

SYLLABUS

Course title and number ENG 492, Section 2
Term (e.g., Fall 200X) Fall 2017
Meeting times and location TR 3:05 – 4:20 p.m., KE 241

INSTRUCTOR INFORMATION

Name Dr. Gabriel Scala
Telephone number 662-402-4262
Email address
Office hours MWF 12-2 PM, TR 2:00-3:00 PM. and by appointment
Office location Kethley Hall 258

TEXTBOOK AND/OR RESOURCE MATERIAL

- Alexi, Sherman. *The Absolutely True Diary of a Part-Time Indian*. Little, Brown Books for Young Readers, 2009. ISBN: 978-0316013697
- Alsup, Janet. *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*. Routledge, 2010. ISBN: 978-0415876995
- Crowe, Chris. *Mississippi Trial, 1955*. Speak, 2003. ISBN: 978-0142501924
- Gallagher, Kelly. *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Stenhouse Publishers, 2009. ISBN: 978-1571107800
- Green, John. *Looking for Alaska*. Speak, 2006. ISBN: 978-0142402511
- Groenke, Susan & Lisa Scherff. *Teaching YA Lit Through Differentiated Instruction*. National Council of Teachers of English, 2010. ISBN: 978-0814133705
- Murakami, Haruki. *The Wind-Up Bird Chronicle: A Novel*. Vintage, 1998. ISBN: 978-0679775439
- Nazario, Sonia. *Enrique's Journey: The Story of a Boy's Dangerous Odyssey to Reunite with His Mother*. Random House, 2007. ISBN: 978-0812971781
- O'Brien, Tim. *The Things They Carried*. Mariner Books, 2009. ISBN: 978-0544309766
- Orwell, George. *Animal Farm*. Signet, 1996. ISBN: 0451526341
- Satrapi, Marjane. *The Complete Persepolis*. Pantheon Graphic Novels, 2007. ISBN: 978-0375714832
- Smith, Michael & Jeffrey Wilhelm. *Reading Don't Fix No Chevys: Literacy in the Lives of Young Men*. Heinemann, 2002. ISBN: 978-0867095098
- Spiegelman, Art. *Maus: A Survivor's Tale. I. My Father Bleeds History. II. And Here My Troubles Began*. Pantheon, 1993. ISBN: 978-0679748403
- Westerfield, Scott. *Uglies*. Simon Pulse, 2011. ISBN: 978-1442419810
- Whelan, Gloria. *Homeless Bird*. HarperCollins, 2001. ISBN: 978-0064408196
- Zusak, Markus. *The Book Thief*. Alfred A. Knopf, 2007. ISBN: 978-0375842207

COURSE DESCRIPTION AND PREREQUISITES

ENGL 492, Special Topics in English: Young Adult Literature, (3-0) Credit 3: Independent survey of young adult literature with pedagogical applications. Provides an introduction to materials and emphasizes literary as well as socio-cultural approaches to texts.

COURSE OBJECTIVES, GEN ED COMPETENCIES, AND STUDENT LEARNING OUTCOMES

At the end of the semester, students will be able to do the following:

- Read with greater understanding and awareness of aesthetic and cultural codes and conventions;
- Write with stronger analytical and logical coherency;
- Understand the relationship between aesthetic uses of language and self-awareness;
- Understand the relationship between aesthetic uses of language and moral and social contexts;
- Understand the relationship between aesthetic uses of language and diverse cultural contexts (contemporary and historical).

