Survey of Young Adult Literature
University of Texas iSchool INF 315E Unique Number-27449 Spring 2020

Format: Online
Email: Through Canvas LMS
Instructor: Zandra Lopez, M.L.S.
TA Pool: ta_pool@ischool.utexas.edu
Office Hours: By appointment using Canvas Collaboration tool

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

<table>
<thead>
<tr>
<th>Whole Class Read</th>
<th>The Outsiders by S.E. Hinton</th>
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</table>

Student Choice: Students will select **ONE** novel to read from the list provided.

| Student Choice: | Simon vs. the Homo Sapiens Agenda by Becky Albertalli  
|                 | Love, Hate & Other Filters by Samira Ahmed  
|                 | Speak by Laurie Halse Anderson  
|                 | This is Where it Ends by Marieke Nijkamp |


| Student Choice: Students will select **ONE** novel to read from the list provided. | **Dear Martin** by Nic Stone  
**American Street** by Ibi Zoboi  
**The Poet X** by Elizabeth Acevedo  
**Perks of Being a Wallflower** by Stephen Chbosky  
**Crank** by Ellen Hopkins  
**Sold** by Patricia McCormick  
**Long Way Down** by Jason Reynolds  
**Graceling** by Kristin Cashore  
**The House of Scorpion** by Nancy Farmer  
**Ash** by Malinda Lo  
**Legend** by Marie Lu  
**Unwind** by Neal Shusterman  
**The Scorpio Races** by Maggie Stiefvater  
**The Impossible Knife of Memory** by Laurie Halse Anderson  
**Cut** by Patricia McCormick  
**I’ll Give You the Sun** by Jandy Nelson  
**The Memory of Light** by Francisco X. Stork  
**It’s Kind of a Funny Story** by Ned Vizzini  
**The Absolutely True Diary of a Part-Time Indian** by Sherman Alexie, Ellen Forney (Illustrator)  
**Fullmetal Alchemist** by Hiromu Arakawa, Akira Watanabe (Translator)  
**March: Book One** by John Lewis, Andrew Aydin, and Nate Powell (Artist)  
**Monster** by Walter Dean Myers  
**Persepolis** by Marjane Satrapi, Mattias Ripa (Translator)  
**Shout** by Laurie Halse Anderson  
**Some Assembly Required: The Not-So-Secret Life of a Transgender Teen** by Arin Andrews  
**The 57 Bus: A True Story of Two Teenagers and the Crime that Changed Their Lives** by Dashka Slater  
**I Am Malala: The Story of the Girl Who Stood Up for Education and Was Shot by the Taliban** by Malala Yousafzai, Christina Lamb  
**Simon vs. the Homo Sapien Agenda** by Becky Albertalli  
**Persepolis** by Marjane Satrapi, Mattias Ripa (Translator)  
**The Outsiders** by S.E. Hinton  
**The Hate U Give** by Angie Thomas  
**It’s Kind of a Funny Story**  
**Sold**  
**Fullmetal Alchemist**  
**Perks of Being a Wallflower**  
**Speak** |
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.

Journal Entries
● Students will be expected to keep a journal and record an entry for each novel read. Entries will be submitted with 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 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 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 2015 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/uyamyy0j5j](https://padlet.com/jlagarde/uyamyy0j5j)

- 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

*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.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Main Topic(s)</th>
<th>Assignments Due</th>
<th>What to read</th>
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</thead>
<tbody>
<tr>
<td><strong>Week 1</strong> Jan 21st</td>
<td>Module 00: Course expectations</td>
<td></td>
<td>You have approximately 1 week to finish <em>The Outsiders</em></td>
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<tr>
<td><strong>Week 2</strong> Jan. 27th</td>
<td>Module 01: Why YA? History of YAL Module 02: YAL Past (<em>The Outsiders</em> whole class read)</td>
<td>Initial Post for <em>The Outsiders</em> due Thursday the 30th via Flipgrid &amp; response due Feb. 2.</td>
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<td><strong>Week 3</strong> Feb. 3rd</td>
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<td>Flipgrid Meet &amp; Greet Intros due, Sign-up for Current Issues Novel in Canvas, Creative commons quiz due.</td>
<td>You have 1 week to finish the novel selected for Issues in YAL</td>
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<td><strong>Week 4</strong> Feb. 10th</td>
<td>Module 03: Current Issues addressed in YAL</td>
<td>LA for History of YA &amp; LA for <em>The Outsiders</em> due, Initial Post for Current Issues in YAL due Thursday &amp; response due Sunday the 16th.</td>
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<tr>
<td><strong>Week 5</strong> Feb. 17th</td>
<td></td>
<td>LA for Current Issues in YAL due the 23rd.</td>
<td>You have 1 week to finish the novel selected for YAL Writing Styles</td>
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<td><strong>Week 6</strong> Feb. 24th</td>
<td>Module 04: YAL Writing Styles</td>
<td>Initial Post for YAL Writing Styles due Thursday &amp; response due Sunday March 1st.</td>
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<td><strong>Week 7</strong> Mar. 2nd</td>
<td></td>
<td>LA for Writing Styles due March 8th.</td>
<td>You have 1 week to finish the novel selected for student self-selected novel published in the last 3 years NOT on our current YA list.</td>
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<td>Week 8</td>
<td>Mar. 9th</td>
<td>Module 05: YAL Authors &amp; Fan Fiction</td>
<td>Initial post for student self-selected novel due Thursday the 12th &amp; response due March 15th via</td>
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<tr>
<td>Week 9</td>
<td>Mar. 16th</td>
<td>Spring Break</td>
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<td>Week 10</td>
<td>Mar. 23rd</td>
<td>Module 06: Sci-fi/Fantasy</td>
<td>Initial discussion post Sci-Fi/Fantasy LA for YAL Authors &amp; Fan Fiction</td>
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<td>Week 9</td>
<td>Mar. 30th</td>
<td></td>
<td>LA Sci-fi/Fantasy due March 29th. You have 1 week to finish the novel selected for YAL depicting Mental Health</td>
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<tr>
<td>Week 10</td>
<td>April 6th</td>
<td>Module 07: YAL depicting Mental Health</td>
<td>Initial discussion post YAL Mental Health due Thursday April 9th and response by April 12th.</td>
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<tr>
<td>Week 11</td>
<td>April 13th</td>
<td></td>
<td>LA for YAL depicting Mental Health You have 1 week to finish the novel selected for Multimodal text</td>
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<tr>
<td>Week 12</td>
<td>April 20th</td>
<td>Module 08: Multimodal Text</td>
<td>Initial discussion post YA multimodal text due Thursday April 23rd and response due by April 19th.</td>
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<tr>
<td>Week 13</td>
<td>April 27th</td>
<td></td>
<td>LA for multimodal text due April 26th. You have 1 week to finish the novel selected for non-fiction/memoir</td>
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<tr>
<td>Week 14</td>
<td>May 4th</td>
<td>M09: YAL Non-fiction/memoir</td>
<td>Initial discussion post due Thursday May 7th and response due by Sunday May 10th.</td>
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<td>Week 15</td>
<td>May 11th</td>
<td>M10: From Page to Screen</td>
<td>Final discussion post due LA for non-fiction/memoir</td>
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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