1. Course Number and Title: ELRL 626 Literature for Adolescents

2. Course Description:
A critical study of literature and effective ways of using it for middle and senior-high school students. Special attention is given to ways of developing a recreational reading program for individual students on the basis of ability and reading interests.

3. Prerequisites: none

4. Course Objectives: Candidates will know and understand:
   
   A. Historical foundations, development, and current state of the art in adolescent literature (IRA Standard 2.3, 4.2; NJPTS 1; WPUNJ, B1, B2, B3)
   
   B. A wide range of high quality classic, contemporary and multicultural literature for adolescents that can be used across academic content areas (IRA Standards 2.2, 2.3, 4.2; NJPTS 1; WPUNJ, B1, B2, B3)
   
   C. How to critically analyze adolescent books/videos/DVDs and CDs with particular attention to bias in gender, class, ethnicity, race and culture (IRA Standard 2.2, 2.3, 4.2; NJPTS 1, 2, 3; WPUNJ C1, C2)
   
   D. How to integrate the Language Arts Literacy NJCCCS and technology with adolescent literature across academic content areas (IRA Standard 2.2, 2.3, 4.2, 4.3, 4.4; NJPTS 4, 6; WPUNJ B2, B4, D6)
   
   E. How to create environments that encourage the development of lifelong readers and writers by introducing adolescents to literature (fiction, non-fiction and poetry) that can be used to help them learn about themselves and their world (IRA Standard 2.1, 2.2, 2.3, 4.1, 4.2, 4.3, 4.4; NJPTS 4, 6; WPUNJ B2, D2, D3)
   
   F. How to critically analyze and evaluate the quality of literature that can be used to help students develop their reading proficiency and interest (IRA Standard 4.1, 4.2, 4.3, 4.4; NJPTS 5, 6; WPUNJ A2, D2, D3)
   
   G. How to adapt instruction to meet the needs of older students from various cultural and linguistic backgrounds and with special learning needs. (IRA Standard 2.1, 2.2, 2.3, 4.1, 4.2; NJPTS 3, 4, 7; WPUNJ C3, D2, D3)
   
   H. How to integrate the Language Arts Literacy NJCCCS and technology with adolescent literature across academic content areas (IRA Standard 2.2, 2.3, 4.2, 4.3, 4.4; NJPTS 4, 6; WPUNJ B2, D2, D3)
   
5. Student Learning Outcomes: Candidates will be able to:
   
   A. Demonstrate their understanding of adolescent literature by discussing and reflecting on the historical development of adolescent literature, its current popularity, and by analyzing and discussing the works of authors who have been influential in developing this genre (IRA Standard 2.2, 2.3, 2.4; NJPTS 1; WPUNJ A1, B1, B2, B3)
   
   B. Demonstrate their understanding of the role of adolescent literature in the middle and high school curriculum by researching specific curriculum topics and/or areas related to adolescent development (e.g., coming of age, adolescent relationships, peer pressure, death and dying, etc.) and preparing annotated bibliographies and literature guides that address specific issues (IRA Standard 4.1, 4.2, 4.3, 4.4; NJPTS 2.6, WPUNJ D4)
   
   C. Demonstrate their ability to conduct classroom and/or school-based research related to adolescents’ reading attitudes, motivation, preferences and abilities by preparing a student profile of an adolescent reader (IRA Standard 4.1, 4.4, NJPTS 2.4; WPUNJ C1, D5)
   
   D. Demonstrate the ability to apply their knowledge and understanding of classic, contemporary and multicultural adolescent literature and best practices by designing units of study that explore topical and timely issues (IRA Standards 4.1, 4.2, 4.3, 4.4; NJPTS 1.6, WPUNJ D4)
   
   E. Foster positive dispositions related to reading and the teaching of reading by creating safe and caring classroom environments that encourage reading independence and by working with colleagues, families and communities to ensure that all students have access to quality print and non-print materials and adults who enthusiastically model proficient reading behaviors. (IRA Standards 5.1; NJPTS 6, 8; WPUNJ D2, D3)
6. Topical Outline of Course Content:

A. Reflections on children’s and adolescent literature read by students: importance of choice, knowing who your students are, understanding core curriculum standards;

