UNIVERSITY OF CALGARY

Course Title: *Advanced Studies in Young Adult Literature*			
Course Number	English 472-01		**FALL 2021**
Faculty / Department	**Faculty of Arts/Department of English**		
Instructor Name	Dr. Eden Lackner	**Email**	eden.lackner@ucalgary.ca
Instructor Email Policy	48 hour response during business hours (i.e. Mon.-Fri., 8:30am to 4:30pm).		
Office Location	Virtual only for the semester's duration.	**Telephone No:**	N/A
Office Hours	Monday/Wednesday 11:00-12:30 (via Zoom), or by appointment.		
Class Dates/Times/Location	Monday/Wednesday 15:30-16:45 via Zoom (accessed via D2L)		

Course Description: A study of contemporary critical approaches to selected works of historical and modern young adult literature. Throughout the semester, we will consider not only the structure and content of literature for young people, but also how our conceptions of youth (and adulthood) shape and influence the genre itself. Topics may include the problem novel; dystopian literature; gender and sexuality; diversity in young adult books; banned/controversial books; fan culture; and young adults in the digital age.

Prerequisite(s): 60 units, including 3 units of courses labelled English at the 300 level or above.

Texts and Readings:

Available in University Bookstore:
   • *The Outsiders* by S.E. Hinton
   • *Jonny Appleseed* by Joshua Whitehead
   • *When You Ask Me Where I'm Going* by Jasmin Kaur
   • *Stage Dreams* by Melanie Gillman
   • *Never Let Me Go* by Kazuo Ishiguro
   • *The Broadview Pocket Guide to Writing: Revised Fourth Canadian Edition* by Doug Babington, Don LePan, and Maureen Okun (Recommended, not required.)

Available Online, via D2L Course Forum:
   • Additional critical sources

Online/Remote Learning: This course will take place **online** via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are encouraged to participate in all synchronous Zoom sessions and asynchronous learning tasks (assignments) using the D2L learning environment. When unable to participate live due to time zone differences or unforeseen circumstances, students are responsible for

implementing an alternative participation activity (e.g., watching the relevant lecture recordings, and actively contributing to any follow-up online discussion).

This course is primarily presented in a synchronous form, with classes occurring in real-time on Mondays and Wednesday from 3:30pm to 4:45pm Mountain Time. Each session will be recorded. Students are expected to complete assignment-related objectives asynchronously.

There is a D2L site for this course which contains additional required readings and other relevant class resources and materials (see D2L.ucalgary.ca).

In order to successfully engage in the learning experience at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection.

Most current laptops will have a built-in webcam, speaker and microphone.

Course Learning Outcomes:
Upon successful completion of this course, students will be able to:
1. Read texts accurately and critically;
2. Write logically, clearly, and persuasively;
3. Apply critical theory to literature;
4. Appropriately evaluate and use secondary sources in persuasive and argumentative writing;
5. Situate their own scholarly analysis within larger academic discourse, both in relation to other students' ideas, and the wider academic world;
6. Articulate the conventions of young adult literature, and identify the genre's varying forms;
7. Articulate and explore the tension between young adult literature and its readers, writers, and critics.

Assignments and Evaluation:

Fan Response (15%):
Part of the process of engaging with literature is recognizing our own responses to a text and using those thoughts as ways to engage more comprehensively with that story. On two separate occasions, students will examine the ways in which readers of young adult fiction respond to and engage with their chosen texts. Students will be responsible for completing **two** journals of 500 words each, and will have the opportunity to either respond to two of the course-assigned works creatively (through prose or poetry) or critically (through examination of fan communities/commentary). Students choosing to examine fan responses are reminded to limit their observations to already-existing texts and discussions and not directly engage with their creators; this is not a project that encourages or requires interaction with the fans themselves.

Class Discussion (10%):
A major component in the development of academic criticism is sharing one's own ideas with others. While this grade requires students to attend lectures in order to contribute fully, it is not contingent on attendance; students may receive partial marks for indicating engagement with the day's texts by submitting two to three questions or observations they have regarding the day's readings in writing. If a student intends to contribute to class discussion without attending class (or without speaking up), they must submit their observations online, via D2L, by 11:59 p.m. the day before the class. Late responses will not be accepted. Quality is as important a marker as quantity of contribution; students who consistently engage in thoughtful, insightful discussion with both the instructor and their classmates (without drowning out other voices), demonstrating both rigorous reading and critical reflection regarding both the specific ideas and texts under examination and the course's larger considerations, will generally receive higher grades than those who meaningfully contribute to discussions of some texts and topics, but stay uninvolved in others. Similarly, students who come to class prepared to engage with the lectures every day will generally receive higher grades than those who rarely contribute or do not engage at all.

