

**Course: ENGL-291A: Adolescent Literature (CRN 21094)/ENGL440A:**  
**Genre: YA Lit (CRN 21142)**

Semester: Spring, 2022

Time: MWF 11:20-12:10

Location: TBA

**Prerequisite:** ACAF 120 or ENGL 112 or its equivalent.

**Materials:**

- Traci Chee, *We Are Not Free* (2020)
- Candice Iloh, *Everybody Looking* (2020)
- Victoria Jamieson & Omar Mohamed, *When Stars Are Scattered* (2020)
- Gavriel Savit, *The Way Back* (2020)
- Kacen Callender, *King and the Dragonflies* (2020)
- Lydia Millet, *A Children's Bible* (2020)
- Shing Yin Khor, *The Legend of Auntie Po* (2021)
- Kyle Lukoff, *Too Bright to See* (2021)
- Kekla Magoon, *Revolution in Our Time: The Black Panther Party's Promise to the People* (2021)
- Amber McBride, *Me (Moth)* (2021)
- Malinda Lo, *Last Night at the Telegraph Club* (2021)
- Other secondary readings (if used) will be available on Canvas.

**Professor:** Dr. Kevin Andrew Spicer, Associate Professor, Department Chair  
English & Foreign Languages

*Office:* Tower Hall, S-306

*Office Hours:* Tuesdays and Thursdays in the office all day—if those days do not work, as always, just e-mail and we'll figure out a better time!

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**USF Mission Statement:** As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charism, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

**Course Description:** “Provides an introduction to the wide variety of diverse literature targeted for adolescent/young adult readers. Surveying the field, the course highlights and analyzes recent publications as it acknowledges significant, earlier texts and their distinguishing features. It requires extensive reading of books, practice in selecting and evaluating books as well as development of a set of resources for use in teaching.”

**Course Objectives/Outcomes:** Our first goal for this course is to familiarize you with some of the outstanding books written for young adults within the last two decades or so (most of what we will read comes from the Long List of Nominees for the National Book Award in YA Lit). Because the genre of YA Lit is *humongous* (and *enormously* lucrative [in addition to “creatively lucrative” as well, to be sure]), the books selected are a good beginning, but they are only a beginning (this is a gross understatement, of course). You will find other, equally wonderful books on your own. I am also asking you to read varied types of books; the titles span the genres and often vary as to type within the genre. This fulfills our second goal, which is to demonstrate the breadth and richness of young adult literature in terms of form, style, and cultural diversity. Most important is the third goal, which is to have you fall in love with young adult literature so that you won’t want to stop reading, even when the course is over. If we succeed in this together, then you will pass on your love of reading to your students, spreading the web ever wider each year that you teach. We will attain these goals only if you read thoughtfully, explore your thinking in your written responses, share that thinking in class, and expand your ideas through conversations with others.

**Course Requirements:** *Students will be expected to complete all of the following:* 1. Class Participation (see “Class Participation/Attendance Policy” below) 2. Daily Free-writes: More about this will be explained in class. 3. Weekly Writing Responses: You are free to respond before (prediction), during, and/or after your reading, whatever you choose. Please don’t, however, make the mistake of finishing a book and then waiting to respond to it. The immediacy of your response is lost when you wait. There are essentially two good ways to respond—personally and critically. When you do the former, here are some guidelines: write anything you’d like to say about your reading experience. What was the book about? What did it remind you of? How did it make you feel? Is there anything in your life that helped you to connect (or not connect) with the book? Is there anything in the book that helped you to think about your own life? Does the book reflect the world as you know it or something different? When you respond critically, you might ask yourself what makes the book memorable as a piece of literature? Or, if you feel less judgmental, you could talk about how the text might be seen to exemplify qualities that define the genre that it belongs to. Your personal response should constitute at least half of your writing, which should be 2 (full) - 3 pages typed, double-spaced (and stapled). This is not a formal paper and will not be graded on the quality of the writing. It is meant to encourage you to think deeply about what you read and to explore interesting ideas. For those of you doing the “Critical Theory” course with Dr. Ioanes this semester, feel free to bring any “theory” you learn there to be bear on the texts we are doing here in this seminar. (They will be due every Monday so that we can use them for discussion purposes (in other words, be sure to upload it to Canvas and bring a copy in some form to class with you as well.) 4. Leading Class Discussion: Just like it sounds, you’ll lead, guide,