B. Bibliotherapy: How literature can address the emotional, social, intellectual and physical needs of the adolescent;

C. Choice in adolescent and children’s literature: assessing interests and range of reading levels using inventories, checklists, interviews;


E. Literature guides: preparing your own (what’s a good question?); literature extension activities; how to critique published literature guides;

F. Incorporating adolescent and children’s literature throughout the curriculum - genre study: realistic fiction, historical fiction, mystery, fantasy and science fiction, traditional literature including folklore, fables, epics, classics; biography, autobiography, memoir, poetry, drama;

G. Using media and technology to enhance literature appreciation: critical viewing strategies;

H. Strategies for engaging students: book talks; picture books; literature circles; “say something;” reciprocal reading, writing process responses;

I. Engaging all levels of readers: gifted, average, struggling (High interest/low readability books; abridged classics; teen magazines);

J. Trends (including new technologies), issues (including censorship and current social issues, e.g. HIV, drug abuse, premarital relationships, etc.); literary criticism;

K. Award winning books; writers who write for adolescents.

7. Teaching Methods and Student Learning Activities:

Teacher and student read alouds; reader-response (oral, written and performance); discussion; demonstration; role-playing; film and video clips; guest speakers.

8. Methods of Student Assessment:

A. Candidates will keep a reflective journal based on readings, discussions and observations.

B. Candidates will read five* adolescent selections choosing from among various genres and classic and contemporary selections. Utilize reviews from resources such as: The Horn Book, School Library Journal, etc. Prepare book talks (see assessment rubric) on all five selections which will be shared throughout the semester. A one-page summary of each selection will accompany the selection. (see assessment rubric)

* at least one book must be related to a culture other than your, for example House on Mango Street; When I was Puerto Rican;

C. Candidates will prepare a reading profile of a middle or high school student using informal assessments including interview, interest inventory and range of reading abilities. Candidates will share observations and informal assessment analyses on a regular basis with the student and offer suggestions for improvement and support. A bibliography of recommended readings and non-print materials (videos, software) will be included.

D. Candidates will develop a literature guide (distributed and discussed in class) with extension activities for one of the selections read for this course and prepare a lesson using this guide.

E. Choose a topic or theme that addresses NJCCCS in a content area or an area of adolescent development and prepare a unit of study integrating the Language Arts Literacy NJCCCS also. Include an annotated bibliography of print and non-print materials to be used to explore this topic. See guidelines.

9. Suggested Readings:


Recommended Journals and websites:
- The HORN book [hbook.com](http://hbook.com)
- The Journal of Adolescent and Adult Literacy (JRA) [Journal of Literacy Research (NRC)]
- The English Journal (NCTE)
- The New Advocate School Library Journal [ SIGNAL](http://www.indiana.edu/~eric_rec/eric_rec/eric_rec.html)
- www.libraries.wright.edu
- www.seemore.mi.org/booklists
- www.overbooked.org/
- www.cloudnet.com

