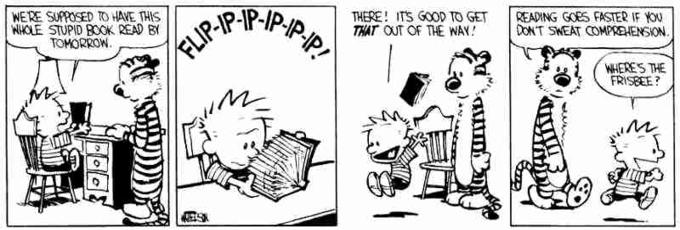
**Composition and Rhetoric for Teachers**

**Fall 2016**

**Dr. Mike Cook—Assistant Professor of English Education**

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**Course Number:** CTRD 5030/6030/6036

**Course Title:**  The Reading of Adolescents

**Credit Hours:** 3 semester hours

**Prerequisites:** Junior Standing (Graduate Standing for 6030/6036)

**Corequisites:**  None

**Term:** Spring 2017

**Classroom:** Haley 2461

**Day/Time:** TTH 5:00-6:15

**Instructor:** Dr. Mike Cook

**Office:** Haley 5056

**Contact Information:** [mpc0035@auburn.edu](mailto:mpc0035@auburn.edu) (Office phone: 844-4415)

**Office Hours:** 3:00-5:00 TTH and by appointment (Phone and Skype meetings are also an option)

**Texts:**

* Alexie, S. (2009). The Absolutely True Diary of a Part-Time Indian. New York, NY: Little, Brown and Company. 9780316013697
* Tan, S. (2014). The Arrival. New York, NY: Arthur A. Levin. 9780439895293
* Palacio R.J. (2012). Wonder. New York, NY: Alfred A. Knopf. 9780375869020
* Bell, C. (2014). El Deafo. New York, NY: Amulet Books. 9781419712173
* Konigsberg, B. (2015). Openly Straight. New York, NY: Scholastic. 9780545798655
* Tamaki, M. & Tamaki, J. (2010). Skim. Toronto: Groundwood Books. 9780888999641
* Magoon, K. (2014). How It Went Down. New York, NY: Henry Holt and Company. 9780805098693
* Neri, G. (2010). Yummy: The Last Days of a Southside Shorty. New York, NY: Lee & Low Books Inc. 9781584302674
* Anderson, L.H. (2010). Wintergirls. New York, NY: Speak. 9780142415573
* White, T. (2010). How I Made It to Eighteen: A Mostly True Story. New York, NY: Roaring Brook Press. 9781596434547
* Sarn, A. (translated by Maudet, Y.) (2016). I Love I Hate I Miss My Sister. New York, NY: Ember. 9780385743778
* Wilson, G.W. & Alphona, A. (2014). Ms. Marvel: No Normal. New York, NY: Marvel. 9780785190219

\*Additional readings provided by the instructor

**Course Description:**

Reading patterns of adolescents and uses of young adult literature in reading and English language arts programs, grades 6-12. May count either CTRD 5030 or CTRD 6030. 3.000 Credit hours 3.000 Lecture hours

**Student Learning Outcomes:**

Aligned to the Alabama Quality Teacher Standards, as a result of their work in this course, students will gain…

290-3-3-.03(1)(c) 1.(i) Knowledge of the structure of the academic disciplines related to the subject

matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.

290-3-3-.03(1)(c)1. (ii) Knowledge of ways to organize and present content so that it is meaningful

and engaging to all learners whom they teach (pedagogical content knowledge).

290-3-3-.03(1)(c) 2.(i) Knowledge of the content standards and of the scope and sequence of the subject areas of one’s teaching field(s) as defined in the Alabama Course of Study for those teaching fields.

290-3-3-.03(1)(c)2. (ii) Ability to provide accommodations, modifications, and/or adaptations to the

general curriculum to meet the needs of each individual learner.

290-3-3-.03(1)(c)2.(iii) Ability to select content and appropriately design and develop instructional

activities to address the scope and sequence of the curriculum.

290-3-3-.03(1)(c)4.(i) Knowledge of research and theory underpinning effective teaching and

learning.

290-3-3-.03(1)(c)4. (ii) Knowledge of a wide range of research-based instructional strategies and

the advantages and disadvantages associated with each.

290-3-3-.03(2)(c) 5.(v) Ability to design and use a variety of approaches to formal and informal

assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.

290-3-3-.03(4)(a) differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; English language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

290-3-3-.03(5)(c)2.(i) Knowledge of a range of professional literature, particularly resources that relate to one’s own teaching field(s).

