

LBST 2212-425 Course Syllabus Spring 2019 Seeking Identity in Adolescent Literature and Culture

Instructor:

Email:

Monica Belus

mfbelus@uncc.edu

Contacting Me:

Email me at mfbelus@uncc.edu. Emails will be returned within 24 hours during the week (Monday-Thursday 9am-5pm).

Write the course title and/or course number and section number in the subject line.

Please use good email etiquette. You shouldn't begin your email with "Hey." In general, you should use your instructor's name and begin your message with a statement regarding your email's purpose. Whenever possible, forward the previous email as part of your email (or briefly remind your recipient of the content so connections can be made more easily). Spelling, grammar, and full words are important.

Course Goals and Learning Outcomes:

- Students will respond critically, analytically and aesthetically to young adult literature.
- Students will analyze and critically evaluate texts from a variety of genres, perspectives, cultures and traditions.
- Students will become aware of and address issues of diversity in young adult literature and analyze how they impact different sub-groups in society.
- Students will write clearly, coherently, and effectively about issues of adolescence and literature.
- Students will construct the many dimensions of youth culture through reading key topics in adolescent literature broadly and deeply.
- Students will apply discussion strategies and reading strategies to the use of adolescent literature.
- Students will identify and discuss a broad range of adolescent literature representing a variety of time periods and diverse cultures.

Seeking Identity in Adolescent Literature and Culture

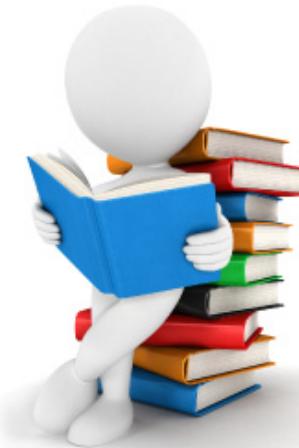
"Who are you?" the Caterpillar repeatedly asks Alice. This question of identity is one of the prevalent themes in adolescent literature. We will examine this topic as well as other struggles of teens, including coming of age issues. We will explore a variety of multi-cultural texts, films, and television programs and examine how evolving characters identify with their differing cultural milieus; subsequently, often contradicting expectations.

As literature is a written representation of culture that highlights the significance of the various ideologies, behaviors, and customs in a creative way, some of the great novels we will read include: *Perks of Being a Wallflower*, *The Absolutely True Story of a Part-time Indian*, *Speak*, and *A Step from Heaven*.

This course is an asynchronous, 100% on-line class taught in Canvas. Students will be expected to complete various projects, on-line presentations, reading and writing assignments and group-work.

Required Texts:

- *The Absolutely True Story of a Part-Time Indian*, by Sherman Alexie
- *American Born Chinese*, by Gene Luen Yang
- *Eleanor and Park*, by Rainbow Rowell
- *The House on Mango Street*, by Sandra Cisernos
- *Monster*, by Walter Dean Myers
- *The Perks of Being a Wallflower*, by Stephen Chbosky
- *Persepolis*, by Marjane Satrapi
- *The Skin I'm In*, by Sharon Flake
- *So Hard to Say*, by Alex Sanchez
- *Speak*, by Laurie Halse Anderson
- *A Step from Heaven*, by An Na



Sources of texts:

None of these books needs to be purchased, but each is required for class. Some options for acquiring them include: University bookstore, Amazon, University library, public library, etc.

Required Films:

Pariah
Stand by Me

Sources of Films:

Neither of these needs to be purchased, but both are required for class. Each is available for streaming rental via Amazon.com for \$3.99.

General Class Guidelines:



Attendance – this course is taught asynchronously so you do not need to be online at any specific time, but you are expected to complete and submit all assignments by the due dates.

Keep a **back-up** of all written work. All assignments will be submitted through Canvas. If something should happen during your submission or if you submit the wrong file, you will be glad that you have a back-up file. Additionally, submitted work may not be visible to students on Canvas after the due dates, so always keep a back-up on your computer if you want to reference it later.

Turnaround Time Papers, discussion-board entries and quizzes will be graded and returned within one week; email will be returned within 24 hours during the week (Monday-Thursday 9am-5pm).

Accessibility Statement:

If you have a disability that qualifies you for academic accommodations, contact the Office of Disability Services in Fretwell 230 or call 704-687-4355 at the beginning of the semester. Some requests for accommodations cannot be honored without supporting documentation from the Office of Disability Services. All information shared with the instructor concerning a disability will remain strictly confidential unless otherwise specified by the instructor.