Close Reading (25%):
Understanding the detailed forms, figures and themes of a work is as important to understanding that work as considering its larger cultural context. This short essay of 1000 to 1250 words will focus on a close reading of one or more texts by an author covered in the course. Students will engage with their chosen texts by examining their content and forms. Each essay will be accompanied by an MLA formatted bibliography listing the texts consulted.

Research Paper Proposal & Annotated Bibliography (20%):
Proposal:
An important part of academic development is identifying areas of study that capture our attention and require further investigation. Students will develop their own research paper topics based on a concept, theme or idea discussed within the classroom. The proposal will consist of 1 to 3 paragraphs (maximum 500 words) describing the argument under consideration, and listing the texts and authors to be examined, including at least two children's literature scholars whose works will be consulted.
Annotated Bibliography:
Evaluating criticism can help us better prepare for and focus our research. The annotated bibliography will consist of a list of two scholarly essays (cited in MLA format) consulted so far for the research paper, with each citation followed by 1 to 2 short paragraphs evaluating the content and usefulness of each article to the student's research. The proposal and annotated bibliography will be submitted together, as one document.

Research Paper (30%):
Considering our own interpretations in the context of larger academic and critical conversations is an important step in formulating strong arguments. This essay of 1500 to 2000 words will build on the work started in the proposal and annotated bibliography, and will incorporate a minimum of 3 secondary scholarly sources which will support and help build the student's own argument. Students will pursue their chosen lines of inquiry with reference to texts and authors covered in the course and

related academic criticism. Each essay will be accompanied by an MLA formatted bibliography listing both the primary and secondary texts consulted.

TOTAL: 100%

Additional Regulations:

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

- Unless otherwise indicated, all assignments are due at the beginning of class on their corresponding due dates. Please make every effort to hand in assignments as directed, which will primarily be online through our Desire2Learn course website. Your assignments must have both your name *and* Dr. Lackner's on the first page. All assignments must be typed, double-spaced and submitted online as instructed.

- Late assignments will lose a fraction of a grade per day (not per class) unless an extension has been granted. (Ex: An assignment submitted two days late that would have earned a B will instead receive a C+.) Late assignments can be submitted via D2L, in the same manner as assignments submitted on time. No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.

- While you are not required to complete all assignments in order to pass the course, you are *strongly* encouraged to do so; even one missed assignment will significantly impact a student's final grade.

- Students are responsible for keeping copies of all assignments in case of loss of any kind. Only the instructor is able to return assignments to students.

- **There will be no extra credit assignments or opportunities to redo and resubmit your work. Do the best work you can on each assignment before you submit it.**

- English 472 does not have a Registrar-scheduled exam.

- In order to facilitate smooth email communications, when emailing your instructor, please begin your subject with "**ENGL 472-01**" and then include the reason for your email. For example: "ENGL 472-01: Citation Question." By including your course number, you are helping your instructor to sort through and answer class-related emails far more efficiently.

Preparation for Class: Always bring the text(s) listed on the weekly reading schedule to class with you unless otherwise instructed by the professor. Consult the schedule well before every class and listen carefully to additional instructions given at the end of each lecture so that you know which materials we will be using during the next class.

It is critically important that you have the texts we are scheduled to discuss with you, as close and detailed readings of each work under discussion are the cornerstones of studying literature. Similarly, you are expected to have read and engaged with each text *before* the corresponding lecture on that work. As with all courses, preparation is the key to understanding. Relying on getting a general sense of a book or lecture from class discussion without putting in the time to read and consider the material we are covering will not serve you well in this course or any other.

Class Participation: Regularly attending classes, arriving prepared, participating respectfully in discussions and making an effort to intellectually engage with the material, instructor and your fellow students will enhance your learning process and contribute to a positive classroom environment. Students are expected to be active participants in the formulation of knowledge in this course, rather than passive consumers. These steps will also help develop your ability to articulate your ideas and shape your arguments, which will serve you well across the various facets of your life.

