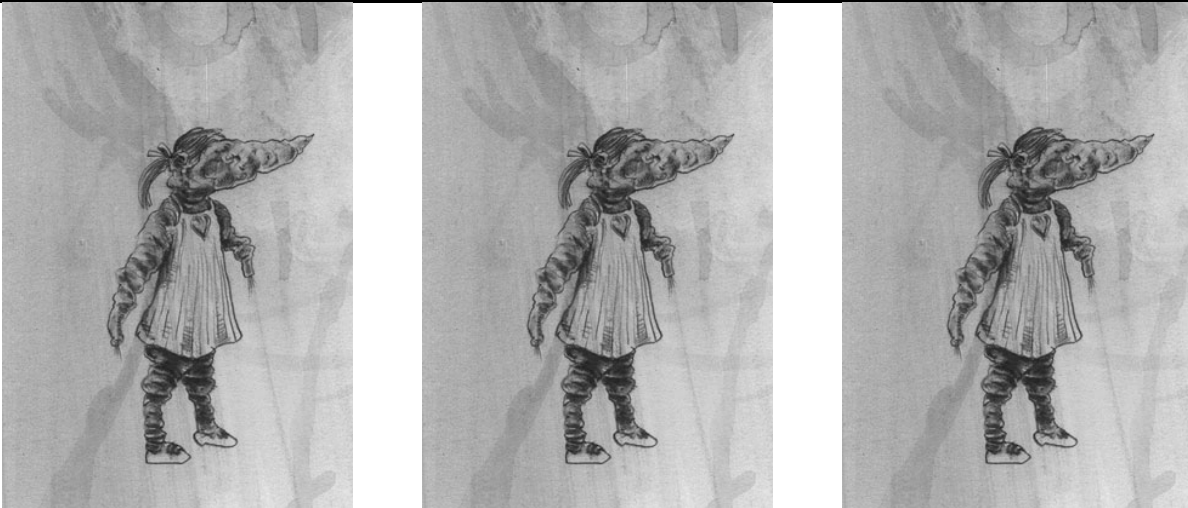


English 4361/5361: Literature for Adolescents

Exploring the Monstrous in Adolescent and Y.A. Fiction

TR 9:25-10:40 a.m. Irby Hall 310



Instructor: Dr. Sonya Fritz

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Office Hours: TR 10:45 a.m.- 12 p.m., MWF 10-11 a.m., and by appointment

Course description

As we read specimens of American adolescent/young adult literature of the twentieth and twenty-first centuries this semester, we will turn our attention to the figure of the monster and the contours of the monstrous. We will consider the following questions, among others: how do adolescent readers and works of adolescent literature lend themselves to the genre of monster fiction? In what ways are adolescents considered—by themselves or by their society—to be monsters? How is the world particularly monstrous for the adolescent? How do issues of alienation, repression, the abject, the grotesque—all pertinent to monsterhood—relate particularly to adolescent and Y.A. fiction? And, finally, why are people so obsessed with vampires lately??

In general, the goals of this course are to:

- Engage in literary and cultural criticism as we read and analyze the texts selected
- Consider the purposes that adolescent/Y.A. literature serves in our culture and society by investigating its implied audience and goals
- Develop our understanding of various theoretical frameworks and critical lenses and hone our uses of these apparatuses in our discussion of the texts selected

- Improve our skills as critical thinkers, researchers, and writers through various writing assignments

Keep in mind that the texts examined in this course may contain language or material that you may find sensitive or controversial. As adults enrolled in an upper-level college course, you are expected to engage the assigned readings and participate in class discussions in a manner that is careful, mature, respectful, and objective.

Although many future teachers may be enrolled in this class, the course's primary goal as a mode of English studies is to focus on critical analysis of texts' themes, styles, and conventions; it is not designed to teach methods of teaching.