Diversity Commitment Statement:

UNC Charlotte is committed to social justice and respect for all individuals, and it seeks to create a culture of inclusion that actively supports all who live, work, and serve in a diverse nation and world. Attaining justice and respect involves all members of our community in recognizing that multi-dimensional diversity contributes to the university learning environments, thereby enriching the community and improving opportunities for human understanding. While the term “diversity” is often used to refer to differences, this class’s intention is for inclusiveness, an inclusiveness of individuals who are diverse in ability/disability, age, economic status, ethnicity, gender, language, national origin, race, religion, and sexual orientation. Therefore, this class aspires to become a more diverse community in order to extend its enriching benefits to all participants. An essential feature of our community is an environment that supports exploration, learning, and work free from bias and harassment, thereby improving the growth and development of each member of the community.

Getting Help:

Links to getting help for the course, Canvas learning management system, and university resources for student help are available at the links at the bottom of the course home page or at:

- Canvas LMS: <http://canvas.uncc.edu> or 24-hour support line: 877-257-9780
- Student Services Online Backpack: <http://distanceed.uncc.edu/studentservices/online-backpack>
- Course: contact Monica Belus: mfbelus@uncc.edu



Minimum Technical Requirements You will need access to a reliable computer with a high-speed connection (dial-up connections will not support the videos in the course). While Canvas works with both PCs and Macs, you should check whether your current browser is supported and how to configure it: <https://community.canvaslms.com/docs/DOC-1284>

- Canvas supports a number of mobile browsers; note that not all components of the course will work on mobile devices. You will also need to have access to Microsoft Word or a similar word processing program that supports .doc and .docx formats.
- For your reading quizzes, you will be expected to perform the initial download and installation of Respondus. Unless specified otherwise, all quizzes will be taken using the Respondus Lock-Down browser.
- Also, written assignments will be submitted to VeriCite.com.

Minimum Technical Skills In order to succeed in this course, in addition to having a reliable computer with high-speed internet connection, you need the following technical skills:

- Ability to use and navigate Canvas, the learning management system (LMS).
- Ability to send and receive emails with attachments.
- Ability to create and submit commonly used word processing files (.doc and .docx)
- Ability to copy and paste images and text.
- Ability to download and install software.
- Ability to download and take quizzes in the Respondus lock-down browser
- Ability to submit written submissions to VeriCite for similarity reports

Late work policy – Inopportune situations occur in life, and I will assess each of those instance on a case-by-case basis. (Computer/technical issues do not count!) Please be prepared to prove your circumstances if something should arise. Failure to submit

assignments by the designated day/time without written permission from the instructor *prior* to the close date/time of the assignment will result in the final grade (of the assignment) being lowered 20% each day late, up to two days maximum, from the due date. Also, as this is an online course, no days are exempt from the two-day late-work policy (weekends, holidays, etc.) Beyond two days, no assignments will be accepted, and the missing assignment(s) will be scored as a zero.

Extra Credit Policy – There are no extra-credit opportunities for individuals in this course. Please do not get behind with your assignments, ask questions if you have them, and submit your work in a timely manner – NOT at the last minute!

Submission of assignments and posting of grades - for each assignment/discussion, you will be given specific guidelines and expectations, and if any aspect of a prompt or assignment is unclear, it is your responsibility as a student to seek clarification – don't just skip the assignment. As Canvas is where we will be conducting on-line classes, assignments and discussion will also be submitted the same way. If University system complications occur with Canvas, I will evaluate each situation as a case-by-case issue and further assess how to alter assignments.

Expect to spend at least 8-10 hours a week on the assignments for this course.

MLA - Remember that if you use outside sources, cite them properly!!! Document carefully according to MLA, and do not submit work in this class that has received a grade in another class. Plagiarism is a serious offense and can result in failing the class and, potentially, can lead to dismissal from the University.

Please **show respect** for different viewpoints that may be expressed in class. You don't have to agree with them, but I hope you will respect different opinions. This is an open-minded classroom where we are all free to express our thoughts, so long as our thoughts are not meant in a rude or hateful manner.

Course requirements – students are expected to fully participate in class as well as complete quizzes, discussions, an annotated bibliography, and all assigned materials (readings and viewing of movies).

