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EDCH 315 515 Adolescent Literature

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XAVIER UNIVERSITY
College of Professional Sciences
Department of Childhood Education and Literacy
Adolescent Literature EDCH 315/515 (3 hours)
Spring 2018

Instructor: Mrs. Katie Caster
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casterhome618@gmail.com
515-616-7514

Day and Time: Mondays; 4:30 to 7
Class Location: Room 3 Hailstones Hall
Office Hours: Mondays 4-4:30;
Hailstones 3 or by appointment

CHILDHOOD EDUCATION & LITERACY DEPARTMENT MISSION STATEMENT:

Xavier University's Department of Childhood Education and Literacy is dedicated to the pursuit of knowledge and to the orderly discussion of critical issues confronting educators in a free, inquiry-based environment committed to current and relevant scholarship and research related to our profession. Xavier University seeks to create awareness of social justice in all disciplines through its emphasis on living the Jesuit tradition of intellectual, moral, and spiritual preparation. The candidates in the Early Childhood, Middle Childhood, Montessori and Literacy programs, through their academic and professional training, are prepared to value the lives of children regardless of racial, linguistic, socio-economic, religious, or ethnic background and to work with and value family and school structures in both urban, rural, and suburban settings. Special attention is given to developmentally effective practices and advocacy for all children, with ethical issues and values as expressed through the Jesuit tradition. Thus, the Childhood Education and Literacy preparation at Xavier University strives to send out into the education community candidates who are morally sensitive to the academic and social needs of our time, foster an appreciation for human diversity, reason critically, and think creatively. Candidates in the Childhood Education and Literacy Department are encouraged to develop and maintain a disposition toward lifelong learning in the profession of education and to the service of their students and their students' families and communities.

COURSE OVERVIEW:

The purpose of this course is to provide students with a broad overview of young adult literature as well as how to use this literature in the classroom. We'll be exploring many of the different genres from picture books to informational literature through readings, discussions, and presentations. Students will read, write, and discuss a great deal in this course. Focused study of literature is available for classroom use of the adolescent. Current and classic authors and illustrators of both fiction and nonfiction studies are included.

REQUIRED TEXT & RESOURCES:

Multiple YA texts (see course calendar). You will be able to find the books in the local public library, at Half Price Books, and at online bookstores.

Teaching Global
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STANDARDS:

NCTE/IRA Standards Addressed in Class

Standard 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

Standard 8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Standard 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

Standard 11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Global Competencies Addressed in Class

1. Students investigate the world beyond your immediate environment, framing significant problems and conducting well-crafted, age appropriate research
2. Students recognize perspectives, others' and their own, articulating and explaining such perspectives thoughtfully and respectfully.
3. Students communicate effectively with diverse audiences, bridging geographic, linguistic, ideological and cultural barriers.

COURSE OUTCOMES:

- Read many young adult novels, short stories, and poems (NCTE 1, NCTE 2, NCTE 6, NCTE 9))
- Become familiar with a wide range of text offerings (NCTE 1, NCTE 2, NCTE 8)
- Delve into the interests of young adult readers (NCTE 1, NCTE 2, NCTE 6)
- Explore the interrelationships between literature and writing (NCTE 6, NCTE 12)
- Investigate the resources available to help teachers adapt, create, implement and evaluate literature-based activities (NCTE 1, NCTE 8)
- Explore and apply reader response theory (NCTE 1, NCTE 2)
- Enter a conversation about the ways that literature can be used to attend to diversity issues (NCTE 9, NCTE 11)
- Investigate the incorporation of multiple types of texts in the secondary classroom (NCTE 8, NCTE 9, NCTE 11)

EVALUATION/ASSIGNMENTS:

IN CLASS

1. Journal Responses:

Students will respond to the text they are reading. Each must be one full single-spaced page, dated, include details from the text, and cover the entirety of the book (beginning, middle, and end). Should be typed, printed and brought to class.