Required texts and materials

Hunger Games, Suzanne Collins
 Twilight, Stephenie Meyer
 The Hollow Kingdom, Clare Dunkle
 Blood and Chocolate, Annette Curtis Klause
 Thirsty, M.T. Anderson
 I Kill Giants, Joe Kelly
 Staying Fat for Sarah Byrnes, Chris Crutcher
 Stitches, David Small
 Monster, Walter Dean Myers
 Thirteen Reasons Why, Jay Asher
 That Was Then, This is Now, S.E. Hinton
 Uglies, Scott Westerfeld
 How I Live Now, Meg Rosoff

Our required reading for the course also includes online texts of which you will not have to purchase hard copies. I will post files with these readings on myUCA for you to access.

You are also required to have:

- Access to a good dictionary and writing handbook to aid you in writing your paper and presentation for the class
- A UCA email account that you check daily
- Opinions and insights that you develop thoughtfully and voice respectfully during class discussions. The success of this course depends in large part on its members' willingness to seriously and actively engage the material and participate in discussions.

Policies

Academic Integrity and Scholastic Dishonesty. The University of Central Arkansas affirms its commitment to academic integrity and expects all members of the university community to accept shared responsibility for maintaining academic integrity. Students in this course are subject to the provisions of the university's Academic Integrity Policy, approved by the Board of Trustees as Board Policy No. 709 on February 10, 2010, and published in the Student Handbook. Penalties for

academic misconduct in this course may include a failing grade on an assignment, a failing grade in the course, or any other course-related sanction the instructor determines to be appropriate. Continued enrollment in this course affirms a student's acceptance of this university policy.

Other University Policies. Please be sure to familiarize yourself with the policies outlined in the UCA Student Handbook, particularly those pertaining to sexual harassment and academics.

Authorized Absences. Students are required to come to class on time and to complete all assignments. Daily attendance will be taken via sign-in sheet. You are responsible for providing evidence and/or appropriate documentation to substantiate "authorized absences." Excused absences can include illness requiring a doctor's visit, the serious illness of an immediate family member or illness of a dependent, the death of a relative, etc. Please direct any questions concerning what constitutes an excused absence to me. If you know in advance that you will miss a class, you are responsible for informing me. You are allowed two unexcused absences. Each subsequent unexcused absence will result in the deduction of two percentage points from your final grade. Please use your two absences wisely—they are not intended for those days when you feel like sleeping in, but rather for days when you cannot come to class but your absence is not excused. Ten or more absences, excused or otherwise, provide grounds for the student to be dropped from the course.

Keep in mind that absences due to illnesses that do not necessitate a doctor's visit (unless chronic, as documented by a doctor) or trips out of town for weddings or family vacations are not excused absences. Please also try to avoid scheduling routine medical check-ups, such as dental cleanings, or yearly physicals, during class time—I will not excuse these absences.

Students who arrive to class after half of the class period (calculated by the duration of the class period in minutes) or more has passed will be counted absent and will not be allowed to sign the sign-in attendance sheet. Chronic tardiness may be penalized by counting each third tardy as an unexcused absence.

If you are absent on the day of an exam, you are responsible for contacting me as soon as possible to schedule the make-up exam. If your absence is excusable, you are responsible for providing documentation to substantiate this at the time of the make-up exam. Five late points will be deducted from the exam grade if the absence is not excused (i.e., you overslept). Five late points may also be deducted if you do not contact me in a timely manner to schedule the make-up exam, whether your absence is excused or not.

Students who miss class are responsible for obtaining information regarding missed class notes, material, and assignments. It is my policy to email students information regarding missed class notes only for excused absences and only when the student has sent a request via email specifying student name, course number and section, and class date(s) missed. I strongly recommend that students also talk with their classmates about what they have missed.

Classroom Behavior. Disruptive classroom behavior is defined as anything that would interfere with an instructor's ability to conduct the class or the ability of other students to profit from the instructional program. *Please remember specifically* that you should silence or turn off all cell phones before class, and that all individuals and the opinions they express in class are to be treated with respect during class discussions.

