

Carleton University
Winter 2023
Department of English

ENGL3501B: Literatures and Culture 1900-Now
Topic: **Young Adult Fiction**
Prerequisites: third-year standing or permission of the department

an online asynchronous course

Instructor: Professor Sarah Brouillette
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office hours by appointment (email me) in DT1904 or online

Important note:

For information on deadlines for withdrawal from courses, please consult the Academic Year section of the Undergraduate Calendar (<https://calendar.carleton.ca/academicyear/>).

This course considers why young adult fiction has become such a dominant niche within the publishing industry. We will study some representative young adult titles and consider how they relate to historically shifting patterns in youth and adulthood, romance and family, and anxieties about the future (personal and planetary). We will also consider the “very online” world of authors and fans of young adult fiction. The course is asynchronous online and constitutes a fairly radical experiment in “decentering” the classroom, meaning that much of the activity and material of the course will be generated by you as student participants.

Readings (at Haven Books)

The Catcher in the Rye
The Hunger Games
Eleanor & Park
The Invincible Summer of Juniper Jones
The Marrow Thieves

*All other texts and course materials are available via Brightspace

Assessment

Discussion Forum	50	due each week
Thematic Analysis	25	due 17 February
Sociological Analysis	25	due 7 April

Discussion Forum

Discussion is at the heart of this course! Each week you will have three tasks. First you will post a contribution to the discussion forum by no later than noon Wednesday. Please be respectful to your classmates and meet this deadline. The contribution will respond to questions and provocations that I will post on the discussion board page for that week. Second, you will share at least **one** response to a post by another member of your group by noon on Friday. That will give people time to respond to one another on the weekend if there is more you want to add. The best discussions happen when people post in a timely manner and read and respond to one another's posts. Try to do that. Lastly, read everyone's posts.

In creating your contributions think about these questions: Is this an important contribution to the discussion? How directly are you engaging with the assigned material? How engaged are you with the points of others? How much have you advanced the conversation and communicated deep thought on the subject? How relevant or helpful are your points?

Grading Rubric for Discussion Forum

A Range:

Contributions are numerous, well-developed, and have advanced the discussion in important ways. Contributions directly refer to the discussion materials at hand, the larger rubric of the unit or course, and comments that other discussants have made (if applicable). The student has obviously been engaged with both the material and comments from other discussants in the unit; they have made a substantial contribution to a useful discussion. Contributions posted on time.

B Range:

The student has made substantive contributions to the group discussion each week. These contributions reflect an engagement with the discussion material but not necessarily an engagement with other discussants in the group. The contributions are solid enough, but a deeper level of understanding could have been shown with a more sustained or thorough engagement in the discussion. Contributions posted within 24 hours of when they were supposed to be posted.

C Range:

The student has made regular but not consistent contributions to the group discussion. These contributions are substantial enough but do not directly engage with the assigned material or the comments of others. Contributions posted within 48 hours of when they were supposed to be posted.

D Range:

The student has made some contributions to the discussion, but these are too brief, generic, and/or have not made any difference to the discussion, and/or are unrelated to the topic at hand. The discussion lead and/or contributions were eventually posted but not in time to foster solid discussion.

F Range:

No attempt has been made to contribute to group discussion. For discussion leader: Discussion lead contribution was not made.

In sum, I will be assessing quality and quantity of the contributions: is this contributor a major participant in this discussion? How directly do they engage with the assigned material? How engaged are they with the points of others? How much have they advanced the conversation and communicated deep thought on the subject? How relevant or helpful are their points?

Thematic Analysis Assignment

You will write a piece selecting one topic from a series of prompts that I will provide. Your piece can take one of two forms: (1) a paper of approximately four double-spaced pages; (2) an audio or video podcast, of about 10 minutes, which you send me a link to (I suggest mediaspace.carleton.ca if you need somewhere to put uploaded files).

Sociological Analysis

You will undertake a small task of ethnographic observation (you can find some people to interview or observe existing online fan communication) and write a piece analyzing your findings. This will be similar to (and can expand upon) one of your discussion forum contributions. Your piece can take one of two forms: (1) a paper of approximately four double-spaced pages; (2) an audio or video podcast, of about 10 minutes, which you send me a link to (I suggest mediaspace.carleton.ca if you need somewhere to put uploaded files).

General Grading Rubric for Student Writing

A Range

- The argument or point is clear throughout
- Independent thinking consistently developed
- Thoughtful, interpretive approach
- Engages with the readings in a substantial and complex way
- Developed connections between the texts and the argument
- Writing, presentation, format is clear, fluid, logical with minimal or no errors

B Range

- The argument is more complex than a “C-level” paper
- Use of texts is in the service of an argument
- The student comments on quotes, analyzes them adequately for the most part
- Sustained/meaningful structure; reasonable coherence
- Smooth(ish) transitions between argument and evidence
- Few errors, citations are well done; lack of proof-reading is not an overwhelming issue

C Range

- Argument is emerging but not fully developed; the argument is vague, general, or not clearly articulated from the outset
- Too little analysis: the student uses quotes from the texts but does not comment on them
- Some coherent relationships between paragraphs
- sentence-level errors beginning to impede meaning
- Some mechanical, citation, and/or formatting errors
- Failure to proofread for grammar, spelling, syntax etc.

D Range

- No argument discernible or argument too general/obvious to be meaningful
- A string of personal opinions without supports
- Misunderstanding of the texts and overgeneralizations
- The paper lacks organizational structure
- Little coherence from paragraph to paragraph
- Long paragraphs or no use of paragraphs at all
- Sentence-level errors impede meaning; failure to proofread for grammar, spelling, syntax etc.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course’s instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information, visit <https://carleton.ca/registrar/academic-integrity/>.

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

ACADEMIC ACCOMMODATION

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For accommodation regarding a formally scheduled final exam, you must complete the Pregnancy Accommodation Form ([click here](#)).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details [click here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working, and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation will be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the

first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>



Schedule

Week 1 (9 – 13 Jan)

History and rise of young adult fiction
The question of audience & the post-print era

Week 2 (16 – 20 Jan)

The Catcher in the Rye: the antihero archetype & the disaffected teenager

Week 3 (23 – 27 Jan)

The Hunger Games: the dystopian imagination & the future in/as crisis

Week 4 (30 Jan – 3 Feb)

The Hunger Games: romance as popular imagination

Week 5 (6 – 10 Feb)

Eleanor & Park: online fandoms & “cancel culture”

Week 6 (13 – 17 Feb)

Eleanor & Park: diversity, inclusion, and the rise of the sensitivity reader

Week 7 (27 Feb – 3 Mar)

The Inevitable Summer of Juniper Jones: “Own Voices” against the whiteness of publishing

Week 8 (6 – 10 Mar)

The Inevitable Summer of Juniper Jones: the age of self-publishing (Wattpad)

Week 9 (13 – 17 Mar)

Heartstopper: graphic narrative; adaptation; streaming entertainment

Week 10 (20 – 24 Mar)

Heartstopper: queer romance and finding community online

Week 11 (27 – 31 Mar)

The Marrow Thieves: combined and uneven apocalypse

Week 12 (3 – 7 Apr)

The Marrow Thieves: against the anti-hero (the teenager as revolutionary)

