

CIEP 429: Children's and Adolescent Literature  
Loyola University Chicago  
School of Education  
Spring 2011 Syllabus

WELCOME!

Instructor: Michelle Lia, EdD

Office: Lewis Towers

Phone: 312/915-6925

Email: [mli@luc.edu](mailto:mli@luc.edu)

Class Meets: Tuesdays 4:15-6:45 pm @ CLC 204, 25 E. Pearson St.

Office Hours: before or after class or by appointment- WTC - LT 601

### Required Texts

Tomlinson, C. M. & Lynch-Brown, C. (2010). *Essentials of young adult literature* (2<sup>nd</sup> ed.). Boston: Pearson Allyn-Bacon.

OTHER NOVELS AND PICTURE BOOKS WILL BE REQUIRED. See page 19 of this syllabus. You will choose those titles. Check with your school library, Loyola's library, or the public library before you purchase any titles.

### Course Description and Conceptual Framework

This course introduces the Reading or elementary education student to the relevance and need for incorporating children's and adolescent literature in the elementary/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 elementary/middle/secondary language arts education and the role of literature within this context. It will examine issues relevant to the reading and teaching of literature, including the following:

- current debates about the appropriateness of literature in a rigorous curriculum;
- issues related to censorship of literature;
- various approaches to reading literature, including reader response criticism, reading strategies, and contemporary critical theories;
- issues of multiculturalism, globalism, and diverse audiences and subject matter;
- the relation of contemporary literature to "classic" literature;
- and literature as an incentive to extracurricular reading.

**The conceptual framework (CF) of Loyola University's School of Education is "professionalism in service of social justice."** This course is aimed specifically at developing professional 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, candidates will be able to demonstrate the following:

CF1: an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF3: an understanding of issues of social justice and inequity.

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>)

"Words are just words unless  
you put action to them."

-Jermaine Thomas

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

**Illinois State Board of Education (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 and 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.

**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/>

## Technology

Students will access course information using BlackBoard. Students will use technology resources to conduct research and present findings. Students will also evaluate technology through the web site review assignment.

## Diversity

Literature read in classrooms today must reflect the world. Therefore, this class will address the importance of reading books about diverse people and places. Our class discussions will always respond to whether the book in question is appropriate and respectful of the cultures it represents.

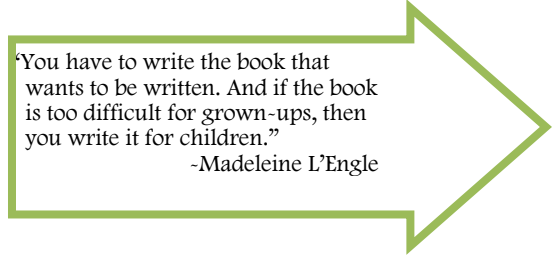
## Written Expectations

The quality of work is expected to be consistent with normal expectations for professionals who are role models to their 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. Use the citation of the textbook on page 1 of this syllabus. Also, these examples:

BOOKS: Author, A. B. & Author, A. B. (year). *Title of book*. City: Publisher.

ARTICLES: Author, A. B. & Author, A. B. (year). Title of article. *Name of periodical*. Volume (number), page-page.



"You have to write the book that wants to be written. And if the book is too difficult for grown-ups, then you write it for children."  
-Madeleine L'Engle

## Late Work

We are all professionals. Please do not turn in late work.

## Assignments

### 1. Website Reviews

Each candidate will select two websites that provide information on topics related to this class, such as multicultural literature, choosing books for instruction in middle school or elementary English language arts classes, choosing texts for content area instruction in elementary, middle school or high school, meeting the needs of struggling readers, meeting the needs of advanced readers, etc. You are to research your topic, identify useful or informative web sites (or not – cautionary tales...), and write an annotated bibliography for each site (see example on page 7 of this syllabus).

In addition, write your personal reflections/opinions about each site and assign a rating from 5 to 1 (five being the highest) regarding how beneficial the information was, if it could be applied effectively in most educational settings, the set up of the website's accessibility with other links and additional aids. Your reflections should validate your rating.

