

**CIEP 350/429**  
**Adolescent Literature**  
**Loyola University Chicago**  
**School of Education**  
**Fall 2020**  
**Syllabus**

Instructor: Dr. Brigid Schultz  
Office: Lewis Towers  
Phone: 312/915-7089  
Email: [bschul1@luc.edu](mailto:bschul1@luc.edu)

Class Structure: Online – Synchronous and Asynchronous  
Class Meets: Wednesday 5:30 – 8:00 CT– Class meets 4x synchronously (**August 26, September 23, October 28, December 2**) I will send out a Zoom invitation in advance.

Office Hours: I will offer synchronous virtual office hours every Monday from 2:00-4:00. I will send out a Zoom meeting link each week. Feel free to drop in during this time with any questions or concerns. I will also offer synchronous scheduled meetings. Simply send me an email request with your available dates and times. I will do my best to schedule a meeting within 24 hours.

Responsiveness: Clear and frequent communication is key to a successful online course. I check and respond to email frequently so expect a reply typically within 24 hours, except for weekends when response times may be slower. If you post a question to the Discussion Forum Q and A, expect the same timely response.

School of Education Commitment - COVID-19: Loyola's School of Education (SOE) recognizes that this is an unprecedented time. We understand that moving into the 2020-2021 academic year while living in the context of the COVID-19 pandemic may stir feelings of uncertainty, fear, or anxiousness. We want you to know that your safety, health, and well-being, as well as that of our faculty and staff, remain our primary concern. We want to be able to support you in any way that we can. We ask you to embody the Jesuit value of [Cura Personalis](#), or care for the whole person, as we prepare to learn together. We ask that you consider your way of being in this community, to act with care, and treat all with dignity to keep yourself and others safe.

The University understands that you may encounter obstacles that make reaching academic goals more difficult. We strongly encourage you to access the Student Resources on [Loyola's COVID-19 Response webpage](#) for information, supports, and resources on basic needs such as housing, food, financial aid, and medical and mental health. This web page also offers information on official University communications, access to technology, and student services. All Loyola University Chicago administrators, faculty, and advisors are also here for you.

The SOE is committed to working with all students to address any challenges that may arise during the semester. Please reach out to your professor as early as possible to discuss any accommodations you think may be necessary in order for you to successfully complete your coursework. We know this will be a semester like none other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

\*COVID-19 Reporting Protocol: In preparation for our upcoming semester, Loyola University Chicago's Emergency Response Management team has been working to develop [protocols](#) in accordance with Centers for Disease Control and Prevention (CDC) guidelines that help ensure the health and safety of our community. Given the rising number of COVID-19 cases across our country, it is very likely that incidence within our community will occur in the fall.

Students, faculty, and staff who have tested positive for COVID-19 must report their case to the University as soon as possible. If you have tested positive for the virus, please contact us at [covid-19report@LUC.edu](mailto:covid-19report@LUC.edu) or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to [covid-19support@LUC.edu](mailto:covid-19support@LUC.edu), not the new case reporting email address.

### **CIEP 350/429: Adolescent Literature 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 you, 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 you 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. We 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 a youth lens; issues of multiculturalism, globalism, and diverse audiences and subject matter; the relation of adolescent literature to “classic” adult literature and literary whiteness; 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 Learning Outcomes

Students will have 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.

### 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

Borheim-Black, C. & Sarigianides, S. (2019) *Letting Go of Literary Whiteness*

The adolescent literature pieces adopted for this course are:

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

Amezi, A. (2019) *Pet*

Anderson, L. (2011) *Speak*

Brown, D. (2018) *The Unwanted: Stories of the Syrian Refugees*

Emmich, V. (2018) *Dear Evan Hansen*

Garvin, J. (2017) *Symptoms of Being Human*

Jackson, T. (2018) *Allegedly*

King, A.S. (2020) *Dig*

Krosoczka, J. *Hey, Kiddo*

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

Meyers, W. (2009) *Monster*

Reynolds, J. (2017) *All American Boys*

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

Rowell, R. (2013) *Eleanor and Park*

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

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

Takei, G. (2019) *They Called Us Enemy*

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/)

### **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 and a number of other electronic platforms including but not limited to Google Docs, FlipGrid, The Teaching Channel, and YouTube. 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 believe you will not be able to turn in an assignment on time, you must be proactive and contact me BEFORE the assignment is due.

