

## ENC 1145: WRITING ABOUT QUEER YOUNG ADULT LITERATURE FALL 2019

### ENC 1145: Writing about Queer Young Adult Literature (Section #3337, Class #13707)

Instructor: Megan Fowler

Email: [mjfowler@ufl.edu](mailto:mjfowler@ufl.edu)

University of Florida

TR Period 8-9/9

Office: TBA

Office hours: TR Period 7-8

The rise of online media campaigns such as #WeNeedDiverseBooks, a 2014 Twitter campaign which sought to expose the lack of diversity in young adult (YA) literature, has prompted an influx of LGBT+ representation in YA in recent years. This rise has led to an expansion of queer identities represented, expanding beyond the lesbian and gay components of the LGBT+ acronym to encompass bisexuality, asexuality, trans identity, and beyond. In addition, the proliferation of queer characters in recent years has allowed LGBT+ representation to move beyond the gay problem novel of 1980s YA to a much wider range of genres and mediums, including fantasy, science fiction, historical fiction, and mystery as well as novels, comics, and film/television.

This course will begin by briefly sketching queer representation in youth media of the past for students, from the queer connotations of early teen films such as *Rebel Without A Cause* (1955) to earlier queer-themed YA novels like *Annie on My Mind* (1982) and watershed queer characters in teen television series such as *My So-Called Life* (1994-1995) and *Dawson's Creek* (1998-2003). We will then move into the contemporary to examine a generous swath of texts representing a broad range of queer identities, genres, and mediums, such as comic series *Lumberjanes* (2014-present) and animation *Steven Universe* (2013-present). Our analysis of these texts will consider a range of concerns from authors' various approaches to intersectional identity of queerness alongside race and/or disability to the ways in which speculative genres can inflect and inform more nuanced representations of queer identity. By the end of this course, students should have a thorough understanding of the conversation around LGBT+ representation in youth-oriented texts, the ways in which these representations have expanded in recent years, and a sense of the possibilities for LGBT+ identity in young adult literature moving forward.

ENC 1145 is a writing intensive course. Writing assignments will include weekly prompted analytical responses to the themes and texts of the week, a close reading essay, a comparative analysis of two/more texts from the course, and a final research project which engages with the major themes of the course. In addition, students will be asked to short writing intensive responses in class.

## COURSE OBJECTIVES

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- This course provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content will include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students will learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words

## LEARNING OUTCOMES

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

## COURSE MATERIALS

### Required Texts

Albertalli, Becky. *Simon vs. The Homosapien Agenda*. Balzer + Bray. ISBN-10: 006234868X.

Daniel, April. *Dreadnought: Nemesis Book One*. Diversion Books. ISBN-10: 9781682300688.

Garden, Nancy. *Annie on My Mind*. Square Fish. ISBN-10: 0374400113.

McLemore, Anna-Marie. *Wild Beauty*. Feiwel & Friends. ISBN-10: 1250124557.

Silvera, Adam. *More Happy Than Not*. Soho Teen. ISBN-10: 1616956771.

Stevenson, Noelle. *Lumberjanes Vol. 1: Beware the Kitten Holy*. BOOM! Studios. ISBN-10: 1608866874.

Zdarsky, Chip and Erica Henderson. *Jughead Vol. 1*. Archie Comics. ISBN-10: 1627388931.

Legrand, Claire. *Sawkill Girls*. Katherine Tegen Books. ISBN-10: 9780062696601.

Hulu Subscription. (Details about the [Hulu-Spotify Student Discount](#).)

\*All additional readings will be available through Canvas. All viewings are available to stream through Hulu and/or for purchase through Amazon Prime.

## ASSIGNMENTS

### **Analytical Response Papers (150 points; 15% of grade; 1500+ words total)**

Analytical responses to class materials. Students will write **5** posts of their choosing of **300+ words each** to be uploaded to Canvas. Responses should thoroughly analyze the reading materials and make an argumentative claim with supporting evidence. Though short, these assignments should show the same detail of thought and professional tone demonstrated throughout the course. Responses will be due before class on the day the materials are being discussed; students should come prepared to share their short responses in class.

### **Summary & Analysis Essay (150 points; 15% of grade; 800+ words)**

In this assignment, students will summarize and analyze one of the texts discussed in the course. Essays will thoroughly but concisely summarize the entirety of their chosen text. Papers will then engage in an analytical close reading of the text to support the paper's central argumentative claim. The final summary & analysis essay must be **800+ words**.

### **Creative Project (100 points; 10% of grade; 700+ words)**

For this assignment, students will make a creative piece--a poem, song, fanmix, short story, collage/set of images, video, drawing--that engages with the central theme of the course. In addition to the creative portion of the assignment, students must include a reflective piece reflecting upon their creative choices and explaining how their work relates to the course's central theme. The reflective piece must be **700+ words**.