facilitate, etc. discussion on the reading for the day. 5. Standard Academic Mid-Term Essay (5-7 pages in length): Exactly like it sounds—no great frills or spectacles—just an essay that has an argument. In other words, in these essays, you have to make a critical or analytical point; it is not an OpEd piece; is not a summary; it is not a personal reflection on your impressions of the work you are investigating. One of the best places to start research-wise is The Assembly on Literature for Adolescents available here (the *ALAN Review* is their well-known publication and also accessible from their web site). 6. Final Project Options: a. Be(come) a Booktuber: Have a read of “Booktubing: Reader Response Meets 21st Century Literacies” by Peggy Semingson, Raul Alberto Mora and Tatiana Chiquito and create your own Booktube videos for some of the books we read this semester (or others you’re just dying to tell everyone about). b. Chapter Book Response/Reader Response Essay (5-7 pages in length): For those thinking of being future teachers, try the following: Re-read a book you read as a child or young adolescent. Consider the difference between your two reading experiences. In what ways did your level of enjoyment change? Why? What literary elements seemed most striking to you this time? Write a paper (first person is fine) describing the difference between your two readings. c. Another project idea you have designed on your own (in consultation with Dr., S—, of course).

### Course Schedule/Outline:<sup>1</sup>

Week	Date	Reading Assignment	Assignment
1	1.10.21	Kacen Callender, <i>King and the Dragonflies</i>	
2	1.17.21	Candace Iloh, <i>Every Body Looking</i>	
3	1.24.21	Traci Chee, <i>We Are Not Free</i>	
4	1.31.21	Gavriel Savit, <i>The Way Back</i>	
5	2.7.21	Victoria Jamieson & Omar Mohamed, <i>When Stars Are Scattered</i>	
6	2.14.21	Shing Yin Khor, <i>The Legend of Auntie Po</i>	
7	2.21.21	Kyle Lukoff, <i>Too Bright to See</i>	

Week	Date	Reading Assignment	Assignment
8	2.28.21	Kekla Magoon, <i>Revolution in Our Time: The Black Panther Party's Promise to the People</i>	
9	3.7.21	SPRING BREAK WEEK—Amber McBride, <i>Me (Moth)</i>	
10	3.14.21	Malinda Lo, <i>Last Night at the Telegraph Club</i>	
11	3.21.21	Lydia Millet, <i>A Children's Bible</i>	
12	3.28.21	Reading TBD	
13	4.4.21	Reading TBD	
14	4.11.21	Reading TBD	
15	4.18.21	Reading TBD	
16	4.25.21	Reading TBD	
17	5.2.21	Final Exam Week	Final Projects Due

**Methods of Evaluation:** See “Course Requirements” Section *supra*. Only *Nota bene* here is the policy on “late work”: “Late work will lose a point for each day that it is late. After one week, the work is a zero. In-class work will not be accepted late.”

**Grading Scale:** Standard USF grading scale.

**Course Evaluations/Surveys:** Information gleaned from course evaluations is an important part of maintaining quality and continuous improvement in courses. The University’s expects students to thoughtfully participate in this anonymous evaluation process.

**COURSE POLICIES: Attendance Policy:** Attendance policy is at the discretion of the instructor.

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<sup>1</sup>Schedule is of course subject to possible revision at the discretion of the instructor (and students, in consultation with the instructor).

*The instructor reserves the right to adjust the syllabus and class schedule as circumstances may warrant during the semester.*

*Students are expected to follow all policies in the USF Catalog and Student Handbook, both of which can be found in the student portal.*

*Policies not covered in this document will be handled in accordance with the USF Catalog and/or Student Handbook.*

**INSTITUTIONAL POLICIES:** The student should use the USF portal as the first resource for guidance and support on items such as student complaints, safety, security and transportation questions, contact information for various USF departments, student support services such as counseling and academic resources. Information on these resources can be found in the “For Students” section of the USF portal.