**NCTE Teacher Preparation Standards**

I. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

II. Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

III. Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

VI. Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

**Course Content and Schedule:**

\*\*See Course Calendar at the end of this syllabus

**Assignments/Projects:**

**Attendance and Participation 15%**

Our primary interactions will be based on a collaborative learning model, so most of our time will be spent working in groups, discussing readings, giving presentations, sharing materials and writing and sharing responses to what we read. Therefore, just being in class is the start, but it’s not the end. I also expect you to be engaged. We’ll talk about the texts we’ve read. We’ll listen for the voices of people in the room. Be here and be present, contributing your perspectives and experiences and learning from others. Being present involves having completed the assigned readings and being prepared to share your experiences and perspectives. Failure to “be present” (both physically and mentally) will result in a lower grade.

**Book Presentation and Instruction (with partner) 20%**

Students will select 2 books from our list and in small groups (pairs of 2) will lead the instruction, discussion and activities for that week. I will be responsible for weeks 1 and 2 and our first books and will model examples, possibilities, and expectations. Presentations are open to your ideas and imaginations but can include, background of the author, a list of other YA books dealing with central topics and issues raised in the book, discussions of theme and characterization, your opinions of age- and grade-appropriateness and a synthesis of reviews of the book, among many, many others. Likewise, you will incorporate good instructional strategies and activities to facilitate participation and learning among your peers. You will also submit a reflective discussion of how you searched for materials and resources, what you used as your criteria for selecting these, and why you chose to include them in the ways you did. This reflective discussion can be organized any way you choose, but it should represent a thoughtful and detailed account of how, why, and where you searched for resources (please see me if you have any questions). A PowerPoint presentation or visual of some sort is also required. I will provide a sign-up sheet and additional information on this assignment and related expectations. Each group is required to meet with me to discuss your ideas, to ask questions, and/or to receive additional suggestions prior to presenting your book.

Important Instructional Components to Consider:

* Writing activities
* Discussion questions
* Small group activities
* Whole class activities
* Activity to connect content/topic/theme with our lives and the world
* Supplemental resources (e.g., other books, articles, multimodal texts, web sources, etc.)

**Thematic Project 30%**

As part of this project, you will research young adult books within a specific theme and provide a detailed analysis of the pedagogical and age-appropriate uses of those books, along with an annotated bibliography and a reflection. This will include both an academic essay and a professional presentation. Detailed information on the project is available on Canvas.

**Flipgrid Video Reflections 20%**

Throughout this course, we will utilize Flipgrid as a tool for novel reflection and discussions. Rather than writing one literature log per book, per week, we will take advantage of the technology available to us and create an interactive, discussion outside of class. In your 90-second video reflections, you will respond weekly to the text(s) we read and discuss. This can include your evaluation of the text (e.g., literary merit, uniqueness, appeal to adolescent readers, etc.), how/if you might use it in your own classroom, your thoughts on the content/theme of the text, etc. Basically, I want you to turn a critical eye to your reading and to your own reaction. These will be due each Monday night by 11:59 pm (responding to the book we will be discussing in class that week). For those who prefer specific prompts, I will post one for each week. Feel free to respond to it or to make use of the space to reflect in your own way(s).

To access Flipgrid:

* Go to <https://flipgrid.com/auyal>
* Enter the password: auburnela
* Select the Topic for that week
* Click on Add a Response (it will walk you through the steps below)
* Note: Flipgrid will ask for permission to use your camera (you must allow)
* Record your video
* Add a thumbnail image
* Enter your info (name and email) and Submit

\*You may also download the Flipgrid app for Apple or Android devices. If you use the app, it will:

* Ask you for the Grid Code: auyal
* Then ask you for the password: auburnela

**Twitter Discussions 15%**

During the semester, you will use Twitter as a tool to take notes, ask questions, and participate in discussions about what you read, view, listen to and think. You should also respond to the tweets of your classmates as a way to join in conversation with them about the materials and topics for the class. All of the tweets you post for the class should include the hashtag: #auburnela.

Requirements:

1. Weekly tweeting: You are expected to tweet regularly (minimum of 2 original tweets) and to regularly respond to, like, retweet, and quote the tweets of your classmates. However, tweets should not be posted all at once, but should be posted regularly throughout the week and the semester. While I encourage you to engage in conversations with other #auburnela students and classes, the bulk of your tweets for this class should be driven by this course and our content (i.e., our readings, discussions, questions, etc. of the YAL novels and related social justice articles).
2. Participate in one #auelachat
   1. 2 sessions will be offered:
      1. Sunday Jan. 29: 7:00-8:00 pm
      2. Monday Feb. 06: 7:00-8:00 pm
3. Participate in two additional chats. You will post a reflection for each chat you attend on the discussion board. This will (1) allow you to make meaning from your experience, (2) share your experience with your classmates, and (3) serve as an assessment of the assignment. You should participate in the first chat and post your reflection to the discussion board by 11:59 pm on Friday March 10 (respond to at least 2 peers’ reflections by 3/17). You should participate in the second chat and post your reflection to the discussion board by 11:59 pm on Friday April 14 (respond to at least 2 peers’ reflections by 4/21). While there are many ongoing professional Twitter chats, I have listed a few below.
   1. #edchat (Tues. 12-1 & 7-8 EST)
   2. #edtechchat (Mon. 8-9 EST)
   3. #digcit (2nd and 4th Wed. of the month—7-8 EST)
   4. #tlap (Mon. 9:00 EST)
   5. #nctechat (various dates—Teaching Controversial Works of Literature, Sun. 2/19 8:00 EST)
   6. you may also look for other options and run them by me
4. You will also follow each of our authors who have Twitter accounts (see below). I have also provided a list of suggestions of educators and professionals to follow.
5. Posting usernames: These will be posted to Canvas, so you can easily follow one another. We will discuss this.
6. You will also follow the authors of the texts we’ll be reading this semester (or at least those who have a Twitter account). Additionally, you should include them in your/our discussions. In other words, include the authors in your course tweets. The goal here is to go beyond the constraints of the traditional classroom by inviting expert/mentor voices into our discussions. After all, who can better share the underlying goals of a book than the author? See below for a list of author Twitter handles.

Author Twitter Handles

Sherman Alexie (@Sherman\_Alexie) R.J. Palacio (@RJPalacio)

Cece Bell (@CeceBellBooks) Bill Konigsberg (@billkonigsberg)

Mariko Tamaki (@marikotamaki) Jillian Tamaki (@dirtbagg)

Kekla Magoon (@KeklaMagoon) G. Neri (@g\_neri)

Laurie Halse Anderson (@halseanderson) Tracy White (@tracedcomics)

G. Willow Wilson (@GWillowWilson)

\*Shaun Tan and Amelia Sarn: No Twitter Handle

Other YAL Professionals/Educators

Dr. Cook (@mikepcook) ALAN Review (@ALANReview)

Dr. Sams (@brandonlsams) NCTE (@ncte)

Auburn ELA (@AUEnglishEd) ILA (@ILAToday)

Steve Bickmore (@sbickmore55) First Second (@01FirstSecond)

Pernille Ripp (@pernilleripp) SIGNAL Journal (@SIGNALJournal)

John Schu (@MrSchuReads) Teach Social Justice (@socialjusticeED)

Nicole Sieben (@Teach4JusticeNS) Gene Luen Yang (@geneluenyang)

Stergios Botzakis (@sbotzakis) Nick Sousanis (@Nsousanis)

\*An additional resource you might find useful is Dr. Steve Bickmore’s blog, “Dr. Bickmore’s YA Wednesday” (<http://www.yawednesday.com/)>.

**Rubric and Grading Scale (for CTRD 5030)**

Attendance and Participation 15%

Book Presentation and Instruction 20%

Thematic Project 30%

Flipgrid Video Reflections 20%

Twitter Discussions 15%

**For Students taking CTRD 6030**

Because this is a graduate level class, the assignments and the course itself are organized and designed differently than the 5030 section. While you will complete the assignments listed above (those for 5030)—with the exception of the Book Presentation and Instruction assignment—, you will go one step beyond, by (1) working with me to co-teach the course and (2) researching and designing a more thorough thematic project.

Co-Teaching Assignment

As a graduate student, you are uniquely suited to work with me to co-teach this course (much like a TA). We will meet regularly (in person and electronically) to discuss and plan our approach and to determine the most efficient and effective ways to utilize your time, perspectives, expertise, and so forth. We will meet early in the semester to discuss this.

Expanded Thematic project

While your thematic project will be similar in approach to the 5030 version, you will go further with your research and in finding/sharing instructional materials. This will include (1) a project and (2) a presentation. I will provide you a detailed assignment sheet for this and will be happy to answer any questions you have (or to meet to discuss your ideas).

**Rubric and Grading Scale (for CTRD 6030)**

Attendance and Participation 10%

Co-Teaching Assignment 30%

Expanded Thematic Project 25%

Flipgrid Video Reflections 20%

Twitter Discussions 15%

**Grading Scale:**

90-100 = A

80-89.9 = B

70-79.9 = C

60-69.9 = D

000-59.9 = F

**Course Policy Statements:**

Attendance is expected of every student. If you must miss class, please note the following: if your absence is unexcused, you will not be permitted to make up any missed assignments and a grade of 0 will be assigned for that assignment; if your absence is excused, you need to contact the professor as soon as possible (preferably prior to class but no later than the day following your absence) in order to receive an alternate assignment for any work missed.

All written assignments must be submitted on time by due date, unless otherwise specified. Any assignments not submitted on time will receive a grade of 0. All reading assignments should be read by the beginning of class time on the date specified in the course schedule. Not completing the reading assignments will prevent you from being an informed participant of class discussions and in-class assignments. As future teachers, it is expected that you exhibit characteristics of professionalism, which include adhering to all deadlines/due dates for assignments and completing all readings as assigned.

