COURSE TITLE: Introduction to Adolescent Literature

COURSE NUMBER: LAE 3464

COURSE DESCRIPTION (with prerequisites):
This course includes a survey of types of books appealing to adolescents, with emphasis on selection and use in English classes. It includes topics such as mythology and classical literature, selected world masterpieces, recent literature, science fiction, problems of censorship. The development and implementation of methods, materials, content, organization for teaching reading, writing, listening, and speaking in the middle school (5 – 9) is also included. This course requires a minimum grade of "C". Current background check (fingerprinting) acceptable to the District in which the field experience will take place is required for this course. Ten (10) hours practicum is required for course completion. 3 credit hours

NAME(S) OF INSTRUCTORS:
Casey Bush, M.S.
Office – Room 105, Bldg. G
(850) 718-2449
bushc@chipola.edu
Office Hours: Posted on door

EFFECTIVE ACADEMIC YEAR:
2011-12

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:
Beers. Adolescent Literacy: Turning Promise into Practice
Tomlison, and Lynch-Brown. Essentials to Young Adult Literature

SUPPLEMENTAL TEXTS:
You will be using a pre-approved list of appropriate adolescent literature to conduct ALL in and out of class assignments. This will be provided for you at the beginning of the semester.

GRADING POLICY:
The standing of a student in each course is expressed by one of the following letters and corresponding grading system:
A – 90 – 100
B – 80 – 89
C – 70 – 79
D – 60 – 69
F – 59 or less
The Chipola Catalog provides policies and procedures regarding the grading system. A student’s Grade Point Average is derived from the grading system/quality point scale.

**ATTENDANCE AND WITHDRAWAL POLICIES:**
Chipola College expects regular attendance of all students. Students who are absent from classes for any reason other than official college activities must satisfy the instructor concerned that the absence was due to illness or other clearly unavoidable reasons. Otherwise, the student may suffer grade loss at the discretion of the instructor. Chipola policy allows each instructor to specify in the Instructor First Day Handout whether or not an absence is excusable and what affect the absence or tardy may have on the grade.

A student is allowed to repeat a course a maximum of three (3) times. **On the third attempt a student (1) must bear the full cost of instruction (unless waived by Student Services), (2) cannot withdraw, and (3) must receive a grade.**

**MAKE-UP POLICY:**
Chipola allows each instructor to specify in the Instructor First Day Handout the makeup policy.

**ACADEMIC HONOR CODE POLICY:**
Students are expected to uphold the Academic Honor Code. Chipola College’s Honor Code is based on the premise that each student has the responsibility to (1) uphold the highest standards of academic honesty in his/her own work; (2) refuse to tolerate academic dishonesty in the college community; and (3) foster a high sense of honor and social responsibility on the part of students. Further information regarding the Academic Honor Code may be found in the Chipola Catalog, Student Governance section.

**STUDENTS WITH DISABILITIES POLICY:**
Chipola College is committed to making all programs and facilities accessible to anyone with a disability. Chipola’s goal is for students to obtain maximum benefit from their educational experience and to effectively transition into the college environment. Students with disabilities are requested to voluntarily contact the Office of Students with Disabilities to complete the intake process and determine their eligibility for reasonable accommodations.

**LIBRARY AND ON-LINE REFERENCE MATERIALS:**
The library is a comprehensive learning resource center providing information in print, electronic, and multimedia format to support the educational objectives of the College. On-line catalogs, e-books and electronic databases can be accessed by using the LINCCWeb icon on the Chipola Library website at [www.chipola.edu/library](http://www.chipola.edu/library). If you have questions about database usage consult the “How to Use the Chipola Databases” on the Library website or call the Library at 850/718-2274 during regular hours. Library hours are posted each semester at the building entrance and on the Library website. See your Instructor First Day Handout for individual instructor recommendations and resources.
TECHNOLOGY RESOURCES:
The Information Technology Center, located in the library, is equipped with computer workstations. Lab hours are posted each semester at the building entrance and on the Library website. The ACE Lab, located in Building L, is available for tutoring and is equipped with computer workstations. Lab hours are posted each semester at the room entrance. The college’s learning management system is Desire 2 Learn (d2l). Classes become available on d2l on the first day of the semester. It is the student’s responsibility to log onto the d2l system the first day of class to establish the first day of attendance and to check announcements. For further information, contact your instructor or the Director of Online Learning.

ELECTRONIC DEVICE USAGE:
All electronic devices such as cell phones, beepers, pagers, and related devices are to be silenced prior to entering classrooms and/or laboratories to avoid disruption. Should it become necessary for a student to leave his/her “device” on to send or receive an emergency call and/or text message, the student must inform the instructor prior to class. If the student finds it necessary to send and/or receive an emergency call and/or text message during class/lab time, he/she is instructed to take all books and belongings and step outside the classroom to deal with the situation. To minimize classroom disruption and the distraction to classmates, the student will not be permitted to reenter the classroom during that class period. Any time a test is being administered, all such devices must be turned off and put away. If a device is seen or heard during an exam, a score of zero will be given for that exam. Initial and repeated infractions may result in disciplinary action.

DISCIPLINE SPECIFIC COMPETENCIES / LEARNING OUTCOMES:
E – 1 Demonstrate understanding of instructional design and lesson planning by applying concepts from human development and learning theories.
E – 2 Demonstrate ability to maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive and collaborative.
E – 3 Demonstrate effective instructional delivery and facilitation by utilizing deep and comprehensive knowledge of mathematics.
E – 4 Demonstrate understanding of assessment by analyzing and applying data from multiple assessments to diagnose learning needs and inform instruction.
E – 5 Demonstrate continuous improvement by designing purposeful goals to strengthen instructional effectiveness and impact student learning.
E – 6 Demonstrates professional responsibility and ethical conduct and fulfills expected obligations to students, the public, and the education profession.

