### Course Description and Conceptual Framework

And shall we just carelessly allow children to hear any casual tale which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we wish them to have when they are grown up? We cannot.... Anything received into the mind at this age is likely to become indelible and unalterable; and therefore it is most important that the tales which the young first hear should be models of virtuous thoughts.... (Plato, 374 B.C., p. 72)

This course introduces the English language arts education student to the relevance and need for incorporating adolescent literature in the middle/secondary classroom and to the development and strengthening of literacy. The primary purpose of this course is to provide students with a broad and detailed understanding of the realities and intellectual context of middle/secondary English language arts education and the role of adolescent literature within this context. It will examine issues relevant to the reading and teaching of adolescent literature, among them current debates about the appropriateness of adolescent literature in a rigorous secondary curriculum; issues related to censorship of adolescent literature; various approaches to reading adolescent literature, including reader response criticism, close reading strategies, and contemporary critical theories; issues of multiculturalism, globalism, and diverse audiences and subject matter; the relation of adolescent literature to “classic” adult literature; and adolescent literature as an incentive to extracurricular reading.

The conceptual framework of the school of education is “professionalism in service of social justice.” This course is aimed specifically at developing professional language arts teachers in the service of social justice. Teaching is an inherently moral act affecting the lives of children and their families and communities. Your professional attitudes, knowledge, and pedagogy will contribute positively to the literacy, skills, and success of your students. As a result of this course:

- **CF1:** Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- **CF3:** Candidates demonstrate an understanding of issues of social justice and inequity.

### Course Objectives

Objectives for this course are derived from the National Council of Teachers of English (NCTE) standards and from the National Council for Accreditation of Teacher Education (NCATE). You should be familiar with these standards, as well as with the Common Core English Language Arts Standards. [http://www.corestandards.org](http://www.corestandards.org)

IDEA Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
3. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
4. Learning to analyze and critically evaluate ideas, arguments, and points of view

As a result of this course, teacher candidates will be able to:

**ISBE**

2.5 take informed stands on issues of professional concern;

2.6 recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;
3.7. use major sources of research and theory (i.e., books, periodicals, reports, proceedings of professional conferences, videotapes, electronic and non-electronic data bases) to understand the relationship between research and practice;

3.7.2 use teacher-researcher models of classroom inquiry;

4.1 examine, evaluate, and select resources, such as textbooks, other print materials, video, film, recordings, and software which support the teaching of language arts;

4.7 engage students in discussion for the purposes of interpreting and evaluating ideas presented through oral, written, or visual forms;

4.10 engage students in making meaning of texts through personal response;

**NCTE Standards**

Standard III: Candidates plan instruction and design assessment for reading and the study of literature to promote learning for all students.

Standard VI: Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

**Dispositions**

Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition or dispositions for each course are listed on this syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course.

- **Professionalism:** Is prepared. Is responsible toward work. Is open-minded. Works well with others. Responds with appropriate language, affect, and actions. Makes appropriate changes in response to feedback.
- **Fairness:** Respects students, families, communities, and peers. Creates an inclusive classroom environment. Is responsive to students/learners’ needs.
- **All Students Can Learn:** Has high expectations for all students/learners. Works with all students/learners. Is not easily discouraged by lack of student/learners progress. Resists making assumptions about students/learners, families, and communities based on stereotypes. Reflects on practices and their impact on student/learners learning.

**Required Texts**

The adolescent literature pieces adopted for this course are:

Alexander, K. (2014) *The Crossover*
Anderson, L. (2011) *Speak*
Burcaw, S. (2014) *Laughing at My Nightmare*
Clark, K. (2013) *Freakboy*
Green, J. (2006) *Looking for Alaska*
Kittle, P. (2013) *Book Love*
Nelson, J. (2014) *I’ll Give You the Sun*
Quintero, I. (2014) *Gabi, A Girl In Pieces*
Reynolds, J. (2014) *When I Was the Greatest*
Silvey, C. (2009) *Jasper Jones*
Schmidt, J. (2015) *A List of Things That Didn’t Kill Me*
Spiegelman, A. (1986) *Maus I*
Sepetys, R. (2012) *Between Shades of Grey*
Shusterman, N. (2009) *Unwind*
Tamaki, J. (2014) *This One Summer*

Other articles and titles as assigned by the instructor.

**Expectations**
The quality of work is expected to be consistent with normal expectations for college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins. Clear and appropriate writing skills are essential for the successful completion of this course. All references and writing should conform to the standards listed in the APA. For those assignments submitted on LiveText, do not attach as a Word document. Write directly in the template provided.

**Late Work**
No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. If you must be absent on an evening when an assessment is due, you must submit the assessment to me electronically prior to the start of class.

*Distractions such as cell phones and laptops should be turned off.*

**Diversity**
It is very likely that your future classroom will be ethnically, racially, and socio-economically diverse. In choosing appropriate adolescent literature, you will need to be aware of this diversity and also have an understanding of students’ gender, religion, sexual orientation, language, and abilities and of how your own background and biases affect your teaching. This awareness is a life-long process, but this course requires you to be sensitive to diversity issues in your classroom interactions, choice of materials, activities, and assessments.

