

"Preparing People to Lead Extraordinary Lives" Mission Promise of Loyola

**CIEP 350(02W)**  
**Adolescent Literature**  
 Loyola University Chicago  
 School of Education  
 Fall 2011 Syllabus

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|----------------------|---|
| Instructor:          | Dr. Linda Wold  |
| Contact Information: | <a href="mailto:lwold1@luc.edu">lwold1@luc.edu</a> ; (312) 915-6108                                   |
| Course Location      | Mundelein 609 (4:15 p.m.- 6:45 p.m.)  |
| Office Hours:        | Office: Wednesdays, before and after class or by appt.<br>Tuesday at Lewis Towers #1037, 2:00-3:00 pm |

*"Students who wait passively to be entertained do not develop tenacious learning habits. They are not inclined to gnaw. They want to be fed. To want to learn, students don't need games. They don't need "fun" videos so they won't be bored. They don't need candy rewards. They need meaningful work. They need to see value in it so motivation becomes intrinsic. Academic demands will arise for which they'll need to be Bulldog Learners, or they won't succeed." (Romano, 2009, p. 31)*

### Course Description and Conceptual Framework

This course introduces the 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 language arts education and the role of adolescent literature within this context.

The School of Education at Loyola University Chicago, a Jesuit and Catholic urban university, advances professional education in the service of social justice through its engagement with Chicago, the nation, and the world. To achieve this vision the SOE participates in the discovery, development, demonstration, and dissemination of professional knowledge and practice within a context of ethics, service to others, and social justice.

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 Illinois English Language Arts Standards, Goals 1-5. (<http://www.isbe.state.il.us/ils/english/english.html> )

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/ NCATE:**

2.3 Candidates demonstrate reflective practice, involvement in professional organizations, and collaboration with both faculty and other candidates.

2.5 Candidates make meaningful connections between the ELA curriculum and developments in culture, society, and education

3.5 Candidates demonstrate knowledge of, and uses for, an extensive range of literature.

3.5.3 Candidates demonstrate knowledge of, and uses for numerous works specifically written for older children & younger adults;

3.6 Candidates demonstrate knowledge of the range and influence of print and non-print media and technology in contemporary culture.

3.7 Candidates demonstrate knowledge of research theory and findings in English language arts.

### Required Texts

The adolescent literature and readings adopted for this course are:

#### **1. Fantasy**

\*McKinley, R. (1978). *Beauty: A retelling of Beauty and the beast*. NY: Harper & Row Publishers.

\*Boyer, J. (2006). *The boy in the striped pajamas*. NY: Random House Children's Books.

Choose a modern fantasy novel or a young adult picture book to create a linked text set that includes nonprint media and builds on the themes of fantasy novels (both traditional and modern). Possible links:

*Beowulf* by Gareth Hinds (graphic novel)

*The Uglies* by Scott Westerfeld (novel)

#### **2. Realistic Fiction**

\*Anderson, L. H. (2001). *Speak*. New York: Puffin.

\*Applegate, K. (2007). *Home of the brave*. Harrisonburg, VA: R. R. Donnelly and Sons Company.

\*Konisberg, B. (2008). *Out of the pocket*. NY: Dutton.

Possible LTS Selection:

*Graphic novel: Alexie, S. (2007). The absolutely true diary of a part-time Indian*. New York: Little, Brown, & Co.

Budhos, M. (2006). *Ask me no questions*. NY: Simon Pulse.

Johnson, A. (2005). *the first part last*. NY: Simon Pulse.

Martinez, V. (1996). *Parrot in the oven*. NY: HarperCollins Publishers.

#### **3. Historical fiction**

\*Anderson, L. H. (2010). *Chains*. New York: Atheneum.

\*Staples, S. F. (1989). *Shabanu: Daughter of the wind*. NY: Random House Children's Books.

LTS Possible Selection:

Anderson, L. H. (2000). *Fever 1793*. NY: Simon & Schuster Books for Young Readers.

Lyons M. E. (1992). *Letters from a slave girl: The story of Harriet Jacobs*. NY: Simon Pulse.

#### **4. Biography**

\*Myers, W. D. (2001). *Bad boy: A memoir*. NY: Harper Collins.