### **Comparative Analysis Essay (200 points; 20% of grade; 1000+ words)**

To practice their synthesizing skills, students will analyze and compare two or more of the texts examined in class, bringing them into conversation with each other. Essays should include an innovative thesis which makes unique connections between the given texts. Papers should include close readings and textual evidence to support the student's claims. The final comparative essay must be **1000+ words**.

### **Research Paper (250 points; 25% of grade; 2000+ words)**

For this final assignment, students will write a critical essay engaging with one or more of the central themes/texts that have been discussed throughout the course. This paper should have a clear thesis making an innovative claim about the student's chosen topic. This claim must be supported by evidence in the form of sound academic/critical research [**3-5 sources**]. The final research paper must be **2000+ words**.

### **Participation (150 points; 15% of grade)**

This will include attendance, class discussion, in class activities, peer reviews/beta responses, etc.

## **COURSE POLICIES**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: Missing six classes will result in automatic failure of the course. Exemptions from this policy include:

- University-sponsored events, such as athletics and band
- Religious holidays
- Medical or family emergencies

In each of these instances, students must provide appropriate documentation. In addition, three tardies (of five or more minutes late) will result in one absence.

3. *Paper Format & Submission*: All assignments must be MLA style and will be submitted to Canvas (or otherwise specified platform) by 11:59 pm on the due date.
4. *Late Papers/Assignments*: Late papers and assignments will not be accepted for credit. If a student finds that they will not be able to complete an assignment on time, they should consult with the instructor BEFORE that assignment is due.
5. *Paper Maintenance Responsibilities*: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over. No late work will be accepted.
6. *Academic Honesty and Definition of Plagiarism*. UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing

this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

7. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give your instructor early in the semester.

8. For information on UF Grading policies, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

9. *Grade Appeals*: In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

10. *Course Evaluations*: Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

11. *Students who are in distress* or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

12. *Classroom Conduct*: Students come from diverse cultural and economic backgrounds. All class participants will be required to treat differing ideas with respect. Disrespectful behavior toward the instructor or peers may result in dismissal from class and an absence for the day.

13. *Tech Policy*: Recreational use of cell phones, computers, and other devices (including texting, posting to social media, or web surfing) will not be permitted. Use of technology will be permitted for classroom activities only. Failure to comply may result in dismissal from class and a subsequent absence for the day.

14. *UF’s policy on Sexual Harassment*: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>

## COURSE SCHEDULE

\*This schedule is subject to change throughout the semester. Please be sure to regularly consult the syllabus posted on Canvas.

Date	Reading/Viewing Material	Activities/Lectures	Due
<b>Week 1-The Juvenile Delinquent</b>			
<b>T 8/20</b>	Introduction to Course		

<b>R 8/22</b>	<i>Rebel Without A Cause</i> (1955)		
<b>Week 2-Early Queer YA</b>			
<b>T 8/27</b>	Nancy Garden's <i>Annie on My Mind</i> Ch. 1-9	Lecture: Composition Basics	
<b>R 8/29</b>	Nancy Garden's <i>Annie on My Mind</i> Ch. 10-14	Activity: Close Reading	
<b>Week 3-Teen TV</b>			
<b>T 9/3</b>	Nancy Garden's <i>Annie on My Mind</i> Ch. 15-end	"Much More Than Annie on Her Mind-An Interview with Nancy Garden"	
<b>R 9/5</b>	Select episodes of <i>My So-Called Life</i> and <i>Dawson's Creek</i>	Activity: Scene Analysis	<b>Analytical Response #1</b>
<b>Week 4-Contemporary Romance</b>			
<b>T 9/10</b>	Becky Albertalli's <i>Simon vs. The Homosapien Agenda</i> Ch. 1-14	Activity: Thesis Statements	
<b>R 9/12</b>	Summary & Analysis Peer Review		
<b>Week 5-The Rom-Com</b>			
<b>T 9/17</b>	Becky Albertalli's <i>Simon vs. The Homosapien Agenda</i> Ch. 15-end		<b>Summary &amp; Analysis</b>
<b>R 9/19</b>	<i>Love, Simon</i> (2018)	Activity: Adaptation Analysis	
<b>Week 6-Comics</b>			
<b>T 9/24</b>	Chip Zdarsky's <i>Jughead</i> Vol. 1	Darieck Scott and Ramzi Fawaz's "Introduction: Queer About Comics"	
<b>R 9/26</b>	Noelle Stevenson's	Activity: Visual Analysis	<b>Analytical Response</b>

