreover, (I) We would like to acknowledge and pay our respects to the Carrizo & Comecrudo, Coahuiltecan, Caddo, Tonkawa, Comanche, Lipan Apache, Alabama-Coushatta, Kickapoo, Tigua Pueblo, and all the American Indian and Indigenous Peoples and communities who have been or have become a part of these lands and territories in Texas, here on Turtle Island.

Online Instruction

All students must use a UT Zoom account in order to participate in classes, office hours, and any UT affiliated events.

Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

CLASSROOM AND COVID-19 SAFETY

To help preserve our in-person learning environment, the university recommends the following.

- Adhere to university [mask guidance](#). Masks are strongly recommended inside university buildings for vaccinated and unvaccinated individuals, except when alone in a private office or single-occupant cubicle.
- [Vaccinations are widely available](#), free and not billed to health insurance. The vaccine will help protect against the transmission of the virus to others and reduce serious symptoms in those who are vaccinated.

- [Proactive Community Testing](#) remains an important part of the university's efforts to protect our community. Tests are fast and free.
- The university has determined that all students coming to campus for the fall semester must receive a viral COVID-19 test in their local community within 72 hours prior to arrival in Austin for move in. If they already reside in Austin, they must test within 72 hours of moving into the residence where they will reside for the academic semester. Finally, individuals who are already living in the residence in Austin where they will reside this academic semester should test within 72 hours (3 days) prior to the start of class on Aug. 25.
- We encourage the use of the [Protect Texas App](#) each day prior to coming to campus.
- If you develop COVID-19 symptoms or feel sick, stay home and contact the [University Health Services](#)' Nurse Advice Line at 512-475-6877. If you need to be absent from class, contact [Student Emergency Services](#) and they will notify your professors. In addition, to help understand what to do if you have been had close contact with someone who tested positive for COVID-19, see this [University Health Services link](#).
- [Behavior Concerns and COVID-19 Advice Line](#) (BCCAL) remains available as the primary tool to address questions or concerns from the university community about COVID-19.