General Education Competencies:

In this course, students will demonstrate competency in:

GE 1. Critical and Creative Thinking – sound analytical and reasoning skills and the ability to use them to think critically, solve problems, analyze logically and quantitatively, and effectively respond to change

GE 2. Communication – skills to communicate effectively through reading, writing, speaking, and listening

GE 4. Inquiry and Technology - skills for the search, discovery, evaluation, and application of information, including an understanding of the nature and limits of appropriate technologies

GE 5. Self - a fundamental understanding of the intricate nature of humans and the knowledge, interests, and skills to promote well-being and health

GE 7. Cultural Awareness - understanding and appreciation of the diverse cultures that form the global community

GE 8. Perspectives - knowledge and appreciation of human endeavors in all aspects of life-including artistic, scientific, historic, economic, psychological, and social

GE 9. Cross-disciplinary Appreciation - understanding of the concepts of various disciplines and their interdependence

GE 10. Values - understanding search for moral, social, and ethical values and their roles in making decisions and assuming personal responsibilities

Student Learning Outcomes

SLO1. Students will demonstrate the ability to practice close reading and critically analyze works of major writers in the genres of short story and novel.

SLO 2. Students will demonstrate proficiency in writing literary analysis of works of short story and novel with consideration of thesis, purpose, audience, and organization.

SLO 3. Students will demonstrate familiarity with research procedures relating to literary criticism and analysis as well as the various strategies that inform critical approaches to literary criticism in the discipline (including, but not limited to, formalist, psychological, historical, and gender based strategies).

SLO 4. Students will demonstrate an understanding of the accepted conventions and documentation procedures appropriate to the discipline.

Specific Objectives

At the completion of the course students will be able to

1. Identify the elements of short story and novel and understand their aesthetic and persuasive functions in both oral and written communication, (GE 1,2,4,5,7,8,9,10; SLO 1,2,3,4)
2. Define the basic terms and concepts related to the analysis of these genres and apply them critically, (GE 1,2,4; SLO 1,2,3,4)
3. Analyze and interpret given works individually and in relationship to other works, communicating both in oral and written form (GE1, 2, 4, 7, 8, 9; SLO 1, 2, 3, 4), and
4. Communicate a critical understanding both in oral and written form. (GE 1, 2 ; SLO 1, 2, 3, 4)

GRADING POLICIES

Major Projects:

The major course assignments will include:

1. Weekly **Online Discussions** with the English Companion and/or Goodreads community;
2. Leading a **Book Talk** in an active classroom environment;
3. Creating an **Annotated Bibliography** of all materials assigned;
4. Writing a **Book Review** of one critical pedagogical text;
5. Creating a **Thematic Mini-Unit** for grades 6-12.

In addition, you will create or add to an existing **Digital Portfolio** with the following sections: resume, philosophy, units & lessons, and scholarship.

Incomplete Grading: The letter I indicates that work is incomplete due to providential causes that kept the student from taking the final examination. A grade of I must be removed within twelve months or the I will automatically become an F. A grade of NS will be assigned to courses for which a student registers but fails to attend any class meetings. For more information:

<http://www.deltastate.edu/policies/policy/university-policies/academics-students/grades-and-credits/>.

Withdrawing from the Course: The last day to withdraw from class and receive a grade of "W" is **December 1**. Students who need to drop or add a course after the open drop/add period should contact their academic dean's office for information on how to submit their request. In most cases students who need to drop a class will need to complete a Drop Request form (http://www.deltastate.edu/PDFFiles/univ_relations_PDF/Registrar/drop%20form.pdf), which is then processed in the academic dean's office or in the student's major department. Other types of drop requests and all requests to add a course must be submitted to the Office of the Registrar for processing. Go here for more information: <http://www.deltastate.edu/academic-affairs/registrars-office/>.

Letter Grade/Point Scale for ENG 492: Your final grade in English 492 will be based on the following grade scale. Each assignment will be weighted based on the following percentages:

A = 100-90;

B = 89-80;

C = 79-70;

D = 69-60;

F = 59 and below

Discussions	10%
Book Talk	10%
Annotated Bibliography	20%
Book Review	20%
Mini Unit	30%
Portfolio/Participation/Attendance	10%

Late Work:

All work must be turned in on time and during class. **I will not accept late work unless you have made a personal arrangement with me in advance. Assignments turned in to my mailbox will not be accepted.** If you are unable to turn in an assignment for emergency reasons, please inform me personally as soon as possible. The decision of whether I accept late work, regardless of excuse, is solely mine.

