

Dr. Kenneth Kidd
LIT 4333
M-F 5
Summer B 2010

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Office: TUR 4103
Hours: M-W 4
& by appointment

Literature for the Adolescent

This syllabus also posted here: <http://grove.ufl.edu/~kbkidd/>

Texts

Laurie Halse Anderson, *Speak*
M.T. Anderson, *Feed*
Christopher Barzak, *One for Sorrow*
Suzanne Collins, *The Hunger Games*
Maureen Daly, *Seventeenth Summer*
Virginia Hamilton, *Sweet Whispers, Brother Rush*
S. E. Hinton, *The Outsiders*
Carson McCullers, *The Member of the Wedding*
Ariel Schrag, *Potential*
Sean Stewart and Jordan Weisman, *Cathy's Book*

All books have been ordered by the university bookstore (Follett) in the Union. You may of course purchase them elsewhere.

There are also readings on e-reserves, under LIT 4333/Kidd. Go to <https://ares.uflib.ufl.edu/> and follow the prompts. **Please bring these readings to class on the day we're discussing them, either in paper or electronic form.

Overview

This section of LIT 4333 will concentrate on contemporary young adult (YA) literature, with reference to the history of adolescence and of adolescent/young adult literature as well as to twentieth-century American culture more broadly. The course will pay attention to YA texts as individual works but also as part of the contemporary scene of young adult publishing, prize-giving, and reviewing, and so forth -- that is, we'll look at the cultural machinery through which "young adult" literature has been invented, sustained, and transformed through the current moment. We'll consider the entanglement of literary and cultural understandings of adolescence, and make use of relevant scholarship in history, social science, and literary criticism

Although I will sometimes provide you with background information, for which you are responsible, we will conduct class as a seminar, which means that participation is vital. Please come to class every day on time having read the assigned material. Be ready to share your responses. On occasion I may ask you to work in small groups.

Attendance Policy

Your participation is vital, and attendance is mandatory. Because we meet only for six weeks, and because I'm already giving you one day off, missing more than one class day is not a good idea. For that reason, you are allowed to miss only one class session without explanation. For each subsequent missed class without a doctor's note I will reduce your final course grade

one-half of a letter grade. If you are not here when I take attendance -- usually at the beginning of class, but sometimes at the end -- you will be counted absent. If you have attendance problems, or are often late, please do not sign up for this class.

Academic Honesty

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. Exhibiting honesty in academic pursuits and reporting violations of the Academic Honesty Guidelines will encourage others to act with integrity. Violations of the Academic Honesty Guidelines shall result in judicial action and a student being subject to the sanctions in paragraph XIV of the Student Conduct Code. The conduct set forth hereinafter constitutes a violation of the Academic Honesty Guidelines (University of Florida Rule 6C1_4.017). For more information about academic honesty, including definitions of plagiarism and collusion, see: <http://www.dso.ufl.edu/judicial/academic.php>.

Students with Disabilities

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom. Staff at the Disability Resource Center will assist any student who registers as having a disability. Official documentation of a disability is required to determine eligibility for appropriate classroom accommodations. The professional employees at the Disability Resource Program serve as full-time advocates for students with disabilities ensuring students have physical and programmatic access to all college programs. For more information about Student Disability Services, see: <http://www.ufl.edu/disability/>

Harassment

It is the policy of The University of Florida to provide an educational and working environment for its students, faculty and staff that is free from sex discrimination and sexual harassment. In accordance with federal and state law, the University prohibits discrimination on the basis of sex, including sexual harassment. Sex discrimination and sexual harassment will not be tolerated, and individuals who engage in such conduct will be subject to disciplinary action. The University encourages students, faculty, staff and visitors to promptly report sex discrimination and sexual harassment. For more, see: <http://www.dso.ufl.edu/sccr/> and <http://www.hr.ufl.edu/eo/harassment.htm>

Electronic Media

You may bring a laptop, ebook reader, or tablet to class for the purpose of note-taking and reviewing assigned articles. Please do not surf the web, check email, check Facebook, etc. If I discover such activity happening you will be forced back into the dark ages of traditional print. Please put your cell phones on silent. NO TEXTING during class. Refraining from such will build character.

Assignments and Grading

No late work accepted. All work is to be handed in during class, not sent electronically.

Memos. You will write 5 reading responses of 1-2 s-s., typed pages each. Out of some thwarted business urge I call such a response a "memo." The memo is simply a short meditation on the assigned reading. Your memo should offer a response to the book as a whole; don't turn in a memo if you haven't finished the assignment. You may address a number of issues or focus more in-depth on one or two; just be as specific as you can, and support your responses with examples and details from the text.

I do not expect you to have a thorough interpretation, but your memo should offer some kind of evaluation or analysis of the book. In other words, it should be more than simply random or unconnected thoughts about the work. If you like, you may make use of outside readings (biographical sketches, scholarly articles, websites, etc.). This assignment is designed to stimulate class discussion, and to help you remember the texts and generate paper ideas.