11. Preparers’ Names and Date: M. Turkish and D. Feola, 1998
12. Original Departmental Approval Date:
13. Reviser’s name and Date: D. Feola, 2003
14. Departmental revision approval date: October 29, 2003
<table>
<thead>
<tr>
<th>Identify the Genre</th>
<th>Exemplary (Above Standard)</th>
<th>Effective (At Standard)</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>Ineffective (Unacceptable- Assignment is not complete and lacks knowledge and understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Genre was appropriately identified, as well as impact upon grade level curriculum</td>
<td>Genre was correctly and adequately identified</td>
<td>Genre was incorrectly or inadequately identified</td>
<td>Genre was not identified</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Give a brief background of the Author</th>
<th>Exemplary (Above Standard)</th>
<th>Effective (At Standard)</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>Ineffective (Unacceptable- Assignment is not provided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background of Author reflected a wide range of curriculum contributions</td>
<td>Background of Author was substantial and accurate</td>
<td>Background of Author was vague and/or incorrect</td>
<td>Background of Author was not provided</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Give a brief summary of the selection, sans ending</th>
<th>Exemplary (Above Standard)</th>
<th>Effective (At Standard)</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>Ineffective (Unacceptable- Assignment is not complete and lacks knowledge and understanding)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary was innovative, the ending was not revealed, and audience was motivated to try the selection with students</td>
<td>Summary was appropriate, and ending was protected</td>
<td>Summary was inappropriate (too long, and/or ending was given)</td>
<td>Summary was omitted</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Give your opinion – why you liked or disliked it</th>
<th>Exemplary (Above Standard)</th>
<th>Effective (At Standard)</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>Ineffective (Unacceptable- Assignment is not provided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion about the selection was presented to reflect the reading interests of the student giving the book talk</td>
<td>Opinion about the selection was clear and appropriate</td>
<td>Opinion about the selection was vague and/or inappropriate</td>
<td>Opinion about the selection was omitted</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Read a passage</th>
<th>Exemplary (Above Standard)</th>
<th>Effective (At Standard)</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>Ineffective (Unacceptable- Assignment is not provided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A passage was read aloud and presented in an exciting and intriguing manner</td>
<td>A passage was read aloud and its purpose was evident</td>
<td>A passage was read aloud</td>
<td>A passage was read aloud, but not read aloud</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Identify the Writing Style</th>
<th>Exemplary (Above Standard)</th>
<th>Effective (At Standard)</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>Ineffective (Unacceptable- Assignment is not provided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The writing style was discussed and examples on how to incorporate this selection to enhance language arts curriculum were shared</td>
<td>The writing style was explained and/or identified correctly</td>
<td>The writing style was addressed briefly and/or misidentified</td>
<td>The writing style was omitted entirely</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide Book Reviews or Reputation of the Author</th>
<th>Exemplary (Above Standard)</th>
<th>Effective (At Standard)</th>
<th>Moderately Effective (Approaching Standard)</th>
<th>Ineffective (Unacceptable- Assignment is not provided)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book Reviews and Reputation of the Author revealed value of their work and meant the book would integrate well with curriculum</td>
<td>Book Reviews and Reputation of the Author were given</td>
<td>Book Reviews and/or Reputation of the Author were mentioned</td>
<td>No Book Reviews or Reputation for the author was given</td>
<td></td>
</tr>
</tbody>
</table>