You will share your websites during class. For this sharing, please e-mail the web address and your rating to me before 4:00 on the day of class. You will physically take us through the web site, showing us the good, helpful (and/or bad) parts. I will compile a list of all of the web sites and their ratings to e-mail to everyone. *The web site review is worth 50 points. Please see the rubric for this assignment on page 8 of this rubric. For an example of this assignment, please go to page 7 of this syllabus.*

## **2. 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 the following:

- 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.
- Experiences with foreign languages and literacy.
- 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? Please also consider your family's reading habits and attitudes while you were growing up. Did your parents read? Did they read to you or your siblings? Did you receive books as gifts? Did you visit the library? Assignment details and an accompanying rubric will be discussed in class and available on Blackboard. *The Literacy Autobiography is worth 50 points. Please see rubric for the Literacy Autobiography on page 9.*

## **3. Annotated Bibliography**

An annotated bibliography is required for each book read in the course. These papers should be word-processed and one page in length. Follow the format given in class. Assignment details will be discussed in class and this syllabus with the rubric available on Blackboard. *The Reader Response is worth 100 points total. Please refer to the rubric on page 10 of this syllabus. Also, see an example on page 19 of this syllabus. Also see a grid on page 20 to help to know how many books of each genre to read.*

## **4. Book Talk and Read Aloud**

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 perspective 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 books written by a particular author. During the course, you will give a book talk and actually read aloud a section of the book. 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 LCD screen 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. Stand up while presenting. Think about a creative way to introduce your book – lights off, video clip from the movie version, background music, posters, PowerPoint, inviting audience members to perform parts, etc.

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 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?

Assignment details will be discussed in class and available on Blackboard. *The Book Talk is worth 50 points. Please see the rubric on page 11 of this syllabus.*

## 5. Interview

Each student will interview one student in grades 5-12 about his or her reading habits. Summarize your findings in a three page report. Do not give a transcript of the interview. Questions may include but are not limited to the following:

- 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 often are you assigned reading tasks in school? In what classes/courses?
- Other questions....?

(These are in no particular order. Adjust them as you deem appropriate.)

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

## 6. Quizzes/ Reading Strategies

Throughout the semester, reading strategies will be introduced that correspond with the novels and picture books we discuss. Quizzes on the selected readings and/or reading strategy that are due for the evening's class will be given in class.

*Quizzes/ Reading Strategies will be worth 50 points.*

## 7. Chapter-Book Response Paper

Re-read a book that you read as a student (grade 5-12). Consider the difference between your two reading experiences. How did your level of enjoyment change? Why? Was this book assigned to you or self-chosen? Does this matter? As a teacher, would you use this book with your own students? Why/ why not? If yes, what literary elements might you use when teaching the book? Given the criteria discussed in class, is this a quality piece of literature? 3 pages required. *Chapter-book response is worth 50 points.*

## 8. FINAL PROJECT: Literature Inquiry Project [150 pts]

A. **Read** at least 6 books total, including novels and picture books, in any one genre. (These books can be included in the books you are reading for your annotated bibliography, or they can be in addition to those.)

B. **Respond** to genre questions (see pages 15-18 of this syllabus), linking all of the texts read to quality indicators or literary elements.

C. **Choose** a theme that crosses all of the genres that is represented in the books you have chosen. **Investigate** a variety of sources including author information, notable books, major honors such as Caldecott, Newbery, Coretta Scott King, Michael Printz, etc., web address (if available), supporting resources such as videos, and any reference information, specifically from the Library of Congress web site. **Prepare** a ten-minute multimedia presentation to the class. (These will be due on May 3 as a culmination of your reading and our study of the different genres.)

D. **Write** a self-evaluative statement (*a single paragraph for each question*) that addresses the foci on #14 on page 18 of this syllabus) and refers to what you have learned from the Inquiry Project. Include the artifacts you have collected in your project and explain the evidence you've collected as it relates to newly developed technology competencies. Write *a clear rationale statement* to include this assignment in your professional portfolio for the technology entry. Please use the bold-faced text for responding to each question. This is due at the time of your presentation.

As part of your presentation, prepare a computer generated one-page handout for your peers that includes information about the inquiry. Be sure to import graphics of some kind for visual interest. **Turn in all artifacts when presenting, including a reference list in APA for your print and non-print media.**

Rubric and description can be found on pages 15-18 of this syllabus. This project will be discussed in class. *The Final Project: LIP Project is worth 150 points.*

### 9. 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 students in the class. **Students missing two or more classes of CIEP 429** will be ineligible for an "A" in the course. *Class participation is worth 50 points.*

### Grade Percent Points

A 93% 525-486

A- 90% 485-470

B+ 87% 469-455

B 83% 454-434

B- 80% 433-418

C+ 77% 417-402

C 73% 401-381

C- 70% 380-365

D= 364 and below

Your grades can be accessed on BlackBoard. [www.luc.edu/blackboard](http://www.luc.edu/blackboard). All grades should be posted with the week following the assignment's due date.

