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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**LAE 4464 ADOLESCENT LITERATURE (3 CREDITS)**

This course is designed to expose teacher candidates to a survey of literature appealing to adolescents including Young Adult (YA) literature. Teacher candidates will survey classics and contemporary works used in language arts classes (grades 5-9). Topics may include Mythology, Classical Literature, World Masterpieces, Contemporary Literature, Historical Fiction, Science Fiction, and Graphic Novels. Teacher candidates will design instruction with YA literature as a centerpiece for developing the five strands of the language arts. Issues of censorship will be addressed.

1. **PREREQUISITES FOR THIS COURSE:**

**Admission into the Bachelor of Science in Education program or special permission from the Dean of the School of Education; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” or better: ENC 1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics; or permission from the appropriate academic dean.**

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

* Standards-based instruction with YA literature
* Thematic instruction with YA literature
* Literature Circles with YA literature
* Pre-reading, during reading, after reading strategies
* Young Adult Poetry
* Mythology
* Classical Literature
* World Masterpieces
* Contemporary Literature
* Historical Fiction
* Science Fiction
* Graphic Novels
* Censorship and YA literature

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Analyze**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

* The teacher candidate will research and evaluate literature from many genres that is relevant to adolescents.
* The teacher candidate will analyze and critique adolescent literature through structured literature discussions.
* The teacher candidate will use critical thinking and specific reading strategies to understand and evaluate adolescent literature within structured literature discussions.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Communicate**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

**B.** **Other Course Objectives/Standards**

* The teacher candidate will incorporate web-based and multimedia resources in their responses to and evaluation of young adult literature.

**SPECIFIC COURSE COMPETENCIES:**

**Critical Task Assignments and/or Assessments**

At the conclusion of this course, teacher candidates will demonstrate competency in the following Preprofessional Florida Educator Accomplished Practices (FEAPs), Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL k-12 Competencies, Reading Competencies and elements of the Uniform Core Curriculum.

**FSAC- Florida Subject Area Competencies and Skills**

**FEAP- Florida Educator Accomplished Practices**

**PEC- Professional Education Competencies**

**ESOL T.S.- Florida Teacher Standards for ESOL Endorsement**

**ESOL K-12- English Speakers of Other Languages K-12 Competencies**

***\**** *The numbers and letters in the graph below correspond to the standards, indicators and*

*competencies found above.*

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| --- | --- | --- | --- | --- | --- | --- |
| Course | FSAC | FEAP/  PEC | Reading | ESOL T.S. | ESOL K-12 Comp. | NCTE |
| LAE 4464 Adolescent Literature |  | 5b  5e | 2. A.2  2.G.4  4.7 |  |  |  |
|  | 2d, 5b | 1.E.2  2.B.1  2.E.1  2.E.2  4.8 | 1.1.b,1.1.c, 3.3.a, 4.2.a | 4.4 | 1, 2 |
|  | 5b  5e | 1.A.3  1.A.4  1.A.6  4.15 |  |  | 1, 2, 3, 6, 7, 8, 12 |
|  |  | 3h, 3i, 3j | 1.A.6  2.A.1  2.A.4  2.A.7  2.B.2  2.B.4  4.17 |  |  |  |

**RELATIONSHIP OF COURSE TO PROGRAM GOALS AND NATIONAL SPECIALIZED PROGRAM ASSOCIATION STANDARDS:**

This course is part of the Florida SouthWestern State College, Baccalaureate program in Education, for teacher licensure in the State of Florida in the area of Elementary Education K-6, Secondary Biology or Mathematics. This program Complies with the standards for teacher licensure established by the Florida Department of Education and covers the Preprofessional Florida Educator Accomplished Practices, Common core Standards, Professional Educator Competencies and Skills, ESOL Performance Standards, ESOL K -12 Standards, and Reading Competencies.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

**Young Adult Genres Exploration Project and Presentation**

The purpose of this assignment is for the teacher candidates to become familiar with literature that is relevant for young adults. It is an opportunity for teacher candidates to navigate resources such as libraries, book lists, book awards, and professional publications to discover quality literature relevant to adolescents and young adults. Teacher candidates will read a total of five books of their choice from an instructor-approved list from the following genres. Two titles must come from fiction. The remaining three may come from any of the other categories, but candidates may not select more than one title from each category.

