**4th Credit Enhancement for ENGL 112B: Literature for Young Adults:**

**Creative Writing and Literature majors**

For those of you who are creative writing or literature majors (or others from outside the English major), all of the work for the 4th credit enhancement will involve focus on a “subgenre” of the umbrella of Young Adult literature or on a topic/issue relevant to YA lit.

The range of subgenre (these are all discussed in more detail in chapters from *Literature for Today’s Young Adults* – located on the 112B Handouts’ page) includes

* Contemporary realistic fiction
* Poetry
* Drama
* Humor
* New Media (Graphic Novels, alternative presentations)
* Adventure
* Sports
* Mysteries
* The Supernatural
* Fantasy
* Science Fiction
* Utopias
* Dystopias
* Historical Fiction
* Non-fiction – Literary Nonfiction, Biographies, Self-Help

Topics/Issues relevant to YA lit (these are discussed in more detail in chapters from *Adolescents in the Search for Meaning: Tapping the Powerful Resource of Story* located on the 112B Handouts’ page) include

* Real life experiences
* Making life choices
* Facing violence or abuse
* Family relationships
* Peer relationships
* Death and loss, specifically from suicide
* Identity issues – gender, race, ethnicity, assimilation
* Discrimination
* Bullying
* Decision-making
* Courage
* Survival
1. The major project will be an annotated bibliography based on a subgenre or topic. The annotated bibliography must include a minimum of **10** works – **5** **of which are “new” reads or viewings completed during the semester**. You will want to write a brief summary of each of the works as you read/view these. These brief summaries will earn **10% of the 30% for the overall project**; the writing can be **a weekly progress log (or can be added to your SSW entries) that should record specifically the reading and writing you’re doing of the 5 “new to this semester” reads.** The rest of the written portion of the annotated bibliography earns **10% of the 30% for the overall project**. Each entry in the annotated bibliography should include
* the complete bibliographical information in MLA format
* a brief summary of the work (2-3 sentences)
* a commentary/evaluation/critique of the resource (3-4 sentences) – **this component is the most critical element of the annotation; address questions such as Why is this particular book helpful? Valuable? How does the resource exemplify the Exeter Qualities or the characteristics of the best YA literature? How does this resource further knowledge of the genre or topic/issue?**
* You **must** give the source if you take the summary from Amazon or Good Reads, etc. Clearly indicate whether you **did** or **did not** read the work – that helps me know which sources are the “New-to-You” reads. It is fine that you include some works you haven’t read – for example a work you may learn about through the Book Talks. The point is, if you don’t give the source of the summary, you are plagiarizing.
1. You will present your Annotated Bibliography in class on either **December 2** or **December 9** you need to submit a hard copy for me; you will also do an e-copy which can be posted on the Students page of my website. The e-copies need to be submitted **a day** **in advance** of your presentation to allow for uploading. The oral presentation earns **10% of the 30% for the project overall.**
2. Based on the reading/research you do for the Annotated Bibliography you might create a blog that could be posted on Dr. Bickmore’s YA Wednesday Blog. Dr. Bickmore is open to new contributors, and this blog could become a publication for you. From the beginning of the semester, you will want to be examining models of the YA Wednesday blogs located at http://www.drbickmoresyawednesday.com/. You should also look at the blogs Dr. Warner has published on the YA Wednesday site: [http://www.drbickmoresyawednesday.com/weekly-posts/archives/07-2016-- July 20](http://www.drbickmoresyawednesday.com/weekly-posts/archives/07-2016--%20July%2020), 2016 “Discovering (Rediscovering) Karen Hesse’s *Witness* and Its Multi-genre Potential”

<http://www.drbickmoresyawednesday.com/weekly-posts/archives/05-2017> “Making Their Voices Heard: Students in YA Literature Courses Articulate ‘Why YA?’”-- May 24, 2017

<http://www.drbickmoresyawednesday.com/weekly-posts/archives/03-2018> “The Transition for Book to Film: Examining YA Books that Have Been Made into Films” March 14, 2018

 “And the Winners are…” YA Literature Students Identifying Their Favorites of the Last Five Years http://www.drbickmoresyawednesday.com/weekly-posts/archives/05-2019 May 8, 2019

Depending on the genre of interest to you and in conjunction with creative writing courses you are taking, you could also create a collection of poetry, a drama, a series of short fiction or begin your own YA novel as a final component of the 4th credit enhancement. Again, the basis for your writing will likely emerge from the focus of your Annotated Bibliography. Note too, as described in #4 of the course requirements, you will be doing a “Book to Film” paper, requiring another “new to this semester” read.