Loyola University Chicago
School of Education

CIEP 350: Adolescent Literature
Spring 2022
Tuesday and Thursday: 2:30p.m. – 3:45p.m.; Cuneo Hall, Rm. 111

Instructor: Julia. R. Allison
Email: jallison1@luc.edu
Office Hours: before and after class and by appointment

**Please note this course will meet synchronously on the day and at the time appointed above via Zoom until January 31st. The link and passcode have been made available through email to all course members and is available under "Announcements" on the course's Sakai page.

(This syllabus—including its assignments, readings, and policies—is subject to change to best meet the needs of this class; if this occurs, you will be the first to know.)

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.

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

Course Readings:

Adolescent Literature -
- Brown, D. (2021) *The unwanted.* Boston, MA: Houghton Mifflin Harcourt.
- Dimaline, C. (2017) *The marrow thieves.* Altona, Manitoba: DCB.
- Gino, A. (2015). *George.* New York, New York: Scholastic Inc.
- Hunt, L.M. (2015). *Fish in a tree.* New York, New York: Penguin Books.
- Kamkwamba, W. (2016). *The boy who harnessed the wind.* New York, New York: Puffin Books.

- Keller, T. (2021). *When you trap a tiger*. New York, New York: Random House.
- Reynolds, J. & Kiely, B. (2017). *All American boys*. New York, New York: Caitlyn Douhly Book.
- Sáenz, B. A. (2014). *Aristotle and Dante discover the secrets of the universe*. New York, New York: Simon & Schuster.
- Woodson, J. (2014). *brown girl dreaming*. New York, New York: Nancy Paulsen Books (Penguin).

Other readings – all other readings, including articles, book chapters, etc. will be made available via Sakai.

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 SPRING 2022 Return to Campus is once again a challenge for all of us, 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.

School of Education Mission and Vision: the School of Education of Loyola University Chicago is a community that seeks to transform members to impact local and global communities through the principles of social justice. Teacher candidates in CIEP 350 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 adolescent literature with middle grade (grades 5-8) students. Candidates are expected to demonstrate honest, fair, and respectful treatment of others; 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.

School of Education Conceptual Framework: CIEP 350 is designed in keeping with Loyola's commitment to promoting transformational learning in each student across all programs and the School of Education's *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

For more information on the conceptual framework standards, please refer to the School of Education's [Mission and Vision](#) statement.

Dispositions Assessed in this Course: all students are assessed on one or more areas of growth across our programs—Professionalism, Inquiry, and Social Justice. You will find the rubrics related to these dispositions on *LiveText*. Please see this syllabus's addendum for more information on both Dispositions and *LiveText*. Disposition data is reviewed by faculty on a regular basis. This allows faculty to work with students to develop throughout the program, addressing any issues as they arise. All candidates in CIEP 350 will be assessed on the following deposition:

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

Smart Evaluation: please see the syllabus addendum for more information on the course evaluation process for students.

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 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

Course Assignments:

- *Reader's Response Reflections*: throughout the course of the semester, you are expected to complete six reader response reflections. Three must be completed during the first half of the semester (before spring break) and three during the second half of the semester (after spring break). You may not make-up ones missed prior to the break during the second half of the semester. These reflections expected to be 600-800 words in length. You may turn-in no more than one per week. They may not be completed on the same week as a Your Pick! selection is discussed in class. And they are due Monday or Wednesday evening by 10:00p.m. In your reflections then you should be responding to the readings with consideration for the text and its practical applicability. In addition, you must include at least two questions to further class discussion; within your reflection, you should explain what within the text prompted each question.

- *Literacy Autobiography*: for this first assignment, you will be asked to reflect on how your relationship to literacy (specifically reading) initially developed and how it has subsequently evolved over the years. To respond to this prompt, I encourage you to think about the following: family experiences with reading (were you read to as a child? did people read a lot in your household? were there many books around?); experiences with teachers; learning to read as a formal and informal practice in school; experiences with your peers and reading; childhood insights and misconceptions that you had about reading; strategies that helped you read and those that hindered your progress with reading as well; breakthrough moments and challenging moments; favorite books, short stories, or poems; not so favorite books, short stories, or poems; your attitude towards reading at different ages (don't forget to talk about middle school!); potential biases about reading that you may have possessed; did you enjoy reading?; reading influences beyond friends, family, and school . . . then, think about yourself as a reader today. How would you describe yourself? And how do you see the development of your relationship to reading as a child having influenced the reader that you are today? This is a completion grade and there is no rubric for this assignment. The essay will be due by class (2:30p.m.) on Thursday, January 27th.