You may choose which texts to write about, but you must turn in your memo in class on the first day we discuss the novel about which you are writing. No exceptions. If there is also an article assigned that day, I expect you to address it as well, preferably in connection with the literary text.

I will grade each memo and average the grades with any quizzes that might be given.

Quizzes. There may be several unannounced quizzes which you may not make up unless you can provide documentation of illness or emergency. These quizzes will usually consist of 3-4 short and simple questions about the reading that you can answer in several sentences or less.

Essay 1. Write a short analysis of any work of young adult literature that we are not reading in class. You may develop the essay any way you like, as long as you have an argument and draw from supporting evidence. Part of the challenge is to identify a worthwhile subject and approach. No biographical criticism, although you may use some biographical data. I'd be happy to discuss possibilities. One option might be to select one of the many book awards for adolescent literature, and do an analysis of how a particular title does or does not meet the award criteria. But the topic is open. Minimum 5 d-s pp.

Essay 2/Project. Write a longer analysis of a young adult genre or topic or text, using at least two outside primary readings and at least two outside secondary sources. If you like, you may instead use a particular critical methodology to illuminate and connect two texts. You may also revisit the topic of your short essay, provided you develop it considerably and get my approval beforehand. Whatever you choose to do, advance specific argument and support your claims. Some biographical information may be appropriate, but this paper should not be a biographical essay. 7-10 d-s pp.

or

In lieu of the critical essay, you may plan and begin work on a young adult writing project of some kind, probably a novel but perhaps a work of poetry or nonfiction, even a play. If you would like to work on such a project, you must let me know of your plans by mid-July, even though of course the piece will continue to evolve as you work on it. I will evaluate your project according to both its quality and the energy you put into it, with the understanding that a good faith effort with relatively few writing errors can earn you an "A." In other words, I do not expect literary genius -- though that would be nice for everyone, you especially -- but I do expect you to put in some real time and effort. Your mission, should you choose to accept it, is to produce at least the following:

1. A chapter-by-chapter outline, or possibly a detailed section outline;
2. A complete first chapter;
3. Another fairly complete section, preferably a later one, which might include important scenes and dialogue; and
4. A short explanation of how you got your ideas and how they changed (if they changed) in the process of brainstorming, writing, and revising.

If you model your work on other writings, you might want to photocopy relevant sections and attach them as well. Probably it would be best to assemble a portfolio or folder so that these individual items don't get separated.

Be forewarned: this is the fun option, but also the more difficult one in terms of time and energy commitment.

Active Participation. Finally, you will receive a grade for active participation, which means coming to class regularly and on time, paying attention, asking questions, and contributing to in-class discussion. You must do all of these things in order to receive an A for participation.

Essay 1	25%
Essay 2/Project	40%
Memos and quizzes	25%
Active participation	10%

Grade Scale. I give A's to essays using an original and spirited argument to illuminate complexities of language and theme. I give B's to well-organized, well-developed, relatively error-free essays with sparks of originality or daring, and B-'s to competent essays needing more complex development and/or clearer focus. Lower grades mean greater problems with development, structure, and grammar. Recurrent grammatical errors lower the grade; occasional spelling errors and typos don't. The best essays sustain complex and or audacious arguments; a good B essay capably summarizes and compares themes. Because UF recently instituted minus grades, letter grades now have these point equivalencies:

A	4.0
A-	3.67
B+	3.33
B	3.0
B-	2.67
C+	2.33
C	2.0
C-	1.67
D+	1.33
D	1.0
D-	0.67
E	0.00

For details, see <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>

Reading Schedule

Week 1

6/28 Introductions
 6/29 Kristeva, Neubauer, Griffin
 6/30 Baxter, Hunt
 7/1 *Seventeenth Summer*
 7/2 No class

Week 2

7/6 *Seventeenth Summer*
 7/7 *The Member of the Wedding*
 7/8 Sedgwick; *The Member of the Wedding*
 7/9 *The Outsiders*

Week 3

7/12 *The Outsiders*; Tribunella
 7/13 *Sweet Whispers, Brother Rush*
 7/14 *Sweet Whispers, Brother Rush*
 7/15 Cadden, Trites, Chiu
 7/16 **Essay 1 due.** Discussion of findings.

Week 4

7/19 Yampbell, Miskec and McGee
 7/20 *Speak*
 7/21 *Speak*
 7/22 *Feed*
 7/23 *Feed*

Week 5

7/26 *Potential*
 7/27 *Potential*
 7/28 *Cathy's Book*
 7/29 *Cathy's Book*
 7/30 *One for Sorrow*

Week 6

8/2 *One for Sorrow*
 8/3 *The Hunger Games*
 8/4 *The Hunger Games*
 8/5 Discussion boards for *The Hunger Games*
 8/6 Conclusions. **Essay 2/Project due.**