How to be successful in this course – complete all of the readings and assignments and be sure to follow the guidelines in each weekly overview. If you have questions, post them on the forum or email me. I encourage you to not procrastinate and to complete your assignments in a timely manner so as to avoid last minute issues that often arise in each of our lives. Have a positive attitude and enjoy the material.

Quizzes - You will be taking quizzes many weeks, and these grades will be a part of your weekly score; written submissions will constitute the remaining points for that week. The quizzes are timed and designed to test your comprehension of that particular week's assigned materials. Many quizzes will be completed in the Respondus Lock-Down browser – there will be a link on the first quiz that will allow you to download Respondus.

- **Note on quizzes for this course:** Quizzes are created with the belief that you have already closely read the assigned text(s); hence, the questions are considered "surface-level" questions that should not require you to have to look up answers. All quizzes are timed, and they should be easily completed within the allocated time.

When posed with questions that require a short-answer response, simply answer the question with as few words as needed - complete sentences are not required. Of course, when longer responses are requested, respond accordingly. The objective of reading quizzes is to confirm that you are carefully reading the text(s); longer, more reflective responses will be reserved for the discussion board. If you have any questions, be sure to address them prior to attempting an assignment, and at least 48 hours before the due date.



Academic Integrity and Student Responsibility:

Check your UNCC email and Canvas regularly – this is how I will contact you individually or as a class.

Students are required to complete all of the reading assignments, on-line assignments, quizzes, final exam and view all of the assigned films and documentaries.

Academic Integrity – read this carefully!

THE UNC CHARLOTTE CODE OF STUDENT ACADEMIC INTEGRITY governs the responsibility of students to maintain integrity in academic work, defines violations of the standards, describes procedures for handling alleged violations of the standards, and lists applicable penalties. The following conduct is prohibited in that Code as violating those standards:

- A. Cheating. Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices in any academic exercise. This definition includes unauthorized communication of information during an academic exercise.
- B. Fabrication and Falsification. Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of altering information, while fabrication is a matter of inventing or counterfeiting information for use in any academic exercise.
- C. Multiple Submission. The submission of substantial portions of the same academic work (including oral reports) for credit more than once without authorization.
- D. Plagiarism. Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgement of the source). The sole exception to the requirement of acknowledging sources is when the ideas, information, etc., are common knowledge.
- E. Abuse of Academic Materials. Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource material.
- F. Complicity in Academic Dishonesty. Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. A full explanation of these definitions, and a description of procedures used in cases where student violations are alleged, is found in the complete text of The UNC Charlotte Code of Student Academic Integrity. This Code may be modified from time to time. Users are advised to contact the

Office of the Dean of Students to ensure they consult the most recent edition:
<http://www.legal.uncc.edu/policies/ps-105.html>

Online Etiquette (“Netiquette”) There will be opportunities to engage with your instructor and fellow students throughout this course. Please be aware and sensitive of cultural, aesthetic, and political differences. I expect you to be civil and use a professional tone in your communications. Please write in complete, well-thought sentences and avoid abbreviations and other informal discourse in your emails and discussion board posts. For more information on netiquette, please visit:
<http://teaching.uncc.edu/academic-technologies/moodle-2/students/netiquette-guidelines>

Overview and Expectations for On-line Submissions:

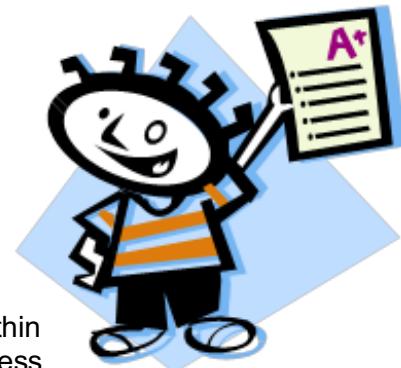
All postings are **due at 11:55 P.M. Eastern Time on Sunday** following the posted assignment. I will provide careful expectations for each assignment, and you are responsible for following directions. Your postings will closely resemble journal entries as you independently explore and learn about the material in this course. You will be expected to reflect and discuss elements as a critical thinker and show me what you have learned, thought about and considered; please make an effort to include a variety of responses. I will also be looking for curiosity, willingness to discover new things, engagement of others in class discussions, and a desire to write in a thorough and contemplative manner.

Grading and Participation:

All grades will be posted in Canvas. Each student can only see his/her own grades.

Papers, discussion-board entries and quizzes will be graded within one week of the assignment due date.

SAVE, SAVE, SAVE your writing. Grades will be posted as quickly as possible; it is my intention to grade all assignments within one week of the due date. Check your grades regularly and address any concerns in a timely manner.



