



Course Syllabus

**COMM 5900.01(cross listed with)
EDUC 3190.01**

Dr. DIANNE KOEHNECKE

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COURSE NUMBER AND SECTION

INSTRUCTOR

E-MAIL ADDRESS

**Reading Seminar F
Adolescent Literature**
COURSE TITLE

SP II 2003
TERM

3
CREDIT HOURS

SVER or WEBH Technology Lab
SITE

314-961-2660, Ext. 7945
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 area studies). This 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 in this course. Literature from different cultures will 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 (Development of a literature component for an existing unit could be an example of such a project) that fits their own teaching situation, teachers of ALL grade levels are encouraged to consider this course. 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 Standard: Literature, also found in CA 1-7; G 1.5, 1.6-7, 1.9, 2.1, 2.3, 3.2-3, 3.6, 3.8, 4.1, 4.3-4; IRA 1, 2, 9, 10, 12; CR B2)

b) Students will become familiar with resources available to assist teachers in identifying, evaluating, and sharing literature with students. (Mostep Standard: Literature, also found in CA 1-7; G 1.5, 1.6-7, 1.9, 2.1, 2.3, 3.2-3, 3.6, 3.8, 4.1, 4.3-4; IRA 1, 2, 9, 10, 12; CR B2)

c) Students will become familiar with various strategies for sharing and extending students' experiences with literature. (Mostep Standard: Reading in the Content Areas, also found in CA 1-7; G 1.1-9, 2.1, 2.6-7, 3.1-7, 4.1-3, 4.5-6, 4.8; IRA 1, 2, 4, 7, 10, 12; CR C1)

d) Students will become familiar with various ways of incorporating literature (fiction and non-fiction). (Mostep Standard: Literature, also found in CA 1-7; G 1.5, 1.6-7, 1.9, 2.1, 2.3, 3.2-3, 3.6, 3.8, 4.1, 4.3-4; IRA 1, 2, 9, 10, 12; CR B2)

(e) Students will incorporate Power Point presentations based on the text and books read. (Mostep Standard: Reading Writing Connection, also found in CA 1-7; G 1.1-10, 2.1-5, 3.1-7, 4.1-8; IRA 1, 2, 4-12)

(f) Students will read, discuss, and assess a wide range of literature from different cultures. (Mostep Standard: Literature, also found in CA 1-7; G 1.5, 1.6-7, 1.9, 2.1, 2.3, 3.2-3, 3.6, 3.8, 4.1, 4.3-4; IRA 1, 2, 9, 10, 12; CR B2)

(g) Students will utilize literature circles when working with books assigned as class projects. (Mostep Standard: Theories of Reading Instruction, also found in Ca 1-7; G 1.4; IRA 3, 8; CR B2, C1)

(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 Standard: Reading in the Content Areas, also found in CA 1-7; G 1.1-9, 2.1, 2.6-7, 3.1-7, 4.1-3, 4.5-6, 4.8; IRA 1, 2, 4, 7, 10, 12; CR C1)

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 of various children's and adolescent literature titles; students and instructor will identify titles for discussion, copies of books to be discussed will be readily available

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

COMM 5900.02/EDUC 3900.01-Young Adult Literature
Dr. Dianne Koehnecke: Webster, Spring II, 2003

Keeping a record of responses: Journals and Beyond

Read: “Young Adults and Their Reading” (Ch. 1)

Catcher in the Rye (New Realism)

Introduce Power Point (Demonstration) and Lit. Circles (**March 18**)

- WEEK 2:** **First Theme:** Sense of Belonging – Peers, Family, Community, World (Library Night—Meet in Library at 5 p.m.)
Read: The New Realism: Of Life and Problems (Ch. 4)
Finish Reading: Catcher in the Rye (*Rites of Passage*)
 Literature Circles and Power Point Presentations (**March 25**)
- WEEK 3:** Literary aspects of YA Literature (Consult Chapter 2-1st ppt.)
Continuing First Theme: Complete literature circles for Catcher in the Rye (*Rites of Passage*)
Read: Censorship of Worrying and Wondering (Chapter 12)
Read: Sojourner Truth: Ain't I a Woman? (*Rites of Passage*)
 Literature Circles and Power Point Presentations (**April 1**)
- WEEK 4:** **Second Theme:** History and History Makers
Discuss: Censorship-ppt. presentation
Read: Chapter 8 (History Makers: Of People and Places)
 Literature Circles and Power Point Presentations
Graduate YA Book Critiques with Handouts-ppt. Ch. 12
Read: Letters from Rifka (*Rites of Passage*) (**April 8**)
- WEEK 5:** **Third Theme:** Individuals in Time of Crisis – War and Peace Home and in the World (Review Chapter 8-ppt. Ch 8)
 Literature Circles, Power Point Presentations, & Graduate Critiques
Read: Walk Two Moons (*Rites of Passage*)(**April 15**)
- WEEK 6:** **Fourth Theme:** Strong Female Protagonists
 Literature Circles and Power Point Presentations
Discussion: Strategies for literature in content areas
Read: Dragonwings, (*Rites of Passage*) Fantasy, Science Fiction, Utopias, and Dystopias (Chapter 7) (**April 22**)
- WEEK 7:** **Fifth Theme:** Integration of fantasy and history with strong male protagonists
 Literature Circles, Power Point Presentations (Ch. 7), and Graduate Book Critiques
Read: Evaluating YA Books (Chapter 10)
 Discussion: Strategies for evaluating and promoting YA books
 Oral Presentations of Classroom Projects
Read: **Kid Brother** (*Rites of Passage*) (**April 29**)
- WEEK 8:** **Final THEME:** Passages
 Discuss House on Mango Street* and Kid Brother
 Oral Presentations of Classroom Projects (**May 6**)

*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
 Literature Circles/Power Point Presentations due each week
 Graduate Critiques of Young Adult Books with Handouts, Begin Week 4
 Classroom Projects: Weeks 7 and 8

(4) Resources:

Text Used: Literature for Today's Young Adults (6th Ed.). Nilsen, A. P. and Donelson, K. L. (2001). Addison-Wesley Longman.

Novels: Catcher in the Rye. Salinger, J.D. (1991). (Realistic, Contemporary American Fiction). Little, Brown & Co.

Sojourner Truth: Ain't I a Woman? McKissack, P.C. and McKissack, F. (1992). (African-American-biography) Scholastic.

Walk Two Moons. Creech, S. (1994). (Native-American-Strong female character). Scholastic.

Dragonwings. Yep, L. (1975). (Chinese, Strong Male Character, Historical Fiction). Scholastic.

Letters from Rifka. Hesse, K. (1992). (Holocaust, Immigration). Puffen.

Kid Brother. Swenson, D. (1984) (Disabilities). Logan, IA: Perfection Learning.

Optional: House on Mango Street. Cisneros, S. (1991) (Latino, Theme of Passage) 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 Literat 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

Evaluation Percentages

*Attendance, Class Participation,	20%
Literature Circles	25%
Power Point Presentations	25%
Classroom-oriented Project	30%
Additional Author/Book Sharing (Graduates)	P/F

*You must attend every class section to receive an A grade. If you miss 2 sessions, you need to drop the course.

(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 (Graduate Students-See Evaluation section above)
- c) Paper(s)
- d) AV Project (Power Point Presentations)
- e) Other

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

- 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
- Regular class attendance is required.