## **Assessments**

### **I. BookTube**

BookTubing typically refers to videos produced by readers, usually between the ages of 15 and 25, who talk about and review literary works, often Young Adult Literature (YAL). The tone and style of the videos is usually casual, and videos often include book reviews. BookTubing goes beyond traditional book reporting because booktubers share their personalities, idiosyncrasies, and literary preferences; they respond to texts in ways that traditional book reports simply cannot capture. This assignment requires you to create a BookTube video using your outside of class YAL title. You will be required to submit a 2-3 page narrative reflection on the experience of producing your BookTube video. What was most challenging? What did you really enjoy? What value do you place on the experience? How might you incorporate BookTube in your own classroom? An assessment handout and accompanying rubric will be available on Sakai. This assessment is worth 50 points.

### **II. Unessay**

For this assignment, you will be creating an Unessay. The Unessay is based on the work of Daniel O'Donnell, whose assignment I have adapted. In an Unessay, "you have complete freedom of form: you can use whatever style of writing, presentation, citation — even media you want. What is important is that the format and presentation you do use helps rather than hinders your explanation of the topic... The Unessay allows you to "write" about anything you want provided you are able to associate your topic with the subject matter of the course and unit we are working on." I depart from O'Donnell's description in two ways: First, I'm explicitly stating that you may not use conventional academic writing. Second, you will not be choosing your own topic. Your Unessay must be linked to your reading and interpretation of *Letting Go of Literary Whiteness*. You will be submitting an Unessay proposal. Also included will be a 500-word introduction that provides an overview and explanation of the project's interpretation. Lastly, an annotated bibliography of primary and secondary sources should be included. An assessment handout and accompanying rubric will be available on Sakai. The essay is worth 75 points.

### **III. Critical Response Paper**

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.

#### IV. Beyond Books Project

The Beyond Books Project will allow you to explore the ways in which you can use traditional and nontraditional texts in helping your students understand and explore the complexities of current social issues. You will be using your outside-of-class YAL text to serve as the springboard for conversations about topics like race, social and economic inequities, gender expression, trauma, mental illness, violence, etc. This project will ask you to integrate “nontraditional texts” in all forms to enhance your students’ learning. This means using digital and online resources as well as your YAL text. Today’s students deserve opportunities to move beyond books to unearth multiple, and multimodal, layers of information while gaining diverse perspectives. In essence, it should help learners place themselves in someone else’s shoes. This will require an interdisciplinary approach, integrating broad areas of knowledge such as history, science, math, the arts and humanities, and traditional elements of the English language arts. Interdisciplinary thematic units are powerful tools for guiding adolescents in “seeing” the connections between the disciplines they study. An assessment handout and accompanying rubric will be available on Sakai. This assessment is worth 75 points.

#### V: Teaching Discussion Forum

Our online discussion forum will give us an opportunity to discuss the week’s text(s) as teachers of secondary English. Here, our goal will be to consider how we might teach our YA texts. Included in the conversations should be the theory and scholarship to support our decisions. Each week’s ancillary materials are to help you consider the challenges you might face in teaching the particular text(s), as well as considering the benefits for our high school students when we choose to include them in our curriculum. In essence, we will explore the complexity of teaching young adult literature. Submit an initial post (300 words) responding to the prompt before 11:59pm on Thursday. Post your reflections on at least two other people’s posts before 11:59pm on Sunday of that same week. You will not be able to see others’ postings until you have posted something of your own. An assessment handout and accompanying rubric will be available on Sakai. This assessment is worth 75 points.

#### VI. Book Club Discussion

Our YAL Book Club is a place to share your reactions to the book, simply as a reader. This is not a space to discuss the related articles or theory we are exploring. You will write your journal response (200 words) in a shared Google doc exclusive to our class. While this should be conversational in nature, college-level writing is expected. During the first week of class, I will email you the Book Club link to your Google doc. You will read and respond to each other’s Book Club Journals directly in the Google doc. Each week, one person will serve as a respondent and will need to summarize what our group seems to be saying about the text(s) that week. You’ll post the summary/response to the conversation directly in the Google doc. An assessment handout and accompanying rubric will be available on Sakai. This assessment is worth 50 points.

