



Course Syllabus

COMM 5900.02(cross listed with)

EDUC 3190.01

Dr. DIANNE KOEHNECKE

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COURSE NUMBER AND SECTION	INSTRUCTOR	E-MAIL ADDRESS
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Reading Seminars

March 22-May 10

Adolescent Literature

SP II 2005

3

COURSE TITLE

TERM

CREDIT HOURS

Loretto Hilton: Room 19

314-961-2660, Ext. 7945

SITE:

Phone

- (1) **Course Description:** (provide details of student focus, rationale, scope, and prerequisites)

This course is designed for classroom teachers K-12 who are interested in incorporating children's and/or adolescent literature into content areas. The course will focus on selecting, evaluating, and using a wide range of literature. Discussion strategies, alternatives to book reports, literature extension projects, literature circles, and unit planning will all be addressed. Literature from different cultures will also be read and discussed. Technology, such as Power Point presentations will be introduced and used in the classroom setting. Students seeking certification may use this course as a children's literature or adolescent literature course. Because students will design a classroom-oriented project that fits their own teaching situation, teachers of ALL grade levels are encouraged to consider this course. This is a web-enhanced class. A mail system, putting Power Point Presentations on our WEBCT, and turning in the final project in both hardcover and via the Internet (online WEBCT) will be expected.

Prerequisites: An introductory course in children's literature and/or classroom experience preferred.

- (2) **Learning Outcomes:** (goals, objectives, course outcomes, etc.)

Identify any MOSTEP or professional standards that are met by each learning outcome.

- a) Students will become familiar with various categories of literature and the criteria for selecting books in these categories (biography, realistic fiction, informational books, reference books, historical fiction, concept books, poetry, etc.). (Mostep Standards: 1.2.1, 1.2.2, also found in SOE: 1; IRA 1, 2, 9, 10, 12)

- b) Students will become familiar with resources available to assist teachers in identifying, evaluating, and sharing literature with students. (Mostep Standard: 1.2.1 also found in SOE: 1;IRA 1, 2, 9, 10, 12)
- c) Students will become familiar with various strategies for sharing and extending students' experiences with literature. (Mostep Standards: 1.2.2, 1.2.9, also found in; SOE: 2.2, 2.3IRA 1, 2, 4, 7, 10, 12)
- d) Students will become familiar with various ways of incorporating literature (fiction and non-fiction) & reflecting about what was read. (Mostep Standards: 1.2.3, 1.2.9, also found in; SOE: 3.1; IRA 1, 2, 9, 10, 12)
- (e) Students will incorporate Power Point presentations based on the text and books read. (Mostep Standards: 11.1-6, also found in; SOE: 2.3; IRA 1, 2, 4-12)
- (f) Students will read, discuss, and assess a wide range of literature from different cultures. (Mostep Standards: 1.2.3, 1.2.6, also found in SOE: ; IRA 1, 2, 9, 10, 12;)
- (g) Students will utilize literature circles when working with books assigned as class projects. (Mostep Standards:1.2.7, 1.2.10. also found in SOE: 2; IRA 3, 8)
- (h) Students will design and develop a classroom-oriented project which incorporates ideas developed during the course and includes a bibliography of books which may be incorporated into units of study they commonly teach. (Mostep Standards 1.2.1-1.2.10 & 11.1.1-6, also found in SOE: 1, 2; IRA: 1, 2, 4, 7, 10, 12)
- (i) Students will use technology with a variety of online activities assigned in this Web-enhanced course (Mostep Standards 11.1-11.6; SOE: 2.3; NCTE: 8)

The Missouri Show-Me Standards are addressed within the content of this course. Identification of specific standards are included within course assignments. Integration of Missouri Assessment Program (MAP) standards and grade levels will be integrated into this course when appropriate.

(3) Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

The class schedule each evening will include:

DEMONSTRATIONS: formal presentations on topics relevant to the course and student needs/interests, including Power Point Presentations

INVITATIONS: structured, small group experiences relating to topics of demonstrations and other student-identified topics and needs, including literature circles

LITERATURE DISCUSSION: small group discussions (literature circles) of various adolescent literature titles; group leaders will share book summaries and author

descriptions (use Internet!) and lead literature circle discussion: Discussion Director or Leader, Passage Selector, Connector, Word Finder, Illustrator, Recorder (Character discussion may also be included here). Leaders & Group-turn in work **SHARING:** whole group or small group discussion of projects as they are developing, of issues emerging during the course, of new-found books and ideas for sharing

The following topics will be discussed during the class sessions:

- * resources available to assist teachers in selecting, evaluating, and using literature in the content area curriculum
- * selecting and using biographies, informational books, and reference books in the content area curriculum
- * selecting and using historical fiction, picture books, poetry, and contemporary realistic fiction in the content area curriculum
- * selecting and using books which relate to multi-cultural, global issues in the content area curriculum
- * using literature to promote discussions of issues of themes relevant to topics in the content area curriculum
- * using literature selections to support student writing in the content area curriculum
- * using literature selections to support student projects in content area curriculum

CLASS SCHEDULE:

- WEEK 1:** Overview Of Adolescent Literature: Myths And Realities
Reader Response and Literature Circles as a Method
Keeping a record of responses: Journals and Beyond
Read: "Young Adults and Their Reading" (Ch. 1) Contemporary Realistic Fiction: From Tragedies to Romance (Ch 4); **Give directions to Book Source**
Read: Catcher in the Rye (New Realism)
Introduce Power Point (Demonstration) and Lit. Circles **(March 22)**
- WEEK 2:** **First Theme:** Sense of Belonging – Peers, Family, Community, World
Go to Book Source
Read: Chapter 3 (Pop Culture, YA Lit, Big Business, and Archetypal Images) **Finish Reading:** Catcher in the Rye
Read: Censorship: of Worrying and Wondering (Chapter 12) **(March 29)**
- WEEK 3:** Literary aspects of YA Literature (Consult Chapter 2-3)
(Library Night- Meet in Library at 6 p.m.)
Read: Sojourner Truth: Ain't I a Woman?
Read: Read: A Brief History of Adolescent Literature (Chapter 2)Chapter 9 (Non-Fiction),

Lit Circles and Power Point Presentations due next week
(Catcher in the Rye & Sojourner Truth) **(April 5)**

- WEEK 4:** **Second Theme:** History and History Makers
Power Point presentation on Chapter 4
Continuing First Theme: Do literature circles for
Catcher in the Rye and Sojourner Truth
Discuss: Censorship (PPT on Chapter 12)
Read: Chapter 8 (History Makers: Of People and Places)
Course Content oral presentations (Book Talks-Graduate students)
Read: Letters from Rifka **(April 12)**
- WEEK 5:** **SECOND THEME:** Individuals in Time of Crisis – War and Peace at Home and in the World (Review Chapter 8)
Literature Circles and Power Point Presentations (*Letters from Rifka & Ch. 8.*) **Course content oral presentations (Book Talks-Graduate students)**
Read: Walk Two Moons **(April 19)**
Read: Chapter 11 (Literature in the English Class)
- WEEK 6:** **THIRD THEME:** Strong Female Protagonists
Literature Circles & Power Point Presentations (*Walk Two Moons & Ch. 8*)
Discussion: Strategies for literature in content areas
Course content oral presentations (Book Talks-Graduate students)
Read: Dragonwings, Adventure, Sports, Mysteries, and the Supernatural (Chapter 6)_ and Fantasy, Science Fiction, Utopias, and Dystopias (Chapter 7) **(April 26)**
- WEEK 7:** **FOURTH THEME** Integration of fantasy and history
Literature Circles and Power Point Presentations (*Dragonwings & Ch. 7*)
Read: Poetry, Drama, and Humor (Chapter 5)
Discussion: Strategies for evaluating and promoting YA books
Course content oral presentations (Book Talks-Graduate students)
Oral Presentations of Classroom Projects- Poster or ppt. Panel presentations/projects/living history museum structure
Read: Kid Brother **(May 3)**
- WEEK 8:** **FIFTH THEME:** Passages
Discuss House on Mango Street* and Kid Brother (Lit. Circles on *Kid Brother*)
Chapter 10 (Evaluating, Promoting, and Using Young Adult Books)
Oral Presentations of Classroom Projects—See Week 7 **(May 10)**
Class Evaluations

*Read-Aloud of House on Mango Street starts at the beginning of class. Please be prompt.

DUE DATES: Readings are due the week after assignment listed on schedule.
Literature Circles/Power Point Presentations due each week.
Course Content Oral Presentations (Book Talks): Week 4-7
Classroom Projects: Weeks 7 and 8. Post projects and Power Point presentations on web-enhanced WEB CT course online.

