**The Reading of Adolescents**

**Spring 2018**

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

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**Course Number:** CTRD 5030

**Course Title:**  The Reading of Adolescents

 **Credit Hours:** 3 semester hours

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

 **Corequisites:**  None

**Term:** Spring 2018

**Classroom:** Haley 2461

 **Day/Time:** TTH 5:00-7:50

 **Instructor:** Dr. Mike Cook

 **Office:** Haley 5056

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

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

**Texts:**

* *The Seventh Most Important Thing* by Shelley Pearsall (9780553497311
* *The Carbon Diaries* by Saci Lloyd (9780823423019)
* *The Lorax* by Dr. Suess (9780394823379)
* *The Rime of the Modern Mariner* by Nick Hayes (9780670025800)
* *Picket Line: A Graphic Novel* by Breena Wiederhoeft (9780983661214)
* *Saints at the River* by Ron Rash (9780312424916)
* *The Green Teen: The Eco-Friendly Teen’s Guide to Saving the Planet* by Jenn Savedge (9780865716490)
* *Eyes Wide Open: Going Behind the Environmental Headlines* by Paul Fleischman (9780763675455)

\*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.

**Reading and Experience Journal 15%**

This semester, you will be keeping a journal in which you write 2 types of weekly entries: reading journal entries and experience journal entries. Detailed information on this assignment is available on Canvas.

**Book Presentation and Instruction (with partner) 15%**

Students will select 1 book from our list and in small groups (pairs of 2) will lead 50-minutes of 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. One week prior to teaching, you are required to submit a lesson plan to me. I will provide feedback to help you finalize your plans. You will also schedule a debriefing meeting with me to discuss your teaching. Please consider using a PPT or some other type of “visual” as part of your instruction.

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.)

**Lesson Planning 15%**

In addition to your 50-minute teaching presentation, you will also design and submit 2 lesson plans (1 for each of 2 of our books). Your lesson plan should include CCSS and student objectives, the book(s) for that week, along with other texts and material, the methods and sequence of instruction, the assessment you will utilize, and any relevant material.

**20% Project in English Education 10%**

Throughout the semester, you will spend 20% of your course time working on a self-selected passion project within the field of education. We will talk in much more detail about this. Detailed information is also available on Canvas.

**Environmental Research and Instruction Project 20%**

As part of this project, you will research an environmental issue and design instruction around that issue using a variety of texts (e.g., YAL, informational, etc.). As part of this project, you will also provide a detailed analysis of the pedagogical and age-appropriate uses of your issue and selected books, along with an annotated bibliography and supplemental resources. This will include both an academic essay and a (virtual) professional presentation. Detailed information on the project is available on Canvas.

**Twitter Professional Learning Network 10%**

This semester, we’ll continue our use of Twitter as a way to extend our discussions and to engage in professional learning. As always, it is important that you tweet regularly, that you respond to the tweets of your peers, and that you engage those outside the Auburn English Education program. Remember that all of your tweets 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, I would also like you to engage with professionals outside of our program and geographic area. Note: Twitter can be a useful resource for you to reach out to others, to engage in important dialogue, to find ideas, and to begin thinking about how you will engage in (and engage your future students in) work that leads to a more socially just work.
2. Participate in two live #auelachat sessions
	1. 3 sessions will be offered:
		1. Sunday Feb. 4: 7:00-8:00 pm
		2. Monday March 5: 7:00-8:00 pm
		3. Thursday April 12: 7:00-8:00
3. Participate in one additional chat. We will use these experiences to drive our conversations in class and to assist in your unit designing work. You should participate in your chat by 11:59 pm on Sunday March 25. While there are many ongoing professional Twitter chats (and you can choose any relevant chat you find), I have listed some resources below.
	1. Education Chats Google Doc: <https://sites.google.com/site/twittereducationchats/education-chat-calendar>
	2. #edchat (Tues. 11:00 and 6:00 EST)
	3. #edtechchat (Mon. 8-9 EST)
	4. #digcit (2nd and 4th Wed. of the month—7-8 EST)
	5. #tlap (Mon. 9:00 EST)
	6. #nctechat (various dates—check the NCTE website for info)
	7. you may also look for other options and run them by me
4. You will also follow a variety of pre-service teachers, in-service teachers, educators and scholars, education professionals, etc. You should include them in your tweets and conversations. The goal here is to go beyond the constraints of the traditional classroom by inviting expert/mentor voices into our discussions. We will collaboratively compose a list.
5. Posting usernames: These will be posted to Canvas, so you can easily follow one another. We will discuss this.

Author Twitter Handles

Shelley Pearsall (@ShelleyPearsall) Saci Lloyd (@sacilloyd)

Jenn Savedge (@thegreenteen) Paul Fleischman (@Paul\_Fleischman)

\*Nick Hayes, Breena Wiederhoeft, and Ron Rash: No Twitter Handle (but let me know if you find one)

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/)](http://www.yawednesday.com/%29).