Attendance: I expect students to attend all scheduled class meetings, arrive on time and not leave early, come prepared, and contribute by participating in discussions and activities. The university considers certain absences to be “excused,” and I abide by university guidelines. For what constitutes excused absences, see the latest edition of the Student Policy eHandbook; the URL is [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies).

You are allowed two unexcused absences during our course without penalty. More than two unexcused absences will result in a 3-point deduction (per additional absence) from your final course grade. If you must be absent, please contact or visit with me before your anticipated absence.

Tardies: Make every effort to be on time for class. Coming in late, not matter how quite you try to be, can create a disruption.

Make-Up Policy: If you are absent, you are still responsible for turning in work that is due and for finding out about material presented and assignments made. As per the Student eHandbook, you are the one responsible for initiating and turning in make-up work for an excused absence.

Note: Full credit will not be given for work missed due to an unexcused absence.

Late Work. I do not give full credit for work turned in late. The penalty is half a letter grade per day. Work is late if it is not ready at the start of class, or by the predetermined time, on the specified due date or if it is not sent electronically on the due date.

University Rules: I abide by all university rules, including those concerning academic honesty and harassment/discrimination (see below for additional details).

Academic Honesty Policy: All portions of the Auburn University student academic honesty code (Title XII) found in the *Tiger Cub* will apply to university courses. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Disability Accommodations: Students who need special accommodations in class, as provided by the Americans with Disabilities Act, should arrange for a confidential meeting with the instructor during office hours in the first week of classes (or as soon as possible if accommodations are needed immediately). The student must bring a copy of their Accommodations Letter and an Instructor Verification Form to the meeting. If the student does not have these forms, they should make an appointment with the Program for Students with Disabilities, 1288 Haley Center, 844-2096 (V/TT).

Course contingency: If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, and addendum to your syllabus and/or course assignments will replace the original materials. Additionally, I will make every effort to send you an email message ahead of time.

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These

professional commitments or dispositions are listed below:

* Engage in responsible and ethical professional practices
* Contribute to collaborative learning communities
* Demonstrate a commitment to diversity
* Model and nurture intellectual vitality

**Course Calendar and Schedule**

**CTRD 5030/6030**

**Spring 2017**

**Dr. Cook**

\*We will discuss each reading on the day(s) they are listed on the calendar below, so please be prepared (e.g., we will discuss—you should have completed reading—The Absolutely True Diary of a Part-Time Indian on Tues. Jan. 24 and Thurs. Jan. 26). Please let me know if you have any questions.

\*\*This schedule is tentative and may be altered throughout the semester to accommodate our learning.

**Week 1**

1/12 Course/Class Introductions

Review Syllabus

Discuss Course Texts

Discuss Major Class Assignments

**Week 2**

1/17 Read “Ch. 1: Introduction—Indentification, Actualization, or Education: Why Read YAL?” (Janet Alsup)

Read “We Dare Not Teach What We Know We Must: The Importance of Difficult Conversations” (Jocelyn A. Chadwick)

1/19 Read “White Privilege: Unpacking the Invisible Knapsack” (Peggy McIntosh)

Read “Expanding the Definition of Privilege: The Concept of Social Privilege” (Linda L. Black and David Stone)

**Week 3**

1/24 *The Absolutely True Diary of a Part-Time Indian*

1/26 *The Absolutely True Diary of a Part-Time Indian*

**Week 4**

1/31 *The Arrival*

2/02 *The Arrival*

**Week 5**

2/07 *Wonder*

2/09 *El Deafo*

**Week 6**

2/14 *Openly Straight*

2/16 *Openly Straight*

**Week 7**

2/21 *Skim*

2/23 *Skim*

**Week 8**

2/28 *How It Went Down*

3/02 *How It Went Down*

**Week 9**

3/07 *Yummi: The Last Days of a Southside Shorty*

3/09 *Yummi: The Last Days of a Southside Shorty*

**Week 10**

3/14 Spring Break—No Class

3/16 Spring Break—No Class

**Week 11**

3/21 *Wintergirls*

3/23 *Wintergirls*

**Week 12**

3/28 *How I Made It to Eighteen: A Mostly True Story*

3/30 *How I Made It to Eighteen: A Mostly True Story*

**Week 13**

4/04 *I Love I Hate I Miss My Sister*

4/06 *I Love I Hate I Miss My Sister*

**Week 14**

4/11 *Ms. Marvel: No Normal*

4/13 *Ms. Marvel: No Normal*

**Week 15**

4/18 Final Presentations (\*schedule may change)

4/20 Final Presentations (\*schedule may change)

Week 16

4/25 Final Presentations (\*schedule may change)

4/26 No Class—AERA Conference

**Exam Week (May 1-5)**

TBD Final Presentations (if needed)