

Survey of Young Adult Literature

University of Texas iSchool

I-310

Unique Number-27032

Format: Online

Instructor: Zandra Lopez (She/Her/Hers)

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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. Please let me know if you do not have access to materials. Audiobooks are acceptable EXCEPT for novels in the multimodal module. 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

Whole Class Read	<i>The Outsiders</i> by S.E. Hinton
Student Choice: Students will select ONE	<i>Simon vs. the Homo Sapiens Agenda</i> by Becky Albertalli <i>Love, Hate & Other Filters</i> by Samira Ahmed

<p>novel to read from the list provided.</p>	<p><i>Speak</i> by Laurie Halse Anderson <i>This is Where it Ends</i> by Marieke Nijkamp <i>Dear Martin</i> by Nic Stone <i>American Street</i> by Ibi Zoboi</p>
<p>Student Choice: Students will select ONE novel to read from the list provided.</p>	<p><i>The Poet X</i> by Elizabeth Acevedo <i>Perks of Being a Wallflower</i> by Stephen Chbosky <i>Crank</i> by Ellen Hopkins <i>Sold</i> by Patricia McCormick <i>Long Way Down</i> by Jason Reynolds</p>
<p>Student Choice: Students will select ONE novel to read from the list provided.</p>	<p><i>Graceling</i> by Kristin Cashore <i>The House of Scorpion</i> by Nancy Farmer <i>Ash</i> by Malinda Lo <i>Legend</i> by Marie Lu <i>Unwind</i> by Neal Shusterman <i>The Scorpio Races</i> by Maggie Stiefvater</p>
<p>Student Choice: Students will select ONE novel to read from the list provided.</p>	<p><i>The Impossible Knife of Memory</i> by Laurie Halse Anderson <i>Cut</i> by Patricia McCormick <i>I'll Give You the Sun</i> by Jandy Nelson <i>The Memory of Light</i> by Francisco X. Stork <i>It's Kind of a Funny Story</i> by Ned Vizzini</p>
<p>Student Choice: Students will select ONE novel to read from the list provided.</p>	<p><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 Aydin, and Nate Powell (Artist) <i>Monster</i> by Walter Dean Myers <i>Persepolis</i> by Marjane Satrapi, Mattias Ripa (Translator)</p>
<p>Student Choice: Students will select ONE novel to read from the list provided.</p>	<p><i>Shout</i> by Laurie Halse Anderson <i>Some Assembly Required: The Not-So-Secret Life of a Transgender Teen</i> by Arin Andrews <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</p>
<p>Student Choice: Students select a novel or make a new selection. The student MUST watch the movie or series with the chosen book selection.</p>	<p><i>Simon vs. the Homo Sapien Agenda</i> by Becky Albertalli <i>Persepolis</i> by Marjane Satrapi, Mattias Ripa (Translator) <i>The Outsiders</i> by S.E. Hinton <i>The Hate U Give</i> by Angie Thomas <i>It's Kind of a Funny Story</i> <i>Sold</i> <i>Fullmetal Alchemist</i></p>

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

Journal Entries

- Students will be expected to keep a journal and record an entry for each novel read. Entries will be submitted with the final learner portfolio.

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.

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.

- 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 2016 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 and new award for young adults. The award should be created for a specific reader who you feel is under represented by the current awards. As part of their presentation, students must name the first place winner of their award, along with three runners up. Here are some examples: <https://padlet.com/jlagarde/uyamyy0j5jpg>
- 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.

Your learner 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

All instructions, assignments, readings, rubrics and essential information will be 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.

Week	Main Topic(s)	Assignments Due	What to read
Week 1	Module 00: Course expectations This week is short and extends to 9/6	Due September 6th you must complete to move into modules.	You have approximately 1 week to finish <i>The Outsiders</i>
Week 2 Sept. 6th-13th	Module 01: Why YA? History of YAL Module 02: YAL Past (<i>The Outsiders</i> whole class read)	Initial Post for <i>The Outsiders</i> due Thursday via Flipgrid & response due.	
Week 3		Flipgrid Meet & Greet Intros due, Sign-up for Current Issues Novel in Canvas, Creative commons quiz due.	You have 1 week to finish the novel selected for Issues in YAL
Week 4	Module 03: Current Issues addressed in YAL	LA for History of YA & LA for <i>The Outsiders</i> due, Initial Post for Current Issues in YAL due Thursday & response due.	
Week 5		LA for Current Issues in YAL due.	You have 1 week to finish the novel selected for YAL Writing Styles
Week 6	Module 04: YAL Writing Styles	Initial Post for YAL Writing Styles due Thursday & response due.	
Week 7		LA for Writing Styles due.	You have 1 week to finish the novel selected for the student self-selected novel published in the last 3 years NOT

			on our current YA list.
Week 8	Module 05: YAL Authors & Fan Fiction	Initial post for student self-selected novel due.	
Week 9	Module 06: Sci-fi/Fantasy	Initial discussion post Sci-Fi/Fantasy LA for YAL Authors & Fan Fiction	
Week 10		LA Sci-fi/Fantasy due.	You have 1 week to finish the novel selected for YAL depicting Mental Health
Week 11	Module 07: YAL depicting Mental Health	Initial discussion post YAL Mental Health due.	
Week 12		LA for YAL depicting Mental Health	You have 1 week to finish the novel selected for Multimodal text
Week 13	Module 08: Multimodal Text	Initial discussion post YA multimodal text due.	
Week 14		LA for multimodal text due.	You have 1 week to finish the novel selected for non-fiction/memoir
Week 15	M09: YAL Non-fiction/memoir	Initial discussion post due Thursday.	
Week 16	M10: From Page to Screen	Final discussion post due LA for non-fiction/memoir.	

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/standardsconduct.php>

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).

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>

COVID-19 Updates: Fall 2020 Semester

This course is entirely online but teachers with in-person or hybrid class should have the following topics addressed in their syllabus. The following important information is for your reference only:

1. [Safety and Class Participation/Mask](#)
2. [Sharing of Course Materials is Prohibited](#)
3. [COVID Guidance](#)

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.