

**CIEP 350/429**  
**Adolescent Literature**  
**Loyola University Chicago**  
**School of Education**  
**Fall 2016**  
**Syllabus**

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Class Meets: Wednesday 4:15-6:45  
LSC – Cuneo 111  
Office Hours: By Appointment

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

The conceptual framework of the School of Education is *Social Action through Education*. Glasgow (2001) writes about the use of adolescent literature in the high school classroom:

*How might we nurture the prizing of differences in race, ethnicity, class, gender, sexual orientation, and language? We must create for students democratic and critical spaces that foster meaningful and transformative learning. If we expect students to take social responsibility, they must explore ideas, topics, and viewpoints that not only reinforce but challenge their own. In an increasingly abrasive and polarized American society, social justice education has the potential to prepare citizens who are sophisticated in their understanding of diversity and group interaction, able to critically evaluate social institutions, and committed to working democratically with diverse others. Young adult literature provides a context for students to become conscious of their operating worldview and to examine critically alternative ways of understanding the world and social relations.*

Glasgow, J. *Teaching social justice through young adult literature*. English Journal, July, 2001, Vol. 90(6), p.54 (8)

Choosing to use adolescent literature in the secondary classroom can, indeed, constitute social action. Our exploration of this idea may be unsettling and will certainly be challenging. This course is aimed specifically at developing professional language arts teachers. 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.

### **Course Objectives**

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

### **NCTE Standards**

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

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

## IDEA Objectives:

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

## Dispositions

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

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

## Required Texts

Kittle, P. (2013) *Book Love*

LiveText - You can access more information on LiveText here: [LiveText](#).

The adolescent literature pieces adopted for this course are:

Anderson, L. (2011) *Speak*  
Andrews, A. (2014) *Some Assembly Required*  
Bartoletti, S. (2005) *Hitler Youth*  
Broskol, V. (2014) *Anya's Ghost*  
Engle, M. (2015) *Enchanted Air*  
Green, J. (2006) *Looking for Alaska*  
Lord, E. (2016) *When We Collided*  
Maberry, J. (2010) *Rot and Ruin*  
Perez, A. (2015) *Out of the Darkness*  
Pollan, M. (2015) *The Omnivore's Dilemma: Young Readers Edition*  
Quintero, I. (2014) *Gabi, A Girl In Pieces*  
Reynolds, J. & Kiely, B. (2015) *All American Boys*  
Spiegelman, A. (1986) *Maus I*  
Sepetys, R. (2012) *Between Shades of Grey*  
Shusterman, N. (2009) *Unwind*  
Whaley, J. (2016) *Highly Illogical Behavior*

Other articles and titles as assigned by the instructor.

## Expectations – Writing Intensive

This course is designated 'Writing Intensive' and is taught with a special emphasis on developing student writing skills. As a writing intensive course you will be given a variety of writing assignments throughout the semester that will be integrated closely with the learning objectives in the course. 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. The School of Education's Policy on Academic Integrity can be found at: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**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/>

**Electronic Communication Policies and Guidelines**

The School of Education faculty, students and staff respect each other's rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at: [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

**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 Sakai. Students will use technology resources to conduct research and present findings. Many assessments will be submitted and assessed through LiveText. You can access more information on LiveText here: [LiveText](#).

**Late Work**

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

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

## Assignments

### I. Literacy Autobiography

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

- Family experiences such as parents spelling words out that they didn't want you to understand.
- Good and bad experiences with teachers.
- Childhood insights and misconceptions about reading and writing.
- Friends or classmates who were better at reading and writing than you were.
- Strategies for reading and writing, both successful and unsuccessful.
- Major breakthroughs and sudden insights.
- Attitudes toward reading and writing at different ages.
- Potential biases

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

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

### II. Reader Response Papers

A Reader Response is required for one book each week. If there are more than two books assigned for a particular week, choose one for your reader response. These papers should be word-processed and approximately 1.5-2 pages in length. Follow the format given in class. Assignment details will be discussed in class and available on Sakai. The Reader Response is worth a total of 100 points.