Take notes. Do not rely on merely viewing the lecture or saving copies of course materials and nothing more. Memory is faulty, and attempting to recall the details of a class discussion held weeks ago without notes to refer to is a losing proposition.

Conduct: Students, employees, and academic staff are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at:
http://www.ucalgary.ca/pubs/calendar/current/k.html

Technology and the Classroom: As this is an online course, both classes and office hours will be held via Zoom. You are strongly encouraged to attend classes during their assigned dates and times, barring unavoidable issues. Additionally, students are encouraged to participate in live classes verbally, or through Zoom's chat feature. Just as during an in-person class, students are expected to restrict the use of electronic and mobile devices to course-related functions during lectures. Students are responsible for being aware of the University's Internet and email use policy, which can be found at **https://www.ucalgary.ca/policies/files/policies/electronic-communications-policy.pdf**

While you are welcome to participate verbally during our live classes, in order to minimize disruptions, please make sure your microphone is muted when you are not actively contributing. Although we are not all in the same room, the same expectations that students will be as focused and engaged as in a more traditional classroom hold true.

The instructor reserves the right to eject anyone causing any kind of disruption from the classroom.

Guidelines for Zoom Sessions: Zoom is a video conferencing program that allows us to meet at specific times for "live" video conferencing, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor's permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the Code of Conduct). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. Student Non-Academic Misconduct Policy). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: **https://elearn.ucalgary.ca/guidelines-for-zoom/**.

If you are unable to attend a Zoom session, please arrange an alternative activity for the missed session (e.g., watch the relevant lecture recordings, and active contribute to any follow-up online discussion). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

Grading System: Course grades are based on the University of Calgary four-point Undergraduate Grading System and the standard percentage conversion chart of the Department of English:

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

Please note that, according to the University Calendar (**www.ucalgary.ca/pubs/calendar/current/f-1-1.html**), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades. Final grades that are within 0.5% of the next

letter grade will be automatically rounded upwards (e.g. 76.5% would receive a B+, while 76.4% would remain a B).

Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality. There is no D- grade.

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.

"Plagiarism" occurs when a Student presents the ideas, expression of ideas or work of another individual as the Student's own. Work may include algorithms, code, composition, data, methods, design, formulae, images, indigenous oral teachings, art and ceremonies, organization of ideas, and scientific and mathematical concepts.
https://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf

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 **https://arts.ucalgary.ca/english.** 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

Library and Research Support:
Melanie Boyd, Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials. Contact: **maboyd@ucalgary.ca**.
Find The English Pages research guide here:
https://library.ucalgary.ca/sb.php?subject_id=52619

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 **https://www.ucalgary.ca/pubs/calendar/current/welcome.html**

Grade Appeals:
Consult the following University Calendar link and request advice from the English Department office, SS 1152 or email adveng@ucalgary.ca. 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:**https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html**
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
https://www.ucalgary.ca/pubs/calendar/current/b-6.html
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 **https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html**

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.

*RESEARCH ETHICS (if applicable)
If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics (**http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb**) before beginning the assignment.

*INSTRUCTOR'S INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

*FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

*COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy **https://www.ucalgary.ca/pubs/calendar/current/k.html**.

*MEDIA RECORDING (if applicable)

Please refer to the following statement on media recording of students:
https://elearn.ucalgary.ca/wp-content/uploads/2020/05/Media-Recording-in-Learning-Environments-OSP_FINAL.pdf

*Media recording for lesson capture

The instructor may use media recordings to capture the delivery of a lecture. These recordings are intended to be used for lecture capture only and will not be used for any other purpose. Although the recording device will be fixed on the Instructor, in the event that incidental student participation is recorded, the instructor will ensure that any identifiable content (video or audio) is masked, or will seek consent to include the identifiable student content to making the content available on University approved platforms.

*Media recording for self-assessment of teaching practices

The instructor may use media recordings as a tool for self-assessment of their teaching practices. Although the recording device will be fixed on the instructor, it is possible that student participation in the course may be inadvertently captured. These recordings will be used for instructor self-assessment only and will not be used for any other purpose.

*Media recording for the assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at
https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

*OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: **https://www.ucalgary.ca/registrar/registration/course-outlines** for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk

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://owl.english.purdue.edu/owl/resource/747/01/

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform their instructors as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see **https://www.ucalgary.ca/pubs/calendar/current/m-1.html**.

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar:

"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.