Paper Format. Unless otherwise specified, *all* homework and paper assignments should be typed (letter-quality printing required) in 12-point Times New Roman font with one-inch margins and double-spaced on white bond paper, according to MLA guidelines. Documentation must be provided in MLA format.

Appropriate Attribution. Any assignment that fails to include clear and appropriate attribution of sources will receive a grade of zero ("0").

Grades. Grades are not negotiable. Your final course grade will be based on your work in the course. If you are concerned about a grade, see me during office hours or make an appointment to meet with me.

Acknowledging Assistance. All drafts and supporting documents for papers and presentations must be your writing—that is, your own ideas and your own words. If you work with a tutor or get feedback on your work from a classmate or friend, plan on discussing your writing, but let the other person know that all writing must be your own. Any paper that shows evidence of assistance and fails to acknowledge that assistance will be considered a case of scholastic dishonesty and reported as such.

Handouts. The handouts used in this course are copyrighted. "Handouts" are all materials generated for this class, which include but are not limited to exams, quizzes, syllabi, in-class materials, sample papers, and peer critique sheets. Because these materials are copyrighted, you do not have the right to copy handouts unless I expressly grant permission.

E-mail, Phone, and Fax. I will not discuss grades on e-mail or over the phone and, unless otherwise specified, I will not accept assignments attached to e-mail messages. The English department will not accept papers or excuses for absences faxed to me.

Students Needing Support Service

The University of Central Arkansas adheres to the requirements of the Americans with Disabilities Act. If you need an accommodation under this Act due to a disability, please contact the UCA Office of Disability Services, 450-3613.

The University Writing Center

The UCA Writing Center, located in Thompson 109, offers students one-on-one tutoring and online assistance with their writing. For more information, see the web site: www.uca.edu/writingcenter.

Course Requirements and Grade Determination

In addition to the required reading, throughout the semester, all students will take two exams and write 13 weekly 1 ½-2-page response papers (due every Tuesday beginning September 7 with the exception of November 23) and one 4-5 page-paper. Undergraduate students will also write a 8-10-page final paper. Graduate students will write a 13-14-page final paper and give one in-class presentation. *All homework and papers must be typed and submitted as a hard copy unless I*

instruct you otherwise. Appropriate supporting materials, which will be specified as the semester progresses, must be submitted with your final paper. More detailed descriptions of the graduate students' in-class presentation assignment and the paper assignments will be given in class as the semester progresses. The exams will be both objective and analytical, covering the material that we have discussed in class. They will include identification questions, short answer questions, and essay questions.

Weekly response papers. Each of your response papers should begin with a question or questions that the text for that week has raised in your mind and should posit possible answers to the question/s through analyzing the text. The questions that you raise in your response papers should be open-ended, concerning a text-related issue that's actually debatable and open to interpretation of the text—you can think of them as discussion questions that you discuss on your own in your response paper before bringing them to the class. These questions can pertain to what happens in the text, the characters themselves, ambiguities in the text, possible themes, choices the writer made in crafting the text—these should be questions that require critical analysis of the text and other critical thinking to form an answer. They should be questions that turn to the *text itself* to develop an answer. Questions that lead to speculation about the author and his/her experiences or what he/she was thinking when writing the text are not appropriate for this assignment, as interpretation of the text alone cannot answer these questions. If you have concerns about whether a question is appropriate, please contact me. Response papers will be graded on the coherence and critical nature of the question (dead-end questions and questions that do not focus on textual analysis will lose points), the coherence and critical nature of the answer/analysis, and the basic grammar/punctuation of the writing itself. Each response paper will be worth 10 points for a total of 130 points. The first response paper will be due Tuesday, September 7.