Attendance Policy: see policies in general: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/class-attendance/> and as announced by instructor.

Daily attendance is required for this course. If you miss class on a regular basis and therefore are not present to work with your peers, I will not be able to evaluate the major writing project on which you are currently working. **More than three absences will result in your final grade being lowered by one letter. More than five absences is cause for failure in the course.** If you are absent from class, it is expected that you will obtain the information you missed from your classmates.

Academic Honesty:

Delta State University expects all students to adhere to the highest moral academic standards. Unethical and dishonest behavior will not be tolerated and could invoke severe penalties. Academic dishonesty includes, but is not limited to, cheating, plagiarism, fabrication, falsification, forgery, and/or any misuse of university documents whether academic or administrative, tampering with any admission requirement documents to gain entrance into the university under a false pretense, selling or distributing written or oral information, and stealing, buying, or selling any administrative or academic document. **The penalty for plagiarism in this course is automatic failure in the course.** For more information: <http://www.deltastate.edu/policies/policy/university-policies/academics-students/academic-honesty/>.

OTHER PERTINENT COURSE INFORMATION

Library and Writing Center Resources at DSU:

The Roberts LaForge Library has a wealth of resources available to students. Please take some time to familiarize yourself with the resources available at the following links:

- <http://www.deltastate.edu/library/>
- <http://www.deltastate.edu/library/home-page/databaselinks/>
- <http://libguides.deltastate.edu/c.php?g=156891>

The Writing Center is located on the second floor of Kethley Hall (Room 201) and offers help to a wide range of writers, from freshman to graduate students to members of faculty and community. Their services include individual assistance at all stages of the writing process, including brainstorming, discovering a thesis, organizing and developing an argument, sentence structure, documentation style, and resumes and letters of application. Visit the Writing Center's website for more information: <http://www.deltastate.edu/artsandsciences/languages-literature/writing-center/>. To schedule an appointment with a writing consultant, please call 846-4088. In addition, there is an English assistant available in the Academic Support Lab on the third floor of the H.L. Nowell Union, room 311 for tutoring. To schedule a tutoring appointment, please call 846-4654.

Americans with Disabilities Act (ADA):

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Richard Houston in Disability Services, which is located in the Counseling Center, O.W. Reily Health Center or call 662-846-4690. For additional information visit <http://www.deltastate.edu/student-life/campus-counseling-center/disability-services/>.

COURSE TOPICS, CALENDAR OF ACTIVITIES, MAJOR ASSIGNMENT DATES

Daily Syllabus:

Keep in mind that this is a tentative schedule, subject to change at my discretion should the need arise. This provides an outline for the direction of the course—for the most current changes and information, please check the announcements on the ecampus course platform via Canvas.

IMPORTANT DATES

- August 21 First day of class
- August 29 Last day for adding/dropping courses
- September 4 Labor Day – No Classes
- October 17 Mid-semester grades reported
- November 20-24 Thanksgiving Holiday – No Classes
- December 1 Last day to withdraw from a course
- December 4-8 Exams

AUG 21 / WEEK 1 / INTRODUCTION TO ADOLESCENT LITERATURE

YA Lit Reading: White, Elaine J. "Young Adult Literature as a Key to Literacy." *The ALAN Review*, Volume 27, Number 3, p. 52-54 (2002). Retrieved from: <https://scholar.lib.vt.edu/ejournals/ALAN/spring00/white2.html>

Conference on English Education. "Research and Scholarship Focusing on Adolescent / Young Adult Literature." National Council of Teachers of English, 2010. Retrieved from: <http://www.ncte.org/cee/positions/yaliterature>

Build Set up your digital portfolio with the following tabs: resume, philosophy, units & lessons, scholarship.

