



CHIPOLA COLLEGE

COURSE SYLLABUS

Chipola's website: www.chipola.edu

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 Dowgul, M.S.
Office – Room 111, Building O
(850) 718-2449
dowgulc@chipola.edu
Office Hours: Posted on door

EFFECTIVE ACADEMIC YEAR:

2015-2016

REQUIRED TEXTBOOKS AND INSTRUCTIONAL SUPPLIES:

Suggested:

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. 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 college's learning management system is **Canvas**. Classes become available on Canvas on the first day of the semester. It is the student's responsibility to log onto the Canvas system the first day of class to establish the first day of attendance and to check announcements. All official class communication must be through Canvas. For further information, contact your instructor or the Director of eLearning. The Canvas support hotline is available online in live chat and on the phone, toll-free, at 855-308-2812 for any issues in accessing or utilizing Canvas. 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.

FREE TUTORING RESOURCES:

The Academic Center for Excellence (**ACE**) Lab, located in Building L, offers free tutoring from 8 a.m. to 5 p.m. and is equipped with computer workstations. ACE lab hours are posted each semester at the room entrance and on the website. Additionally, Chipola College has contracted **Smarthinking**, a Pearson Company, for online tutoring services, accessible especially from 5 p.m. to 8 a.m. and weekends. Smarthinking can be accessed through Canvas.

ELECTRONIC DEVICE USAGE STATEMENT:

Classrooms should be free of all unnecessary distractions from the task of learning. Therefore, as a general rule, students should silence and avoid use of all electronic devices (laptops, phones, tablets, etc.) not being used for coursework. Consult first-day handouts for any specific policies related to the use of electronic devices in the classroom, as they may vary depending upon the nature of the course or the guidelines of the instructor. Faculty reserve the right to regulate the use of electronic devices and their accessories in class.

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.

STUDENT LEARNING OUTCOMES FOR LAE 3464 The student will:	State-Adopted Standards	FEAPs (Discipline Outcomes)	FL Competencies and Skills:		Assessment Activities
			Subject Area 6-12	Prof. Ed.	
1. Understand the use of adolescent literature for effective teaching.		1.5 2.8 3.10	4.1 4.7 4.8 4.9		Task CC8H Task 4.4.1 MA4 MA5 MA6 MA7 Quizzes
2. Demonstrates knowledge and understanding of language and literacy learning and development, teaching practices, and assessment.		1.5 2.8 3.10	4.7 4.9	1.3	Task CC8H Task 4.4.1 MA 3 MA5 Quizzes
3. Understand what teachers might do to support a child's growth and development in the language arts, including writing.		1.5 2.8 3.10	2.1 2.2 7.3 7.4	1.3	Task CC8H Task 4.4.1 MA 1 MA 3 Quizzes
4. Understand the interconnectedness of reading and writing processes, and key factors within these processes.		1.5 2.8 3.10		1.3	Task CC8H Task 4.4.1 MA 1 MA6 Quizzes
5. Understand the relationship between the six areas of language arts.		1.5 2.8 3.10	6.1	1.3	Task CC8H Task 4.4.1 MA6 Quizzes
6. Experience skills and strategies for teaching concepts in the language arts, including writing.		1.5 2.8 3.10	1.1 – 1.6 2.1 – 2.6	1.3	Task CC8H Task 4.4.1 MA 1 MA 3 Quizzes
7. Understand language and literature diversity and the different uses and types of these in the learning environment.		1.5 2.8 3.10	1.6 4.4	1.3	Task CC8H MA 1 MA4 Quizzes
**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 (Canvas) 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

Course Requirements:

Students enrolled in LAE 3464 will required to complete the following.

10-hours Observation/Participation/Teaching

This course requires 10 hours of observation, participation, and teaching in a local public school. You must observe in grades 5-9, and may not earn more than 2 hours in one day for this course. Be sure to sign in at the school EVERY time you go, even if the school says it is not required. The log must be turned in to the instructor by the designated date. Any falsification of signatures or other data on the log will result in an Honor Code Violation* to be placed in your permanent record, a letter-grade reduction of this course's final grade*, and you will have to complete an additional 10 hours in a school and classroom designated by the instructor. Failure to complete the required hours or failing to turn in the form by the designated date will cause you to receive an Incomplete for this course until the hours are satisfactorily completed and the log submitted. **YOU ARE EXPECTED TO ACT IN A PROFESSIONAL MANNER WHILE IN THE SCHOOL SETTING. YOU ARE ALSO EXPECTED TO GO TO THE SCHOOL ON A REGULAR SCHEDULE SO THE TEACHER KNOWNS WHEN TO EXPECT YOU.**