- *Your Pick! Building a Classroom Library—Reader's Review*: we will read a total of twelve novels this semester—one each week (or its equivalent). Nine of them have been selected by me. However, you will have the opportunity to pick three of your own choosing. This will occur roughly every four weeks during the course. On the days that those novels are due, we will use the class time for individual presentations. Each presentation will be approximately seven-ish minutes. During which time, you will be expected to offer a summary of your novel, an explanation for why you initially selected it, and a rationale explaining why and how you would include it in your curriculum. The aim of this activity is to give you some firsthand experience exploring resources and selecting reading materials for your students, while utilizing relevant criteria for making those decisions. In addition, there will also be a written component to the in-class sharing, which will serve as a substitute for the reader's response for these weeks. By the end of the semester, it is my hope for us to have a built a small virtual class library for you to take with you and draw from during your first years as an educator. Between my selections and yours—not accounting for poems and short stories—I anticipate that we will have thirty-to-forty titles in that catalog by the end of the semester. More information on this activity will be made available on Sakai and discussed in class.

- *Critical Response Paper*: for this assignment, you will be asked to read an article or opinion piece provided by myself and respond to a prompt stemming from that text. This prompt will focus on a contemporary issue in adolescent literature, asking you to apply the readings in this class, including novels, articles, and chapters, as well as any additional experience and engagement that you have had with adolescent literature to respond to the prompt. You will not however be expected to do any additional research. This assignment will be further discussed in class and a description and rubric will be made available on Sakai as we get closer to its due date.

- *Pedagogical Rationale*: whenever a teacher selects a reading—be that a book, poem, play, short story . . . for the classroom, they do so with a pedagogical rationale in mind. This means that the teacher has given consideration to why they have selected a particular text and to how they see it fitting into a class's curriculum. Among other topics, they have considered the core standards that the text will support; they have considered how it will connect with other disciplines; they have considered the text's merit within their discipline; they have considered

its critical standing; they have considered their students' myriad interests; they have considered their students' instructional support needs; they have considered the story of the community in which their school is located; they have considered how the text will build upon previous and towards future lessons; and they have considered how it will prepare their students for the future, whether that's the next month, year, or decade ahead. However, despite these considerations, their expertise, and ensuing thoughtfulness, sometimes teachers are met with resistance from other educational stakeholders. And yet, a teacher may feel very strongly that they have indeed selected the right text. In such situations, it may become necessary then to offer a pedagogical rationale to explain your decision. This assignment is designed to give you practice in building that argument. More details will be found on Sakai and discussed in-class during the coming weeks.

- *Final project and presentation*: for this assignment, you will be asked to bring together the knowledge that you have collected this semester in a single unit built around a piece of adolescent literature. As the semester progresses, more information will be provided on this activity. However, you should anticipate that it will include the following elements: a critical review of your text (including literary journals), a pedagogical rationale (for both the text itself and the activities and assignments that you choose to include in your unit), activities and assignments for the "teaching" of your text, and interdisciplinary elements and/or recommendations for interdisciplinary crossover. You will share this unit with the class in a twenty-minute presentation.

- *Capstone Reflection*: for your final assignment in this class, you will be asked to write a reflection on what you have learned this semester and how you see applying that material in your future endeavors. Specifically, you will be asked to consider how it has shaped your teaching philosophy. More information on this assignment will be made available on Sakai and discussed in class.

Evaluation of Assignments:

- Literacy Autobiography 5%
- Your Pick! Reader's Review (three) 20%
- Reader's Response Papers (six) 20%
- Pedagogical Rationale .10%
- Critical Response Paper 10%
- Final Project 20%
- Capstone Reflection 5%
- Participation 10%

Total: 100%

Assignment Due Dates (**Note: all assignments are due by class at 2:30p.m. unless otherwise indicated.):

- Literacy Autobiography . . . . Thursday, January 27th
- Your Pick! First Selection Critical Review . . . . Thursday, February 10th
- Critical Response . . . . Tuesday, March 15th
- Your Pick! Second Selection Critical Review . . . . Thursday, March 17th
- Pedagogical Rationale . . . . Thursday, March 31st
- Your Pick! Third Selection Critical Review . . . . Thursday, April 14th
- Interdisciplinary Unit . . . . Sunday, April 24th at 10:00p.m.
- Capstone Reflection . . . . Tuesday, May 3rd at 3:45p.m.