\*Satrapi, M. (2004). *Persepolis: The story of a childhood*. New York: Pantheon. (graphic novel)

Possible LTS links:

- Ali, N. (with Delphine Minoui). (Trans. By Linda Coverdale). (2009). *I am Nujood, age 10 and divorced*. (NY: Broadway Paperbacks.
- Crutcher, C. (2003). *King of the mild frontier: An ill-advised autobiography*. NY: Greenwillow Books.
- Gantos, J. (2004). *Hole in my life*. NY: Farrar, Straus, Giroux.
- Robinson, J. E. (2007). *Look me in the eye: My life with asperger's*. NY: Three Rivers Press.
- Shapiro, M. (2001). *J. K. Rowling: The wizard behind Harry Potter*. NY: St. Martin's Griffin.

## 5. Nonfiction

- \*Bartoletti, S. C. (2005). *Hitler youth: Growing up in Hitler's shadow*. New York: Scholastic.
- \*Murphy, J. (2003). *An American plague: The true and terrifying story of the yellow fever epidemic of 1793*. NY: Clarion Books.

## 6. Poetry:

- \*Carlson, L. (1994). *Cool salsa: Bilingual poems on growing up Latino in the United States*. New York: Fawcett Publishing.
- OR Carlson, L. (2005). *Red hot salsa: Bilingual poems on growing up Latino in the United States*. New York: Henry Holt & Co.
- \*Engle, M. (2006). *The poet slave of Cuba: A biography of Juan Francisco Manzano*. NY: Henry Holt and Company.
- Possible LTS links:
- Creech, S. *Love that dog*.
- Nelson, M. (2009). *A wreath for Emmitt Till*. Boston: Graphia Publishing.

Other articles and titles as assigned by the instructor.

## Expectations

The quality of work is expected to be consistent with normal expectations for all college students. All written work must be word-processed using 1.5 line spacing, 12 point font, with one-inch margins when applicable. 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 format except when noted.

## Academic Honesty:

Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at: [http://www.luc.edu/education/academics\\_policies\\_integrity.shtml](http://www.luc.edu/education/academics_policies_integrity.shtml). For additional academic policies and procedures refer to: [http://www.luc.edu/education/academics\\_policies\\_main.shtml](http://www.luc.edu/education/academics_policies_main.shtml)

## Accessibility

Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

## Harassment (Bias Reporting)

It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

**Diversity:** This course incorporates diversity in education because it is critical to the development of successful learners. We will spend time learning how theory promotes differentiated instruction to support the needs of students from diverse backgrounds and will examine how candidates will use literature in ways that enhance students' capacity to succeed as readers, writers, and thinkers.

**Technology:** Technology is used to enhance instruction whenever possible. Students will use Internet-based resources and Blackboard to discuss theoretical concepts and research, design instruction, and investigate practices regarding adolescent literature from the National Council of Teachers of English website (<http://www.ncte.org>).

See Blackboard Course Website: <http://blackboard.luc.edu/webapps/login>

**Late Work:** No late work will be accepted unless there are medically extenuating circumstances. Documentation will be required. *Distractions such as cell phones and MP3 players should be turned off.*

**Assignments** - All assignment details will be discussed in class and the assessment rubrics will be available on Blackboard.

### I. Literacy Autobiography (50 points or 10% of your grade)

This paper will be a first person account of your memories of your developing literacy. It should be two- to three pages in length. 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 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;
- Experiences with foreign languages and literacy learning;
- Major breakthroughs and sudden insights;
- Attitudes toward reading and writing at different ages;

*Be sure to describe your current reading scenario. How often do you read? What do you read? Where and when do you read?*

### II. Reader Response Papers (100 points or 20% of your grade)

A Reader Response/Book Card is required for each book read in the course. These papers should be word-processed and one page in length. Use the Blackboard Dropbox to submit each Reader Response Assignment prior to the class meeting when the assignment is due. Five points will be given for each of the completed assignments based on quality of responses (13 books/65pts.) Further Assignment details will be discussed in class and available on Blackboard for the additional 35 points. All Reader Responses will be compiled into a portfolio.

### III. Book Talks (50 points or 10% of your grade)

Book talks are brief "teasers" given enthusiastically by librarians, teachers, or students in elementary through high school as a way to entice others to read a particular book. A book talk doesn't reveal the whole story; rather, it tells just enough to hook prospective readers. Book talks can be used to introduce students to books in the classroom library, books for literature circles, a text set of books for a unit, or author studies. Think about these issues: Does this book exemplify high literary quality? Would young readers enjoy this book? Does this selection introduce students to complex language and ideas? Does this selection provide a quality portrayal of both genders and various ethnic, racial, social, and religious groups?

Please select award-winning texts noted by the American Library Association:  
<http://www.ala.org/ala/mgrps/divs/yalsa/yalsa.cfm>

Notable Books for a Global Society (<http://www.tcnj.edu/~childlit/2009Notable-Books-for-a-Global-Society.htm>) that are generally more appropriate for middle school students but may also be used at the high school level.