Participation is required, and weekly I will provide guidelines in the weekly overview for specific participation expectations relevant to that week. Generally speaking, you will be commenting on, analyzing, and further questioning your peers' postings, and I will be looking to see engagement among the students.

I will grade your posts according to the following scale:

Criteria	Elements
General Quality	Fully addresses the questions and stimulates substantial follow-up postings
Critical Thinking	Rich in content, full of thought, insight and analysis
Timeliness	Post in time for other students to read and respond to

Stylistics	Few grammatical or stylistic errors
------------	-------------------------------------

Breakdown for specifics grades:

Weekly Assignments - combination of quizzes, class discussions and written assignments; these will vary weekly, and there will be no extra credit projects.



Grading Scale:

A = 90% - 100%

B= 80% - 89%

C= 70% - 79%

D= 60% - 69%

F= Below 60%

Failure to submit assignments by the designated day/time without written permission from the instructor *prior* to the close date/time of the assignment will result in the final grade (of the assignment) being lowered 20% each day late, up to two days maximum, from the due date. Also, as this is an online course, no days are exempt from the two-day late-work policy (weekends, holidays, etc.) Beyond two days, no assignments will be accepted, and the missing assignment(s) will be scored as a zero. There are NO extra-credit projects.

Course Calendar Notes: This calendar represents only the major topics to be covered in this course. Additional material will be added weekly at the discretion of the instructor, including additional readings assigned for the class. General assignments are outlined by week; specifics will be designated in each weekly overview in each weekly module. Assignments are to be completed in their entirety on the dates stipulated.

Tentative schedule:

Date	Assignments, Readings, Preparations. Note: books indicated in each module must be completed by the due date for the week.
1/9-1/20	Introduction to course, Canvas and each other
Week 1	<ul style="list-style-type: none"> • Introduction assignment • Retelling of a significant event in adolescence • Comment on 2 of your peers' submissions • Last day to register or drop/add 1/16.
1/21-1/27	Seeking identity and acceptance; Latina
Week 2	<ul style="list-style-type: none"> • Read <i>House on Mango Street</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
1/28-2/3	Seeking identity and acceptance; immigration
Week 3	<ul style="list-style-type: none"> • Read <i>A Step from Heaven</i> • Submit discussion response

	<ul style="list-style-type: none"> • Comment on 2 of your peers' submissions • Take quiz
2/4-2/10	Graphic novel – perceptions of self
Week 4	<ul style="list-style-type: none"> • Read <i>American Born Chinese</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
2/11-2/17	Questioning “normalcy” in adolescence
Week 5	<ul style="list-style-type: none"> • Read <i>The Absolutely True Diary of a Part-Time Indian</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
2/18-2/24	“Normalcy” in adolescence
Week 6	<ul style="list-style-type: none"> • Read <i>Perks of Being a Wallflower</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
2/25-3/3	Questioning sexuality, overcoming fears
Week 7	<ul style="list-style-type: none"> • Read <i>So Hard to Say</i> • View <i>Pariah</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
3/4-3/10	Spring Break
	No assignment this week
3/11-3/17	Midterm – Annotated bibliography
Week 8	<ul style="list-style-type: none"> • Annotated Bibliography
3/18-3/24	Overcoming adversity; poverty, acceptance; peer pressure
Week 9	<ul style="list-style-type: none"> • Read <i>The Skin I'm In</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz • Last day to withdraw from course – 3/19
3/25-3/31	Juvenile detention system; acceptance and peer pressure
Week 10	<ul style="list-style-type: none"> • Read <i>Monster</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
4/1-4/7	Class, abuse, relationships, family
Week 11	<ul style="list-style-type: none"> • Read <i>Eleanor and Park</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz • Registration for Summer 2019 and Fall 2019 begins 4/1
4/8-4/14	Victimization; Finding your voice

Week 12	<ul style="list-style-type: none"> • Read <i>Speak</i> • Read <i>Persepolis</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
4/15-4/21	Happy Spring Weekend!!
	<ul style="list-style-type: none"> • No assignment this week
4/22-4/28	Friendship and identity
Week 13	<ul style="list-style-type: none"> • View <i>Stand by Me</i> • Submit discussion response • Comment on 2 of your peers' submissions • Take quiz
4/29-5/5	Final Exam
Week 14	Due by Sunday, 11:55 P.M., 5/5.