

LOYOLA UNIVERSITY OF CHICAGO  
SCHOOL OF EDUCATION  
CIEP 350: Adolescent literature, Middle Grades Section  
**Section 001: Tuesdays and Thursdays**  
**1:00 – 2:15**  
**Life Sciences Building Room 312**

Sakai: Please check this official website for any changes in the schedule or office hours. In case of emergency, clinical school site closing or special circumstances, information will be posted.

**Dr. Jane Hunt** - [Jhunt2@luc.edu](mailto:Jhunt2@luc.edu)

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Office Hours: Before or After Class and also by appointment.

**SPECIAL CIRCUMSTANCES:** Candidates who have any special needs or who may require considerations or adaptations/modifications for any reason must contact the instructor personally during the first week of the term so that these issues may be addressed. Please see the statement listed under *Accessibility (Syllabus addendum link)*, P. 2 of this syllabus.

**COURSE DESCRIPTION:** This course is designed for teacher candidates who are seeking a teaching endorsement at the middle grades level. It introduces the relevance and need for incorporating adolescent literature, including multi-cultural texts, informational texts, and both print and non-print resources in the middle grade ELA and content area classrooms to support and strengthen the development of literacy across disciplines and address the CCSS. This course provides candidates with a broad and detailed understanding of the realities and intellectual context of middle grade literacy and the role of adolescent literature within this context. Emphasis will be given to the consideration of text features including those that may impede comprehension, such as author's assumption of prior knowledge, use of unusual key vocabulary, complexity of sentences, unclear cohesive links, subtlety of relationships among characters or ideas, sophistication of tone, complexity of text structure, and the use of literary devices or data.

**REQUIRED TEXTS\*:**

Fisher, D., Frey, N. & Lapp, D. (2012). *Text Complexity: Raising Rigor in Reading*. Newark, DE: International Reading Association. ISBN: 978-0-87207-478-1

**REQUIRED ADOLESCENT LIT:**

- 1) Alexander, Kwame. (2014). *The Crossover*. Boston: Houghton Mifflin Harcourt
- 2) Hunt, Lynda Mullaly. (2015). *Fish in a Tree*. New York: Penguin Books. ISBN: 0399162593
- 3) Lewis, John, Aydin, Andrew & Powell, Nate. (2013). *March Book One*. Marietta, GA: Top Shelf Productions. [www.topshelfcomix.com](http://www.topshelfcomix.com)
- 4) Ryan, Pam Munoz. (2015). *Echo*. New York: Scholastic Press
- 5) Sheinkin, Steve. (2012). *Bomb: The Race to Build – and Steal – the World's Most Dangerous Weapon*. Flash Point Publishers. ISBN-10: 1596434872
- 6) Woodson, Jacqueline. (2014). *Brown Girl Dreaming*. New York: Penguin Group.

**Choice:** Book from Illinois Reads, or 2016 ALA Award Categories: Siebert, Belpre, Coretta Scott King, Margaret Edwards Award, YALSA Award for Nonfiction, Alex Award or Printz Award for book club

\*Candidates must bring individual copies of the required texts to all indicated class sessions unless notified. After the first week of class, candidates who do not bring required resources to class will not earn participation points. Kindle editions are acceptable.

**Required Readings on Sakai:** There are several articles and resources posted under course documents.

**Websites:** Newsela (<https://newsela.com/>) and Readworks (<http://www.readworks.org/>) both are free, but you need to register for an account.

**Math Link:** <http://mathflix.luc.edu>

## LOYOLA UNIVERSITY CHICAGO OFFICIAL POLICIES:

### University Policies and Information

#### Syllabus Addendum Link

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

This is a link to university policies and information that includes the following:

Academic Honest, Accessibility, Conceptual Framework, EthicsLine Reporting Hotline, & Electronic Communication Policies and Guidelines.

#### Conceptual Framework

Teacher candidates in CIEP 350 MG will be expected to demonstrate “social action through education” in course experiences. This will be evidenced by developing and displaying knowledge and skills in response to adolescent literature and instructional strategies and pedagogy based on best practices for using it with middle grade students. Candidates are expected to demonstrate honest, fair and respectful treatment of others; and commitment to serving others beyond what is required will be expected. The significance of providing access to literacy skills to all students and all populations will be emphasized through the reading of culturally responsive literature. Additional information regarding the conceptual framework for the SOE can be found at [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

#### School of Education Conceptual Framework Standards:

CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.

CF4: Candidates demonstrate skills that will enable them to work effectively with diverse clients.

**Technology** Candidates will be required to complete weekly response blogs using the course Padlet website and to interact with each other in response to required and independent readings. Candidates will be required to utilize a variety of online non-print text resources throughout the course. Finally, candidates will be asked to locate online resources as part of the text set project.

Candidates in CIEP 350 will be required to have Live Text accounts.

