

English 406: Adolescent Literature
The Badlands: Adolescent and YA Apocalyptic and Dystopian Literature, Spring, 2014

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Office Hours: Face-to-face: Tuesday, 11-1, Thursday, 1-4; e-mail, and by appointment.

Required Texts

Please note that sometimes the bookstore does not carry the books; it is nevertheless your responsibility to find the books. All except *Z for Zachariah* (and the MLA Handbook) are available electronically

Disturbing the Universe Author: TRITES ISBN: 9780877458579	*The Parable of the Sower Author: BUTLER ISBN: 9780446675505
*The White Mountains Author: CHRISTOPHER ISBN: 9780689856723	*The Giver Author: LOWRY ISBN: 9780440237686
Z for Zachariah Author: O'BRIEN ISBN: 9781416939214	*Unwind Author: SHUSTERMAN ISBN: 9781416912057
*The Dead and the Gone Author: PFEFFER ISBN: 9780547258553	*Feed Author: ANDERSON ISBN: 9780763622596
*This Is Not a Test Author: SUMMERS ISBN: 9780312656744	The Hunger Games Collins 9780439023528
MLA Handbook for Writers of Research Papers, 7th ed. Author: GIBALDI ISBN: 9781603290241	

Catalog Description: Introduces parents and prospective teachers of middle, junior high, and senior high schools to the major authors and genres of adolescent, or "young adult," literature. Classroom applications are discussed, but the emphasis is on the interpretation and evaluation of the literature itself. Prerequisite: Eng 1302

Course Description: An exploration of apocalyptic/dystopian fiction written for adolescent/young adult readers, and their accompanying problems, for the protagonists of these novels could have no larger problems, right? The end of the world. Being unwound. Attacked by zombies. Oh. My. Balaka Basu, Katherine R. Broad, and Carrie Hintz in *Contemporary Dystopian Fiction for Young Adults: Brave New Teenagers* (New York: Routledge, 2013) note that teen readers "are diving deeper into the dystopian well, finding a sense of pleasure in texts that display an increasingly gloomy vision of the world they are to inherit" and point to the

genre's "overwhelming attraction for young audiences" (2). Not to be left behind, scholars have engaged in more earnest and plentiful discussions of the why's and how's of adolescent and YA dystopian fiction. We will join them.

Course Objectives:

- Become conversant in the history and themes associated with adolescent/YA apocalyptic/dystopian literature.
- Become conversant in the political, cultural, and ideological influences regarding the production of texts
- Become conversant in some aspect of the scholarship regarding adolescent/YA apocalyptic/dystopian literature.

Student Learning Outcomes:

Students will produce a text or texts that reflects the treatment of some aspect adolescent/YA apocalyptic/dystopian literature. The text should:

- Demonstrate evidence of a close and careful reading of the novels we have read this semester
- Demonstrate evidence of an understanding of the themes that play out in the novels

Assignments, Evaluation, and Grading:

Assignments

Carnivalizing	20 pts
Giver	60
Analysis	80
Final Project	100
Quizzes	5-50 pts each

Grading

90-100%	A
80-89%	B
70-79%	C
60-69%	D
50-59%	F

Carnivalizing Assignment: Find, read, and annotate (200 words) the article "Carnivalizing the Future: A New Approach to Theorizing Childhood and Adulthood in Science Fiction for Young Readers" by Kay Sambell. Be sure to include bibliographic information. 20 pts.

Annotation should:

Reflect a close and careful reading of the article

Giver Assignment: Find 3 scholarly articles from academic journals on *The Giver*. In essay form, identify and discuss the arguments of each article. 900 words. Be sure to quote from each article and provide a works cited. 60 pts.

Analysis Assignment: Drawing from any of the scholarly materials and any of the novels you have read thus far, write an essay wherein you apply one of the concepts/arguments of the scholarship to one to one of those novels. You will need to create a thesis/argument and support your thesis/argument by providing discussion, summary, and textual support (quotations) from the texts. Be sure the argument/thesis is somewhat original. 1800 words not including works cited. (80 pts)

Final Project (100 pts):

Please note that I'm asking you to avoid doing a traditional biblical apocalyptic narrative. What would non-traditional? *Parable of the Sower*. Maybe. Though it is extremely didactic in some ways. I'm more interested in what it's like to *survive* in a world gone wrong. We will determine together expectations regarding options 1-4.

Option 1: You'll need to start this very soon. Drawing from what you've learned about adolescent/young adult dystopia and post-apocalyptic literature, create a blog as if you were in an apocalyptic or dystopian scenario. You'll need to post to it at least twice a week for the last 6 weeks of class.

