



**\*This syllabus is tentative. The final syllabus posted on the first day of class may have slight differences. If you take the class, be sure to follow the syllabus posted in Blackboard on the first day of class.**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused, and distinctively Christian environment for professional success and service to God and humankind.

**Course Name:** ENGL 5309 – Young Adult Literature (YAL)

**Term and Year:** Spring 2014 term

**Full Name of Instructor:** Dr. C. Marlow McClenagan

**Office Phone and Email:** (806) 291-1106 ; cindym@wbu.edu

**Office Hours, Building, and Location:** I am physically located on Wayland's home/Plainview, Texas, campus in my Gates Hall 200 office, most days M-F, 8:30-4:30, CST; this is the best time to catch me by phone. However, feel free to email me at any time, and I will respond as quickly as possible.

**Class Meeting Time and Location:** Class should be available any time, day or night, through Blackboard.

**Catalog Description:** Focus is literature for middle and high school students. Emphasis is placed on contemporary literary and non-literary selections.

**Prerequisite:** None, other than graduate-level status.

**Required Textbook and Resources:**

Anderson's *Speak* (1999)  
 Cisneros' *The House on Mango Street* (1983)  
 Collins' *The Hunger Games* (2008)  
 Green's *An Abundance of Katherines* (2006)  
 Hinton's *The Outsiders* (1967)  
 Philbrick's *The Mostly True Adventures of Homer P. Figg* (2009)

Roth's *Divergent* (2011)  
 Wolff's *I'm Down: A Memoir* (2009)

and portions of Tomlinson & Lynch-Brown's *Essentials of Young Adult Literature*, 2nd ed.

**(Optional)/Additional Materials:** Since this is an online class, you obviously need consistent access to a reliable, updated computer that has steady Internet access. A current, 7<sup>th</sup> edition of the *MLA Handbook* may also prove helpful.

**Course outcome competencies:** Upon the conclusion of this course, students actively engaged in learning at the graduate level will be able to:

1. Understand how literature is a means of exploring and interpreting the human experience.
2. Determine criteria for selecting books for middle school and high school students.
3. Demonstrate knowledge of notable book awards.
4. Explain the benefit of using a variety of types of literature for this age range.
5. Plan ways to use literature in the classroom.
6. Through the use of an oral (or other) presentation or teaching session, introduce others to a contemporary literary selection recently developed for middle or high school students, and suggest appropriate activities for using it in a middle or high school classroom.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Attendance Requirements:** This Virtual Campus or online course is set up on a weekly "module" basis. This means assignments, readings, discussions, papers, etc. will generally be presented and due each week. (In general, weekly lecture and assignments open each Monday at 12:00 a.m. midnight CST, and are due the following Monday at noon, CST). Therefore a *minimum* "attendance" of checking in with the course, on Blackboard, once early in the week and once late in the week, is required in order to complete the course successfully.

**Disability Statement:** "In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765. Documentation of a disability must accompany any request for accommodations."

**Academic Honesty:** No form of cheating or plagiarism will be tolerated. Purdue's Online Writing Lab suggests the following are "unquestionably" acts of *plagiarism*:

1. "buying, stealing, or borrowing a paper" (including getting a paper from the Web);
2. asking or "hiring someone to write your paper for you";

3. “and copying large sections of text from a source without quotation marks or proper citation.”

In the very least acts of plagiarism and forms of cheating will result in an *F* on the work in question. An official report will also be filed with the Provost/Executive Vice President. \*Please see the School of Languages & Literature’s Statement on Plagiarism for further explanation and examples.

**Class Communication, Announcements, and Updates:** Official class announcements will be made in Blackboard. Information directed to you individually will be disseminated via your Wayland email address. \*Please set up your **Wayland** email account and check it regularly.

- If you need assistance setting up your **Wayland email account**, follow one of these links:  
[http://www.wbu.edu/current\\_students/student\\_email/default.htm](http://www.wbu.edu/current_students/student_email/default.htm) ;  
<http://hosted.comm100.com/KnowledgeBase/Main/Article.aspx?siteId=27813&Id=77>
- OR call IT at (806) 291-3540.

**Technical problems??** Contact the Virtual Campus at the following link:

- [http://www.wbu.edu/academics/online\\_programs/contactus.htm](http://www.wbu.edu/academics/online_programs/contactus.htm) ; try the **Live Chat**.
- OR, feel free to call 866-547-9192 or email [virtualcampus@wbu.edu](mailto:virtualcampus@wbu.edu) .

