

CIEP 350/429
Adolescent Literature
Loyola University Chicago
School of Education
Fall 2019
Syllabus

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Class Meets: Wednesday 4:15-6:45
LSC – Cuneo 107
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 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 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.

Dispositions

All courses in the SOE assess student dispositions.: *Professionalism, Inquiry, and Social Justice*.. You can find the rubrics related to these dispositions in the CIEP 350/429 LiveText Assignment. 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. A description of how we use disposition data in the SOE is included in the SOE syllabus addendum.

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:

Acevedo, E. (2018) *The Poet X*

Ahmed, S. *Internment*

Alexie, S. (2009) *The Absolutely True Diary of a Part-Time Indian*

Anderson, L. (2011) *Speak*

Bartoletti, S. (2005) *Hitler Youth*

Caletti, D. (2018) *A Heart in a Body in the World*

Green, J. (2006) *Looking for Alaska*

Hartnett, S. (2005) *Surrender*

Kaufman, A. & Kristoff, J. (2015) *Illuminae*

Kittle, P. (2013) *Book Love*

Krosoczka, J. *Hey, Kiddo*

Mardell, A. (2016) *The ABCs of LGBT+*

McCoy, M. (2018) *I, Cladia*

McGinnis, M. (2019) *Heroin*

Pollan, M. (2015) *The Omnivore's Dilemma: Young Readers Edition*

Reynolds, J. (2017) *Long Way Down*

Russo, M. (2018) *If I was Your Girl*

Saedi, S. (2018) *Americanized: Rebel Without a Green Card*

Sanchez, E. (2017) *I Am Not Your Perfect Mexican Daughter*

Silvera, A. (2017). *They Both Die at the End*

Spiegelman, A. (1986) *Maus I*

Sepetys, R. (2012) *Between Shades of Grey*

Yang, G. (2008) *American Born Chinese*

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/

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.

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Syllabus Addendum

Smart Evaluation

Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student's grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. 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. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. 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/

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.

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. Literary Theory and Adolescent Literature Essay

While the perception of young adult literature as a viable literary form - worth an adolescent's exploration - has evolved, the genre remains disconnected from the literary community. Cindy Lou Daniels in *Literary Theory and Young Adult Literature: The Open Frontier in Critical Studies* posits that "many people working in literary theory and criticism are foregoing the opportunity to explore this phenomenon because they mistakenly believe that works labeled as YA should only be analyzed in terms of the connection - whether that be historical or psychological - to the supposed "intended" reader." In this essay, you will respond to the tenets that Daniel espouses referencing examples from our texts to support your thesis. An assessment handout and accompanying rubric will be discussed in class and available on Sakai. The essay is worth 75 points.

V. Interdisciplinary Unit and Presentation

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

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

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

VI: Class Participation

Each class member should plan to participate *actively* in the class discussions and to prepare and present materials to the class. Learning in this class is considered a communal endeavor as well as an individual undertaking. Therefore, students are expected to be present and prepared at the 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 28	Intro to Adolescent Literature	Book Love Pgs. 1-45	
Wednesday, September 4	History of Adolescent Lit/ Evaluating and Selecting Adolescent Lit	<i>Speak</i> <i>Looking for Alaska</i>	Reader Response (Choose One)
Wednesday, September 11	Contemporary Issues Realistic Fiction	<i>The Absolutely True Diary of a Part-Time Indian</i> <i>I Am Not Your Perfect Mexican Daughter</i>	Literacy Autobiography (LiveText) Reader Response (Choose One)
Wednesday, September 18	Contemporary Issues in Realistic Fiction	<i>Long Way Down</i> <i>The Poet X</i> <i>Book Love</i> Pgs. 47-115	Reader Response (Choose One)
Wednesday, September 25	Graphic Novels Banned Book Week Censorship	<i>Hey, Kiddo</i> <i>Maus I</i> <i>American Born Chinese</i>	Reader Response (Choose One)
Wednesday, October 2	Contemporary Issues in Realistic Fiction	<i>Internment</i> <i>Americanized</i>	Reader Response (Choose One)
Wednesday, October 9	Contemporary Issues Realistic Fiction	<i>I, Claudia</i> <i>Book Love</i> Pgs. 117-167	Op-Ed Article (LiveText)
Wednesday, October 16	Contemporary Issues in Realistic Fiction	<i>They Both Die at the End</i> <i>If I was Your Girl</i> <i>The ABC's of LBGT+</i>	Reader Response (Choose one from the first two titles)
Wednesday, October 23	Science Fiction, Fantasy, Horror	<i>Illuminae</i>	Reader Response
Wednesday, October 30	Historic Fiction	<i>Between Shades of Grey</i>	Reader Response
Wednesday, November 6	Contemporary Issues in Realistic Fiction	<i>Heroine</i>	Reader Response
Wednesday, November 3	Non-Fiction	<i>Hitler Youth</i> <i>The Omnivores Dilemma: Young Reader's Edition</i>	Interdisciplinary Unit
Wednesday, November 20	Science Fiction, Fantasy, Horror	<i>Surrender</i>	Reader Response
Wednesday, November 27	Thanksgiving – No Class		
Wednesday, December 4	Presentations	<i>A Heart in a Body in the World</i>	Literary Theory Essay