Option 2: Create an on-line manual (blog) on how to survive dystopia or an apocalypse, which draws very specifically from the novels we've read.

Option 3: Create a video or series of videos (which you post on a blog) that in some way reflects an apocalypse or dystopia. See for instance, <http://youtu.be/JK5FGysaLc0>, <http://youtu.be/DqXxMrDvN-8>, or <http://youtu.be/UN6KUvYaUIU>.

Option 4: Group options for 1, 2, or 3 above

If you use images/videos from the internet, you will need to provide some kind of credit at the end of the project.

Course Policies

Late Papers: I seldom accept late papers, and if I do, it is at my discretion. Additionally, expect no better than a C on a paper that is turned in late. A late paper cannot be revised. Further, I will not grade the late paper until the end of the semester and will only grade it if student has turned in all other assignments on time.

Attendance: If you miss classes, I will assume one of two things: you have other priorities or you're not taking the course seriously. You DON'T want me to think that, for I won't make you a priority and it will be difficult to take your work seriously. The classes I teach are my priority; I expect the same from you. If you miss more than three class periods, expect your grade to reflect as much. If you miss more than four class periods, expect no better than a D.

Revision Policy: Revisions are at my discretion, but I generally encourage students to revise. Some circumstances that preclude revision:

1. The assignment has been turned in late
2. You have made an A or B on the assignment
3. I perceive that the mistakes are careless or a result of not spending sufficient time on the assignment
4. The assignment does not meet the basic requirements (incomplete, doesn't meet word count, etc.) I have established
5. The paper has been recycled or was not written by you. A recycled paper is one written for another class and handed in under the pretense that it was written for this class. Students are welcome to use material written for other classes, but they must first clear it with me, and I will explain what needs to be done in order for it to be acceptable.

Incomplete Grades: The circumstances must be very serious before I will grant an incomplete for the course, and then it depends on the Dean as to whether or not the incomplete will be permitted. You will have to supply documentation in order to obtain an incomplete. That doesn't come from me. It comes from the dean.

Academic Honesty Policy: Texas A&M University-Commerce does not tolerate **plagiarism** and other forms of academic **dishonesty**. Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty. "Academic dishonesty" includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another and passing them off as one's own), recycling papers written for other classes, cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. See the following helpful resources regarding plagiarism:

1. your *MLA Handbook*
2. <http://www.plagiarism.org/>
3. <http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Ultimately, you are responsible for indicating when you have used specific words, sentences, or paragraphs, which belong to other writers. These words, sentences, or paragraphs should be designated via quotation marks and in-text citations. Additionally, identify when you use ideas from other sources. If you use the exact wording of something you've read or if you paraphrase it, provide a specific citation indicating where you found your information. If in question, cite it, and indicate that you've cited it by using quotation marks and in-text citations. Think of it in these terms: knowledge is a commodity, especially in the academic community. If you had a brilliant idea, or a wonderful way with words, would you like it if someone used your idea or words without acknowledging you? In short, I will fail papers that are copied or that do not acknowledge sources. If you have questions, ask me, and I will help you. If I discover a paper has been plagiarized, I will fail the paper, which will likely result in an F for the class. Further, according to the Texas A&M University-Commerce Code of Student Conduct 5.b[1,2,3], penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion.

Egregious plagiarism such as recycling a paper, turning in a paper that you did not write, copying/pasting text without citation, or similar actions will result in one or more of the following: a 0 for the assignment, an F for the class, disciplinary action administered by the university.

Technology Requirements, Access, & Navigation:

The following information has been provided to assist you in preparing to use technology successfully in this course. You will need access to the following technologies:

1. Access to eCollege. All written assignments will be uploaded to the eCollege dropboxes.
2. Internet access/connection – high speed recommended
3. Word Processor: MS Word [doc or docx]. If you do not have MS word, you can save your texts as rtf (rich text format) or txt (plain text). Be aware that saving documents in rtf or txt will possibly cause problems with formatting, and formatting is important in this class. If saving your document in txt or rtf, contact me, and I will help you identify a solution.

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you use a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

I strongly recommend that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login in to eCollege, click on the “myCourses” tab, and then select the “Browser Test” link under Support Services.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamu-commerce.edu.]

Communication and Support and Primary Communication Tools

I rely mainly on e-mail, class time, and face-to-face appointments. I also encourage you to visit me in person (if you’re on campus) during office hours: **Face-to-face**, Tues/Thurs: 1:30-4:00, or by appointment; I will generally respond to e-mails within 24 hours of receiving them Monday-Thursday. If I receive your e-mail early enough on Friday, I’ll try to respond that day.