The final grade for the course will be determined in the following manner:

Undergraduates:

Mid-term exam	20%
Final exam	20%
Response papers	20%
Small paper (4-5 pages)	15%
Final paper (8-10-p. researched paper that analyzes a y.a. novel)	25%

Graduates:

Mid-term exam	15%
Final exam	20%
Response papers	15%
Small paper (4-5 pages)	15%
Final paper (13-14-p. researched paper that analyzes a y.a. novel)	20%
Presentation	15%

Final grade values:

A	90-100	B	80-89
C	70-79	D	60-69

F 59 and below

No extra credit will be offered in the class. Grades—including final averages—will not be rounded up, except in the case of 59.5/ 69.5/ 79.5/ 89.5.

Schedule of Reading, Assignments, and Paper Due Dates

This schedule is subject to change at the professor's discretion.

The readings and assignments listed under each date are those that you will be expected to have completed *by that date*.

Thursday, August 26: Introduction to course.

Tuesday, August 31: excerpt from *Disturbing the Universe: Power and Repression in Adolescent Literature* by Roberta S. Trites (file available on myUCA).

Monstrous Societies

Thursday, September 2: *Hunger Games*, Suzanne Collins, chs. 1-13; excerpt from *Utopian and Dystopian Writing for Children and Young Adults* by Carrie Hintz and Elaine Ostry (file available on myUCA).

Tuesday, September 7: *Hunger Games*, Suzanne Collins, chs. 14-end of novel. First response paper due.

Thursday, September 9: *Uglies*, Scott Westerfeld, pp. 1-209.

Tuesday, September 14: *Uglies*, Scott Westerfeld, pp. 210-end of novel.

Thursday, September 16: *How I Live Now*, Meg Rosoff, chs. 1-19.

Tuesday, September 21: *How I Live Now*, Meg Rosoff, chs. 20-end of novel.

Monsters at Home

Thursday, September 23: *Staying Fat for Sarah Byrnes*, Chris Crutcher, chs. 1-9.

Tuesday, September 28: *Staying Fat for Sarah Byrnes*, Chris Crutcher, chs. 10-end of novel.

Thursday, September 30: *Stitches*, David Small, pgs. 1-156; excerpt from *Understanding Comics* by Scott McCloud (file available on myUCA).

Tuesday, October 5: *Stitches*, David Small, pgs. 157-end of novel.

Thursday, October 7: *I Kill Giants*, Joe Kelly, chs. 1-4.

Tuesday, October 12: I Kill Giants, Joe Kelly, chs. 5-end of novel.

Thursday, October 14: Midterm exam.

Loving a Monster

Tuesday, October 19: The Hollow Kingdom, Clare Dunkle, "Prologue"- ch. 7.

Thursday, October 21: Fall break; no class.

Tuesday, October 26: The Hollow Kingdom, Clare Dunkle, chs. 8-end of novel.

Thursday, October 28: Twilight, Stephenie Meyer, chs. 1-11.

Tuesday, November 2: Twilight, Stephenie Meyer, chs. 12-end of novel.

Thursday, November 4: Blood and Chocolate, Annette Curtis Klause, chs. 1-14.

Tuesday, November 9: Blood and Chocolate, Annette Curtis Klause, chs. 15-end of novel. No response paper due.

Becoming a Monster

Thursday, November 11: Thirsty, M.T. Anderson, chs. 1-5. 4-5-page paper due.

Tuesday, November 16: Thirsty, M.T. Anderson, chs. 6-end of novel.

Thursday, November 18: Thirteen Reasons Why, Jay Asher, pp. 1-148.

Tuesday, November 23: Thirteen Reasons Why, Jay Asher, pp. 149.

Thursday, November 25: Thanksgiving; no class.

Tuesday, November 30: That Was Then, This is Now, S.E. Hinton, chs. 1-4.

Thursday, December 2: That Was Then, This is Now, S.E. Hinton, chs. 5-end of novel.

Tuesday, December 7: Monster, Walter Dean Myers, pp. 1-139.

Thursday, December 9: Monster, Walter Dean Myers, pp. 139-end of novel. Final papers due.

Thursday, December 16: Final exam, 8-10 a.m.

Title page artwork: "No Girl" by INS A KROMMINGA