Grading Distribution:

A: 100-93%
A-: 92-90%
B+: 89-87%
B: 86-83%
B-: 82-80%

C+: 79-77%
C: 76-73%
C-: 72-70%
D: 69-60%
F: 59% and below

Writing Expectations: this course uses the American Psychological Association (APA) style citation. All written assignments should use 1-inch margins, double-spaced, Times New Roman, and 11 pt. font, with page numbers in the top right corner (unless otherwise noted). In-text citations and references should be in APA style. And our reference page should include all literature that you have referenced. For more information on APA style, Purdue OWL is a very comprehensive resource. In addition, all written assignments need to be submitted in Word and as a document. Links to SharePoint and PDFs will be returned for reformatting.

Additional Course Policy Information:

- *Participation***:** for all of us to learn, it is necessary for you to be in class and ready to engage in our discussions each week. Therefore, please take the time to carefully complete the readings and arrive with all necessary materials to class. This will help to ensure that you, that all of us, gain as much as we can from the course. Learning is limited in isolation. Further, I ask that you please commit yourself to being present and prepared to share your reflections on the topic(s) for each week so that we can all learn from one another. Your regular participation, which includes being on time for and staying for the duration of class—on occasion we may go a bit over, but I will do my best to end class at the appointed time—contributions in class, as well as preparation outside of class-time, is a part of your final grade for this course. Please see the policies on absences and late work below. These are included under participation.

- *Communication with me*: I will always respond to your emails within 24-hours during the week. Over the weekend, I do try however to disconnect from being online too much and you should expect my reply on Monday. If your email is time-sensitive, please indicate this in the subject-line.

- *Missing and Late Assignments*: if you know that you are going to be late with, or simply feel that you need extra time to complete, an assignment, please let me know as soon as possible, and I will work with you to find a new deadline. It is however incumbent upon you to take the initiative here. Assignments received late without advance notice will result in a deduction from your participation grade for the course.

- *Absences*: If you know that you will be absent for one of our meetings, please do your best to let me know well in advance. You will be responsible for any missed activities, assignments, or readings related to that class session, and should contact me about this work. Repeated absence from class will result in a deduction from your participation grade.

- *Use of Technology*: Sakai will be used throughout this course to administrate its logistics, facilitate communication, and as a general resource for this class. Additionally, you will need to have working access to your Loyola e-mail account, as your "luc.edu" email address is the one that we will use to communicate.
  Electronic devices such as laptops, iPads, etc. may be used during class but for class-related purposes only, such as: taking notes, referencing course materials, searching for material related to course discussion, and to a limited extent following a train of thought stimulated by discussion or material during class. As a general thought though, please consider the ways in which such devices may be a distraction to both yourself and to other members of the class, and please take steps to limit such interferences.
  In addition, please keep your cell phone on silent and out-of-sight, and refrain from its use during class-time. If there are extenuating circumstances that require you to be available via phone or email, please let me know before class begins.

Pedagogical Approach: lastly, but certainly not least, I want to close by adding a few thoughts to explain my pedagogical approach in planning and structuring this class. You will note that this is a largely discussion-based course. Certainly, there is opportunity for lecture and more direct instruction. However, I firmly believe—as I have mentioned elsewhere in this syllabus—that learning does not happen in a bubble, and that we all learn best—myself included—when we are communicating and learning from one another. Relatedly, you may have noticed that I use "our" consistently in my references to this class, and that I describe myself as a learner as well. I do this because I want to reinforce the understanding that as a group, we are a learning community, each with the ability and opportunity to be both student and teacher. And that while I may assume the general role of leading the class, your initiative and participation are just as important to determining its trajectory, success, and what we all ultimately gain from our study of adolescent literature over the next fourteen weeks.

Therefore, as I mention in the bit about participation above, I want to reiterate here my expectation that everyone takes an active role, at every turn, in this shared learning experience. I encourage you to pose questions of the texts and of one another; to endeavor to elaborate upon and make further meaning out of what others say; to ask open-ended questions without a presupposed answer; to listen; to express disagreement in a respectful manner; and to at all times remain present to the conversation, assuming responsibility for making this class both informative and interesting.