### Tentative Class Schedule

date	Topic	Reading DUE	Assignment DUE
Jan. 18	Introduction and course syllabus Genres		
Jan. 25	'Reading the Word and the World' Picture Books Award Winners	Kathy Short article Picture book chapter from <i>Children's Literature Briefly</i> by Tunnel and Jacobs	
Feb. 1	Prepare for realistic fiction titles.		
Feb. 8	Literature for a Diverse Society Realistic Fiction Prepare for fantasy titles. Share web site reviews.	Textbook chapters 3 and 8  <i>Read 1-2 realistic fiction chapter books.</i> <i>Read 4 realistic fiction picture books.</i>	Web site review DUE
Feb. 15	START at 5:15 -History of children and adolescent literature -Evaluating and selecting children and adolescent literature -Modern Fantasy Prepare for historical fiction titles.	Textbook chapters 1 and 4  <i>Read 1-2 fantasy chapter books.</i> <i>Read 4 fantasy picture books.</i>	
Feb. 22	-Learning About Books -Historical Fiction IRA and genre quiz	Textbook chapters 2 and 5  <i>Read 1-2 historical fiction chapter books.</i> <i>Read 4 historical fiction picture books.</i>	
Mar. 1	CLASS STARTS AT 5:15 Prepare for non-fiction titles. Share chapter-book response papers.		Chapter Book Response Paper DUE
Mar. 8	-Non-fiction: biography and informational books Prepare for poetry titles.	Textbook chapter 6 <i>Read 1 informational text that is a chapter book.</i> <i>Read 4 informational picture books.</i>  <i>Read 1 biography chapter book.</i> <i>Read 4 biography picture books.</i>	
Mar. 15	-Poetry Prepare for graphic novel titles.	Textbook chapter 7 <i>Read 1-2 poetry anthologies for 10+.</i> <i>Read four poetry picture books.</i>	
Mar. 22	-Graphic Novels -Resistant Readers Prepare for classic titles.	Textbook chapter 10 <i>Read 1 graphic novel for 10+.</i> <i>Read 1 graphic novel for 10 and under.</i> Read Graphic Novel Article	
Mar. 29	-Classics QUIZ Quality Indicators of Literature	Read textbook pages 237-239 *Choose one classic – any age group.	
April 5	CLASS STARTS AT 5:15 Teaching Strategies Prepare for multicultural and International Literature titles Share interviews.	Text book chapter 9	Interview DUE
April 12	-Multicultural literature and International literature Prepare for controversial and banned titles. Complete reflection that was started in week #3.	REVIEW chapter 8 in textbook. Read one multicultural chapter book. Read one international chapter book.  Read 2 multicultural picture books. Read 2 international picture books.	
April 19	-Controversial books -Banned books	Textbook chapter 11 Read one controversial or banned chapter book, any age group. Read two controversial or banned picture books.	
April 26	No class – presenter at NCEA conference	No class	
May 3	Presentations of final projects		Final project DUE Annotated Bibliography DUE

Example of an annotated bibliography of a website. You are responsible for two (2) web site reviews.  
*(Example of Technology Website Search: (Written by Dr. Riggs' former student, Aimee Jackson)*

Website 1: Dave's ESL Café

www.eslcafe.com

Rating: \* \* \* \* \*

The home page says it all. "Dave Sperling Presents the One and Only Dave's ESL Café." This super colorful and easy to navigate webpage is incredibly useful. It aims to connect people throughout the globe with a large amount of student and teacher forums, pod casts, chat walls, and opportunities for teaching abroad. There are constant updates of teaching opportunities all over the globe, from Bangkok to Madrid. The site also allows people to post their resumes and aims to connect eager teachers with open positions. For teachers working with ESL students there is an "Idea Cookbook" with all sorts of different classroom management activities. As FAQs page reveals, ESL/EFL students use the site just as much as teachers and can find help with things like: idioms, verbal phrases, pronunciation and even slang! The site is laid out so well, all done by the creator; Dave Sperling began the webpage in 1995 and continues to attend to it every single day.