	<i>Lumberjanes</i> Vol. 1		#2
<b>Week 7-Animation</b>			
<b>T 10/1</b>	Select episodes of <i>Star vs. The Forces of Evil</i>	J. Halberstam’s “Animation Revolt and Revolting Animation” in <i>The Queer Art of Failure</i>	
<b>R 10/3</b>	Select episodes of <i>Steven Universe</i>	Eli Dunn’s “Steven Universe, Fusion Magic, and the Queer Cartoon Carnavalesque”	
<b>Week 8-The Superhero</b>			
<b>T 10/8</b>	April Daniel’s <i>Dreadnought: Nemesis</i> Ch. 1-15	Dan Vena’s “Rereading Superman as a Trans F/Man”	
<b>R 10/10</b>	Creative Project Presentation		
<b>Week 9-The Superhero</b>			
<b>T 10/15</b>	April Daniel’s <i>Dreadnought: Nemesis</i> Ch. 16-end	Activity: Essay Structure	<b>Creative Project</b>
<b>R 10/17</b>	Adam Silvera’s <i>More Happy Than Not</i> Ch. 1-6		
<b>Week 10-Surrealism</b>			
<b>T 10/22</b>	Adam Silvera’s <i>More Happy Than Not</i> Ch. 7-Part Zero: Unhappiness	Activity: Editing and Revising	<b>Analytical Response #3</b>
<b>R 10/24</b>	Adam Silvera’s <i>More Happy Than Not</i> Part Three: Less Happy Than Before-end		
<b>Week 11-Magical Realism</b>			

<b>T 10/29</b>	Anna-Marie McLemore's <i>Wild Beauty</i> Ch. 1-17	Thomas Crisp's "From Romance to Magical Realism: Limits and Possibilities in Gay Adolescent Fiction"	
<b>R 10/31</b>	Anna-Marie McLemore's <i>Wild Beauty</i> Ch. 18-23		
<b>Week 12-Magical Realism</b>			
<b>T 11/5</b>	Anna-Marie McLemore's <i>Wild Beauty</i> Ch. 24-end	Activity: Comparison Analysis	
<b>R 11/7</b>	Comparative Analysis Peer Review		<b>Analytical Response #4</b>
<b>Week 13-The Final Girl</b>			
<b>T 11/12</b>	Select episodes of <i>Buffy the Vampire Slayer</i>	Carol Clover's "Her Body, Himself" in <i>Men, Women, and Chainsaws</i>	<b>Comparative Analysis</b>
<b>R 11/14</b>	Claire Legrand's <i>Sawkill Girls</i> opening-Marion: The Cold Pillow		
<b>Week 14-Horror</b>			
<b>T 11/19</b>	Claire Legrand's <i>Sawkill Girls</i> Val: The Softie-Zoey: The Truth	Activity: Finding Reliable Sources	
<b>R 11/21</b>	Claire Legrand's <i>Sawkill Girls</i> Marion: The Crown-Val: The Mark		
<b>Week 15-Horror</b>			
<b>T 11/26</b>	Claire Legrand's <i>Sawkill Girls</i> Marion: The Queen-end		<b>Research Paper Topic</b>
<b>R 11/28</b>	NO CLASS-THANKSGIVING BREAK!		

Week 16-Class Wrap-Up			
T 12/3	Research Paper Peer Review	Nico Ore-Giron's <a href="#">Queer Young Adult Books Help Me Reimagine My Past</a>	Analytical Response #5
T 12/10	<b>RESEARCH PAPER DUE!!</b>		

## GRADING

### Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Information on current UF grading policies for assigning grade points can be found here:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### Rubric

An “A” assignment satisfies the requirements laid out by the assignment sheet at a high quality level and demonstrates creativity and innovation. Work is complete and well organized, and moves beyond the expectations of the assignment. Work displays a thorough understanding of the stylistic conventions of its genre. Assignment critically engages with the concepts of the course and demonstrates a clear and logical rationality. Work is relatively free of error.

A “B” assignment satisfies the requirements laid out by the assignment sheet at a proficient level. Work is complete and reasonably organized. Work displays an adequate understanding of the stylistic conventions of its genre. Assignment engages with the concepts of the course and demonstrates some logical rationale. Work may contain a few errors or require minor revisions.

A “C” assignment satisfies the requirements laid out by the assignment sheet. Work is complete, but somewhat disorganized. Work attempts to engage with the stylistic conventions of its genre. Assignment attempts to engage with the concepts of the course but fails to demonstrate a clear rationale. Work contains errors and requires significant revisions.

A “D” assignment satisfies the requirements laid out by the assignment sheet a poor quality level. Work is disorganized to the point of feeling incomplete. Work fails to engage with the stylistic conventions of its genre. Assignment fails to engage with concepts of the course and lacks a clear rationale. Work contains errors and requires significant and even complete revision.

An “E” is primarily reserved for work that is incomplete or has not been turned in on time. Assignments at this level fail to meet the requirements laid out by the assignment sheet. However, work that is incoherent, shoddy, or shows a lack of understanding of the assignment may also receive a failing grade.