Task CC8H – Language Arts Skills and Strategies: This task is designed for the student to apply knowledge of language arts strategies and skills being used in middle school classrooms and how they can be integrated in with one another. Students will use information learned from class discussions about the various
strategies and skills of language arts to compose a written response about what are the most common methods, research, and trends being used in schools today. \textit{(FEAPs: 1.5, 2.8, 3.10)}

\textbf{Task CC8I – Six Areas of Language Arts:} During your observation hours, you will identify where the six areas of language arts are being taught in the middle school curriculum. You should identify two specific lessons where you observe each area of language arts: listening, talking, reading, writing, viewing, and visually representing. In your write up, you should explain what the content of the lesson was about, what the teacher was doing and saying, and what the students were doing and saying. Examples should be specific. A two-page summary of what you learned should be included at the end. The summary should describe not only what you have learned about language arts instruction, but demonstrate your knowledge of how the relationship of the six areas of language arts are all interconnected to one another. \textit{(FEAPs: 1.5, 2.8, 3.10)}

\begin{table}[h]
\centering
\begin{tabular}{|l|c|c|c|c|}
\hline
\textbf{STUDENT LEARNING OUTCOMES FOR LAE 3464} & \textbf{NGSSS/ Standards} & \textbf{FEAPs (Discipline Outcomes)} & \textbf{FL Competencies and Skills:} & \textbf{Assessment Activities} \\
\hline
The student will: & & & Subject Area 6-12 & Professional Ed. \\
\hline
1. Understand the use of adolescent literature for effective teaching. & 1.5 & 1.5 & 4.1 & Task CC8H \\
& 2.8 & 2.8 & 4.7 & Task CC8I \\
& 3.10 & 3.10 & 4.8 & MA4 \\
& & & 4.9 & MA5 \\
& & & & MA6 \\
& & & & MA7 \\
& & & & Quizzes \\
\hline
2. Demonstrates knowledge and understanding of language and literacy learning and development, teaching practices, and assessment. & 1.5 & 1.5 & 4.7 & Task CC8H \\
& 2.8 & 2.8 & 4.9 & Task CC8I \\
& 3.10 & 3.10 & & MA3 \\
& & & & MA5 \\
& & & & Quizzes \\
\hline
3. Understand what teachers might do to support a child’s growth and development in the language arts, including writing. & 1.5 & 1.5 & 2.1 & Task CC8H \\
& 2.8 & 2.8 & 2.2 & Task CC8I \\
& 3.10 & 3.10 & 7.3 & MA1 \\
& & & 7.4 & MA3 \\
& & & & Quizzes \\
\hline
4. Understand the interconnectedness of reading and writing processes, and key factors within these processes. & 1.5 & 1.5 & 1.3 & Task CC8H \\
& 2.8 & 2.8 & & Task CC8I \\
& 3.10 & 3.10 & & MA1 \\
& & & & MA6 \\
& & & & Quizzes \\
\hline
5. Understand the relationship between the six areas of language arts. & 1.5 & 1.5 & 6.1 & Task CC8H \\
& 2.8 & 2.8 & & Task CC8I \\
& 3.10 & 3.10 & & MA6 \\
& & & & Quizzes \\
\hline
\end{tabular}
\end{table}
6. Experience skills and strategies for teaching concepts in the language arts, including writing.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.5</td>
<td>1.1 – 1.6</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>2.8</td>
<td>2.1 – 2.6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Understand language and literature diversity and the different uses and types of these in the learning environment.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.5</td>
<td>1.6</td>
<td>1.3</td>
</tr>
<tr>
<td></td>
<td>2.8</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Assessment Codes**

- T = Tests
- Pre/Post = Pre- and Post-Tests
- OT = Objective Tests
- UT = Unit Tests
- Q = Quizzes
- F = Final Examination
- CF = Cumulative Final
- EX = Departmental Exam
- SE = Nat’l or State Standardized Exam
- RPT = Report/Presentation
- SP = Skills Performance
- SD = Skills Demonstration
- W = Writing Assignments
- E = Essays
- DE = Documented Essays
- RP = Research papers
- J = Jury
- R = Recital
- Proj. = Projects
- Exp. = Experiments
- Cap. Proj. = Capstone Project
- Cap. Course = Capstone Course
- Prac. = Practicum
- Intern. = Internship
- H = Homework
- PS = Problem Solving
- DB = Discussion Board
- BO = Behavioral Observation
- Clin. = Clinicals
- CS = Case Study
- CP = Case Plan
- Port. = Portfolio
- Obs. = Teacher Observation
- Sk. Check = Skills Check-off
- Curriculum Frameworks
- JP = Judged
- Performance/Exhibition

**Means of Accomplishing Student Learning Outcomes:**

1. Attend and participate in class regularly.
2. Read all assigned material before class.
3. Study in-class notes and on-line (d2l) materials.
4. Complete assigned projects in a timely manner to enable reflections and revisions on the final product.
5. Seek opportunities to practice teaching skills through tutoring and substituting in K-6 schools.
6. Collaborate with peers and other professionals.

**Assignment and/or Course Outline**

See your Instructor First Day Handout for individual instructor assignment schedule.