

FACULTY OF ARTS
DEPARTMENT OF ENGLISH
COURSE OUTLINE

ENGLISH 472
Advanced Studies in Young Adult Literature

Fall 2017
TR 11:00am-12:15pm, SH 274

Instructor: Dr. Derritt Mason

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Office hours: Wednesdays 11am-12pm, or by appointment

Course Description:

In this class, students will (1) consider historical and contemporary young adult literature from a variety of theoretical perspectives, and (2) conduct a self-directed critical inquiry into the genre. Organized around pairs of fictional texts that speak to three of young adult literature's thematic impulses (romance, realism, and *sturm und drang*), this class invites students to hone their research, reading, and writing skills vis-à-vis a distinctly twentieth-century genre that caused dramatic shifts in how we imagine age-based literary and social categories.

Prerequisites: 12 units of courses labelled English at 300 level or above.

Primary Texts:

1. Maureen Daly, *Seventeenth Summer* (1942)
2. S.E. Hinton, *The Outsiders* (1967)
3. Carson McCullers, *The Member of the Wedding* (1946)
4. Andrew Smith, *Grasshopper Jungle* (2014)
5. Kai Cheng Thom, *Fierce Femmes and Notorious Liars* (2016)
6. Maggie Thrash, *Honor Girl* (2015)

+ A film to be selected by students and screened in-class

+ An assortment of critical readings and articles (see reading schedule for details)

Assignments & Evaluation:

ENGL 472 is structured as a term-long **inquiry project**, which consists of the following components:

1. Reading & Research Journal (25%)
2. Critical Research Overview (15%)
3. Group Poster Presentation (20%)
4. Inquiry Project Synthesis & ePortfolio Presentation (40%)

You will select the primary text for your inquiry project from a list provided by the instructor, and assemble your project using ePortfolio on D2L. See <http://elearn.ucalgary.ca/eporfolio-basic-user-guide-for-students/> for an ePortfolio user guide.

Reading & Research Journal (25%)

Throughout the term, using the “Reflections” feature on D2L ePortfolio, you will log your responses to and reflections on our course texts, in-class discussions, and inquiry project progress. In addition to logging one min. 200 word entry per week (no max!), you will be assigned in-class entries throughout the term (that you must be present to complete). Your entries should be informal, written in the first person, and focused on making observations, raising questions, and proposing avenues of inquiry instead of offering formal arguments. You are encouraged to use the ePortfolio features to attach photos (screencaps and hand-written marginal notes, for example), collect article links and PDFs, and gather any other objects of interest for your research and writing. This journal will be invaluable to the completion of your inquiry project synthesis, so you are encouraged to maintain a regular, consistent journal-writing schedule!

All weekly entries must be posted to D2L *before* the start of Tuesday’s class (i.e. 11am), and the instructor will grade three of them (/5) without prior notice (a score of 5/5 will be reserved for exceptional results only). Your final grade will reflect the quality and consistency of these entries, as well as the overall completeness of the journal, which will be scored /10. One point will be deducted from this total per missing entry (including in-class entries), to a maximum of 10 points. Late entries (i.e. those submitted after 11am on Tuesday) will result in an automatic deduction of one point. Extensions will be permitted only under exceptional/emergency circumstances.

Critical Research Overview (Max. 1000 words, 15%)

In this assignment, you will discuss **two peer-reviewed sources** related to your inquiry project text (i.e. scholarly journal articles or book chapters; *not* reviews, dissertations/theses, or magazine/newspaper/web articles). This is *not* an annotated bibliography, in which you would focus on summarizing these texts. Instead, I’m asking you to put these sources into conversation with one another, thinking about how they fit (or don’t fit) together and shed (or don’t shed) new light on your primary text. What are the key themes and issues described in these sources? Do they seem to agree or disagree with one another? How do they engage (or invite engagement) with your inquiry project text? Have they altered the way you read and understand this text? If so, how?

Group Poster Presentation (20%)

(Poster and presentation: 15%; individual max. 500 word reflection: 5%)

In groups of four, you will select two titles from the inquiry project reading list provided by the instructor and create a poster that focuses on the thematic and theoretical intersections of these texts. Your group can decide how to distribute the labour, but my recommendation is that two members concentrate on one text (which should also be their primary inquiry project text) and the group meets to share information and discuss potential resonances. Together, the group will research and select two peer-reviewed sources that speak to these resonances (in addition to those sources gathered for your individual research overviews). Using an engaging and appropriate visual format, the poster should illustrate the following: summaries of the texts, research questions developed by the group, at least one main claim, evidence of thematic and theoretical connections between the texts, and a works cited. We will reserve class time for you to circulate, share work, pose questions and make suggestions to one another.

Following the poster presentations, you will complete a 500-word reflection on this exercise that (1) describes your role and level of involvement in the poster, and (2) considers how this assignment shaped (or did not shape) your larger inquiry project.

Inquiry Project Synthesis & ePortfolio Presentation (40%)
(Synthesis: max. 2500 words, 30%; Presentation: 10%)

Unlike a standard end-of-term research paper, the inquiry project synthesis (30%) asks you to reflect on how your thinking about and approaches to your selected text shifted throughout the course of our term together, as we read and discussed a series of YA novels, theory, and criticism. Although you are still engaging with and referencing secondary sources and material in addition to your primary text, you are not writing an “essay” in the traditional sense; think of the inquiry project as an “exploration.” Instead of offering a polished thesis, you may wish to consider questions such as: how has our term-long interrogation of the young adult genre shaped your interactions with your inquiry text? What analytical strategies, developed through your research, proved most fruitful? Did you reach any conclusions about this text, and/or hit any dead ends? If you had the time, what other avenues of inquiry might you next pursue?