2. Teaching Brainstorm:

Students will create teaching ideas (two - undergrads or four - grads) for the book. Each idea should include four to five sentences of instructional techniques, content, texts, etc. Be creative. Should be typed, printed and brought to class.

3. Supplementary Texts:

Students will extend their knowledge and understanding of the shared texts by locating a supplementary resource. Resources could include but are not limited to newspaper and magazine articles, visual depictions, instructional CDs, movies and documentaries, picture books, music, poems, and artwork. *Please bring this to class and post on Discussion Board.* Answer these questions: *How* does this connect to the text? *How* would you include the text in your lesson/unit? Vary your text choice each novel.

4. Poetry Slam:

In small groups OR individually, students will create an original poem and recite it in class (by memory or use of a note card) a poetry slam with a global awareness theme.

5. Picture Book Assignment - Instructions will be given at a later time.

6. Final Exam - Book Talk:

Students will choose an YA text and share it with the class. Book talks should be three to five minutes in length with the objective of convincing others to read the text. Students will share information about the characters, setting, and conflict, but *not* give away the ending. This should be done in a creative and engaging way such as preparing dramatic readings or performances, using technology, incorporating multimedia, making and using crafts with children appropriate to the themes of your books, performing simple magic tricks to illustrate the themes of your books, or using visuals to act out certain passages in a book.

Points for Assignments:

Journal Responses – 15 points (each) (NCTE 6, NCTE 11, NCTE 12)

Brainstorm– 10 points (each) (NCTE 1, NCTE 6, NCTE 9)

Supplementary Texts – 10 points (each) (NCTE 8, NCTE 11)

Poetry Slam: 50 points project and presentation (NCTE 1, NCTE 2, NCTE 11, NCTE 12)

Weekly In-Class Literature Circles - 25 points (each)

Online Assignment for 4/1 class - 25 points

Global Picture Book Assignment and Presentation - 50 points

Final Exam: Book Talk – 100 points

GRADING SCALE:

A 95-100%	C+ 82-84%
A- 93-94 %	C 79-81%
B+ 90-92%	C- 77-78%
B 87-89%	D+ 74-76%
B- 85-86%	D 71-73%

Failure –70% and below

Points basis = Number of points by points possible

COURSE POLICIES:

Attendance: The Xavier University catalogue states the following: “In order to earn credit in any course for which he/she is registered, the student is required to attend classroom and laboratory exercises regularly and promptly. Lack of reasonable attendance as determined by the individual faculty member is reason for denial of credit for a course and possible course failure.”

As people who highly value education, it is important that you attend *all* class sessions. This is a blended course, so your participation and attendance during in-class and online meetings is critical. Attendance will be taken every class period through a student sign-in sheet that will be checked by the professor. Please be on time, as punctuality is an indicator of consideration for your fellow educators. All students should **arrive on time and remain in class** for the duration of the meeting. Failure to attend class meetings will result in a lower class grade and possible course failure. *In other words, one absence will decrease your earned final grade one letter grade. If you miss two classes, you will receive an F for the course. Two tardies equals one absence.*

Class Participation: Participation is necessary for sharing ideas and building a sense of a learning community. Participation includes but is not limited to contribution of ideas in class, answering questions, pre-class preparation, submission of assignments in a timely manner, and being respectful of the differing ideas, opinions, and experiences

of others. *Students are expected to be fully prepared and to become actively involved in activities, discussions, and exercises.* This course is part of an accredited teacher preparation program, which leads to a professional license or certificate. Unprofessional behavior may result in a lower course grade. All assignments must be turned in to the instructor on or before the assigned due date. *Turn off/silence all phones and put away before class. Using your phone during class will result in an absence for the class, and you may be asked to leave. Do not use your computer in class.