Candidates who do not achieve target level of **At Standard** must meet with the professor to develop a plan for improving performance.
Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
Candidates who do not achieve target level of *At Standard* must meet with the professor to develop a plan for improving performance.
Candidates who do not achieve target level of At Standard must meet with the professor to develop a plan for improving performance.
<table>
<thead>
<tr>
<th>Identify the Topic/Theme</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic/Theme was identified and very relevant to developmental level, age, and interest level of students</td>
<td>Exemplary (Above Standard)</td>
<td>Effective (At Standard)</td>
<td>Moderately Effective (Approaching Standard)</td>
<td>Ineffective (Unacceptable- Assignment is not complete or lacks knowledge and understanding)</td>
</tr>
<tr>
<td>Topic/Theme was correctly and adequately identified</td>
<td>Topic/Theme was incorrectly or inadequately identified</td>
<td>Topic/Theme was not identified</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Give a brief rationale for choosing topic/theme</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rationale was clear and concise and supportive of this topic/theme</td>
<td>Exemplary (Above Standard)</td>
<td>Effective (At Standard)</td>
<td>Moderately Effective (Approaching Standard)</td>
<td>Ineffective (Unacceptable- Assignment is not complete or lacks knowledge and understanding)</td>
</tr>
<tr>
<td>Rationale was supportive of this topic/theme</td>
<td>Rationale was only minimally supportive of this topic/theme</td>
<td>No rationale given</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Include an Annotated Bibliography (includes print &amp; non-print)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annotated bibliography was well researched with print and non-print resources</td>
<td>Exemplary (Above Standard)</td>
<td>Effective (At Standard)</td>
<td>Moderately Effective (Approaching Standard)</td>
<td>Ineffective (Unacceptable- Assignment is not complete or lacks knowledge and understanding)</td>
</tr>
<tr>
<td>Annotated bibliography included print and non-print resources that were relevant to the topic/theme</td>
<td>Annotated bibliography was not complete and lacked either print or non-print resources or included resources that were not relevant to the topic/theme</td>
<td>No annotated bibliography included</td>
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<table>
<thead>
<tr>
<th>Include relevant and engaging student learning activities that differentiate instruction</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td>Learning activities were engaging and relevant and instruction was differentiated in a creative manner</td>
<td>Exemplary (Above Standard)</td>
<td>Effective (At Standard)</td>
<td>Moderately Effective (Approaching Standard)</td>
<td>Ineffective (Unacceptable- Assignment is not complete or lacks knowledge and understanding)</td>
</tr>
<tr>
<td>Relevant and engaging differentiated learning activities included</td>
<td>Minimal learning activities included</td>
<td>No learning activities included</td>
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<thead>
<tr>
<th>Written in standard English</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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</thead>
<tbody>
<tr>
<td>No errors in standard written English</td>
<td>Exemplary (Above Standard)</td>
<td>Effective (At Standard)</td>
<td>Moderately Effective (Approaching Standard)</td>
<td>Ineffective (Unacceptable- Assignment is not complete or lacks knowledge and understanding)</td>
</tr>
<tr>
<td>Very few, if any, errors in standard written English</td>
<td>Some errors in standard written English</td>
<td>Many errors in standard written English</td>
<td></td>
<td></td>
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</tbody>
</table>
| 4 | Exemplary  
(Above Standard) | 3 | Effective  
(At Standard) | 2 | Moderately Effective  
(Approaching Standard) | 1 | Ineffective  
(Unacceptable-Assignment is not complete or lacks knowledge and understanding) |
<table>
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<tbody>
<tr>
<td>Literature Guide is based on a selection of literature read for this course and includes at least three extension activities</td>
<td>Literature Guide is based on a selection of literature read for this course and includes at least three extension activities</td>
<td>Literature Guide is based on a selection of literature read for this course and includes at least three extension activities</td>
<td>Literature Guide is not based on a selection of literature read for this course and does not include at least three extension activities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Lesson plan using this guide includes all relevant components for a specific grade level in support of NJCCCS</td>
<td>Lesson plan using this guide includes all relevant components for a specific grade level in support of NJCCCS</td>
<td>Lesson plan using this guide includes some relevant components for a specific grade level in support of NJCCCS</td>
<td>Lesson plan does not include the guide or all relevant components for a specific grade level in support of NJCCCS</td>
<td></td>
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</tr>
<tr>
<td>Assignment is shared with class in a technological format</td>
<td>Assignment is shared with class in a technological and creative format</td>
<td>Assignment is shared with class but not in a technological format</td>
<td>Assignment is not shared with class</td>
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</tr>
<tr>
<td>Guide and LP are written/spoken in standard English</td>
<td>Very few, if any, errors in standard written/spoken English</td>
<td>Some errors in standard written/spoken English</td>
<td>Many errors in standard written/spoken English</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>Exemplary (Above Standard)</td>
<td>Effective (At Standard)</td>
<td>Moderately Effective (Approaching Standard)</td>
<td>Ineffective (Unacceptable-Assignment is not complete or lacks knowledge and understanding)</td>
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<tr>
<td><strong>Discusses/responds to readings, class discussions and classroom/learner observations</strong></td>
<td>Discusses and responds to assigned readings, class discussions and classroom/learner observations and goes beyond required readings to include other relevant sources of information</td>
<td>Discusses and responds to assigned readings, class discussions and classroom/learner observations</td>
<td>Minimal discussion and response to assigned readings, class discussions and classroom/learner observations</td>
<td>Does not respond to class discussions, assigned readings or classroom/learner observations</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Is reflective about topics, dispositions, and student learning</strong></td>
<td>Is reflective about topics, dispositions, and student learning and poses questions for further reflection</td>
<td>Is reflective about topics, dispositions, and student learning</td>
<td>Is minimally reflective about topics, dispositions, and student learning</td>
<td>Does not reflect on topic/dispositions/student learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Is reflective about own teaching/learning practice</strong></td>
<td>Reflects on own teaching/learning practice and poses questions for further self-reflection</td>
<td>Is reflective about own teaching/learning practice</td>
<td>Is minimally reflective about own teaching/learning practice</td>
<td>Is not reflective about own teaching/learning practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Submits/shares on a regular basis</strong></td>
<td>Always submits or shares and engages other students in a constructive dialogue about entries</td>
<td>Submits or shares with regularity</td>
<td>Submits or shares with some regularity</td>
<td>Does not submit or share with any regularity</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>No errors in standard</strong></td>
<td>V'ery few, if anv, errors</td>
<td>Some errors in standard</td>
<td>Many errors in standard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IRA Standard 5.1 Display positive dispositions related to reading and the teaching of reading</td>
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</table>

