

ED111 | The Young Adult Novel: Adolescent Literature & Literacy

Wednesdays, 1:30-4:30 PM PT

Building 160, Room 318

Spring 2022

Course Instructors:

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Overview and Course Goals:

This course examines adolescent literature and literacy through the developing genre of the young adult novel. Broadly, we will be working to answer the questions: What literature are teens reading? How are they reading literature? and Why do they read literature? Students in Ed111 will work to define and critique the literary art form of the YA novel, to consider what YA novels past and present tell us about adolescent development in America, and to explore best models for making meaningful connections between teens and literature. This course is designed for undergraduates:

- Minor in, Honoring or co-terming in Education
- Interested in issues of adolescent development and behavior
- Interested in literature, genre theory and literacy scholarship
- Considering teaching or working with youth in school and out-of-school contexts.

Unit One: What is YA literature?

First, we will explore the genre of young adult literature and its emergence. During this unit, we will read genre theory and theories of literary criticism, as well as a range of YA novels, in order to generate definitions of young adult literature. What are the differences between children's literature, young adult novels, and adult literature? Is young adult literature defined by its subject matter, by its implied reader, or something else? What makes reading young adult literature pleasurable? Each student will script, deliver, and reflect on a booktalk for a contemporary award-winning YA novel.

Unit Two: Who are adolescent readers?

Next, we will consider characterizations of adolescence in America both through YA literature and research. What do biologic and social sciences tell us about American adolescence and adolescents? How do research findings match experiences depicted in YA novels? What are the central tasks of adolescent development? How are adolescent health and literacy related? How do science and literary investigations of adolescence push at the boundaries of expectations for adolescence? Each student will design, conduct and analyze an interview with a teen reader to understand the roles literature and literacy play in adolescent life.

Unit Three: How do we support YA literacies?

We conclude our course with an investigation of the implementation of YA literature. How has YA influenced our view of literacy? How do teens use YA to exercise and expand literacy practices? What are the politics of YA literature and literacy? How are we researching and evaluating the ways in which teens read? What features define most effective literacy interventions for teen readers? Each student will write a proposal for a literacy intervention designed to increase adolescent access to quality literature and pleasure reading.

Course Assignments:

Participation (due every week)

We are (delighted to be) teaching Ed111 as a live, in-person course this spring. Complete attendance - all 3 hours, each of the 10 weeks - is a core participation requirement of the course. In addition to attendance, the participation grade is based on engagement in class activities and discussions, timely submission of assignments & responsible communication, and attendance at least one office hours appointment with Jennifer or Nichole.

Reading Responses (due to Canvas Tuesdays by midnight, PST):

Weekly, 2-page (double spaced, 12-pt standard font) response to a posted prompt. Many prompts will be scaffolding for the larger course assignments. Graded on a check, check-plus, check-minus system. Successful reading responses will:

- Demonstrate engagement with weekly readings
- Address all elements of the prompt
- Draw connections to course material, including classroom discussion, previous readings, bonus readings, essential questions, and external speakers

Booktalk (due week 4):

Students will script, deliver, record, and reflect on a booktalk about an award-nominated title to a selected audience. Full assignment details, including examples and guidelines, will be distributed in class and posted on Canvas.

Reading Interview (due week 8):

Students will conduct and record an interview with a teen reader, and write an analytic essay exploring what the experience teaches us about adolescent literature and literacy. (We can help connect you with a teen reader if you don't know any.) We will develop our interview protocols together in class, with full assignment details and models distributed in class and posted on Canvas.

Literacy Intervention Proposal (due finals week):

Students will design a literacy intervention to connect a community of adolescents with literature. The intervention will build on the theories of reading and literacy from the course, and may develop further the findings from the Reading Interview. We will examine model interventions throughout the course, and distribute detailed assignment guidelines.

Course Grading

Participation, Engagement, Contribution to Classroom Community, Office Hours	10%
Reading Responses <i>Reading Responses are graded on a check, check-plus, check-minus scale. Any combination of check/check-plus scores receives the full 15%, anything more than 1 check-minus reduces your score by 3%. You may miss one RR or receive one check-minus without penalty.</i>	15%
Booktalk	25%
Teen Reader Interview	25%
Literacy Intervention Proposal	25%

A Note on Health, Attendance & Masks

We are committed to protecting everyone's health. We will follow University health guidelines, wear masks throughout class, avoid eating and limit drinking in class, and adapt our practices as circumstances dictate. We will take a 10-15 minute break each week. If health reasons prevent you from attending class, please reach out to us as soon as possible so that we can support you in staying connected to the course.

Students with Documented Disabilities

Students are requested to submit accommodation letters during the first week of the quarter. Students seeking academic accommodation based on the impact of a disability must initiate the request with the Office of Accessible Education (OAE). Professional staff will evaluate the request, review appropriate medical documentation, recommend reasonable accommodations, and prepare an Accommodation Letter for faculty. The letter will indicate how long it is to be in effect. Students should contact the OAE as soon as possible since timely notice is needed to coordinate accommodations. The OAE is located at 563 Salvatierra Walk (phone: 723-1066, URL: <http://oe.stanford.edu>).

Honor Code

By enrolling in this course, you agree to take responsibility for fully understanding and following [Stanford University's Honor Code](#). The Honor Code is Stanford's statement on academic integrity written by students in 1921. It articulates university expectations of students and faculty in establishing and maintaining the highest standards in academic work. It states that: Students will not give or receive aid in examinations; that they will not give or receive unpermitted aid in class work, in the preparation of reports, or in any other work that is to be used by the instructor as the basis of grading; and that they will do their share and take an active part in seeing to it that others as well as themselves uphold the spirit and letter of the Honor Code.