*Reflections: I am truly impressed with this site. There is so much to it, yet I'm not overwhelmed when navigating through it. What's more, I can actually navigate through it! I often find that teacher-y sites have so much information and links to links to links that I cannot find anything useful! This site is known for feeling friendly...even though it is a virtual experience. It really is beautifully colorful and so easy to use! I found this site when I was trying to find a list of idioms for a class assignment. You can really see that Dave Sperling has put and continues to put an enormous amount of time and effort into this webpage. In interviews and articles available on the site, he admits that he spends hours each day working on it and answering emails, but that he is able to do it because he truly loves the work. Not only are there incredible resources, but they are all free. As many teachers are operating under a strict budget, this webpage is a blessing. There are so many resources and ideas (especially in the "Idea Cookbook"), and they're all free! I've done reviews of web pages before, and then never gone back to the sites, but this one is already marked as a favorite! The resources for students and teachers would be beneficial to native English speakers too. Dave's ESL Café is a tough act to follow, and this site is reminiscent of a lot of other teacher sites.*

**Rubric for Web Site Reviews –50 points possible**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Annotated Bibliography for both web sites	Thorough, complete, and accurate for both	Yes – provided for both	Not thorough, complete, and/or accurate.	
Web sites chosen relate to the topics of this course	Yes	somewhat	Not really or not at all	
Personal reflections and opinions– web site #1	Reactions and reflections are shared thoroughly, thoughtfully, and honestly.	Reflections and opinions are shared.	Some information about the usefulness of the site is given, but is not thorough or thoughtful, or is inaccurate or superficial.	
Personal reflections and opinions– web site #2	Reactions and reflections are shared thoroughly, thoughtfully, and honestly.	Reflections and opinions are shared.	Some information about the usefulness of the site is given, but is not thorough or thoughtful, or is inaccurate or superficial.	
Ratings are given for each web site.	Yes, and ratings share how beneficial the information in the site was, if it could be applied effectively in most educational settings, the set up of the website’s accessibility with other links and additional aids, etc.	Yes.	No, or ratings are superficial or incomplete.	
Ratings validate reflections and opinions.	Yes.	Somewhat.	No.	
Information is shared in class...	In a clear and concise way that is engaging, informative, accurate, and complete. Questions are answered as well as possible.	Yes.	No- is not in attendance at this class. OR yes, but the sharing is not clear, concise, informative, accurate, and/or complete.	
<b>Formatting Items</b>				
Paper is... ✓ typed in any legible font ✓ size 12 ✓ 1.5 spaced.	Yes to all 3.	Yes to 2.	Yes to 1 or 0.	
Grammatical, punctuation, and capitalization	Zero errors.	1-2 errors.	3+errors.	A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional. Assignment is presented in a professional way.	Yes.	Somewhat.	No.	

### Rubric for Literacy Autobiography – 50 points

Major Items	3	2	1	
Family experiences (such as parents spelling words out that they didn't want you to understand)	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Good and bad experiences with teachers.	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Childhood insights and misconceptions about reading and writing.	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Friends or classmates who were better at reading and writing than you were.	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Strategies for reading and writing, both successful and unsuccessful.	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Experiences with foreign languages and literacy.	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Major breakthroughs and sudden insights.	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Attitudes toward reading and writing at different ages.	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Be sure to describe your current reading scenario. How often do you read? What do you read? Where and when do you read?	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
Please also describe the reading scenario in your home growing up. Did your parents read for pleasure or information? Did they read to you or your siblings? Did you visit the library?	Thorough and complete. Reflections and experiences are shared thoughtfully, honestly, and deeply.	Complete. Some reflections and experiences are shared.	Not thorough or complete. Reflections and experiences are shared but they are superficial.	
<b>Formatting Items</b>				
Paper is... <ul style="list-style-type: none"> <li>✓ typed in any legible font</li> <li>✓ size 12</li> <li>✓ 1.5 spaced</li> <li>✓ One-inch margins</li> </ul>	Yes to all 4.	Yes to 3.	Yes to 2 or 1 or 0.	
Grammatical, punctuation, capitalization errors occur in writing.	Zero errors.	1-2 errors.	3-5 errors.	A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional, clear, makes sense, has a good flow, etc. This paper is presented in a professional way.	Yes.	Somewhat.	No.	

