**The Reading of Adolescents**

**Spring 2018**

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

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**Course Number:** CTRD 6036

**Course Title:**  The Reading of Adolescents

 **Credit Hours:** 3 semester hours

 **Prerequisites:** 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:**

**CTRD 6036 Online Statement**

Because this is a graduate level, online class, the assignments and the course itself are organized and designed differently than the 5030 and 6030 sections. While you will complete many of the same assignments as the other two sections (5030 and 6030)—with the exception of the Book Presentation and Instruction assignment—you will go beyond, by (1) designing instructional plans for two of our course texts, (2) researching and designing a more thorough thematic project, (3) contributing to a weekly discussion board (and responding to each of your classmates), and (4) participating in a few video conferences to discuss our class content.

**Attendance and Participation 10%**

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 (e.g., online discussion boards, email, group video conferences). Therefore, just completing the assignments 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 class. 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—and virtually) will result in a lower grade.

**Video Conferences (Part of Attendance and Participation)**

To provide us a few opportunities to meet F2F, we will meet virtually (using Google Hangouts) a few times. We will try and agree on a “best” night for this, keeping in mind that it is difficult to make everyone’s schedule happy (I will, however, do my best). We will meet early in the semester to answer any class-related questions and to get to know one another. We will also schedule two meetings during the semester (e.g., around week 5 and week 10). Finally, we will meet once (or more if necessary) so each of you can present your expanded thematic project to your classmates and to generate discussion. More to come on this.

**Weekly Discussion Boards 10%**

To maximize our discussions of each text (and because it is difficult to facilitate F2F discussions in an online course, we will utilize the discussion board feature on Canvas. There will be a unique discussion board for each book, and your goal will be to use them to reflect on your readings and to respond to each post of your classmates. This, I hope, will generate interesting discussions and experiences for all of us (myself included). You should post each Friday (by 11:59 pm) of the week the book is listed on the course calendar, and you should respond to your classmates by Mon. 11:59 pm (i.e., 3 days later).

**Reading and Experience Journal 10%**

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.

**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).

**Instructional Plan for Two Books 20%**

Because this is an online section, making it difficult for you to provide in-person instruction, you will each design an instructional plan for two of our books. To guide this, think about what you would need to teach a traditional MWF (50 minute) course. While this is not meant to be a comprehensive list, some important things to include are (1) supplemental resources, such as other books, articles, web sources, etc., (2) discussion questions, (3) small group activities, (4) a writing assignment, (5) and an activity to help students connect the content/topic/theme to their own lives and to the outside world. You will each sign up for different books to ensure we cover as many as possible. Your instructional plan will be due Fri. by 11:59 pm of the week the book is being discussed (see the course calendar for specifics). Everyone is responsible for responding (i.e. providing feedback and additional ideas) to each post.

**Environmental Documentary 20%**

To further your thinking about and work with environmental issues in this course, you will spend the semester selecting, researching, and documenting an environmental issue of your choice. This documentary project is designed to enhance your understanding of the world in which you live and consider ways to weave a documentary-style project into your own instruction. Detailed information is also available on Canvas.

**Environmental Research and Instruction Project 20%**

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). Detailed information on the project is available on Canvas.

**Rubric and Grading Scale (for CTRD 6036)**

Attendance and Participation (including video conferences) 10%

Weekly Discussion Boards 10%

Reading and Experience Journal 10%

Twitter Professional Learning Network 10%

Instructional Plan for 2 Books 20%

Environmental Documentary 20%

Environmental Research and Instruction Project 20%

**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 6036**

**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)

**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)

**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

Week 16

4/24 Environmental Documentary Project Due

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

TBD Final Presentations (if needed)