

CIEP 350/429
Adolescent Literature
Loyola University Chicago
School of Education
Fall 2021 Syllabus

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Class Meets: Wednesday 5:30-8:00
LSC – Cuneo 202

Responsiveness: You can expect me to respond to email within 24 hours during the week and 48 hours on the weekend. I will also have a channel created in Slack just for our class. I encourage you to use this channel to ask questions, share ideas, post links, etc. www.slack.com

Office Hours: By Appointment – I don't keep regular office hours, but I am happy to meet you at either campus at a time that is mutually convenient.

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.

Smart Evaluation Course Objectives

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.)

NCTE Standards

Assessment 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>

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

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*
Adeyemi, T. (2018) *Children of Blood and Bone*
Anderson, L. (2011) *Speak*
Anderson, L. (2018) *Speak: The Graphic Novel*
Anderson, L. (2020) *Shout*
Borcheim-Black, C. & Sarigianides, S. (2019) *Letting Go of Literary Whiteness*
Carrol, E. (2014) *Through the Woods*
De la Pena, M. (2010) *Mexican White Boy*
Emich, V., Levenson, S., et al. (2018) *Dear Evan Hansen: The Novel*
Garvin, J. (2017) *Symptoms of Being Human*
Ha, R. (2020) *Almost American Girl*
Hartnett, S. (2012) *Surrender*
Krosoczka, J. (2018) *Hey, Kiddo*
La Cour, N. (2018) *We Are Okay*
Reynolds, J. (2018) *Long Way Down*
Reynolds, J. (2019) *For Everyone*
Sanchez, E. (2017) *I Am Not Your Perfect Mexican Daughter*
Sepetys, R. (2012) *Between Shades of Grey*
Silvera, A (2017) *They Both Die at the End*
Summers, C. (2020) *Sadie*

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 MLA Style Guide.

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html

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:

<https://www.luc.edu/education/academics/syllabi/>

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. 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. Assignment details will be discussed in class and available on Sakai. The Reader Response papers are worth 10 points each.

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, as a high school English teacher, are 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.

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. 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.

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 class discussion, coming to class with the materials read directly impacts all students in the class. Class participation is worth 50 points.

Grade	Percent	Points
A	93%	418-450
A-	90%	404-417
B+	87%	390-403
B	83%	372-389
B-	80%	359-371
C+	77%	337-358
C	73%	327-336
C-	70%	313-326
D+	67%	300-312
D	63%	282-299
D-	60%	269-281
F	59% and below	268 and below

Wednesday, September 1	Introductions	
Wednesday, September 8	Anderson, L. (2011) <i>Speak</i> Anderson, L (2018) <i>Speak: The Graphic Novel</i> Anderson, L. (2020) <i>Shout</i>	
Wednesday, September 15	Reynolds, J. (2017) <i>Long Way Down</i> Reynolds, J. (2019) <i>For Everyone</i> Acevedo, E. (2018) <i>The Poet X</i>	Reader Response #1 (Choose one text)
Wednesday, September 22	Krosoczka, J. (2018) <i>Hey, Kiddo</i> Ha, R. (2020) <i>Almost American Girl</i>	Reader Response #2 (Choose one text)
Wednesday, September 29	Emich, V., Levenson, S., et al. (2018) <i>Dear Evan Hansen: The Novel</i> La Cour, N. (2018) <i>We Are Okay</i> Essential Questions and Enduring Understandings	Reader Response #3 (Choose one text)
Wednesday, October 6 th	Discussion Board - Asynchronous Borcheim-Black, C. & Sarigianides, S. (2019) <i>Letting Go of Literary Whiteness</i> Chapters 1-4	Discussion Board Posting Finish outside read Submit Op-Ed
Wednesday, October 13	Sepeyts, R. (2012) <i>Between Shades of Grey</i>	Reader Response #4 Beyond Books Theme
Wednesday October 20	Sanchez, E. (2017) <i>I Am Not Your Perfect Mexican Daughter</i> de la Pena, M. (2010) <i>Mexican White Boy</i>	Reader Response #5 (Choose one text)
Wednesday, October 27	Silvera, A (2017) <i>They Both Die at the End</i> Garvin, J. (2017) <i>Symptoms of Being Human</i>	Reader Response #6 (Choose one text)
Wednesday, November 3	Borcheim-Black, C. & Sarigianides, S. (2019) <i>Letting Go of Literary Whiteness</i> Chapters 5-7	Reader Response #7 (Structure to be determined) Beyond Books Project
Wednesday, November 10	Summers, C. (2020) <i>Sadie</i>	Reader Response #8

Wednesday, November 17	Hartnett, S. (2012) <i>Surrender</i> Carrol, E. (2014) <i>Through the Woods</i>	Reader Response #9 (Choose one text) Unessay Due
Wednesday, November 24	<i>Thanksgiving – No Class</i>	
Wednesday, December 1	Adeyemi, T. (2018) <i>Children of Blood and Bone</i>	Reader Response #10
Wednesday, December 8	Wrap Up	Critical Response Essay
Wednesday, December 15	Final Exam Week	

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 2021-2022 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. If you are not feeling well, please use Loyola's SYMPTOM Checker. It can be found on the webpage or APP [Loyola Health](#) under the *COVID -19 Related Information Tab* at the top of the page.

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. Active and engaged communication with all of your professor is encouraged. We know the FALL 2021 Return to Campus will be like no other, but through collaboration, communication, and shared responsibility, we will not only get through this difficult time; we will thrive.

***COVID-19 Required Personal Safety Practices:** We all have a part to play in preventing the spread of COVID-19. Following a simple set of required personal safety practices can lower your own risk of being infected and can help protect others. All members of the Loyola community are expected to follow these practices while on any of the University's campuses. **Face masks or face coverings must be worn by all students, faculty, and staff while on any of Loyola's campuses, when in the presence of others, in classrooms, and in public settings where other social distancing measures are difficult to maintain.** Appropriate use of face masks or coverings is critical in minimizing the risks to others around you, as you can spread COVID-19 to others even if you do not feel sick. Please be sure to review all [LUC REQUIRED Safety Protocols](#).

***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 or by calling 773-508-7707. All COVID-19-related questions or feedback should continue to be sent to covid-19support@LUC.edu, not the new case reporting email address.**

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.

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

<https://www.luc.edu/education/academics/syllabi/>

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.