**Rubric for Annotated Bibliography – 100 points**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Books are listed using correct APA format, including the title, author, year of publication, and publisher.	Yes.	Book is listed, but APA is not completely correct.	The book title, author, and publication date are not listed, or the APA is not correct.	
This additional information is also included – genre, illustrator if an illustrated book, age recommendation, good for read aloud? And any other pertinent information that will help you to use this book in your classroom OR recommend it to a fellow teacher.	Yes. Thorough and complete.	Yes.	No or incomplete.	
The first paragraph is a careful and ORIGINAL summary for the book.	Thorough, complete, and original.	Yes.	No summary is given, or the summary is not a summary but a personal reflection. OR the summary was cut and pasted from the Internet.	
The second paragraph includes my personal and ORIGINAL reflections about the book: does it fit the genre? Is it appropriate for ages 5-18? Is the language interesting and engaging? Are the illustrations appropriate and enhance the text? Does it make sense: does it have a beginning, middle and end? Etc.	Thorough, complete, and original. The reflections are thoughtful, honest, and deep.	Yes.	No reflections are shared, or the reflections are superficial or not appropriate.	
The third paragraph discusses ways that I would use this book when teaching students myself or ways I could recommend this book for other teachers to use. Is it a good book for literature circles? Would it be a good read aloud? For what grade or subject would I use this book? Etc.	Thorough, complete, and original.	Yes.	No teaching ideas are shared, or the ideas shared do not fit this text or are inappropriate.	
Other titles that would be good companion texts are included.	Yes. Two or more companion titles are listed.	Yes, one companion title is listed.	No. OR one or two companion titles are listed but they aren't appropriate or logical.	
<b>Formatting Items</b>				
All 40 books are in the same document.	Yes.		No, the books are listed in 40 different documents.	
Paper is... <ul style="list-style-type: none"> <li>✓ typed in any legible font</li> <li>✓ size 12</li> <li>✓ 1.5 spaced</li> <li>✓ One-inch margins</li> </ul>	Yes to all 4.	Yes to 3.	Yes to 2 or 1 or 0.	
Grammatical, punctuation, capitalization errors occur in writing.	Zero errors.	1-2 errors.	3-5 errors.	A score of ZERO will be earned for this item for more than 5 errors.
Writing is professional, clear, makes sense, has a good flow, etc. This paper is presented in a professional way.	Yes.	Somewhat.	No.	

**Rubric for Book Talk and Read Aloud – 50 points**

<b>Major Items</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Book title and author are shared.	Yes.	Book title and/or author alluded to, but never specifically stated.	No.	
The book's intended audience is stated.	Yes.		No.	
How or for what purpose you would use this book for the intended audience is stated clearly.	Yes, the use of the book is stated clearly.	Somewhat.	No.	
A copy of the book is brought in for the class to see, or a picture of the cover is shared.	Yes.		No.	
A summary of the book is given that is engaging and exciting but does not give away the ending or too much that there's no need to read it.	Yes.	Somewhat.	No or not really.	
The presentation is engaging, interesting, exciting: it makes the audience want to read the book today!	Yes.	Somewhat.	No or not really.	
You 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 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?	Your "case" is thorough, thoughtful, honest, deep, and complete. You address all of the questions listed to the left and more.	You present your views about the book.	You present your views about the book, but they are not well-thought out, superficial, incomplete, off the top of your head, and/or all of the above.	
You read aloud a section of the book.	Yes.		No.	
The section you choose to read aloud really hooks the audience in, is a good representation of the character(s), plot, setting, or conclusion of the book. It is obvious that you chose it for a good reason.	Yes.	Somewhat.	No.	
Your read aloud is fluent and well-practiced.	Yes.	Somewhat.	No.	
Your presentation is about 10 minutes long.	Yes.		No.	
Your presentation is engaging and professional: you stand, you use eye contact, etc.	Yes.	Somewhat.	No.	
<b>Formatting Items</b>				
Paper is... <ul style="list-style-type: none"> <li>✓ typed in any legible font</li> <li>✓ size 12</li> <li>✓ 1.5 spaced</li> <li>✓ One-inch margins</li> </ul>	Yes to all 4.	Yes to 3.	Yes to 2 or 1 or 0.	
Grammar, punctuation, and capitalization	Zero errors.	1-2 errors.	3-5 errors.	A score of ZERO will be earned for more than 5 errors.

HIGHLIGHTED ITEMS are worth double.