Course Schedule		
Tu: January 18th	Welcome and Introductions	• Be prepared to talk about a notable book or up to three notable books from middle school (or roughly ages 10-14)
Th: January 20th	Reading and the brain	• Explore "Resources on Literacy and the Brain" (Sakai folder under the Resources tab • Wolf (2016) – "Introduction) pgs. 1-6 only (Sakai) • Wolf (2016) – "A child's tale" (Sakai) • Review the syllabus
Tu: January 25th	Brain development and the middle school learner	• Hunt (2017), *Fish in a tree* (chapters 1-19) • Canada Ministry of Youth and Child Development (2017), "On my way: a guide to support middle years child development," pgs. 12-43 only
Th: January 27th	Brain development and the middle school learner, cont.	**Literacy autobiographies are due by class • Hunt (2017), *Fish in a tree* (remainder of the text) • Jansen & Keifer (2020) – "Understanding brain development: Investing in young adolescents' cognitive and socio-emotional development" (Sakai)
Tu: February 1st	Children's book awards: Navigating the field	**Your Pick! First book selection due • Keller (2021), *When you trap a tiger* (chapters 1-21) • Kidd, K. B. & Thomas, Jr., J. T. (2017), "A prize losing introduction," pgs. 1-9 only • Bittner, R. & Superle, M. (2017), "The last bastion of aesthetics? Formalism and the rhetoric of excellence in children's literary awards," full-text
Th: February 3rd	Children's book awards: Navigating the field	• Keller (2021), *When you trap a tiger* • Bittner (2015), "The mainstreaming controversy in children's and YA book award winners"
Tu: February 8th	Middle grade literature and the middle grade reader	• Be reading you're your Pick! book for Thursday • Maughan, S. (2018) "[Navigating middle grade books](#)" • Pipp (2016), "Creating passionate readers" • Ivey (2012), "'In this little town nothing much ever happens, but someday something will': Reading young adult literature from the Blue Ridge foothills"
Th: February 10th	Your Pick!	• First Your Pick! book discussion
Tu: February 15th	Reading comprehension and close reading	• Gino, A. (2015), *George* (Ch. 1-6) • Hock, Brasseur-Hock, & Deshler (2015), "Reading comprehension instruction for middle and high school students in English language arts: Research and evidence-based practices" • Fisher & Frey (2014), "Close reading as an intervention for struggling middle school readers"
Th: February 17th	Reading comprehension and close reading, cont.	• Gino, A. (2015), *George* (Ch. 7 - "Afterword") • *George* folder on Sakai • Hinchman & Moore (2011), "Close reading: A cautionary interpretation"
Tu: February 22nd	Introducing the story and reading the novel and longer texts	**Your Pick! Second book selection due • Sáenz, B. A. (2012), *Aristotle and Dante discover the secrets of the universe.* • Roseboro (2014), "Unpacking the story and understanding the genre"
Th: February 24th	Introducing the story and	• Sáenz, B. A. (2012), *Aristotle and Dante discover the secrets of*