**If this is your first Honor Code Violation; if you already have an Honor Code Violation on file, you could receive a failing grade for the course and/or face a committee hearing and expulsion from the Teacher Education Program.*

Tasks (50% of final grade)

**Tasks must meet the criteria for "demonstrated" as determined by the scoring rubric to earn credit for this course. Tasks are due at the beginning of class. Tasks and Major Assignments are considered "LATE" after the moment the instructor takes them up. Any task/major assignment received late (WHICH BEGINS AFTER THE FIRST 5 MINUTES OF CLASS) will result in a grade of 10 point deduction PER DAY. THIS WILL ONLY BE VALID FOR A 48 HOUR PERIOD. AFTER THOSE 48 HOURS THE GRADE WILL GO TO A ZERO. A task judged as "partially demonstrated" or "not demonstrated" may be resubmitted for the purpose of demonstrating the accomplished practice indicator (YOUR GRADE WILL NOT CHANGE).*

The original grade will be used when calculating the course average. Points **will not** be added for resubmissions but will be deducted if not resubmitted within the timeframe set

forth by the instructor. ***To pass this class ALL tasks must be successfully demonstrated with “acceptable” formal reflections included.***

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 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.

Task 4.4.1 – Critical Thinking Strategies and Materials File: This is a critical task in which the teacher candidate collects strategies to promote critical/creative thinking and problem solving within a lesson plan. Each strategy in the collection is described in a narrative and then incorporated into a lesson plan that is aligned with state-adopted standards at the appropriate level of rigor for grades five through nine. The lesson plans must be fully developed to provide learning experiences that require students to demonstrate a variety of applicable skills and competencies and lead to mastery of the standard(s). At least one lesson plan must include the use of technology. All lesson plans that contain a technology component must contain procedures for the safe, appropriate and ethical use of the technology(ies). The product is the file of annotated strategies and lesson plans.

Quizzes (10% of final grade)

After activities and instruction from various chapters of the book, there will be a quiz. **Quizzes cannot be made up if missed.** If you know you are going to be absent, you must contact the instructor prior to class and arrangements can be discussed to take the quiz **before the anticipated absence, but not after.**

Exams (10% of final grade)

There will be one midterm and one final exam. They will each receive equal weight.

Major Assignments (20% of final grade)

1. Focused Observation Responses - During your practicum hours, you will have focused questions and action to be looking for. You will be expected to submit responses to the action you are hoping to observe. This will serve as a method of reflecting on each classroom visit.

2. Responding to Scored Samples – Within the classroom setting, we will be scoring some writing samples and providing feedback according to the FCAT Writing Rubric Language. After this model is provided for you, you will be expected to analyze a student’s writing sample, score it according to the FCAT Writing Rubric, and provide feedback in the form of strengths and weaknesses in each of the four areas of writing.

3. Teaching Experience – to be conducted within your practicum hours - You should collaborate with your cooperating teacher to prepare and teach a whole-class

lesson in at least one of the four different areas of language arts (reading, writing, listening, and speaking). The skill being taught should complement whatever the classroom teacher is working on and will be tied into the Sunshine State Standards. The lesson will be evaluated by your college instructor or your cooperating teacher using the *Chipola Practicum Teaching* observation form. **Your lesson plan should follow the Chipola Standard Lesson Plan Format and be submitted to the instructor AND the cooperating teacher NO LESS THAN 24 hours PRIOR to the lesson.** After you teach the lesson, you should complete the *Observation Reflection Narrative* within one calendar week of the lesson and submit to your college instructor. **Reflection Narratives not received within one calendar week from the day of the lesson will not be accepted.**

4. Adolescent Poetry – You will be developing a file of poetry that would be appropriate to use with adolescents. You will be sharing 10 poems and describing activities for using each poem in the classroom.

5. Independent Reading and Response to Adolescent Literature – You will be making selections from the approved list to read. The purpose of this assignment is to give you the opportunity to read widely, which ultimately better prepares you to help “find the right book for the right student at the right time.” You will be provided further information on a response template.

7. Issues Paper – Young adult literature focuses often on issues such as identity, race, gender, and sexuality. For this paper, students will read one book that focuses on an issue, and explore how that issue is developed in the text. It will be a close reading with some outside research including information dealing with the accuracy of how the issue was presented and how it could be approached and used for learning purposes within the classroom.

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