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

Attendance and Participation 15%

Reading and Experience Journal 15%

Book Presentation and Instruction 15%

Lesson Planning 15%

20% Project in Education 10%

Environmental Research and Instruction Project 20%

Twitter Professional Learning Network 10%

**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 2018**

**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—*Saints at the River* on Jan. 30). Please let me know if you have any questions.

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

**Unit 1: Course Introduction**

**Week 1**

1/09 No class—Classes begin 1/10

**Week 2**

1/16 Course/Class Introductions

 Review Syllabus

 Discuss Course Texts

 Discuss Major Class Assignments

Read “Ecocriticism: Environment, Emotions and Education” (URL on Canvas)

Read PDF (on Canvas) of four brief ecocriticism essays

Read *The Green Teen*

 It’s Your Planet Too (pp. 1-2)

 What You Can Do about Global Warming (pp. 3-5)

Read *Eyes Wide Open*

 The Essentials: Where Things Stand on 5 Key Fronts (pp. 8-21)

 My Town/Your Town (pp. 22-25)

**Week 3**

1/23 Read *The Green Teen*

 Green Yourself (p. 7)

 Green Your World (p. 155)

 Get Involved (pp. 156-164)

 Read *Eyes Wide Open*

 Democracy (pp. 74-77)

 Capitalism (pp. 78-83)

 Losing Control (pp. 108-113)

**Unit 2: Environmental Politics, Expansion and Impact**

**Week 4**

1/30 *Saints at the River*

 *The Green Teen*

 Green Teen: Angela Primbas (pp. 17-24)

**Week 5**

2/06 *Saints at the River* (continued)

 Eyes Wide Open

 Common Sense (pp. 35-39)

 Projection (pp. 64-67)

 Read “The Depths of Grief: A Father’s Fight to Recover His Drowned Daughter” (URL on Canvas)

 View videos of three poems read by Ron Rash (URL on Canvas)

 20% Project—Product Pitch

**Week 6**

2/13 *The Lorax*

 *Picket Line: A Graphic Novel*

 *The Green Teen*

What You Can Do about Deforestation (pp. 109-111)

 *Eyes Wide Open*

 Vested Interests (pp. 28-33)

**Week 7**

2/20 *The Lorax (continued)*

 *Picket Line: A Graphic Novel (continued)*

Read “Blood Wood” (URL on Canvas)

 Read “Sued by the Forest” (URL on Canvas)

 *Eyes Wide Open*

 Denial (pp. 56-63)

 Science to the Rescue (pp. 88-93)

**Unit 3: The Environment and Weather**

**Week 8**

2/27 *The Carbon Diaries*

 *The Green Teen*

Get Squeaky Clean (pp. 38-43)

 Green Giving (pp. 44-52)

 Green on the Go (pp. 53-67)

**Week 9**

3/06 *The Carbon Diaries* (continued)

 *Eyes Wide Open*

 Never Retreat (pp. 94-101)

 No Limits (pp. 102-107)

Read “The New Abolitionism” (URL on Canvas)

 Read “Dirty Coal, Clean Future” (URL on Canvas)

 20% Project—Mid-Semester Presentation

**Week 10**

3/13 Spring Break—No Class

**Unit 4: Consumption, Trash, and The Environment**

**Week 11**

3/20 *The Rime of the Modern Mariner*

 *The Green Teen*

What You Can Do about Air Pollution (pp. 69-70)

 Trim Your Waste-Line (pp. 72-80)

**Week 12**

3/27 *The Rime of the Modern Mariner* (continued)

 *The Green Teen*

 Save Your Energy (pp. 81-90)

 Don’t be a Drip (pp. 91-102)

 *Eyes Wide Open*

 Out of Sight (pp. 40-45)

 Conflict (pp. 120-127)

 Read “Consumption Dwarfs Population as Main Environmental Threat” (URL on Canvas)

 Read “Overconsumption is Costing Us the Earth and Human Happiness” (URL on Canvas)

**Week 13**

4/03 *The Seventh Most Important Thing*

 *The Green Teen*

Green Your Wardrobe (pp. 32-37)

**Week 14**

4/10 *The Seventh Most Important Thing* (continued)

 The Green Teen

 Start a School Recycling Program (pp. 121-130)

 Green Your Lunch (pp. 143-150)

 Read “Trash Overload” (URL on Canvas)

 Read “More Waste, No Space” (URL on Canvas)

**Unit 5: Course Conclusions**

**Week 15**

4/17 Dr. Cook at AERA Conference—No Class

**Week 16**

4/24 20% Project—Final Presentations

 Last day of class

**Exam Week (April 30-May 4)**

TBD Final Presentations (if needed)