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**Assignments**

### I. Literacy Autobiography
This paper will be a first person account of your memories of your developing literacy. Think about events in your life that turned out to be key experiences in literacy for you. Consider:

- Family experiences such as parents spelling words out that they didn't want you to understand.
- Good and bad experiences with teachers.
- Childhood insights and misconceptions about reading and writing.
- Friends or classmates who were better at reading and writing than you were.
- Strategies for reading and writing, both successful and unsuccessful.
- Major breakthroughs and sudden insights.
- Attitudes toward reading and writing at different ages.
- Potential biases
Be sure to describe your current reading scenario. How often do you read? What do you read? Where and when do you read?

Assignment details and an accompanying rubric will be discussed in class and available on Sakai. The assignment will be submitted and assessed on LiveText. The Literacy Autobiography is worth 75 points.

II. Reader Response Papers
A Reader Response is required for one book each week. If there are more than two books assigned for a particular week, choose one for your reader response. These papers should be word-processed and 1-2 page in length. Follow the format given in class. Assignment details will be discussed in class and available on Sakai. The Reader Response is worth 100 points.

III. Banned Book/Intellectual Freedom Op-Ed
It is quite possible that some parents and/or parent organizations would find many titles read in this class inappropriate for adolescents. Your task will be to explore a number of websites whose authors would agree with these parents. After exploring these websites, you are asked to write an Op-Ed piece for your local newspaper in which you respond to parents or organizations that challenge a book used in your class. Further details will be given in a class handout and rubric and posted to Sakai. Your Op-Ed piece is worth 75 points.

IV. Young Adult Interview
Each student will interview one teenager about his/her reading habits. Summarize your findings in a two to three page report. Do not give a transcript of the interview. Include such questions as the following: (these are in no particular order; adjust them as you deem appropriate)

- How often do you read for pleasure?
- What do you read for pleasure? (e.g., magazines, newspapers, etc)
- Do you like to read in school? Why/why not?
- What are the books that you have read in your English classes over the last two years?
- What activities do you enjoy during your leisure time?
- What are your favorite novels or short stories? Do you consider yourself a good reader? Why/why not?
- What kind of reading materials do you have at home?
- What reading materials do you have at home?
- What kind of reading materials do your parents/guardians routinely read?
- What kinds of subjects or topics do you like to read about?
- Do you consider reading important? Why? Why not?
- How do your media habits impact your reading habits?
- How often are you assigned reading tasks in school? In what courses?
- Others…? 

An accompanying rubric will be discussed in class and available on Sakai. The Young Adult Interview is worth 75 points

V. Interdisciplinary Unit and Presentation
Interdisciplinary teaching involves a conscious effort to apply knowledge principles, and/or values to more than one academic discipline simultaneously. (Science, social studies, mathematics, arts and humanities, English language arts) The disciplines may be related through a central theme, issue, problem, process, topic, or experience. Teaching language arts through interdisciplinary thematic units typically integrates broad areas of knowledge, such as social studies, mathematics, or science with the teaching of major language skills: authentic reading, writing, listening, speaking, and media.

Working as a member of a teaching team, you will develop an Interdisciplinary Thematic Unit (ITU) plan. The ITU will be centered around one piece of adolescent literature. Each team is responsible for developing the theme that ties the Interdisciplinary Thematic Unit together; each team will also identify the essential question(s), overall goals, and instructional objectives for the ITU. Each team is responsible for developing instruction for each content area as well as providing feedback/suggestions for the overall ITU plan.

Assignment details and an accompanying rubric will be discussed in class and available on Sakai. The assignment will be submitted and assessed on LiveText. The Final Project is worth 125 points.

VI: Class Participation
Each class member should plan to participate actively in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designated times for every class session and to remain engaged in class activities until the session has concluded. Because this class relies heavily on the class discussion of novels, coming to class without the materials read, directly impacts ALL of the stude
nts in the class Students missing two or more classes of CIEP 350/429 will be ineligible for an “A” in the course. Class participation is worth 50 points.

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<td>Wednesday, August 26</td>
<td>Intro to Adolescent Literature</td>
<td>Book Love Pgs. 1-45</td>
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<td>Wednesday, September 2</td>
<td>History of Adolescent Lit/Evaluating and Selecting Adolescent Lit</td>
<td>Speak Looking for Alaska</td>
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<td>Contemporary Realistic Fiction</td>
<td>The Absolutely True Diary of a Part-Time Indian Gabi, A Girl In Pieces</td>
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<td>Jasper Jones Book Love Pgs. 47-115</td>
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<td>Banned Book Week Censorship</td>
<td>This One Summer Maus I</td>
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<td>Non Fiction</td>
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<td>Non Fiction</td>
<td>A List Of Things That Didn’t Kill Me</td>
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<td>Historic Fiction</td>
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