**Chapter-Book Response Paper Rubric – 50 points**

	3	2	1
Paper has an introduction or "hook."	Yes – an interesting and engaging "hook" that clearly tells me what this paper will be about.	Yes.	Yes, but it doesn't make sense with the topic of the paper. OR no, there is no introduction or "hook."
Introduction includes the book title and author.	Yes.	The writer alludes to the title and author, but they are never explicitly stated.	No.
Consider the difference between the two reading experiences. How did your level of enjoyment change? Why?	Response is thorough, thoughtful, honest, deep, and complete.	Response is included.	Response is included but it is superficial, too brief to get deep OR no, this is not included.
Was this book assigned to you or did you choose it for yourself? Does this matter?	Response is thorough, thoughtful, honest, deep, and complete.	Response is included.	Response is included but it is superficial, too brief to get deep OR no, this is not included.
As a teacher, would you use it with your own students? Explain why or why not.	Response is thorough, thoughtful, honest, deep, and complete. Response includes what know from your teacher preparation classes.	Response is included.	Response is included but it is superficial, too brief to get deep OR no, this is not included.
If you would use this text as a teacher, what literary elements would you teach that are well represented in this text?	Response is thorough, thoughtful, honest, deep, and complete. Response includes what know from your teacher preparation classes.	Response is included.	Response is included but it is superficial, too brief to get deep OR no, this is not included.
Given our discussions in class, is this text a quality piece of adolescent literature?	Response is thorough, thoughtful, honest, deep, and complete. Response reflects our conversations in class.	Response is included.	Response is included but it is superficial, too brief to get deep OR no, this is not included.
<b>Formatting Items</b>			
Paper is at least 3 pages long.	Yes, at least 3 thorough, thoughtful pages.	Yes, but the end of the paper seems fluffy...	No.
Paper is... ✓ typed in any legible font ✓ size 12 ✓ 1.5 spaced ✓ One-inch margins	Yes to all 4.	Yes to 3.	Yes to 2, 1, or 0.
Grammar, punctuation, and capitalization	Zero errors	1-2 errors	3-5 errors MORE THAN 5 ERRORS =0

**Reading Specialist Challenge Rubric 25 points**

Name	Date	
Target	Acceptable	Not Acceptable
The criteria for the book(s) are stated.	The criteria for the book(s) are implied.	The criteria for the book(s) are not stated or implied.
The title and author of the book(s) is stated.		The title and author of the book(s) is not stated.
The book(s) chosen matches the criteria in the question.	The book(s) somewhat matches the criteria in the question.	The book does not match the criteria in the question.
The student shares the book(s) with the group in a clear, engaging way so the criteria are obvious to the group. The group may become enticed to read or use the book themselves.	The student shares the book(s) so the criteria are obvious to the group.	The student does not share the book with the group. The book choice is not obvious to the group based on the criteria.
The grade level chosen for the book(s) is explicitly stated.	The grade level chosen for the book(s) is implied.	The grade level is neither explicitly stated nor implied.
Why and how you chose the book(s) is shared.		Why and how you chose the book(s) is not shared.
Reason(s) for choosing this challenge is shared.		Reason(s) for choosing this challenge is not shared.

Grade:    target        acceptable        not acceptable

## Literature Inquiry Project Rubric – 100 points

	3	2	1
#1 and #2	Chosen and listed six (6) or more books. These books are different genres, and can be a combination of picture books and novels, or just picture books or just novels. Has rated each of the books individually using a scale from 1 (low) to 10 (high). Each rating includes a thoughtful, insightful, original, and appropriate reason.	Has chosen six books but did not list them completely. Has rated the six books.	Has chosen less than six (6) books and listed or partially listed them. Has rated some of the books using a scale from 1 (low) to 10 (high). Rating includes a limited, unoriginal, or not appropriate reason or none at all.
#3	Has listed at least four common core state standards ( <a href="http://www.corestandards.org">www.corestandards.org</a> ) and content area standards when applicable (science or social studies) that reflect the interdisciplinary content of your books.	Has listed less than four grade level state standards, or the four standards do not fit the book titles.	Has listed less than four grade level state standards. These standards do not reflect the interdisciplinary content of your books.
#4	Candidly and thoroughly commented on the impact this collection would have on you and students in an original way. Grade level is specifically stated. Response is one to two quality paragraphs long.	Commented on the impact this collection would have on you and your students. The student stated the grade level.	Commented on the impact this collection would have on students. Grade level is not stated.
#5	Universal theme across the six (6) or more books that transcends content and genre and helps readers understand the human condition is provided. Response is one to two quality paragraphs long.	Universal theme that transcends content or genre is provided.	Universal theme is provided, but it is simplistic or not appropriate. Or no universal theme is provided.
#6	Text-to-text, text-to-self, and text-to-world connections are made about the theme of the books that are thoughtful, insightful, original, and appropriate. Response is one to two quality paragraphs long.	Text-to-text, text-to-self, and text-to-world connections are made about the theme of the books.	Text-to-text OR text-to-self OR text-to-world connections are made. May not be appropriate.
#7	A list of at least five (5) research connections is provided that is thoughtful, insightful, original, and appropriate for the books and the grade level. These connections can come from articles from professional periodicals, textbooks from education or reading coursework, etc. Response is one to two quality paragraphs long.	A list of three to four (3-4) research connections is provided.	A list of research connections is provided that is topical or artificial and not appropriate for the titles or grade level.
#8	Thoughtful, insightful, original, and appropriate reflection is given about how diversity is shown in these titles. Comments are handled in a respectful way. Response is one to two quality paragraphs long. Diversity can be shown regarding religion, ethnicity, gender, race, geography, etc.	Reflection is given about how diversity is shown.	Reflection is or is not given about how diversity is shown. May be disrespectful or inappropriate.
#9	A thorough, insightful, original, and appropriate critique of the books is provided. Key literary elements are addressed in a thoughtful, insightful, and thorough way. Response is one to two quality paragraphs long.	A critique of the books is provided. Literary elements are addressed.	A critique is provided, but it is limited, artificial, and/or inappropriate. Literary elements may be addressed, but in a limited, artificial, and/or inappropriate way.
#10	A thorough, thoughtful, and original list is provided of Internet sources (including web sites, you Tube videos, etc.), books, and related ideas that you might add to these titles that would enhance the study of them. The list is at least 10 items.	A list is provided of Internet sources, books, and related ideas that you might add to these titles. The list is less than 6 items.	A list is provided of Internet sources, books, and related ideas that you might add to these titles. The list may be limited, artificial, or inappropriate.
#11	Quotes: Sentences are collected from each of the six (6) books. Sentences are memorable, insightful, original, and thoughtful. These sentences would enhance the study of this text and this universal theme.	One sentence or sentences are collected from each of the six books.	One sentence or sentences are collected from books in the collection, but do not necessarily enhance the study of the books. May be inappropriate.
#12	Explains how texts chosen have the potential to teach reading and/or writing to students in a	Explains how texts chosen have the potential to teach reading and/or	Explains how one or two texts could help with the teaching of writing, but response

