

CIEP 429  
Adolescent Literature  
Loyola University Chicago  
School of Education  
Spring 2008  
Syllabus

Instructor: Dr. Brigid Schultz  
Office: Lewis Towers  
Phone: 312/915-7089  
Email: [bschul1@luc.edu](mailto:bschul1@luc.edu)  
Class Meets: Thursday 7:00-9:45 pm  
WTC - JFMH 403  
Office Hours: Thursday 2:00-4:00

### 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 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 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.

3.6 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

Bucher, K. & Manning, M (2006). *Young adult literature: exploration, evaluation, and appreciation*. Upper Saddle River, N.J.: Pearson.

The adolescent literature pieces adopted for this course are:

- Alexie, S. (2007). *The absolutely true diary of a part-time indian*. Little, Brown, & Co.
- Anderson, M. (2006). *Octavian nothing*. Candlewick.
- Anonymous. (1971). *Go ask Alice*. Simon Pulse.
- Anderson, L. H. (2001). *Speak*. Puffin.
- Bartoletti, S.C. (2005). *Hitler youth: Growing up in Hitler's shadow*. Scholastic.
- Boyne, J. (2006). *The boy in the striped pajamas*. David Fickling.
- Curtis, C. P. (2002). *Bud, not buddy*. Laurel-Leaf.
- Flinn, A. (2006). *Fade to black*. Harper Tempest.
- Green, J. (2005). *Looking for Alaska*. Penguin.
- Hartnett, S. (2005). *Surrender*. Candlewick.
- Jiang, J.L. (1997). *The red scarf girl: A memoir of the cultural revolution*. Harper. Collins
- Lowry, L. (1993). *The giver*. Bantam.
- Myers, W.D. (2002) *Bad boy: A memoir*. Amistad.
- Myers, W.D. (1999). *Monster*. Harper Tempest.
- Paulsen, G. (1987) *Hatchet*. Simon Pulse.
- Plum-Ucci, C. (2000). *The body of christopher creed*. Volo
- Pullman, P. (1995). *The golden compass*. Yearling.
- Rosoff, M. (2004) *How I live now*. Wendy Lamb Books.
- Sachar, L. (1998). *Holes*. Laurel-Leaf.
- Satrapi, M. (2004). *Persepolis: The story of a childhood*. Pantheon.
- Spiegelman, A. (1986) *Maus I*. Pantheon.
- Yang, G. (2006). *American born Chinese*. First Second.

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.

**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. Academic dishonesty is one of several possible reasons why a student may be dismissed from the Graduate School of Education. For specific policies and procedures see: [http://www.luc.edu/education/academics\\_policies.shtml#honesty](http://www.luc.edu/education/academics_policies.shtml#honesty)

**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. More information is available at: <http://www.luc.edu/sswd/register.shtml>

**Harassment**

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. For specific definitions of discrimination, abuse, and harassment refer p. 25-26 in the Loyola University Chicago Student Handbook, located at: <http://www.luc.edu/studentaffairs/pdfs/LoyolaStudentHandbook2006.pdf>  
If you believe you are subject to such harassment, you should notify your instructor. If you believe you are subject to harassment by your instructor, contact the Associate Dean of Academic Affairs at 312-915-6464.

**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.

**Technology**

Students will access course information using BlackBoard. Students will use technology resources to conduct research and present findings.

**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

### 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.
- 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?

Assignment details and an accompanying rubric will be discussed in class and available on Blackboard. The assignment will be submitted and assessed on LiveText. The Literacy Autobiography is worth 10% of your total grade.

### II. Reader Response/Book Card Papers

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. Follow the format given in class.

Assignment details will be discussed in class and available on Blackboard. The Reader Response is worth 15% of your total grade.

### III. Book Talks and Read Alouds

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.

For one day during the course, you will give a book talk and actually read aloud a section of the book. Your book is to be chosen from the genre covered during that 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 – lights off, 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 and an accompanying rubric will be discussed in class and available on Blackboard. The Book Talk is worth 10% of your total grade.

#### IV. Young Adult Interview

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. 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 often are you assigned reading tasks in school? In what courses?
- Others....?

An accompanying rubric will be discussed in class and available on Blackboard. The Young Adult Interview is worth 15% of your total grade.

#### V. Quizzes

Quizzes on the selected readings that are due for the evening's class will be given in class. Quizzes will be worth 10% of your grade.

#### VI. Chapter-Book Response Paper

Re-read a book that you read as an adolescent (grade7-12). 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? What literary elements might you use? Given the criteria discussed in class, is this a quality piece of adolescent literature? 2-3 pages required. Chapter-book response is worth 5% of your total grade.

#### VII. Final Project Options

- 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.
- Interview a teacher or adult working with adolescents and their literature in a middle school, high school, or public library. Prepare interview questions which focus on the following: censorship, selection, individualizing instruction, genre, parental challenges, literacy levels, gender issues, adolescent reading trends, and lesson design. A five to seven page paper and a list of interview questions are required.
- Expand on your young adult interview. Interview at least three additional teenagers about their reading habits. Summarize their responses and prepare a five to seven page report on any trends, patterns, or generalizations within the topics and materials covered in class.

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

Rubrics will be discussed in class and available on Blackboard. The Final Project is worth 25% of your total grade.

### VIII: 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. Students missing two or more classes of CIEP 429 will be ineligible for an "A" in the course. Class participation is worth 10% of your final grade.