	reading the novel and longer texts, cont.	*the universe* (full text) • *Aristotle and Dante discover the secrets of the universe* folder (Sakai) • Page (2017), "Teaching in the cracks: Using familiar pedagogy to advance LGBTQ-inclusive curriculum"
Tu: March 1st	Including 'difficult' texts in the classroom	• Reynolds & Kiely (2017), *All American boys* • *All American boys* folder (Sakai) • Roseboro (2015), "Crossing into novel territory"
Th: March 3rd	Scaffolding deep discussions	** Critical Response is due by class • Reynolds & Kiely (2017), *All American boys* • Pierce & Gilles (2020), "Talking about books: Scaffolding deep discussions"
Tu: March 8th	Spring Break	**NO CLASS
Th: March 10th	Spring Break	**NO CLASS
Tu: March 15th	Disciplinary learning a different approach to the standards	• Be reading you're your Pick! book for Thursday • Moje (2015), "Doing and teaching disciplinary literacy with adolescent learners: A social and cultural enterprise" • Davies & Buzacott (2021), "Rethinking literature, knowledge and justice: selecting 'difficult' stories for study in school English"
Th: March 17th	Your Pick!	• Second book discussion
Tu: March 22nd	Using graphic novels to support the development of reading skills	• Brown (2021), *The Unwanted* • Gonzales (2016), "Graphic novels in the classroom: A Teacher roundtable" • Napoli & Sychterz (2015), "Graphic novels come alive in a sixth-grade classroom"
Th: March 24th	Approaching the nonfiction text	• Brown (2021), *The Unwanted* • Coppens (2019), "Strategies to improve nonfiction reading" • O'Connor (2017), "Building better bridges: Teaching adolescents who are poor readers to comprehend history text'"
Tu: March 29th	Disciplinary literacy for deeper learning and a bit more on nonfiction texts	NON-SYNCHRONOUS CLASS (online) ** Your Pick! Third book selection due • Kamkwamba, W. (2016), *The boy who harnessed the wind* (full-text) • Spires, Kerkhoff, & Graham (2016), "Disciplinary literacy and inquiry: Teaching for deeper content learning" • Huffling & Stevenson (2019), "Creating culturally relevant science stories"
Th: March 31st	Teaching with film	**Pedagogical Rationale is due by class • View film: *The boy who harnessed the wind* • Parkhill & Davey (2014), "'I used to read one page in two minutes and now I am reading ten': Using popular film subtitles to enhance literacy outcomes" • Russell & Waters (2014), "Developing character in middle school students: A cinematic approach" • Explore "The power of teaching with film" (online) • Explore Journeys in film (website)

Tu: April 5th	Memoir in the classroom	• Woodson (2014), *brown girl dreaming* • Roseboro (2014), "Taking T.I.M.E. to teach poetry"
Th: April 7th	Making space for poetry	• Woodson (2014), *brown girl dreaming* • Padgett & Curwood (2016), "A figment of their imagination: Adolescent poetic literacy in an online affinity space"
Tu: April 12th	Digital and media literacy to support middle grade learners	• Dimaline (2017), *The marrow thieves* • O'Brien (2012), "'Struggling' adolescents' engagement in multimediating" (in Alvermann & Hinchman) • Redmond (2015), "Media literacy is common sense"
Th: April 14th	Digital and media literacy, cont.	• Dimaline (2017), *The marrow thieves* • Moser (2015), "Digital literacy: Writing biographies"
Tu: April 19th	Encouraging recreational reading	• Be reading you're your Pick! book for Thursday • Pennington (2017), "Language Arts classroom practices and early adolescents' needs" • Merga (2018), "'She knows what I like': Student-generated best-practice statements for encouraging recreational reading"
Th: April 21st	Your Pick!	• Third book discussion
Tu: April 26th	Presentations	**All presentations/projects are due to Sakai by class • Interdisciplinary Unit Presentations
Th: April 28th	Presentations	• Interdisciplinary Unit Presentations
Tu: May 3rd	Final Exams	**NO CLASS – Capstone DUE by 3:45p.m.

Smart Evaluation: towards the end of the course, students will receive an email from the Office of Institutional Effectiveness reminding them to provide feedback on the course. They will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once they have completed the evaluation.

- 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.

1. **Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories).**
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures (important, not essential).
3. **Learning to apply course material (to improve thinking, problem solving, and decisions)**.
4. **Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**.
5. Acquiring skills in working with others as a member of a team (important, not essential).
6. Developing creative capacities (inventing; designing; writing; performing in art, music drama, etc.) (minor).
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) (minor).
8. Developing skill in expressing oneself orally or in writing (important, not essential).
9. Learning how to find, evaluate and use resources to explore a topic in depth (important, not essential).
10. Developing ethical reasoning and/or ethical decision making (important, not essential).
11. Learning to analyze and critically evaluate ideas, arguments, and points of view (important, not essential).
12. **Learning to apply knowledge and skills to benefit others or serve the public good.**
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information (minor).

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.

Digication:
Digication is Loyola's ONLINE portfolio platform. Many of the School of Education programs utilize Digication for Assessment and data collection to manage accreditation and licensure requirements. Your professor and Program chair will work with you to better understand submission requirements that are specific to courses and programs.

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 Student Accessibility Center (SAC) (http://www.luc.edu/sac/).

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**. *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

- https://www.luc.edu/education/academics/syllabi/

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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.

Student Participation and Conduct: please see the policies already outlined in this syllabus for expectations around student participation and conduct in the event of online class meetings. The same expectations will apply.