	thoughtful, insightful, original way. An explanation of how these books could enhance the study of other content areas is also included. Response is one to two quality paragraphs long.	writing to students.	is limited and/or inappropriate.
#13	In-class presentation of the LIP includes #1-12 of this rubric. #1-12 are addressed so the presentation is engaging, enthusiastic, interactive, coherent, audible, articulate, expressive, and generally fabulous. Presentation lasts <u>no longer than</u> 15 minutes long.	In-class presentation includes #1-12 of this rubric. Presentation is about 15 minutes long.	In-class presentation includes some of #1-12 of this rubric. Presentation is less than 6 minutes or more than 16. Presentation is rushed and/or not engaging or is drawn out and too long.
#13	Presentation includes use of multimedia like Power Point, which is error-free, coherent, interesting, original, and enhances the verbal presentation.	Presentation includes use of multimedia like Power Point.	Presentation does not include use of multimedia like Power Point. Presentation is not understandable, does not enhance verbal presentation
#13	Presentation includes hand-outs, either paper or electronic, for class to use to follow along as well as to use for their own work. Handouts are error-free, coherent, original, and helpful. Handout should be one page in length. Longer than one page is acceptable, but shorter than one page is not.	Presentation includes handouts, either paper copy or electronic. Handout is at least one page in length.	Presentation does not include handouts, or handout is significantly less than one page in length.
#14	Examines how this project is useful in understanding more about our world and the human condition. Response is one to two quality paragraphs long. Is insightful, original, thoughtful, and appropriate.	Examines how this project is useful in understanding more about our world and the human condition.	Examines how this project is useful in understanding more about our world and the human condition. Less than one paragraph. Not original, not thoughtful, or not appropriate.
#14	Shares how you have gained a better understanding of genre selections for teaching students. This is done in a thorough, thoughtful, and original way. Response is one to two quality paragraphs long.	Shares how you have gained a better understanding of genre selections for teaching students.	Shares how you have gained a better understanding of genre selections for teachings students, but it is limited, unoriginal, or not appropriate. Response is less than one paragraph.
#14	Shares how multiple sources of materials and media are critical in teaching and learning. This is done in a thorough, thoughtful, and original way. Response is one to two quality paragraphs long.	Shares how multiple sources of materials and media are critical in teaching and learning.	Shares how multiple sources of materials and media are critical in teaching and learning but it is limited, unoriginal, or not appropriate. Response is less than one paragraph.
#14	Reflects on how you might use the project to increase student engagement and thinking in your own classroom. This is done in a thorough, thoughtful, and original way. Response is one to two quality paragraphs long.	Reflects on how you might use the project to increase student engagement and thinking in your own classroom.	Reflects on how you might use the project to increase student engagement and thinking in your own classroom but it is limited, unoriginal, or not appropriate. Response is less than one paragraph.