Write: Set up your accounts on the English Companion and Goodreads websites.

AUG 28 / WEEK 2 / THE HOLOCAUST FROM TWO PERSPECTIVES

YA Lit Reading: Spiegelman, Art. *Maus: A Survivor's Tale*. New York: Pantheon Books, 1989.

Pedagogy Reading: Begin reading *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Annotation or critical review due in Week 5.

Write: Write one substantial post on your reading of *Maus* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

SEP 4 / WEEK 3 / THE HOLOCAUST CONTINUED

YA Lit Reading: Zusak, Markus. *The Book Thief*. New York: Knopf, 2007.

Pedagogy Reading: Continue reading *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Annotation or critical review due in Week 5.

Write: Write one substantial post on your reading of *The Book Thief* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

SEP 11 / WEEK 4 / PREJUDICE & ACCEPTANCE

YA Lit Reading: Crowe, Chris. *Mississippi Trial, 1955*. New York: Puffin Books, 2003.

Pedagogy Reading: Wrap up your reading of *Readicide: How Schools Are Killing Reading and What You Can Do About It*. Annotation or critical review due next week.

Write: Write one substantial post on your reading of *Mississippi Trial, 1955* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

SEP 18 / WEEK 5 / PREJUDICE & ACCEPTANCE CONTINUED

YA Lit Reading: Westerfeld, Scott. *Uglies*. New York: Simon Pulse, 2005.

Write: Write one substantial post on your reading of *Uglies* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

Write a detailed annotation or critical review of *Readicide: How Schools Are Killing Reading and What You Can Do About It*.

SEP 25 / WEEK 6 / PLANNING WEEK

YA Lit Reading: Schlick, Katherine Noe. "Planning a Themed Literature Unit." Adapted from "Themes of Human Experience: Linking Literature and Social Studies." *Northwest Reading Journal*, 5 (1997). Seattle University College of Education, 2005. Retrieved from: <http://rpd.net/files/ccss/ELA/9-12%20ELA%20Resources/Thematic%20Units.pdf>

Huff, Dana. "American Literature: How I Threw Out the Chronology and Embraced the Themes." *HuffEnglish.com*, March 10, 2015. Retrieved from: <http://www.huffenglish.com/american-literature-how-i-threw-out-the-chronology-and-embraced-the-themes/>

Plan:

- Virtual Library of Conceptual Units: <http://smago.coe.uga.edu/VirtualLibrary/>.
- CCSSO/NGA. "Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects." Common Core State Standards Initiative, 2010. Retrieved from http://www.corestandards.org/wp-content/uploads/ELA_Standards1.pdf.
- IRA/NCTE. "Standards for the English Language Arts." International Reading Association and National Council of Teachers of English, 1996. Retrieved from <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.
- Wright, Carey M., et. al. "2016 Mississippi College and Career Readiness Standards for English Language Arts." Mississippi Department of Education, 2016. Retrieved from: <https://districtaccess.mde.k12.ms.us/curriculumandInstruction/MississippiCurriculumFrameworks/ELA/2016-MS-CCRS-ELA.pdf>.

OCT 2 / WEEK 7 / THE SEARCH FOR IDENTITY

YA Lit Reading: Green, John. *Looking for Alaska*. New York: St. Martin's, 2002.

Pedagogy Reading: Begin reading *Reading Don't Fix No Chevys: Literacy In the Lives of Young Men*. Annotation due in Week 9.

Write: Write one substantial post on your reading of *Looking for Alaska* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

OCT 9 / WEEK 8 / THE SEARCH FOR IDENTITY CONTINUED

YA Lit Reading: Sherman, Alexie. *The Absolutely True Diary of a Part-Time Indian*. New York: Little, Brown, and Company, 2008.

Pedagogy Reading: Continue reading *Reading Don't Fix No Chevys: Literacy In the Lives of Young Men*. Annotation due in Week 9.