(2) Fiction (one classic, one published after 2000)

Non-fiction or Historical Fiction

Fantasy/Sci-Fi

Mystery, Adventure, or Suspense

Poetry Anthology or Poetic Narrative

Graphic Novel, Manga, or Anime

For each book, the teacher candidate will complete the following activities:

1. Three reflective response journal entries
2. A Book Talk to classmates on scheduled days
3. An Annotated Bibliography in APA format to include a short summary; a description of the book’s readability and suitability based on criteria for judging a book’s relevance and worth; and accommodations for the at-risk learner. Copies of the annotated bibliography will be presented to classmates at the time of the scheduled book talk.

**Young Adult Multicultural Literature Project and Presentation**

The purpose of this assignment is for the teacher candidates to become familiar with literature that is relevant for students from various cultural and linguistic backgrounds. Working in groups of 3-4, teacher candidates will explore Young Adult (YA) literature related to a foreign country and/or minority sub-group in the United States. For example, if the group chooses Haiti, they may include works that take place in Haiti, are by a Haitian author, focus on Haiti or Haitians in the United States, and/or include characters that are Haitian or Haitian-American. After choosing a country of focus, each group will locate and create an annotated bibliography for ten texts from two of the following three categories:

1. Longer Texts of Young Adult Fiction, Historical Fiction, and Nonfiction
2. Young Adult Short Stories
3. Young Adult Poems

The bibliographic citation for each text should follow APA format and include the ISBN# or Web site URL (where relevant). The citation should be followed by a brief annotation which summarizes the work and discusses relevant themes and how the literature could be used in a 5-9 classroom.

Each group will present their multicultural literature project to the class, providing classmates a copy of the annotated bibliography. The heading of the annotated bibliography should include the country or cultural group featured in the works, as well as the names of the group members who compiled the bibliography. The presentation will include a brief description of findings, as well as one activity where the group leads the class in reading a poem or an excerpt from a prose piece.

**Young Adult Literature Circles**

The purpose of this experience is for teacher candidates to engage in collaborative reading experiences so that they may engender collaborative choice and dialogic response to literature in their future students. It is also an opportunity for teacher candidates to develop key reading strategies (i.e. critical thinking, making predictions, questioning, appreciating the ideas of others, summarizing, understanding style, building background knowledge, clarifying, visualizing, self-monitoring, synthesizing, writing, vocabulary development, and fluency) that will help them become better readers and more effective reading teachers. Twice during the semester, the teacher candidates will choose a Young Adult chapter book (from a group the instructor provides), form a group with other teacher candidates who choose the same book, and engage in three Literature Circle meetings (scheduled during class time) that require the completion of specific reading role sheets. At the conclusion of each Literature Circle text, each group member will create and showcase to classmates an alternative book report as a response to the text. Completed Literature Circle role sheets and alternative book reports will be submitted for evaluation at the conclusion of the semester.

**Multigenre Research Project**

The purpose of this project is for teacher candidates to create a multigenre research paper based upon a high-interest work of literature that would be appropriate for a middle grades learner. The teacher candidates will select a Young Adult (YA) novel that will serve as the mentor text for the multigenre research paper. The Young Adult novel must represent one of the following themes:

* International or Historical Perspective
* Alienation and Identity
* Gender Issues
* Coming of Age
* People of Color
* Adventure, Mystery, or Suspense

The learning process for creating the multigenre research paper will include identifying a theme or topic of interest that emerges from the literature selected, doing Web-based research, taking notes, using the writing process to create drafts, and writing a bibliography that follows APA guidelines. The final “published” draft of the paper will include the following: a Table of Contents that lists five different genres represented and a brief rationale for each; an introduction to the theme or topic; at least five different genres from six categories (see below); a conclusion that ties the collection together; and a bibliography of at least seven sources you consulted in the development of the five genres.

Genre Ideas:

|  |  |  |
| --- | --- | --- |
| **Group 1: Print Media**   * Newspaper Article * Obituary * Editorial * Letter to the Editor * Advice Column * Magazine Article | **Group 2: Visual with Words**   * Poster * Invitation * Ad * Travel Brochure * Greeting Card * Cartoon | **Group 3: Visual Display**   * Picture/Photo * Graph * Map * Certificate * Collage |
| **Group 4: Informational Piece**   * Interview * Survey * Trivia Game * Timeline * Directions * Idea Web | **Group 5: Creative Fiction or Nonfiction**   * Skit * Song * Poem * Short Story * Personal Narrative * Conversation | **Group 6: Structured Piece**   * Essay * Report * Book Review * Letter * Speech * Descriptive Paragraph |

1. **ATTENDANCE POLICY:**

After missing three hours of class, teacher candidates will not be admitted to class without completing the School of Education Attendance Contract, which should be submitted to the professor. Each absence thereafter will result in a 10% reduction of the overall grade.  Issues of appeal will be reviewed by the administrative office in the School of Education.