### Course Requirements and Grading Criteria:

- Near weekly **Discussion Boards (DBs)** – approximately 40%/400 points total  
 Each week I will present at least one question to which all class members should post a thoughtful, intelligent, and well-written response. Additionally, each student should, at a *minimum*, reply to one other student’s posted response. In weeks where students post their “YAL Text Presentation(s)” (see below), the other students in the class are also responsible for replying to at least one presentation with a helpful comment.
- 1 YAL Text Presentation - approx. 15%/150 points total  
 Select a YAL text, one we will *not* read for class but that would be good to use in a high school setting. Present that text to the rest of the class, including a minimum of these three items:
  1. a *short* summary of the YAL text (written by *you*),
  2. a *brief* explanation as to why this text is a good choice for a YAL class, (\*This explanation should include reference to at least one professional, published review of the YAL text.)
  3. a brief explanation of one class activity that might be used to enhance the students’ learning and/or understanding the text or anything related to the text
 Submit this two or three page YAL text “Presentation” to the class as a Discussion Board item by **Wednesday** of the selected/assigned week; include a Works Cited page. \*Select

a week from Weeks 3-9; a maximum of three students may present each week—first come, first served. Email me your preferred week, from your Wayland email, by the end of Week 1.

- 1 Research and Argument **Paper OR** detailed **Class Plans** - approx. 30%/300 points  
**Paper** – In 10-12 pages, present an argument related to a literary aspect(s) of one of the texts/novels read for class.  
OR  
**Plans** – Prepare class plans for one text/novel read for class equal that equals to 5 days/sessions of one-hour class period (at least 15 pages, but not more than 25 with quizzes and other handouts, etc. attached)
- 1 **Final Exam** (some objective from Lectures, some essay) – approx. 15%/150 points

\*All of the above assignments and activities (except the Text Presentation) will be based on the weekly readings and lectures, as listed in the Tentative Schedule below. *More detailed information about each of the above assignments will be posted as we advance through the course.*

\*The Paper or Class Plans must be submitted to or through Blackboard's Safe Assignment as .rtf or .doc files. Do NOT use .wps , as it is not readable. Additionally, do not email me any assignments (unless I specifically ask you to do so).

<b>Tentative Schedule – Monday, February 24 - Saturday, May 10:</b>
---

\*All due dates reflect Central Stand Time (CST). Please adjust accordingly.

<b>I. YOUNG ADULTS &amp; YAL</b>
----------------------------------

**Week 1, Monday, February 24 – Sunday, March 2:**

1 – \*Email me (cindym@wbu.edu) from your Wayland.wbu.edu email address--tell me two things about your YAL Text Presentation:

- a.) which week (of Weeks 3-9) you'd like to present, and
- b.) what YAL text you will likely select/present (10 points for email)

*See above for a brief explanation of this assignment---more details provided in Week 2.*

- 2 – Read/skim Tomlinson’s Ch. 1, “Understanding Young Adults and YAL”
- 3 - Review related Lecture notes
- 4 - Complete any Discussion Boards posted (20 points this week—usually 30)

**Week 2, Monday, March 3 - Sunday, March 9:**

- 1 - Read/skim Tomlinson’s Ch. 2, “Learning About Books”
- 2 - Also read all of Hinton’s *The Outsiders*, Chs. 1-12/end
- 3 - Review related Lecture notes
- 4 - Complete any Discussion Boards posted (30 points)
- 5 - Consider Text Presentation assignment and review weekly presentation schedule

**II. GENRES OF YAL**

**\*Monday, March 10 - Sunday, March 16: No class--Spring Break!**

**Week 3, Monday, March 17 - Sunday, March 23:**

- 1 – Read/skim Tomlinson’s Ch. 3, “Realistic Fiction”
- 2 – Also read all of Anderson’s *Speak*
- 3 - Review related Lecture notes
- 4 - Complete any Discussion Boards posted (30 points)
- 5 - IF this week is your selected/assigned week, submit your Text Presentation to the proper DB location. (150 points) Read all student Text Presentations and respond to at least one with a helpful comment concerning the use of that text in a YAL setting. (10 points)