Quality of Work: All assignments must be typed with correct grammar and spelling. As college students in an education course, APA style is expected. **Completion does not insure receiving all of the allotted points.** Students who fail to provide quality assignments will receive a lower grade. Grades will not be disputed. *Assignments turned in late will receive a maximum of half the possible points allowed.*

Note: All work is expected to be prepared in a thoughtful and professional manner. In order to receive full credit, work must be: (1) Professional - insightful, free of spelling, grammatical, and all mechanical errors. (2) Submitted on time – deductions will be taken for all late or incomplete work. (3) Neatly word-processed, double-spaced, APA format (4) Ethical – in line with ethical standards, *and most importantly* (5) *Of excellent, outstanding quality through evidence of critical thinking and deep reflection.*

Academic Honesty: The Childhood Education and Literacy Department values and expects academic honesty. It is expected that each student will submit original work. Where others’ works and ideas are used, citations must be included. **Plagiarism:** 1. Submitting another’s published or unpublished work, in whole, in part, or in paraphrase, as one’s own without fully and properly crediting the author with footnotes, citations, or bibliographical reference. Please refer to the *Xavier University Catalog* for the official statement and consequences.

Accommodations: Xavier University’s Learning Assistance Center is found in CLC 514 and can be reached by calling 745-3280. The Writing Center is located in CLC 400 and the phone number is 745-2875. Please discuss necessary accommodations with the professor.

Graduate Work: Each student taking this course for graduate credit is responsible for putting her/his status on each assignment. The work should be of the highest caliber. I expect you to go *above and beyond* the assignment guidelines. Expectations will be higher.

** Instructor reserves the right to change or modify any assignments, readings, or class topics, as needed.

** Plan ahead and complete work ahead of the scheduled due dates to avoid missed deadlines due to illness, printer/computer break-downs, and family emergencies!*

COURSE CALENDAR:

EDCH 315-515 Tentative Course Outline**

CLASS/DAY	TOPIC/ASSIGNMENT
1 1/14	TEXT:Syllabus - please have read the document and bring in signed course contract by 1/28. Please fill out the Google form located in the Announcements section of Canvas. Intro to course, celebration of YA authors, intro. to lit circles and jobs. Read chapters 1 of <i>Teaching Globally</i> (text is posted on Canvas)
2 1/21	NO CLASS - MLK DAY - XU CLOSED
3 1/28	TEXT: Crank (Hopkins) Journal, Supplements, and Teaching Brainstorm due at the beginning of class (will be for each text due)

2/4	4 TEXT: <i>All The Bright Places</i> (Niven) Read Chapter 2 of <i>Teaching Globally for class on 2/11.</i>
5 2/11	TEXT: <i>The Crossover</i> (Kwame Alexander) Discuss Poetry Slam - topic due EMAILED by class time 2/11
6 2/18	President's Day - No Class - Online assignment posted on Canvas
2/25	7 TEXT: <i>March - book 1 ONLY</i> (Lewis) Read chapter 3 of <i>Teaching Globally for class 3/4</i> Poetry Slam Due - Students will present
8 3/4	TEXT: <i>A Long Walk To Water</i> (Park) Discuss Picture Book assignment
9 3/11	Spring Break - NO CLASS - Enjoy the time off and work on picture book assignment
10 3/18	Picture Book Assignment and Presentation - 50 points Read chapter 4 of <i>Teaching Globally for class 3/25</i>
11 3/25	TEXT: <i>Never Fall Down</i> (McCormick)
12 4/1	NO CLASS - Online Assignment due submitted by midnight! See Canvas for assignment.
13 4/8	TEXT: <i>A Long Way Gone: Memoirs of a Boy Soldier</i> (Beah)
14 4/15	TEXT: <i>The Absolutely True Diary of a Part-Time Indian</i> (Alexie)
15 4/22	TEXT: <i>Between Shades of Gray</i> (Sepetys)
16 4/29	TEXT: <i>The Hate U Give</i> (Thomas) OR <i>Dear Martin</i> (Stone)
17 5/6	Final Exam - Book Talk and Project - 100 points

Please read through the syllabus thoroughly, then sign and print this agreement, turning it in by class on 1/28/19.

EDCH 315/515

Mrs. Katie Caster

I have read the syllabus and understand the course rules and expectations.

Student Name Printed

Student Signature

Date