<http://www.luc.edu/education/admission/tuition/course-management-fee/>.

The disposition for this course will be assessed in Live Text, where the information on this is posted. The Text Set Project will also be uploaded and assessed in Live Text. [www.livetext.org](http://www.livetext.org)

**Diversity** Several required texts in this course are considered culturally responsive, including *March*, *The Crossover* and *Brown Girl Dreaming*. Others will be shared in class. Candidates will be expected to read and discuss all texts with a lens on culture and social justice.

#### Dispositions

Each course, sequence and module in the Teaching and Learning with Schools and Communities Program (TLSC) focuses on several professional dispositions including **Professionalism, Fairness and the Belief that All Students Can Learn**. Candidates are offered opportunities to receive feedback on their dispositional growth. The following teacher preparation specific disposition assessed in this course is listed below. The assessment rubric for all dispositions for this course is available on Live Text.

#### Disposition Assessed in this Course

Candidates in all courses will be assessed on the following deposition as well:

D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication.

### **IDEA Course Evaluation Objectives**

**The course evaluation for this course will be completed online and is found at <http://luc.edu/idea/> The goals of CIEP 359 are primarily to support candidates in:**

**The goals of CIEP 350 MG Program are primarily to support candidates in:**

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

### **COURSE OUTCOMES:**

**In combined experiences from course readings, demonstrations, modeling, mini- lessons, and discussions, by the end of the semester, teacher candidates enrolled in CIEP 350 MG will demonstrate beginning competence in the following knowledge base, skills, and strategies:**

EU8 K2 Explain the scope and sequence in relevant Standards (national, IL, CCSS). (3A)

EU8 K1 Recognize the role of motivation and engagement and how to design learning experiences that build student self-direction and ownership of literacy skills. (5F)

EU8 K4 Describe appropriate and effective developmentally appropriate and evidence-based instructional literacy practices for before, during and after reading in the areas of oral language, decoding, comprehension, vocabulary, fluency, written composition, spelling, usage, and grammar. (6A, 6E, 6I, 6M)

EU8 K5 Recognize the role of prior knowledge and purpose for reading in comprehending text. (6B)

EU8 K6 Recognize the role of prior knowledge in comprehending text. (f1B)

EU8 K7 Identify literary and informational text structures. (F1B)

EU8 S3 Develop literacy instruction and assessment that reflect an understanding of developmental, cultural, and linguistic diversity.

EU8 S5 Identify, select or adapt high quality and culturally responsive reading materials and scaffold reading to enable students to comprehend challenging text.

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### **CIEP 350 MG Participation Policy:**

It is expected that teacher candidates in TLSC 423 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. In order to complete the course assessments and requirements in a satisfactory manner, it is important for candidates to be present and well prepared for all sessions. The following guidelines for participation will be considered in the module grades.

#### **Professional Attitude and Demeanor Part I**

- 2-Always prompt and regularly attend sessions.
- 1-Rarely late and regularly attend sessions (No more than 1 absence).
- 0-Often late and/or poor attendance at sessions (More than 2 absences).

#### **Professional Attitude and Demeanor Part II**

- 2-Always prepared for sessions with assignments and required materials.
- 1-Rarely unprepared for sessions with assignments and required materials.
- 0- Often unprepared for sessions with assignments and required materials.

#### **Level of Engagement in Class**

- 2-Always a willing participant. Contributes by offering ideas and asking questions in sessions, small groups and the whole class.
- 1-Often a willing participant. Contributes by offering ideas and asking questions in sessions, small groups or the whole class.
- 0-Rarely a willing participant. Rarely contributes to sessions by offering ideas or asking questions.

Integration of Readings into Classroom Participation

- 2-Often cite from readings; use readings to support points.
- 1-Occasionally cite from readings; sometimes use readings to support points.
- 0-Rarely cite from readings; rarely use readings to support points.

Listening Skills

- 2-Listen when others talk, both in groups and in sessions. Incorporate or build off of the ideas of others.
  - 1-Listen when others talk, both in groups and in sessions
  - 0-Rarely listen when others talk, both in groups and in sessions.
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**Grading Scale for CIEP 350:**

<b>Percent Range</b>	<b>Letter Grade</b>
93% - 100%	A
90% - 92%	A-
87% - 89%	B+
83% - 86%	B
80% - 82%	B-
77% - 79%	C+
73% - 76%	C
70% - 72%	C-
67% - 69%	D+
63% - 66%	D
62% and Below	F

**Please note the following additional information related to this course:**

- **Class attendance is considered mandatory.**
- **Students may not use computers, the internet, cell phones or PDAs during class unless specifically used as a class resource or approved by the professor based on a special need or authorized circumstances. These may be used without approval prior to class, during official breaks, or afterward. Students should not be on social media sites during class. Those who do not follow these guidelines may not earn their participation points for the session.**
- **The course schedule listed below is an initial and tentative schedule. Please consult the Sakai Website regularly for class notices, schedule updates, descriptions of assignments, and grading rubrics. In the event of an emergency, university closing, etc., please consult the Sakai Website**

for general announcements. If the course can not be held on campus, candidates will complete activities posted online.