1. Shares professional readings and reflections on those readings ____ ____
2. Contributes to class discussions related to reading and the teaching of reading ____ ____
3. Has high expectations for all children ____ ____
4. Models enthusiasm for reading and writing ____ ____
5. Prepares lesson and unit plans that demonstrate respect for cultural and linguistic diversity and students with special learning needs ____ ____

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**Dispositions for the M.Ed in Reading Program**

<table>
<thead>
<tr>
<th>Met</th>
<th>Not Met</th>
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</table>

**Profile is of a middle or high school student that includes observational data**

- **Profile is of a middle or high school student that includes extensive observational data**
- **Profile is of a middle or high school student that includes observational data**
- **Profile is of a middle or high school student that includes observational data**
- **Profile is not of a middle or high school student**

**Profile is of a middle or high school student that includes informal assessments**

- **Profile is of a middle or high school student that includes informal assessments**
- **Profile is of a middle or high school student that includes informal assessments**
- **Profile is of a middle or high school student but only 1-2 informal assessments are included**
- **Profile is not of a middle or high school student**

**Evidence that the student has been worked with over a period of at least 8 weeks and has received concrete suggestions for improvement and support**

- **Evidence that the student has been worked with over a period of at least 8 weeks and has received concrete suggestions for improvement and support**
- **Evidence that the student has been worked with over a period of at least 8 weeks and has received concrete suggestions for improvement and support**
- **Limited evidence that the student has been worked with over a period of at least 8 weeks and has received concrete suggestions for improvement and support**
- **Insufficient evidence provided**

**A bibliography of print and non-print resources that address this particular student’s needs and interests is included**

- **A bibliography of print and non-print resources that address this particular student’s needs and interests is included**
- **A bibliography of print and non-print resources that address this particular student’s needs and interests is included**
- **A bibliography is included but lacks a sufficient number of resources or does not include both print and non-print resources that address this particular student’s needs and interests**
- **No bibliography**

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**CIRL 626 Literature for Adolescents Assessment Rubric for Student Profile**

| 4 | Exemplary  
|   | (Above Standard)  
| 3 | Effective  
|   | (At Standard)  
| 2 | Moderately Effective  
|   | (Approaching Standard)  
| 1 | Ineffective  
|   | (Unacceptable- Assignment is not complete or lacks knowledge and understanding)  

- Profile is of a middle or high school student that includes observational data
- Profile is of a middle or high school student that includes informal assessments
- Evidence that the student has been worked with over a period of at least 8 weeks and has received concrete suggestions for improvement and support
- A bibliography of print and non-print resources that address this particular student’s needs and interests is included

---

*Note: The rubric and dispositions are provided to ensure students meet the expectations for improving performance.*
6. Maintains confidentiality in working with students and their families when collecting and sharing data for diagnostic purposes and sharing
7. Clearly articulates knowledge and findings with colleagues and families while advocating for all aspects of child development.

IRA Standard 5.2 Continue to pursue the development of professional knowledge and dispositions

1. Is a current member of a professional literacy organization such as IRA (International Reading Association), NCTE (National Council of Teachers of English), NRC (National Reading Council), NJRA (New Jersey Reading Association), etc.
2. Attends professional development conferences, workshops, etc.
3. Is open-minded and flexible.
4. Follows through on suggestions/recommendations for further study

IRA Standard 5.3 Work with colleagues to observe, evaluate and provide feedback on each other’s practice

1. Gives constructive feedback to colleagues during class presentations
2. Seeks and values collaboration and contributes significantly to group projects
3. Engages in reflective pedagogy
4. Conducts research in an ethical manner