Teacher candidates are expected to be in class on time. Each tardy will be counted as 30 minutes toward an absence.

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

**Academic Integrity**

Cheating/Plagiarism is defined as the intentional misrepresentation of another person's work as one's own work. Academic Dishonesty includes, but is not limited to, cheating, plagiarism, and fabrication of information. Teacher candidates should refer to the policies of the college in the handbook for further information.

**A.** **Cheating** – The improper taking or tendering of any information or material, which shall be used to determine academic credit. Taking of information includes, but is not limited to, copying graded homework assignments from another student, working together with another individual(s) on a take home test or homework when not specifically permitted by the professor; looking or attempting to look at text or notes during an examination when not permitted. Tendering of information includes, but is not limited to, giving your work to another student to be used or copied; giving someone answers to exam questions either when the exam is being given or after having taken an exam' giving or selling a term paper or other written materials to another student, sharing information on a graded assignment.

**B. Plagiarism** – The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation or with improper citation on an exam, term paper, homework, or other written materials or oral presentations. Plagiarism also includes submitting all or part of a previous assignment without documenting it is original work from another course, semester, or assignment, even if it is one’s own work.

The FSW State College academic integrity policy procedures in the student handbook (<http://www.fsw.edu/academics/catalog1516>) will be followed in the event of academic dishonesty.

**APA 6th Edition:**  All teacher candidates will be expected to follow the guidelines delineated in the American Psychological Association (APA) Publication Manual (6th Edition) when completing writing tasks. Although not required, it is strongly suggested that candidates have a copy of the manual on hand for reference when writing. Numerous resources are available online. Resources will also be provided by the professor. Points will be deducted for incorrect APA 6th formatting for critical tasks.

**Course Participation:** This course requires active participation. Teacher candidates should be prepared to participate during all class activities and complete quizzes/writing assignments based on weekly readings. Participation points will reflect the quality of weekly participation and quizzes/writing assignments.

**Course Technology:** The FSW Canvas portal is an integral part of the curriculum. Teacher candidates will find course content and information, assignment submission links and grades, and other critical information. All online communication should take place within the portal. If the portal is unfamiliar it would be beneficial to work through the Canvas Student Orientation activities. A link can be found on the course welcome page.

In this day of technology, technical issues are not an excuse for late or lost work. Teacher candidates are encouraged to submit their work prior to deadlines to allow for scheduled technical upgrades, weather problems, or personal technology issues. Back up work to a USB Drive or external hard drive so it can be uploaded from any computer even if primary technology develops a virus, crashes, or other issue. If an assignment needs to be submitted via Livetext and/or Canvas and they not available for some reason, the assignment may be emailed to the professor’s school email so that it is date and time stamped then keep trying to submit via the required portal.

**Critical Task Revision Policy:** Any Critical Task receiving a grade less than 75% must be resubmitted to the professor. ***The Critical Task must be revised and resubmitted within two weeks of the Critical Task being returned to the teacher candidate***.  For example, if a Critical Task is returned by the professor to the teacher candidate on October 15th, the Critical Task must be resubmitted by October 29th. Failure to receive a 75% or higher on all assigned Critical Tasks will result in a failing grade for the course regardless of the overall course average. If the two-week revision window expires after the last day of final exams, the professor will issue a grade of “Incomplete” for the course. ***If the Critical Task is not resubmitted within the two-week window, or does not receive a 75% or higher, it will result in a failing grade for the course regardless of the overall course average***. Revising a Critical Task may not necessarily result in a change in the overall course average.

**Late Assignment Policy:** The penalties for late critical task assignments are as follows:

1 day late = 10% grade reduction of task

2-6 days late = 20% grade reduction of task

7+ days late = zero points earned towards course grade

The critical task must still be completed according to the critical task revision policy.

Non-critical tasks will not be accepted late. If a teacher candidate misses the deadline for a non-critical task, zero points will be awarded for the task.

**Personal Technology:** All personal communication technology should be turned off or silenced during instructional time unless it is being used for a class activity or to access course resources. If a teacher candidate must take/make a call during class, please try to minimize disruption as much as possible by stepping outside until business is finished. There should be no text messaging during instructional time within the classroom setting. Some course activities require technology with Flash capability, notice will be given in advance so teacher candidates may come prepared on those days.