

Loyola University Chicago
School of Education
Spring Semester 2018
Teaching, Learning, and Leading with Schools and Communities (TLLSC)
CIEP 350: Adolescent Literature, Middle Grades
Tuesdays and Thursdays
2:30-3:45 p.m.
Cuneo—Room 107

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Office hours: Before or after class or by appointment

Course Description and Conceptual Framework:

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.

Course Readings:

Adolescent Literature:

- Alexie, S. (2007). *The Absolutely True Diary of a Part-Time Indian*. New York, NY: Little, Brown Books for Young Readers.
- Engle, M. (2015). *Enchanted Air*. New York, NY: Atheneum Books for Young Readers.
- Gratz, A. (2017). *Refugee*. New York, NY: Scholastic Press.
- Hunt, L. M. (2015). *Fish in a Tree*. New York, NY: Penguin Books.
- Juster, N. (2015). *The phantom tollbooth: a children's play in two acts*. New York: Scholastic, Inc.
- L'Engel, m. (2018). *Wrinkle in time*. Square Fish: NYC.
- Lewis, J., Aydin, A. & Powell, N. (2013). *March Book One*. Marietta, GA: Top Shelf Productions. www.topshelfcomix.com
- Ryan, P.M. (2015). *Echo*. New York, NY: Scholastic Press.
- Sheinkin, S. (2012). *Bomb: The Race to Build—and Steal—the World's Most Dangerous Weapon*. New York, NY: Flash Point Publishers.
- Thomas, A. (2017). *The hate u give*. New York: Balzer Bray.

Literature Circle:

- Candidates in groups of 3-4 will select a book from the options provided and discuss the text in class per the literature circle/book club format.

Textbook:

- Jetton, T.L. & Shanahan, C. (2012). *Adolescent Literacy in the Academic Disciplines*. New York, NY: The Guilford Press.
 - You can purchase the textbook, or use the [LUC online access](#)

Readings on Sakai: There are several articles and resources posted under the resources tab on Sakai.

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>

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 will demonstrate beginning competence in the following knowledge base, skills, and strategies:

EUK3 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

School of Education Policies and Information

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/

School of Education Conceptual Framework Standards:

CF1: Candidates demonstrate an understanding of a current body of literature and can 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 papers using Sakai. 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.

Candidates in CIEP 350 are 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 Interdisciplinary Unit will also be uploaded and assessed in Live Text. www.livetext.org

Diversity

Several required texts in this course are considered culturally responsive. 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

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. 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.

Disposition Assessed in this Course

Candidates will be assessed on the following disposition as well: D17: Demonstrating professionalism through personal responsibility and accountability related to attendance, participation and communication

University Policies and Information

For more information about University Policies: <http://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***.

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.

The goals of CIEP 350:

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning to analyze and critically evaluate ideas, arguments, and points of view
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to the course.

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](#).

Course Participation Policy:

It is expected that teacher candidates in CIEP 350 will demonstrate high levels of professionalism and responsibility in all aspects of their work in this course. 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 listens when others talk, both in groups and in session

Assignment Completion

- 5-Completes all assignments on time throughout the course
 3-Submits 1-2 assignments late throughout the course
 0-Submits 3+ assignments late throughout the course

Grading Scale:

Percent Range	Letter Grade
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

Course Assignments and Requirements (Descriptions posted on Sakai):

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.

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 Sakai. It should be word-processed and approximately 1.5-2 pages in length, Times New Roman, 12-point font, double-spaced, one-inch margins. The Literacy Autobiography is worth 35 points.

II. Reader Response Papers

A Reader Response is required for one book each week from Week 3 -Week 12 (April 11 & 13)—you may choose one week to skip (write a total of 9 responses). If there are more than two books assigned for a week, choose one for your reader response. Your response is due each Monday by 11:55 p.m. on Sakai. These papers should be word-processed and approximately 1.5-2 pages in length, Times New Roman, 12-point font, double-spaced, one-inch margins. The weekly Reader Responses are worth a total of 90 points.

III. Choice Book Talk and Book Review

Candidates should identify a book that is of interest to them and read it. This may include a currently “hot” book among middle grade readers. No duplications among candidates for this assignment will be allowed because the books will be shared in an informal book talk and a formal book review. The book talk and book review are worth 32 points.

IV. Literature Circle/ Book Club

Candidates in groups of 3-4 will select a book from the options provided and discuss the text in class per 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 (future students AND colleagues) to read the book. Discussions and the motivation presentation are worth 40 points.

VI. 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 through interdisciplinary thematic units typically integrates broad areas of knowledge, such as social studies, language arts, mathematics, or science, etc. 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 115 points.

VII: 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. Class participation is worth 130 points.