For one day in the course, you and two of your colleagues will give a book talk and read aloud a section of the book. Your book is to be chosen from the genre covered during the night's class. You will have a time allotment of ten minutes. Help us to visually see the book title, author, and characters by writing information on the board or overhead transparency and by showing the book itself. Work on using eye contact and voice inflection so that your book talk will receive the audience's attention. Think about a creative way to introduce your book, such as lights off, background music, posters, or invite audience members to perform parts.

Following a brief summary, present whether you are for or against having students read this author's work. Defend your decision about the book. Think about these issues: Does the book exemplify high literary quality? Would struggling readers enjoy this book? Does this selection introduce students to complex language and ideas? Does this selection provide a quality portrayal of both genders and various ethnic, racial, social, and religious groups?

#### IV. Young Adult Interview (100 points or 20% of your grade)

Each student will interview one teenager about their reading habits. Summarize your findings in a two- to three-page report. Do not give a transcript of the interview (though you may quote parts of responses). Include such questions as the following: (these are in no particular order; adjust these questions 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 (or out of school)? Why or why not?
- What texts have you 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 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 often are you assigned reading tasks in school? In what courses?
- What issues or concerns do you have regarding reading assignments in your courses?
- Others....?

#### V. Partner Book Project (Novel Inquiry or Author Study Inquiry) (75 points or 15 % of your grade)

- Read and analyze all or most of the novels of one young adult writer (minimum of three). Prepare a YA author study that at least includes: author's background, training as a writer, types of novels written by the author, recognized critiques of the author's works (e.g., published reviews), a discussion of at least three works by the author, awards the author has received, etc. This should be a focused research project, not a recasting of the author's biography as found on a single website. Therefore, you should consult multiple websites and integrate material. How were the books received when initially published? Have the books been censored in any way? What is the author's stance on censorship? Consult journals like the *English Journal*, the *ALAN Review*, and the *Journal Of Adolescent and Adult Literacy* for articles on your author/selections.
- After having read several YA books related to a similar theme (minimum of three - same or different authors), prepare a paper describing how the books contribute to a consideration of the theme, such as "Death and Dying Themes in Young Adult Literature," "Self-Identity Themes in YA Literature," "Parents as Characters in YA Novels Written Since 1990," or others. Consult journals like the *English Journal*, the *ALAN Review*, and the *Journal of Adolescent and Adult Literacy* for articles on your theme.

Have another great idea? Come see me to discuss other options.

#### VI. Quizzes/Reading Strategies (75 points or 15 % of your grade)

Each week a reading strategy will be presented that corresponds with the assigned novel; it will be posted on Blackboard. This must be printed and brought to class not completed, unless otherwise instructed. Be prepared every week to discuss not only the assigned book but also the assigned reading strategy. If discussion wanes, a reading check quiz will be given. Quizzes on the selected readings that are due for the evening's class will be given in class. Quizzes/Reading Strategies will be worth 15% of your grade.

#### VI. Participation (50 points or 10 % of your grade)

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 students in the class. Students missing two or more classes of CIEP 350 will be ineligible for an "A" in the course. Participation rating will be determined before the end of the term and discussed with the professor for the final points.

| Grade | Percent       | Points        |
|-------|---------------|---------------|
| A     | 93%           | 464-500       |
| A-    | 90%           | 449-463       |
|       |               |               |
| B+    | 87%           | 434-448       |
| B     | 83%           | 414-433       |
| B-    | 80%           | 399-413       |
|       |               |               |
| C+    | 77%           | 384-398       |
| C     | 73%           | 364-383       |
| C-    | 70%           | 348-363       |
|       |               |               |
| D+    | 67%           | 334-347       |
| D     | 63%           | 314-333       |
| D-    | 60%           | 299-313       |
| F     | 59% and below | 298 and below |