Alongside this 2500-word paper, you will assemble and submit a D2L ePortfolio “Presentation” (10%) that foregrounds some of the most noteworthy and productive reflections and artifacts from the term. These might include: highlights from your journal entries, photographed marginalia from your readings, snippets from articles, useful web links, and anything else you feel best illustrates the progress you’ve made throughout the term.

A final note: the inquiry project is designed to evenly distribute your workload throughout the term instead of backloading it, as research papers tend to do. In other words, the raw material for this project should already exist prior to the end of term; your labour should be more about assembly and polish than building from scratch. You are welcome (and encouraged) to insert and/or adapt material from your journal, research overview, and poster presentation.

Assignment Policies:

- Assignments submitted after the deadline will be penalized with the loss of 3% for each day that the assignment is overdue. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor. Extensions are only granted under exceptional circumstances, but please do let me know in advance of the deadline if something arises.
- In the case of a late assignment to be submitted electronically, you are responsible for notifying the instructor by email as soon as the assignment has been uploaded. Otherwise, the assignment will be presumed incomplete.
- You must complete the inquiry project synthesis and presentation in order to qualify for a passing final grade.
- There will be no assignments given for extra credit.
- There will be no final exam in this course.
- For university regulations on attendance, see: <http://www.ucalgary.ca/pubs/calendar/current/e-3.html>

Grading System:

The University of Calgary’s four-point Grading System, as described in the Calendar;

(<http://www.ucalgary.ca/pubs/calendar/current/f-2.html>) will be used in this course.

All assignments in this class will receive a numerical grade, to be converted using the following scale:

90 + %	A+	4.0
85 – 89 %	A	4.0
80 – 84 %	A–	3.7
77 – 79 %	B+	3.3
74 – 76 %	B	3.0
70 – 73 %	B–	2.7
67 – 69 %	C+	2.3
64 – 66 %	C	2.0
60 – 63 %	C–	1.7
55 – 59 %	D+	1.3
50 – 54 %	D	1.0
0 – 49 %	F	0

Please note that, according to the University Calendar (F.1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

Although the A+ is solely an honorific that entails no additional points in the 4-point system, I will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality. **Please do not contact me to request an adjustment to your final grade unless (1) you suspect I have made an error, or (2) you are planning to formally appeal your results.**

Classroom Policy on Electronic Devices, Email, and Internet Use:

You are welcome to use electronic devices in class. However, please be mindful and use your devices appropriately: checking Facebook, sending personal messages, and other online activities unrelated to class distracts you and those around you. Cell phones should be stowed in a pocket/bag during class time, unless they are required for an activity. Should I happen to observe you using a device in a way that contravenes this policy, I will politely remind you of its tenets.

Please check D2L and email regularly for updates, assignment instructions, and other course related information. Email is the best way to contact me. Although I do my best to respond to emails promptly, please allow up to 48 hours for a response. I will not summarize class discussion or lectures through email— if you miss class, please gather any missing information from your fellow students. Email is not a substitute for attending class or office hours!

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possible suspension or expulsion from the university. Please refer to the following information and make sure you are familiar with the statement below on plagiarism.

<http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

Scribe and Muse Club for English Students:

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events

<http://english.ucalgary.ca/scribe-and-muse-english-club>.

Our email address is smecuofc@gmail.com.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

Writing support:

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

Guidelines on e-mail Etiquette:

<http://www.enough.utoronto.ca/computeruse/eetiquette.htm>

Library and Research Support:

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: christie.hurrell@ucalgary.ca.

Find The English Pages research guide here: <http://libguides.ucalgary.ca/english>

Follow the Department of English on Facebook & Twitter:**Academic regulations and schedules:**

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

Grade appeals:

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

Deferral of term work and final examinations:

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations. See Calendar:

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,
<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>.

Student Accommodations:

ACADEMIC ACCOMMODATIONS

The student accommodation policy can be found at: [ucalgary.ca/access/accommodations/policy](http://www.ucalgary.ca/access/accommodations/policy).

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities [ucalgary.ca/policies/files/policies/student-accommodation-policy](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy).

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the course instructor.

The full policy on Student Accommodations is available

at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf .

Emergency Evacuation/Assembly Points:

<http://www.ucalgary.ca/emergencyplan/assemblypoints>;

Freedom of Information and Protection of Privacy Act:

<http://www.ucalgary.ca/legalservices/foip/>

“Safewalk” Program:

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

Faculty of Arts Program Advising and Student Information Resources:

Have a question, but not sure where to start? The new Arts Students’ Centre (ASC) is your information resource for everything in Arts! Drop in at SS102, call us at 403-220-3580 or email us at

ascarts@ucalgary.ca. You can also visit the Faculty of Arts website at

<http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them in their new space on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contact for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca, arts2@su.ucalgary.ca, arts3@su.ucalgary.ca, arts4@su.ucalgary.ca

Contact for Students Ombudsman’s Office: <http://www.ucalgary.ca/provost/students/ombuds>

Universal Student Ratings of Instruction (USRI):

“At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys.”

PLAGIARISM

Plagiarism is an extremely serious offence. Please read the following information carefully. The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The University Calendar states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

- (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),
- (b) parts of the work are taken from another source without reference to the original author,
- (c) the whole work (e.g., an essay) is copied from another source, and/or,
- (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted.

Plagiarism occurs when direct quotations are taken from a source without specific acknowledgement, or when original ideas or data from the source are not acknowledged. Citing your sources in a bibliography is not enough, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose. Advice on adequate documentation can be found at the following web sites:

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar, (<http://www.ucalgary.ca/pubs/calendar/current/j.html>) "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.