Grade	Percent	Points
A	93%	370-400
A-	90%	358-369
B+	87%	346-357
B	83%	330-345
B-	80%	318-329
C+	77%	306-317
C	73%	290-305
C-	70%	278-289
D+	67%	266-277
D	63%	250-265
D-	60%	238-249
F	59% and below	237 and below

Wednesday, August 26	<b>Synchronous</b>	<b>Assessments</b>
Wednesday, September 2	Anderson, L. (2011) <i>Speak</i>	Post to Discussion Forum Post to Book Club
Wednesday, September 9	Reynolds, J. (2017) <i>Long Way Down</i> Acevedo, E. (2018) <i>The Poet X</i>	Post to Discussion Forum Post to Book Club
Wednesday, September 16	Krosoczka, J. <i>Hey, Kiddo</i> Takei, G. (2019) <i>They Called Us Enemy</i> Brown, D. (2018) <i>The Unwanted: Stories of the Syrian Refugees</i>	Post to Discussion Forum Post to Book Club
Wednesday, September 23	<b>Synchronous</b> Borcheim-Black, C. & Sarigianides, S. (2019) <i>Letting Go of Literary Whiteness</i> Chapters 1-4	
Wednesday, September 30	Reynolds, J. (2017) <i>All American Boys</i>	<b>BookTube</b> Post to Discussion Forum Post to Book Club
Wednesday, October 7	Sanchez, E. (2017) <i>I Am Not Your Perfect Mexican Daughter</i>	Post to Discussion Forum Post to Book Club
Wednesday October 14	King, A.S. (2020) <i>Dig</i>	Post to Discussion Forum Post to Book Club
Wednesday, October 21	Silvera, A (2017) <i>They Both Die at the End</i> Garvin, J. (2017) <i>Symptoms of Being Human</i> Mardell, A. (2016) <i>The ABCs of LGBT+</i>	<b>Beyond Books Project</b> Post to Discussion Forum Post to Book Club
Wednesday, October 28	<b>Synchronous</b> Borcheim-Black, C. & Sarigianides, S. (2019) <i>Letting Go of Literary Whiteness</i> Chapters 5-7	<b>Unessay Proposal</b>
Wednesday, November 4	Jackson, T. (2018) <i>Allegedly</i> Meyers, W. (2009) <i>Monster</i>	Post to Discussion Forum Post to Book Club
Wednesday, November 11	Amezi, A. (2019) <i>Pet</i>	<b>Literary Theory Essay</b> Post to Discussion Forum Post to Book Club
Wednesday, November 18	Emmich, V. (2018) <i>Dear Evan Hansen</i>	Post to Discussion Forum Post to Book Club
Wednesday, November 25	<i>Thanksgiving – No Class</i>	

Wednesday, December 2	<b>Synchronous</b> Rowell, R. (2013) <i>Eleanor and Park</i>	<b>Unessay</b>
--------------------------	---	----------------

Loyola University Chicago  
School of Education  
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.

The three objectives being evaluated for this course are:

1. Learning to apply course material (to improve thinking, problem solving, and decisions)
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.)

### 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](#).

### Additional ONLINE Course Policies

---

#### \*Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Students will be informed of such recordings by a statement in the syllabus for the course in which they will be recorded. Instructors who wish to make subsequent use of recordings that include student activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording. Recordings including student activity that have been initiated by the instructor may be retained by the instructor only for individual use.

#### \*Class Conduct

One important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (gendered, racial or ethnic) comments, especially comments directed at a classmate.

## \*Student Support

### Special Circumstances--Receiving Assistance

Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with [Services for Students with Disabilities](#) (SSWD) (<http://www.luc.edu/sswd/>).

## \*Center for Student Access and Assistance (CSAA)

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE Referral for yourself or a peer in need of support: [www.LUC.edu/csaa](http://www.LUC.edu/csaa). If you are uncomfortable doing so on your own, please know that I can submit a referral on your behalf.

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.

## Syllabus Addendum Link

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