| <i>Tentative Calendar CIEP 350</i>              |  |  |   |
|---|--|--|---|
| <b>Date/Wed<br/>CIEP 350</b>                    | Topic  | Reading Due  | <i>Assignment Due</i>   |
| August 31                                       | Intro to the Course/Syllabus   |  |   |
| Sept. 7<br><i>See assignment reminders</i>      | History of Adolescent Lit/Evaluating and Selecting Adolescent Lit                  | <i>Review Literary Elements and Genre for importance in this course.</i>                                     | Read novels for Sept. 14 discussion   |
| Sept. 14  | Introduction to Fantasy  | <i>Beauty: A retelling of Beauty and the beast</i><br><br><i>The boy in the striped pajamas</i>              | <b>Reader Response due</b><br>(Beauty and The Boy in the Striped Pajamas)<br><br><b>Literacy Autobiography</b>  |
| September 21<br><i>See assignment reminders</i> | Introduction to Contemporary Realistic Fiction                                     | <i>Speak</i><br><br><i>Home of the brave</i><br><br><i>Out of the pocket</i>                                 | Read required texts and write down and submit online connections among the three books.   |
| Sept. 28  | Contemporary Realistic Fiction Continued<br><br>Banned Book Week<br><br>Censorship | Discussion of CRF and NCTE statement;<br><br>Introduction PP of Banned Books and Censorship                  | <b>Reader Response due</b><br>(Speak, Home of the Brave, Out of the Pocket)<br><br><b>Book Talk 1 and 2</b><br><br>Read NCTE position statement on censorship: <a href="http://www.ncte.org/positions/statements/righttoreadguideline">http://www.ncte.org/positions/statements/righttoreadguideline</a><br><br>Find a current example of a banned book and explain why it is banned. |
| Oct. 5<br><i>See assignment reminders</i>       | Contemporary Realistic Fiction   | <i>Inquiry search for linked texts including picture books and web sites to motivate adolescent readers.</i> | Read and submit online connections to the two texts: Chains and Shabanu: Daughter of the Wind   |
| Oct. 12   | Introduction to Historical Fiction and Literature/Literary Circles                 | <i>Discussion of Chains and Shabanu: Daughter of the Wind</i><br><br><i>Meet with ASI Teams</i>              | <b>Reader Response due</b><br>(Chains and Shabanu: Daughter of the Wind)<br><br><b>Book Talk 3 &amp; 4</b>  |
| Oct. 19<br><i>See assignment</i>                | Author/Novel Inquiries   | <i>Choose books/authors for written inquiry project. Meet</i>  | Prepare Inquiry presentations as  |

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|--|---|--|--|
| <i>reminders</i>                               |   | <i>with teams.</i>   | multimedia.  |
| Oct. 26  | Adolescent Literature<br>Recap and plan ahead.<br><br>Biography         | <i>What does teaching literature look like at the middle school and high school level?</i><br><br><i>Discuss Bad Boy and Persepolis</i><br><br><i>ASI presentations</i>  | <b>Author/Novel Inquiry and Critique Presentations</b><br><br><b>Reader Response Due</b><br>(Bad Boy and Persepolis)   |
| November 2<br><i>See assignment reminders</i>  | Nonfiction Literature   | <i>Prepare reader response for discussing Hitler Youth and American Plague.</i>  | Prepare for and Read<br><i>Hitler youth: Growing up in Hitler's shadow;</i><br><br><i>An American plague: The true and terrifying story of the yellow fever epidemic of 1793.</i>  |
| November 9                                     | Nonfiction Introduction and Discussion                                  | <i>Inquiry about teaching fiction and fact in upper grades;</i><br><br><i>Questioning to anchor students' thinking: discuss blog and professionalism</i><br><br><i>Discussion of Hitler's Youth and An American Plague</i> | <b>Reader Response due</b><br>(Hitler's Youth and American Plague)<br><br><b>Book Talk 5, 6, 7</b><br><br>Prepare Poetry readings<br><br><i>Cool salsa: Bilingual poems on growing up Latino in the United States OR</i><br><i>Red hot salsa: Bilingual poems on growing up Latino in the United States</i><br><br><i>AND The poet slave of Cuba: A biography of Juan Francisco Manzano.</i> |
| Nov. 16  | Introduction to Poetry<br><br>Planning ahead for final projects         | <i>Discussion of Cool Salsa or Red Hot Salsa and Poet Slave</i>  | <b>Book Talk 8, 9, 10</b>  |
| November 23                                    | Thanksgiving  | No Class   |  |
| November 30<br><i>See assignment reminders</i> | Young adult Interviews:<br>What can we learn from them about adolescent | <i>Young Adult Interview – conduct and write up; submit online.</i>  | Write up interview notes   |

|         |                                 |  |                         |
|---------|---------------------------------|--|-------------------------|
|         | literature?                     |  |                         |
| Dec. 7  | Award Winners                   | <i>Young Adult Interview Presentations;</i><br><i>*Semester Review: What did you learn about adolescent literature and the teaching of it that made you a smarter literature teacher?</i><br><br><i>Final Quiz Review/Prep</i> | <b>Final Book Talks</b> |
| Dec. 14 | Final Quiz<br>Class celebration |  |                         |