- It is highly suggested that candidates begin course assignments/assessments promptly in order to make sure that the requirements are understood. Questions asked about assignments via email will be answered within 24 hours whenever possible on Mondays through Fridays. Candidates should not expect that responses will be provided on weekends.
- In the event of a personal emergency, however, please contact the instructor via email or phone as soon as possible so that course support can be provided if it is helpful.

CALENDAR Topic

Assignment/Reading Due

**\*Rubrics MUST be handed in with all assignments**

Date	Readings and Assignments	Class Topics
1) Jan. 19		Course Introduction “Where I’m From” (Atwell) How and why is adolescent literature different from children’s lit or adult lit? Introduction to Texts <i>Rules of History</i> (poetry) <i>MLK, Jr.</i> text from Readworks
2) Jan. 21	TC, Chapter 1	Common Core Standards (6-12) What is Text Complexity? Print and Non print materials Readworks and Newsela ALA Awards (Jan. 12, 2016 honor winners <i>Echo</i> and <i>Fish in a Tree</i> )
3) Jan. 26	TC, Chapter 2 <b>Read</b> to p. 117	Quantitative Text Features Begin <i>The Crossover</i> (Contemporary Fiction – verse, 2015 Newbery Award Winner)
4) Jan 28	Tracy Ruppman, LUC Librarian Visit	Intro to library resources and curriculum library Websites for middle grade disciplinary resources (Sakai)
5) Feb. 2	<b>First Blog post Due</b>	<i>The Crossover</i> , cont.
6) Feb. 4	Dr. Charlie Tocci, LUC S.S. Professor Visit	Discipline Specific Text – Social Studies Discipline Specific Picture Books
7) Feb. 9	TC, Chapter 4 <b>Read</b> first half of <i>Fish in a Tree</i>	<i>Fish in a Tree</i> (Contemporary Fiction) Matching Readers to Texts Close Reading Qualitative Text Features
8) Feb. 11	<b>Finish <i>Fish in a Tree</i> Curriculum Library Treasure Hunt Due</b>	<i>Fish in a Tree</i> , cont. Discussion: How to engage nonreaders and struggling readers
9) Feb. 16	<b>Read</b> through part 1	<i>Echo</i> (Historical Fiction)
10) Feb.18	<b>Read</b> through part 2	<i>Echo</i>
11) Feb.23	<b>Read</b> through part 3	<i>Echo</i> <i>Separate is Never Equal</i>
12) Feb.25	<b>Read</b> to p. 87	<i>Bomb</i> (History and Science)
13) Mar. 1	<b>Read</b> to p. 177	<i>Bomb</i>
14) Mar. 3	<b>Finish <i>Bomb</i></b>	<i>Bomb</i>
	<b>No class</b>	<b>SPRING BREAK – READ A GRAPHIC NOVEL</b>
15) Mar15	<b>Read <i>March</i></b>	Graphic Novels– <i>March</i> (History)
16) Mar.17	<b>Independent book</b>	Graphic Novels cont.

17)Mar.22	<b>Book Talk</b>	Book Talks – Discipline Specific Picture Books
18)Mar.24	<b>Text Set Project Due on Sakai Forum</b>	No Class – Easter Break
19)Mar.29		BOOK CLUBS –
20)Mar.31		BOOK CLUBS –
21)Apr. 5	<b>Quiz</b>	BOOK CLUBS –
22)Apr. 7	<b>Book Talk</b>	Book Talks – Discipline Specific Picture Books
23)Apr. 12	<b>Read to p. 138</b>	<i>Brown Girl Dreaming</i> (Autobiography, memoir in verse)
24)Apr. 14	<b>Read to p. 203</b>	<i>Brown Girl Dreaming</i>
25)Apr. 19	<b>Finish <i>Brown Girl Dreaming</i></b>	<i>Brown Girl Dreaming</i>
26)Apr. 21	<b>Book Review Due</b>	Choice Books
28)Apr. 26		Choice Books
29)Apr. 28		Final Book Celebration! Course Evaluations

### Assignments and Points for Grading:

#### Grades will be posted on the Sakai Gradebook

#### Percentage of course grade:

In class participation	15%
Online Blog participation/discussions	15%
Curriculum Library Treasure Hunt	5%
Book Club/Lit Circle	10%
Picture Book Talk	10%
Book Review	10%
Text Set Project	15%
Quiz	15%
Choice Book Sharing	5%

### COURSE REQUIREMENTS

Teacher Candidates should follow all professional guidelines in the TLLSC handbook.