While I reply to individual e-mails with non-campus e-mail addresses, if I send out a mass e-mail, it will go to your campus e-mail address. Please check your campus e-mail daily.

eCollege Student Technical Support:

Texas A&M University-Commerce provides students technical support in the use of eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

Chat Support: Click on “Live Support” on the tool bar within your course to chat with an eCollege Representative.

Phone: 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.

Email: helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the “Help” button on the toolbar for information regarding working with eCollege (i.e. How to submit to dropbox, How to post to discussions etc...)

University Student Technical Support

The writing center located in the Hall of Languages is a great resource. They work with graduate students all of the time. Take advantage of their expertise.

University Procedures/Policies

Drop a Course: Students may drop a course by logging into their myLEO account and clicking on the hyperlink labeled “Drop a class” from among the choices found under the myLEO section of the Web page.

Administrative Withdrawal: I reserve the right to administratively drop students for excessive (more than 3) absences.

Students with Disabilities:

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library, Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Course Schedule

Go to the “Course Schedule Tab” in eCollege for the current schedule

- Please note that you should have the full text read by the first day it’s mentioned. The “continued” simply means we will continue our discussion. Again, though, have the entire text read by the class period it’s mentioned.
- Always bring your *MLA Handbook* with you
- Never use Wikipedia or similar sources.
- Assignments are due prior to class unless otherwise noted.
- I will take up to 50% off of materials that aren’t documented according to MLA; you’re shooting for meticulous documentation.
- I will very possibly add assignments to the following, depending on the needs of the class.
- Word counts do not include Works Cited.

Week 1	T: 1-14	Introductions	
	R: 1/16	Discuss scholarly articles, how to annotate, and include bib information.	
Week 2	T: 1/21	Read “Is There Any Such Thing as Children's Science Fiction? A Position Piece” by Mendlesohn, Farah. Make notes on it. Identify the argument and how she supports her argument. <u>Be sure to bring it to class.</u>	Located in doc sharing
	R: 1/23	Find, read, and annotate (200 words) the article “Carnivalizing the Future: A New Approach to Theorizing Childhood and Adulthood in Science Fiction for Young Readers” by Kay Sambell. Be sure to include bibliographic information. 20 pts. Discuss article in class	Upload your annotation to Carnivalizing dropbox by class.
Week 3	T: 1/28	<i>Disturbing the Universe</i> (DTU), Preface through Chapter 1	
	R: 1/30	DTU, Chapter 2	
Week 4	T: 2/4	Diaz article in doc sharing <i>White Mountains</i>	
	R: 2/6	Continued	
Week 5	T: 2/11	<i>Z for Zachariah</i>	
	R: 2/13	Continued DTU, Chapter 3	
Week 6	T: 2/18	Work Day. See Thursday’s assignment	
	R: 2/20	DTU, Chapter 4 Giver Assignment: Find 3 scholarly	Upload assignment in Giver dropbox by 11:59

		articles from academic journals on <i>The Giver</i> . In essay form, identify and discuss the arguments of each article. 900 words. Be sure to quote from each article and provide a works cited. 60 pts.	pm on Friday, 2/21
Week 7	T: 2/25	<i>The Giver</i>	
	R: 2/27	Continued DTU, Chapter 5	
Week 8	T: 3/4	<i>Feed</i>	
	R: 3/6	Continued DTU, Chapter 6	
Spring Break!	3/10-14		
Week 9	T: 3/18	<i>Hunger Games</i>	
	R: 3/20	Continued	
Week 10	T: 3/25	Continued	
	R: 3/27	Analysis: Drawing from any of the scholarly materials you have read thus far, write an essay on any of the novels we have read to this point wherein you apply one of the concepts/arguments of the scholarship to one to one of those novels. You will need to create a thesis/argument and support your thesis/argument by providing discussion, summary, and textual support (quotations) from the texts. 1800 words not including works cited.	Upload assignment to Analysis dropbox on Thursday, 3/28 by 11:59 pm
Week 11	T: 4/1	<i>Unwind</i>	
	R: 4/3	Continued	
Week 12	T: 4/8	<i>Dead and Gone</i>	
	R: 4/10	Continued	
Week 13	T: 4/15	<i>Parable of the Sower</i>	
	R: 4/17	Continued	
Week 14	T: 4/22	<i>This Is Not a Test</i>	
	R: 4/24	Continued	
Week 15	T: 4/29	Continued	
	R: 5/1	Final Project: See syllabus	Final Project should be completed by Saturday, 5/3, NOON.
Finals Week	5/5-5/9		

Finals schedule: <http://www.tamuc.edu/admissions/registrar/academicCalendars/final-exam-schedule.aspx>

