



### Course Description

The undergraduate catalog describes ENGL 405 as "a survey of fiction for adolescents with special attention to literary theories that assist its interpretation," which broadly describes what we will be covering in this course. We'll discuss this history of childhood and adolescence as well as the evolution of separate canons of literature for these groups, and the ways in which authors, teachers, and critics imagine such literature functions. This semester, we'll also look at the ways in which modern technologies challenge and influence what and how kids read.

As a writing intensive ("W") course, this class requires a significant amount of written work: 20 polished pages of writing, total, by the end of the semester, in addition to drafts and informal writing assignments. We will do peer responding to these drafts in class, and you are always welcome to bring drafts to me to discuss as you revise them. Since this is a 400-level class, I will expect you to demonstrate your understanding of course content by incorporating original research (beyond the required course materials) into your final project. We'll discuss all of this more as the course gets underway.

### Contact Information

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 Class website: <https://ecampus.wvu.edu/webct/logon/500619704051>  
 Office Hours: Tuesdays & Thursdays 9:30-11:00 a.m., and by appointment

**Social Justice Statement:** West Virginia University is committed to social justice. I concur with that commitment and expect to maintain a positive learning environment based upon open communication, mutual respect, and non-discrimination. Our University does not discriminate on the basis of race, sex, age, disability, veterans status, religion, sexual orientation, color or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Disability Services (293-6700). Feel free to talk with me about how we can work together most effectively.

### Texts

#### REQUIRED:

Alexie, Sherman. *The Absolutely True Diary of a Part-Time Indian*.  
 Cisneros, Sandra. *The House on Mango Street*.  
 Hesse, Karen. *Out of the Dust*.  
 Myers, Walter Dean. *Monster*.  
 Myracle, Lauren. *TTYL*.  
 Satrapi, Marjane. *Persepolis*.  
 Yang, Gene Luen. *American Born Chinese*.  
 Zusak, Marcus. *The Book Thief*.

#### OPTIONAL:

Anderson, Laurie Halse. *Speak*.  
 Curtis, Christopher Paul. *Bud, Not Buddy*.  
 Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*.  
 Perkins, Lynne Rae. *Criss Cross*.

### Policies and Procedures

It should go without saying, but please turn off cell phones and put them away during class. If you're expecting an important call, please set your phone to vibrate and take the call in the hallway.

*Attendance*—Since most of the learning in this course will happen via class discussion, I expect you to attend every class. I trust that you'll check in if you've missed class to find out what you've missed, and that you will get notes from another class member. Missed in-class work must be made up before the next class meeting—no exceptions.

*Late arrivals*—We will start class on time, so please plan to be here at 11:30 a.m. Late arrivals are really disruptive, and if chronic lateness becomes a problem, it will affect your final grade.

*Leaving early*—Please let me know before class begins if you need to leave early, and what time you will need to leave. In this situation, I'd also appreciate it if you'd sit close to the door so that you can slip out unobtrusively.

*End of class*—The end of class is usually devoted to summarizing material or making announcements, so please refrain from packing up books, etc., so that you don't miss anything yourself or distract others. I know that some professors have a bad habit of going way over the scheduled ending time for their classes (I had some of them myself)—but I do keep track of the time and promise to always let you out at the class' scheduled ending time.

### Course Requirements

To pass the class, you must complete all major assignments. Detailed instructions about each of these assignments will be provided separately. Your grade will be calculated as follows:

Blogs	30%
Final project (10-12 pages)	25%
Annotated bibliography	15%
Group project/presentation	10%
In-class writing assignments	15%
Discussion questions	5%

### Grades

Most assignments will be graded on a 100-point scale, with 90-100 being an A, 80 to 89 a B, 70 to 79 a C, 60 to 69 a D, and anything below 60 an F. Shorter assignments will be graded on a 5- or 10-point scale, or (in some cases) just with a checkmark to indicate completion.