**Week 4, Monday, March 24 – Sunday, March 30:**

- 1 - Read/skim Tomlinson's Ch. 4, "Modern Fantasy"
- 2 - Also read all of Collins' *The Hunger Games*
- 3 - Review related Lecture notes
- 4 - Complete any Discussion Boards posted (30 points)
- 5 - IF this week is your selected/assigned week, submit your Text Presentation to the proper DB location. (150 points) Read all student Text Presentations and respond to at least one with a helpful comment concerning the use of that text in a YAL setting. (10 points)
- 6 - Consider Research & Argument Paper OR Class Plans Assignment

**Week 5, Monday, March 31 – Sunday, April 6:**

- 1 - Read/skim Tomlinson's Ch. 5, "Historical Fiction" & Ch. 9, "Teaching Strategies"
- 2 - Also read all of Philbrick's *The Mostly True Adventures of Homer P. Figg*  
(As Philbrick's is a shorter text, you may also want to begin reading next week's *I'm Down* which is a bit longer.)
- 3 - Review related Lecture notes
- 4 - Complete any Discussion Boards posted (30 points)
- 5 - IF this week is your selected/assigned week, submit your Text Presentation to the proper DB location. (150 points) Read all student Text Presentations and respond to at least one with a helpful comment concerning the use of that text in a YAL setting. (10 points)

**Week 6, Monday, April 7 – Sunday, April 13**

- 1 - Read/skim Tomlinson's Ch. 6, "Nonfiction"
- 2 - Also read all of Wolff's *I'm Down*
- 3 - Review related Lecture notes

4 - Complete any Discussion Boards posted (30 points)

5 - IF this week is your selected/assigned week, submit your Text Presentation to the proper DB location. (150 points) Read all student Text Presentations and respond to at least one with a helpful comment concerning the use of that text in a YAL setting. (10 points)

**Week 7, Monday, April 14 – THURSDAY, April 17:**

**Friday, April 18, and Monday, April 21, are Easter holidays.**

1 - Read/skim Tomlinson's Ch. 7, "Poetry" & Ch. 8, "Literature for a Diverse Society"

2 – Also read all of Cisneros' *The House on Mango Street*  
(As Cisneros' is a shorter text, you may also want to begin reading next week's *An Abundance of Katherines* which is longer.)

3 - Review related Lecture notes

4 - Complete any Discussion Boards posted (30 points)

5 - IF this week is your selected/assigned week, submit your Text Presentation to the proper DB location. (150 points) Read all student Text Presentations and respond to at least one with a helpful comment concerning the use of that text in a YAL setting. (10 points)

**Week 8, TUESDAY, April 22 – Sunday, April 27:**

1 - Read/skim Tomlinson's Ch. 11, "Censorship, Classics, Accountability . . ."

2 – Also read all of Green's *An Abundance of Katherines*

3 - Review related Lecture notes

4 - Complete any Discussion Boards posted (30 points)

5 - IF this week is your selected/assigned week, submit your Text Presentation to the proper DB location. (150 points) Read all student Text Presentations and respond to at least one with a helpful comment concerning the use of that text in a YAL setting. (10 points)

6 - Work on Paper or Class Plans in “free” (ha) time—it’ll be due before you know it!

### III. LITERATURE IN THE SCHOOLS

#### **Week 9, Monday, April 28 – Sunday, May 4:**

- 1 - Read/skim Tomlinson’s Ch. 10, “Resistant Readers”
- 2 – Also read the first half of Roth’s *Divergent*, through Ch. 18
- 3 - Review related Lecture notes
- 4 - Complete any Discussion Boards posted (30 points)
- 5 - IF this week is your selected/assigned week, submit your Text Presentation to the proper DB location. (150 points) Read all student Text Presentations and respond to at least one with a helpful comment concerning the use of that text in a YAL setting. (10 points)
- 6 - Finalize Paper or Plans—due next week!

#### **Week 10, Monday, May 5 – Sunday, May 11 (Mother’s Day!):**

- 1 – Read/complete Roth’s *Divergent*
- 2 - Review a few final Lecture notes
- 3 - Complete any Discussion Boards posted (30 points)
- 4 – \*Submit Paper or Class Plans to Safe Assignment in Blackboard by end of week or Monday, 12:00 noon. (300 points) *Late assignments receive 10% off for each day they are late.*

#### **Week 11, Monday, May 12 - SATURDAY, May 17:**

- 1 - \*Review for and take Final Exam *before SATURDAY, May 10, 12:00/noon, CST.* (150 points)