**\*SHADED ITEMS ARE WORTH x2.**

# Literature Inquiry Project (LIP)

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1. List all of the texts used in APA format.
2. Briefly rate the books you read for this project on a scale from 1 (low) to 10 (high). Explain why you gave this rating.
3. List at least four grade level standards that reflect the interdisciplinary content of your bookset. ([www.corestandards.org/the-standards](http://www.corestandards.org/the-standards))
4. What impact does this collection have upon you? What impact do you think the collection would have on your students (be specific about recommended grade level)?
5. What is the universal theme? (Please choose a theme that transcends content and genre.) Does this theme help readers to better understand the human condition/s of events in our world? How so?
6. What text-to-self, text-to-text or text-to-world connections can you make about the theme of the bookset?
7. List the *research connections* that link this LIP to research of best practice.

8. How is diversity reflected in this inquiry project and in your book selections?
  
9. Critique the bookset collection by addressing the **key** literary elements that help readers to respond deeply to the texts.
  
  
  
  
  
  
  
  
  
  
10. List other **Internet** sources, books and related ideas you might add to this bookset/inquiry to enhance the theme.
  
  
  
  
  
  
  
  
  
  
11. Memorable text -- sentence collection or favorite sections/sentences to remember and share. Please list text title and page of quote (one for each text):
  
  
  
  
  
  
  
  
  
  
12. Explain how any particular text or the linked set has potential to teach reading and/or writing "craft" to students.
  
  
  
  
  
  
  
  
  
  
13. Present your LIP to the class. Prepare to engage us and entice us to use this inquiry project in the future!
  
  
  
  
  
  
  
  
  
  
14. In a separate one-page response, *please respond to the following*:
  - examine how this inquiry project is useful in understanding more about our world and the human condition
  - share how you have gained a better understanding of genre selections for teaching students-- how multiple sources of materials and media are critical in teaching and learning
  - how you might use the project to increase student engagement and thinking in your own classroom

Example of Annotated Bibliography Entry

HISTORICAL FICTION/FANTASY  
WWII/NAZI/HOLOCAUST

Yolen, J. (1988). *The devil's arithmetic*. New York: Puffin.  
Pinkney, J., illustrator.

Hannah is sick and tired of remembering. Every time her family gathers for a Jewish holiday or otherwise, they talk about remembering. Then during Passover Seder, Hannah is given the reward of getting to open the door to see if the prophet Elijah has come. When she opens the door, instead of seeing the other apartment doors, she sees darkness. She has been transported to Poland in the 1940s. Hannah, along with her 'new' family, is captured by the Nazis on their way to her uncle's wedding, and they are taken to a concentration camp.

Jane Yolen's writing makes you feel like you are there along with Hannah, who is called by her Jewish name, Chaya, during the book's time travel. Yolen explains that the people and events aren't exactly historic, but very similar to what happened to her own family during World War II. This book is difficult to place into one genre since its events are historical fiction. Because of the time travel, it could also be placed into the genre of fantasy. Like the many books about the Holocaust, this book is very powerful. The author's note at the end makes it even more powerful because of its personal nature to the author. The writing of this book is solid, emotional, and sucks you in from the beginning.

I would use this book for students in junior high in a language arts/literature class or in a junior high social studies class. Anyone younger would require a conversation with parents due to the graphic nature of any book on the Holocaust. I think this would be a very good book for literature circles. This book would be a good companion to other World War II novels like *Number the Stars* by Lois Lowry or *Yellow Star* by Jennifer Roy, or other time travel novels like *Running Out of Time* by Margaret Peterson Haddix.

AWARDS: 2010 Newbery Award, 2005 Pura Belpre Honor Award.

Grid to Help Manage Required Reading

Date	Genre	Chapter Books Due	Picture Books Due
Feb. 8	Realistic Fiction	1-2	4
Feb. 15	Fantasy	1-2	4
Feb. 22	Historical Fiction	1-2	4
MARCH 8	Informational Text	1	4
MARCH 8	Biography	1	4
Mar. 15	Poetry	1-2 poetry anthologies <b>or</b> chapter books written in verse	4
Mar. 22	Graphic Novels	1 for ages 10 and up 1 for ages 10 and under	0
March 29	Classics	1 from any age group	2
APRIL 12	Multicultural Books	1	2
APRIL 12	International Books	1	2
April 19	Controversial and Banned Books	1	2
	TOTAL	12+	32