**The Reading of Adolescents**

**Spring 2022**

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

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**Course Number:** CTRD 6030

**Course Title:**  The Reading of Adolescents

 **Credit Hours:** 3 semester hours

 **Prerequisites:** Graduate Standing

 **Corequisites:**  None

**Term:** Spring 2022

**Classroom:** TBD

 **Day/Time:** TBD

 **Instructor:** Dr. Mike Cook

 **Office:** Haley 5056

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

 **Office Hours:** 11:00-12:00 M, 4:00-5:00 W, and by appointment (Phone and Skype meetings are also an option)

**Texts:**

Boulley, A. (2021). *Firekeeper’s Daughter*. Henry Holt and Company.

Boyd, A.S. & Darragh, J.J. (2019). *Reading for action: Engaging youth in social justice through young adult literature*. Rowman & Littlefield.

Kiely, B. (2021). *The other talk: Reckoning with our white privilege*. Atheneum.

Love, B.L. (2019). *We want to do more than survive: Abolitionist teaching and the pursuit of educational freedom*. Beacon Press.

Sook, K.H., Estrada, R., & Ko, H.J. (2020). *Banned book club*. Iron Circus Comics.

Takei, G., Eisinger, J., Scott, S. & Becker, H. (2019). *They called us enemy*. Top Shelf Productions.

\*Additional texts as selected and assigned by students

**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 (including video conferences)

Instruction/Facilitation of Student Selected Texts

Collaboratively Curated YAL Resource

Collaborative Scholarly Writing

Final Project

ELA Program Common Book Discussion

**Attendance and Participation**

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.

**Instruction/Facilitation of Student Selected Texts**

Each student will select 1 of our semester texts (these selections will be required reading for everyone) and will lead the class session(s) when their book is discussed. Instruction/facilitation can include class discussions, activities, engaging with supplemental materials, and so forth. 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. Order of readings and facilitation will be collaboratively determined by students and instructor. Everyone is responsible for responding (i.e. providing feedback and additional ideas) to each post.

**Collaboratively Curated YAL Resource**

As part of our work together this semester, we will collaboratively curate a Young Adult Literature resource for teachers. Our goal will be multifaceted. In addition to researching and collecting specific titles of high quality YAL, specifically high quality YAL that shares #ownvoices, provides diverse and complex representations of myriad social identities, and offers students meaningful opportunities to interrogate the word and the world (to paraphrase Freire). Our collaborative resource will provide text titles and annotations and will be organized by age/grade, genre, modality, medium, identity, and connection to social justice and equity. Moreover, we will explore retellings of canonical texts, highlight information we believe teachers need to know, and offer paired texts/text sets. We will also collect resources and instructional ideas and materials for secondary classrooms. Through this project, we aim to positively impact the teaching and learning happening in ELA classrooms.

**Collaborative Scholarly Writing**

In conjunction with the collaboratively curated YAL resource, we will work together to co-author an academic article, blog post, etc. as an attempt to distribute our resource to a wide range of classrooms teachers. More information to come.

**Final Project**

Each of you will be completing an individual project that will serve as the culminating assessment for the course. For everyone, this will involve researching a specific theme, issue, or topic within YAL and relevant to our world. While the direction and final product are largely up to you, this project should involve finding, reading, and analyzing scholarship on your theme, issue, or topic and researching and familiarizing yourself with appropriate YAL texts you believe will help students engage with the content/material. This project may take a variety of forms—e.g., a more formal scholarly essay, instructional design, a multimodal articulation for teachers, etc. Your topics, projects, and products will all be discussed and negotiated in class.

As part of the final project, you will submit a written proposal, provide in-progress work for two check-ins, and ultimately submit your final project and present the information to the class. We will discuss dates for each of these together in class.

**ELA Program Common Book Discussions**

This semester, every Auburn ELA program course is including *We Want to Do More than Survive* as a required text. In addition to reading the text, you are expected to attend at least one of our program-wide book discussions. The expectation is that you read the book in its entirety and come to the meeting prepared, with an open mind, to do the necessary but complex work of discussing race/ism and antiracism in society and education, specifically in ELA education. In an effort to accommodate everyone’s schedules, we are offering two days/times for our program book discussion. We ask that you attend one of them (although you are certainly welcome at both).

* Thursday, April 7 6:00-7:00pm
* Friday, April 8, 10:00-11:00am

We’ll provide more information on location as we get closer to the time and can assess COVID numbers. While we hope to hold this discussion face-to-face, we may make the decision to utilize Zoom if it feels safter for everyone.

**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 6030**

**Spring 2022**

**Dr. Cook**

\*We will discuss each reading on the day(s) they are listed on the calendar below, so please be prepared. 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**

 Course Introduction

 Collaborative Syllabus and Assignment Design

**Week 2**

 MLK Jr Holiday—No Class Meeting

Begin Reading Boyd & Darragh, Foreword, Preface, and Introduction

**Week 3**

 Continue reading Boyd & Darragh, Foreword, Preface, and Introduction

Read Boyd & Darragh, Chapter 1: Bullying

 Read *Firekeeper’s Daughter*

**Week 4**

 Read Boyd & Darragh, Chapter 2: Global Poverty

 Read Love, Chapter 1

 Read *They Called Us Enemy*

**Week 5**

 Read Boyd & Darragh, Chapter 3: Mental Health

Read Love, Chapter 2

Read *They Called Us Enemy*

**Week 6**

 Read Boyd & Darragh, Chapter 4: The Gender Spectrum

 Read Love, Chapter 3

 Read *Last Night at the Telegraph Club*

**Week 7**

 Read Boyd & Darragh, Chapter 5: Human Trafficking

 Read Love, Chapter 4

 Read *Last Night at the Telegraph Club*

**Week 8**

 Read Boyd & Darragh, Chapter 6: Refugee Crisis

 Read Love, Chapter 5

 Read *Out of the Darkness*

**Week 9**

 Spring Break—No Class

**Week 10**

 Read Boyd & Darragh, Chapter 7: Women’s Rights

 Read Love, Chapter 6

 Read *Out of the Darkness*

**Week 11**

 Read Boyd & Darragh, Chapter 8: Social Class Disparities

 Read Love, Chapter 7

 Read *The Stars Beneath Our Feet*

**Week 12**

 Read Boyd & Darragh, Chapter 9: Police Brutality

 Read *The Stars Beneath Our Feet*

**Week 13**

 Read Boyd & Darragh, Chapter 10: Immigration Reform

 Read *The Other Talk*

**Week 14**

 Read Boyd & Darragh, Chapter 11: Sexual Orientations and Stigmas

Read *The Other Talk*

**Week 15**

 Read Boyd & Darragh, Chapter 12: Environmental Protection and Ecojustice

 Read *Banned Book Club*

**Week 16**

 Read Boyd & Darragh, Conclusion

 Read *Banned Book Club*

**Exam Week**

TBD