Course Evaluations

The Graduate School of Education pays serious and considered attention to Course Evaluations as a means of maintaining a standard of excellence in pedagogy. Those enrolled in this course are asked, and expected, to leave time at the conclusion of the quarter to thoughtfully complete course evaluations.

Course Calendar

Week 1	Contemporary, Award-Winning YA
March 30	<p>Due: The Spring Break Reading Assignment (Bring to class, upload on Canvas)</p> <p>Read: Your selected award-winning title. See The Spring Break Reading Assignment for details.</p>
Week 2	The First YA Novel
April 6	<p>Due: Reading Response, Monday by midnight, PT (Canvas)</p> <p>Read: Hinton, S.E. <i>The Outsiders</i> Cart, M. (2016). <i>Young Adult Literature: The State of a Restless Art</i>. Speech for the Ezra Jack Keates Lecture (Unedited). SLIS Connecting, Vol. 5, Issue 1. (link) Alam, R. (August 9, 2021). Who Jason Reynolds Writes His Bestsellers For. <i>The New Yorker</i>, pp. 1-14. (pdf on Canvas)</p>
Week 3	The Award-Maker
April 13	<p>Due: Reading Response</p> <p>Read: Myers, Walter Dean. <i>Monster</i> Myers, W.D. (15 March 2014). Where are the People of Color in Children’s Books? In <i>The New York Times</i>, Sunday Review Opinion. (link) (pdf on Canvas) Myers, C. (15 March 2014). The Apartheid of Children’s Literature, in <i>The New York Times</i>, Sunday Review Opinion. (link) (pdf on Canvas) Lo, M. (May 15, 2019). What is “Good” LGBTQ YA? Blog entry (link)</p>
Week 4	The Dystopian Novel
April 20	<p>Due: Booktalk Assignment</p> <p>Read: Collins, Suzanne. <i>The Hunger Games</i> Gurdon, M. C. (2011). Darkness too Visible. <i>The Wall Street Journal</i>, 4. (pdf on Canvas) Wilhelm, J. & Smith, M. (July 2016). The Power of Pleasure Reading: What We Can Learn from the Secret Reading Lives of Teens. In <i>English Journal</i>, 05:6, pp25-30. (link)</p>
Week 5	The Mega-Best-Seller
April 27	Due: Reading Response

	<p>Read: Riordan, Rick. <i>The Lightning Thief</i> Nodelman, P. & Reimer, M. (2003). <i>The Pleasures of Children's Literature, 3rd edition</i>. Chapter 5: Common Assumptions about Childhood, pp. 79-107. SF, CA: Allyn & Bacon. (pdf on Canvas)</p>
Week 6	The Mega-Best-Winner
May 4	<p>Due: Reading Response</p> <p>Read: Bouley, Angeline. <i>Firekeeper's Daughter</i> Heath, S.B. & Wolf, J.L. (2012). Brain and Behavior: The Coherence of Teenage Responses to YA Literature. In Hilton & Nikolajeva (Eds), <i>Contemporary Adolescent Literature & Culture: The Emergent Adult</i>. London: Ashgate. (pdf on Canvas)</p>
Week 7	The Coming of Age Novel
May 11	<p>Due: Reading Response</p> <p>Read: Sáenz, B. <i>Aristotle & Dante Discover the Secrets of the Universe</i>. Wolf, M. (2019) What does immersing yourself in a book do to your brain? LitHub: HarperCollins.</p>
Week 8	Pow! Teens on the graphic page
May 18	<p>Due: Teen Reader Interview</p> <p>Read: Wilson, G. Willow. <i>Ms. Marvel</i> vol 1-3 Yang, Gene. <i>American Born Chinese</i> Holub, Christian. (2018) Past and future <i>Ms. Marvel</i> creators look back on Kamala Khan's journey so far. In <i>Entertainment Weekly</i>. (link)</p> <p>Optional Watch: Wilson, G. Willow. "A Superhero for Generation Why" (link)</p>
Week 9	The Problem(atic) novel: your rules for reading
May 25	<p>Due: Reading Response</p> <p>Read: read 1 of following titles- Alexie, S. (2007). <i>The Absolutely True Diary of a Part Time Indian</i>. LittleBrown. Asher, J. (2007). <i>Thirteen Reasons Why</i>. Penguin. Rowell, R. (2012) <i>Eleanor & Park</i>. St. Martin's Press.</p>

	<p>And: Woodson, Jacqueline. (28 November 2014). The Pain of the Watermelon Joke, in <i>The New York Times</i>, Opinion. (link) (pdf on Canvas) Hungerford, Amy. (11 September 2016). On Not Reading, in <i>The Chronicle of Higher Education</i>, The Review. (link)</p>
Week 10	The Verse Novel
June 1	<p>Due: Reading Response</p> <p>Read: Acevedo, Elizabeth. <i>The Poet X</i>. Goldblatt, E. & Jolliffe, D. (2020). What is Literacy? In <i>Literacy as Conversation: Learning Networks in Urban and Rural Communities</i>, pp. 9-25. PA: U of Pittsburgh Press. (pdf on Canvas)</p>
Finals Week	The Literacy Intervention Proposal
June 8	Due: to Canvas by 12:00 Noon, PST