### Late Papers/Assignments and Extensions

All assignments are due *in class*, at the *beginning* of class, on the days they are due. Late assignments will be penalized as follows:

Turned in on the due date, but after class meeting, or e-mailed/left in mailbox: 5 points deducted from final grade

Turned in one day late: 10 points deducted from final grade

Turned in two or more days late: Additional 5 points deducted from final grade for each day

PLEASE NOTE: I'm always willing to grant extensions, but you must talk to me first and submit a written extension request to me before the assignment is due. I will ask you to set your own revised due date, subject to my approval, and you will be held to that due date.

### Academic Integrity

My policy regarding plagiarism is zero tolerance: plagiarize even one part of one assignment, and fail the entire course. Period. If I can document the plagiarism, I will also turn the materials over to the chair of the English Department and the Dean of Student Life. However, I am committed to helping you learn how to cite and document sources correctly, so please feel free to ask questions when they come up.

The following definitions are from the *West Virginia University Undergraduate Catalog*. Please see the catalog's section on Academic Integrity/Dishonesty for the full definition and discussion of procedures.

Plagiarism. "Submitting, without appropriate acknowledgment . . . material that has been knowingly obtained or copied in whole or in part, from the work of others, whether such source is published or not, including (but not limited to) another individual's academic composition, compilation, or other product, or commercially prepared paper."

Cheating. "Doing academic work for another student, or providing one's own work for another student to copy and submit as his/her own."

DAY-TO-DAY SCHEDULE

("ER" = *Electronic Reserve—reading available on eCampus*)

WEEK ONE

T Aug 19 Introduction to course  
R 21 READ: ER, NEA Reading Report and "The Lion and the Mouse" article

WEEK TWO

T 26 DUE: Blog 1  
READ: Myracle, *ttyl*, to "Friday, October 15" entry on p. 107; and ER, two articles on teen texting  
R 28 READ: Finish *ttyl*; ER article on Internet literature

WEEK THREE

T Sep 2 READ: Myers' *Monster*, through p. 159  
R 4 READ: Finish *Monster*

WEEK FOUR

T 9 READ: Zusak, *The Book Thief*, parts 1 and 2 (through p. 122)  
R 11 READ: *The Book Thief*, parts 3 and 4 (though p. 238)

WEEK FIVE

T 16 READ: *The Book Thief*, parts 5-7 (through p. 403)  
R 18 READ: Finish *The Book Thief*

WEEK SIX

T 23 READ: Alexie, *The Absolutely True Diary of a Part-Time Indian*, through p. 116  
R 25 READ: Finish *Absolutely True Diary*

WEEK SEVEN

T 30 READ: Satrapi's *Persepolis*, through p. 79  
R Oct 2 READ: Finish *Persepolis*

WEEK EIGHT

T 7 READ: Yang's *American Born Chinese*, through p. 130  
R 9 READ: Finish *American Born Chinese*

WEEK NINE

T 14 READ: Hesse's *Out of the Dust*, through p. 118  
R 16 READ: Finish *Out of the Dust*

WEEK TEN

T 21 READ: Cisneros' *The House on Mango Street*, all  
R 23 IN CLASS: Catch-up day

WEEK ELEVEN

T 28 DUE: Midterm blog (post before class meeting)  
IN CLASS: Discussion of annotated bibliography, final project, and group work/presentations (first group meeting)  
R 30 READ: ER, essays on technology & literacy (e-mail, "twit lit," and podcasting)

**WEEK TWELVE**

T Nov 4 *No class – Election Day Holiday*  
 R 6 READ: Before class, listen to youth-radio pieces on eCampus  
 IN CLASS: Literature circle meeting

**WEEK THIRTEEN**

T 11 **DUE: Annotated bibliography**  
 IN CLASS: Literature circle meeting  
 R 13 IN CLASS: Literature circle meeting

**WEEK FOURTEEN**

T 18 DUE: First draft of final project  
 IN CLASS: Responding session  
 R 20 IN CLASS: Presentations

**THANKSGIVING BREAK—HAVE A GOOD ONE!****WEEK FIFTEEN**

T Dec 2 IN CLASS: Presentations  
 R 4 DUE: Second draft of final project  
 IN CLASS: Responding session & presentations

**FINALS WEEK**

Wednesday, December 10<sup>th</sup>—Final exam period, 3 -5 p.m.  
**Final projects due during final exam period**