### III. Banned Book/Intellectual Freedom Op-Ed

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

### IV. Young Adult Interview

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

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

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

### V. Interdisciplinary Unit and Presentation

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

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

Date	Topic	Reading Due	<i>Assignment Due</i>	Other Details
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instruction for each content area as well as providing feedback/suggestions for the overall ITU plan.

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

## VI: Class Participation

Each class member should plan to participate *actively* in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the designate 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 adolescent literature, coming to class without the materials read, directly impacts ALL of the students in the class. Students missing two or more classes of CIEP 350/429 will be ineligible for an "A" in the course. Class participation is worth 50 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

Wednesday, August 31	Intro to Adolescent Literature	<i>Book Love</i> Pgs. 1-45		
Wednesday, September 7	History of Adolescent Lit/Evaluating and Selecting Adolescent Lit	<i>Speak</i>  <i>Looking for Alaska</i>	Reader Response ( <i>Looking for Alaska</i> )	
Wednesday, September 14	Contemporary Realistic Fiction	<i>The Absolutely True Diary of a Part-Time Indian</i>  <i>Gabi, A Girl In Pieces</i>	Literacy Autobiography (LiveText)  Reader Response (Choose One)	
Wednesday, September 21	Contemporary Realistic Fiction	<i>All American Boys</i>  <i>Book Love</i> Pgs. 47-115	Reader Response	
Wednesday, September 28	Graphic Novels  Banned Book Week  Censorship	<i>Anya's Ghost</i>  <i>Maus I</i>	Reader Response (Choose One)	
Wednesday, October 5	Award Winners	<i>Out of the Darkness</i>  <i>Book Love</i> Pgs. 117-167	Reader Response	
Wednesday, October 12	Non-Fiction/Memoir	<i>Some Assembly Required</i>  <i>Enchanted Air</i>	Reader Response (Choose One)	
Wednesday, October 19	Interdisciplinary Work Day		Op-Ed Article (LiveText)	
Wednesday, October 26	Horror	<i>Rot and Ruin</i>	Reader Response	
Wednesday, November 2	Historic Fiction	<i>Between Shades of Grey</i>	Reader Response	
Wednesday, November 9	Contemporary Realistic Fiction	<i>Highly Illogical Behavior</i>  <i>When We Collided</i>	Reader Response (Choose One)	
Wednesday, November 16	Contemporary Realistic Fiction	<i>Hitler Youth</i>  <i>The Omnivores Dilemma: Young Reader's Edition</i>	Adolescent Interview (LiveText)  Reader Response (Choose One)	
Wednesday, November 23	Thanksgiving – No Class			
Wednesday, November 30	Science Fiction, Fantasy, Horror	<i>Unwind</i>	Reader Response  Interdisciplinary Unit Due	
Wednesday, December 7	Presentations			

Alexie, S. (2009) *The Absolutely True Diary of a Part-Time Indian*  
Anderson, L. (2011) *Speak*  
Andrews, A. (2014) *Some Assembly Required*

Bartoletti, S. (2005) *Hitler Youth*  
 Brosgol, V. (2014) *Anyas's Ghost*  
 Engle, M. (2015) *Enchanted Air*  
 Green, J. (2006) *Looking for Alaska*  
 Kittle, P. (2013) *Book Love*  
 Lord, E. (2016) *When We Collided*  
 Maberry, J. (2010) *Rot and Ruin*  
 Perez, A. (2015) *Out of the Darkness*  
 Pollan, M. (2015) *The Omnivore's Dilemma: Young Readers Edition*  
 Quintero, I. (2014) *Gabi, A Girl In Pieces*  
 Reynolds, J. & Kiely, B. (2015) *All American Boys*  
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 Whaley, J. (2016) *Highly Illogical Behavior*

**Loyola University Chicago  
 School of Education  
 Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: **Professionalism, Fairness, and the Belief that All Students Can Learn**. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – **Social Action through Education**.