(4) Resources:

- Text Used:** Literature for Today's Young Adults (7th Ed.). Nilsen, A. P. and Donelson, K. L. (2001). NY: Addison-Wesley Longman.
- Novels:** Catcher in the Rye. Salinger, J.D. (1991). (Realistic, Contemporary American Fiction). Boston: Little, Brown & Co.
Sojourner Truth: Ain't I a Woman? McKissack, P.C. and McKissack, F. (1992). (African-American-biography) NY: Scholastic.
Walk Two Moons. Creech, S. (1994). (Native-American-Strong female character). NY: Scholastic.
Dragonwings. Yep, L. (1975). (Chinese, Strong Male Character, Historic Fiction). NY: Scholastic.
Letters from Rifka. Hesse, K. (1992). (Russian Revolution, Immigration). NY: Puffen.
- Optional:** House on Mango Street. Cisneros, S. (1991) (Latino, Theme of Passage) NY: Vintage Books. We will be reading this book aloud, but if you wish to have your own copy, you may wish to purchase it.

Audio Visual/Other : Videos, Music, Computers

(5) **EVALUATION:** (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

- a) Term Paper NA
- b) Examinations NA
- c) Class participation, regular attendance, and active participation in class experiences, including Literature Circles and Power Point Presentations required
- d) Class presentation: Students will work alone or in small groups to make a presentation on chosen books relevant to course content; additional information provided in class
- e) Other: Students will develop a classroom-oriented project based on course content; additional information provided in class: Include in your project the following items: **Content & Rationale; Objectives (National, State, your own) & Outcomes; Methods for teaching; Evaluation scoring guides using both formative and summative assessments; teacher evaluation (mine); student reflection (your ideas about how project will work, problems, concerns, positive**

insights). Include a bibliography of all works included or used from other sources at the end of your project and under Methods” or at the end also include a thorough description of how you will use each multiple intelligence in this project (MI Extensions). A substitute teacher should be able to use your project.

Evaluation Percentages

*Attendance, Class Participation	15% (Come to class on time!)
Literature Circles	25%
Power Point Presentations	25%
Course Content Oral Presentations (Book Talks)	P/F (Graduate Students)
Classroom Content Presentation	10%
Classroom-oriented Project	25%

***You must attend every class section to receive an A grade.**

90-100%=A 80-89%=B 70-79%=C 60-69%=D

(6) **Supplements:** (Study Guide, Sample Tests, Project Outlines may be attached.) Please list.

3 Hour Courses: Students taking an 8 week course for 3 credit hours will complete the following additional assignments and/or attend the following additional class meetings:

- a) Lab (Computer Lab Room or Room with a Computer/Projector)
- b) Curriculum Project (Classroom-oriented, put online)
- c) Paper(s) Literature Circles Papers (Graduate Students-See Evaluation section above)
- d) AV Project (Power Point Presentations put online)
- e) Other

(7) **Final Projects :** Final projects/papers will be returned to students in the following manner:

- Projects/Papers may be returned during the last meeting period.
- Students should provide a self-addressed stamped envelope (appropriate size and postage) to the instructor so project/paper can be returned.
- Other (explain)

NOTE: Papers will not be available for pick up from the School of Education Office.

- This syllabus is subject to change at the discretion of the instructor .

References

Benedict, S. & Carlisle, L. (1992). Beyond words: Picture books for older readers and writers. Portsmouth, NJ: Heinemann.

- Daniels, H. (2002). Literature circles: voice and choice in book clubs and reading groups. York, ME: Stenhouse.
- Fleming, Gerald and Pike-Baky, Meredith. (2004). Rain, steam, and speed : building fluency in adolescent writers. San Francisco: Jossey-Bass.
- Griffiths, R. & Clyne, M. (1991). Books you can count on: Linking mathematics and literature. Portsmouth, NH: Heinemann.
- Keating, M., J. Wiles, & M. Piazza. (2002). Learning webs: Curriculum journeys on the Internet. NJ: Merrill Prentice Hall.
- Koehnecke, D.S. (December, 1994). Folklore and the multiple intelligences. Children's Literature in Education, 26 (4). 241-47.
- Koehnecke, D.S. (Winter 2000). Increasing literature through storytelling. Reading Improvement, 37 (4). 187-189.
- Koehnecke, D.S. (March 2001). Smoky night and crack: Controversial subjects in current children's stories. Children's Literature in Education, 31 (4). 17-30.
- Michaelson, Mimi and Nakamura, Jeanne. (2001). Supportive frameworks for youth engagement. San Francisco : Jossey-Bass.
- Peterson, R. & Eads, M. (1990). Grand conversations: literature groups in action. NY: Scholastic
- Rebello Britto, Pia and Brooks-Gunn, Jeanne. (2001). The role of family literacy environments in promoting young children's emerging literacy skills. San Francisco : Jossey-Bass.
- Bruce, Bertram C. (2003). Literacy in the information age : inquiries into meaning making with new technologies. Newark: International Reading Association.
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