Write: Write one substantial post on your reading of *The Absolutely True Diary of a Part-Time Indian* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

OCT 16 / WEEK 9 / SATRAPI & PLANNING WEEK

YA Lit Reading: Satrapi, Marjane. *The Complete Persepolis*. Pantheon Graphic Novels, 2007.

Pedagogy Reading: Wrap up your reading of *Reading Don't Fix No Chevys: Literacy In the Lives of Young Men*.

Plan: Prepare to lead a class discussion on Satrapi's graphic novel series (Week 10).

Write: Write a detailed annotation or critical review of *Reading Don't Fix No Chevys: Literacy In the Lives of Young Men*.

OCT 23 / WEEK 10 / HELPLESSNESS TO RESISTANCE

YA Lit Reading: Nazario, Sonia. *Enrique's Journey*. New York: Random House, 2007.

Pedagogy Reading: Begin reading *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*. Annotation due in Week 12.

Write: Write one substantial post on your reading of *Enrique's Journey* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

Review the state standards for your selected grade level, select a literary theme, and begin drafting a one-week unit using at least three texts from our course readings. Include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment. Include a plan for differentiated instruction. The final Unit Plan will be due at the end of the semester.

OCT 30 / WEEK 11 / HELPLESSNESS TO RESISTANCE CONTINUED

YA LIT Reading: Whelan, Gloria. *Homeless Bird*. New York: Harper Trophy, 2001.

Pedagogy Reading: Continue reading *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*. Annotation due in Week 12.

Write: Write one substantial post on your reading of *Homeless Bird* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

NOV 6 / WEEK 12 / ORWELL & PLANNING

YA LIT Reading: Orwell, George. *Animal Farm*. Signet, 1996.

Plan: Review of state standards and selected literary themes for one-week unit plans. Review and discussion of best practices and progress in developing the unit plan.

Pedagogy Reading: Wrap up your reading of *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*.

Write: Write a detailed annotation or critical review of *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*.

NOV 13 / WEEK 13 / MURAKAMI

YA LIT Reading: Murakami, Haruki. *The Wind-Up Bird Chronicle: A Novel*. Vintage, 1998.

Pedagogy Reading: Begin reading *Teaching YA Lit Through Differentiated Instruction*. Annotation due in Week 15.

Write: Write one substantial post on your reading of *The Wind-Up Bird Chronicle* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

Continue drafting a one-week unit using at least three texts from our course readings. Include a title, brief overview, learning objectives aligned with state standards, expected challenges, materials, instructional sequence, and assessment. Include a plan for differentiated instruction. The final Unit Plan will be due at the end of the semester.

NOV 20 / WEEK 14 / THANKSGIVING HOLIDAY – NO CLASSES

YA LIT Reading: O'Brien, Tim. *The Things They Carried*. Mariner Books, 2009.

Pedagogy Reading: Continue reading *Teaching YA Lit Through Differentiated Instruction*. Annotation due in Week 15.

Write: Write one substantial post on your reading of *The Things They Carried* and respond to a minimum of 2 other posts to engage in a robust discussion of the novel.

NOV 27 / WEEK 15 / WRAP UP

Pedagogy Reading: Wrap up your reading of *Teaching YA Lit Through Differentiated Instruction*.

Write: Write a detailed annotation or critical review of *Teaching YA Lit Through Differentiated Instruction*.

Due: All weekly reading discussions
Book Talk / Socratic Seminar
Thematic Literature Unit
Four entries in your annotated bibliography and one book review for/from the following texts:

- *Young Adult Literature and Adolescent Identity Across Cultures and Classrooms: Contexts for the Literary Lives of Teens*.
- *Readicide: How Schools Are Killing Reading and What You Can Do About It*.
- *Teaching YA Lit Through Differentiated Instruction*.
- *Reading Don't Fix No Chevys: Literacy In the Lives of Young Men*.

DEC 4 / WEEK 16 / FINAL EXAMS