Attendance will be taken at the beginning of class. Teacher Candidates not present at this time may be marked as absent.

All candidate work should demonstrate serious effort and professionalism.

All work must be individually completed. Credit must be given to original sources.

All assigned work must be completed and turned in on the dates listed on this syllabus.

Candidates may not assume that late work will be accepted. If special circumstances arise, please contact the instructor in advance of the assignment's due date to request and approved extension.

Based on the circumstances, points may be subtracted and grades will be reduced from all work that is handed in late without prior consent from this instructor.

- Teacher candidates must not assume that they can redo assignments to earn higher grades once the work is completed and graded. If there are questions about an assignment, it is highly recommended that the teacher candidate make an appointment with the instructor or attend drop in sessions to receive additional assistance prior to the date the assignment is due.
- The quiz **MUST** be taken on the date and time scheduled, unless arrangements are made and approved in advance. In case of unique circumstances, SOE permission can be granted. Otherwise the score will be reduced by one letter grade percentage as long as the quiz is taken in a timely manner so that they may be returned to all other students as planned.

**Required Readings:** Teacher Candidates will be responsible for all assigned readings. Readings should be completed by the dates listed. Required textbooks and materials should be brought to class each day unless students are notified otherwise.

**Class Participation:** Teacher candidates will be expected to attend class and participate in class activities and book based discussions. Work from daily activities that are not otherwise graded will be included here. Only students who have excused absences from the Asst. Dean or for Athletic participation will be allowed to make up participation points. Punctuality, responsibility, professionalism, preparedness and contributions are considered. The rubric is posted above. (15% of course grade)

**Class Blog:** Candidates will be expected to post weekly blogs, no later than Monday morning of each week in an online conversation with classmates regarding required texts and independent category texts. First blog post is due on Feb. 2<sup>nd</sup>. No blog is due on March 28th(15% of course grade)

**Literature Text Set Project:** Candidates will pick a topic/theme for an informational text set project, i.e. biographies, our galaxy, social justice, U.S. History, geometry, etc. Consider various text formats such as poetry, periodicals and websites.

Identify a middle grade level and content area and select 5 texts that work together as an instructional text set for reading/writing/ collaborative discussion lessons. The rubric for this will be posted on Sakai. This will be presented in a ppt. and posted on Sakai Forum as well as in Live Text. Candidates may work in teams of 2 to complete this assessment.

Included will be:

Overview of the topic and why it is relevant for this grade level

CCSS ELA standards to be addressed (from CCSS ELA 6 – 12)

Summaries of the five texts

Readability information for the five texts

Suggested standards based literacy activities for each of the texts

(15% of course grade)

**Curriculum Library Treasure Hunt:** Following an in class, online introduction to the LUC Curriculum Library, housed at WTC, candidates will be asked to visit the library independently to locate and utilize the library's resources. The "treasure hunt" will be posted on Sakai. (5 percent of course grade) Candidates will take photos to provide responses to treasure hunt tasks.

**2016 Awards Book or Illinois Reads Literature Circle/Book Club:** From the newly released Illinois Reads 2016 list or the ALA list of recent awards, candidates in groups of 2 – 4 will select a book and discuss it in class according to the literature circle/ book club format. Candidates will update classmates on their reading and responses and determine and develop an appropriate product for motivating others to read the book. (15% of course grade)

**Discipline Specific Picture Book Talk:** Candidates will select a picture book that is suitable for students in grades 5 – 8 and read it to the class with a personal lens on the area of their middle grades concentration. An activity that accompanies the book will be shared as follow up. (10% of course grade)

**Book Review** – Candidates will be asked to select a book from the Illinois Reads or Rebecca Caudill list and write a short review of the book, following the format for *Horn Book*, provided in class. (10% of course grade)

**Quiz: Text Features, Genres and Readability Factors:** (15% of course grade)

**For CHOICE Book Sharing:** Candidates should identify a book that is of particular individual interest of them. This may include a currently "hot" book among middle grade readers and read it. No duplications among candidates for this assignment will be allowed because the books will be shared in an informal book talk. (5% of course grade)

**Additional recently released reading suggestions:**

Challenges: *Wonder*, *Out of My Mind*, *Challenger Deep*, *Rain Reign*, *The Thing About Jellyfish*

Graphic Novel: *El Deafo*, *Drowned City*, *Sisters*, *American Born Chinese*, *The Graveyard Book*, *Fun Home*.

*Amulet*, *This One Summer*, *A Year Without Mom*, *March 2*, *Roller Girl*, *Drama*

Informational text: *Boys in the Boat*, *The Family Romanov*

Middle School Issues: *33 Minutes, The Thing About Jelly Fish, The Crossover, The Fourteenth Goldfish*