A complete listing of university policies and procedures can be found in the University of St. Francis Course Catalog and Student Handbook. For the most current version of the catalog, please visit [here](#).

Students are expected to be familiar with and follow the various procedures and guidelines regarding USF’s COVID-19 Response, including the USF Preparedness Plan and other materials incorporated in the Saints United resource hub.

**Academic Integrity:** Academic integrity requires that all academic work be wholly the product of an identified individual or individuals. Collaboration is only acceptable when it is explicitly acknowledged. Ethical conduct is the obligation of every member of the University community, and breaches of academic integrity constitute serious offenses. Since a lack of integrity hinders the student’s academic development, it cannot be tolerated under any circumstances. Violations include but are not limited to: cheating, fabrication, facilitating academic dishonesty, plagiarism, and denying others access to information or material. See the USF Catalog for further clarification and information on grievance procedures.

**Services and Accommodations for Students with Disabilities (Americans with Disabilities Act):** The University strives to be in compliance with the Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA). A student who requires special accommodations or arrangements due to a disability should contact the Office of Disability Services. This contact preferably should occur no later than the first week of classes. Early contact before the semester starts is encouraged to allow sufficient time to provide accommodations. Extra time is needed for some types of accommodations such as sign language interpreters or special text formatting. Should a need arrive after the start of a semester; the student is encouraged to contact the Office of Disability Services as soon as possible. Note that accommodations are not retroactive. Each case will be reviewed on an individual basis to determine reasonable and appropriate accommodations.

USF is committed to ensuring the full participation of all students in its programs,

regardless of the course format. If you have a documented disability and need a reasonable accommodation to participate in a course, complete course requirements, or benefit from the University's programs or services, please contact the Office of Disability Services at 815-740-3631 or ODS@stfrancis.edu. The Office of Disability Services is in the Academic Resource Center (ARC) and is located on the second floor of the LaVerne and Dorothy Brown Library in room L214. Consultations are welcome, please contact the Office of Disability Services for an appointment.

**Academic Support Services:** The Academic Resource Center (ARC) located in Room L214 in the Library (815-740-5060) offers various types of academic services. Online and distance learning students can contact ARC for appropriate resources. ARC serves students who need tutoring in many areas of study including writing and math. Library services include a number of online services and full text databases. Call the Library at 815-740-5041 for additional information. If you need academic-related resources or assistance, please contact the Academic Resource Center.

**Technology Support:** 1. The Department of Academic Technology (DAT) administers the learning management system Canvas. If you are experiencing any difficulty using Canvas or need technical assistance, you have several options to receive support, including: a. 24x7 Live Canvas Support. If you experience technical difficulties or have a question about Canvas, you can receive support 24 hours a day 7 days a week through the Canvas help menu. From the help menu, select Chat with Canvas Support for a "live" text-based click-to-chat session, b. select Report a Problem to send an email support request, or speak to someone directly by using the toll-free number listed under the Canvas Support Hotline. **NOTE:** Responses to Canvas' email-based Report a Problem request system will go to your USF stfrancis.edu email account, NOT your personal email.

2. Online Self-Service Help Resources. A student user guide and other resources for solving issues related to Canvas can be found at <http://learnitnow.stfrancis.edu>
3. Telephone Support from DAT. You can also phone the Department of Academic Technology for personal help at (815) 740-5080 or (866) 337-1497 (toll-free) between 8 a.m. and 4 p.m. Central Standard Time, Monday through Friday.

For any technical support issues that are not related to Canvas, please contact the USF Technology Support Center (TSC). You can reach them via: \* Phone: 1-815-768-TECH (8324) \* Email: [techsupport@stfrancis.edu](mailto:techsupport@stfrancis.edu) \* Web: <http://techsupport.stfrancis.edu> \* Or visit them on the first floor of Marian Hall