

Course Name: Young Adult Literature
Course Number: ENG327
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Course Site: <https://sites.google.com/site/heathercoenen>

Course Description: Students will read short stories, novels and articles that focus on teens as their characters. Drawn from today's headlines, the contemporary plots include such issues as peer pressure, abuse, drunk driving, gangs, family problems and violence.

Young Adult Literature is a semester long course. This gives us seventeen weeks together, in which to improve our reading, writing, and thinking. We will go through many different kinds of reading; novels, plays, short stories, etc. The one thing that all the works will have in common is that the protagonist of each piece is a young adult. We will connect the literature to your life – things that may affect you now and later.

Our connections will be made through discussion and writing – but most importantly, I would like you to question what you are told and what you read. And I would like to help you find a type of literature that you enjoy reading.

Iowa Core Standards:

Standard 1: Reading Strand - Literature

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

Standard 2: Reading Strand – Informational Text

Students will effectively comprehend, analyze, evaluate, and create using a diverse range of appropriately complex print materials.

Standard 3: Writing

Students will routinely write to learn and to communicate for a range of tasks, purposes, and audiences.

Standard 4: Speaking and Listening

Students will participate effectively in a range of rich, structured conversations, collaborations, and presentations.

Standard 5: Language

Students will apply knowledge of the English language and its conventions when reading, writing, speaking and listening.

Assessment:

There will be a variety of assessments during the course—small and large-group discussions, journal responses, essays, projects and presentations, and a semester exam. We will look at assessment as a means of determining learning mastery. Learning will occur in an environment that encourages risk taking and exploration. Students will be aware of expected learning goals. We will work together to determine daily assessment methods. A letter grade will be awarded based on the percentage of total points earned in the class.

Content:

Reading: short stories, screenplay, novels

Writing: weekly journal entries, narrative paper

Speaking and Listening: presenting unit-end projects

Instructional Strategies:

Students will work collaboratively as well as independently to:

- Investigate concepts
- Discuss thinking
- Propose products and processes
- Communicate understanding

UNITS:

Novel/Film Options:

Absolutely True Diary of a Part-Time Indian accompanied by *What's Eating Gilbert Grape* (PG-13 rating)

Alive

The Bean Trees

The Body accompanied by *Stand By Me* (R-rated)

The Burn Journals

Feed

First Part Last accompanied by *I Am Sam* (PG-13 rating)

Go Ask Alice accompanied by *Thirteen* (R-rated)

Graphic Novels: Fables and/or Runaways

Monster accompanied by *Gridiron Gang* (PG-13 rating)

On Golden Pond

Orbiting Jupiter

Shooter

Smack

We will take as much time as needed on each work that we read. Our goal is not to fit as many books and stories in as we can, but to enjoy everything that we read and connect our lives to them. We will be writing, thinking, and connecting in a multitude of ways to what we read. There will be weekly journals to ensure that you understand what you are reading, but there will be other methods of grading that will allow you to be graded on your individuality.

Academic/Behavioral Expectations:

I expect you to play nice with others. When in doubt, think about how you would want to be treated and act accordingly. I expect you to be in class on time. I expect you to put forth effort. In the case that you choose *not* to put forth effort, I expect that you do not hinder those that choose *to* work. If we cannot work out our issues personally, I will call upon counselors, parents/guardians, and/or assistant principals for outside assistance.

Discussion Points:

To ensure that you are thinking in this course, there will be **points for participation**. You will receive 90 participation points...this equates to roughly a point per day. If you find yourself falling asleep (which I find extremely disrespectful to everyone in the room), **habitually tardy**, speaking out in inappropriate ways or focusing on things other than the current class activity (**this includes texting**, conversations with friends, other homework, etc.) you will lose points accordingly. This discussion part of your grade will be between 5% and 10% of your grade and will be added in at the end of the semester. This is a subjective grade and I will do my best to be fair. To avoid any confusion think before you speak and act.

Semester testing: The semester test will not be a multiple choice test, but there will be a freethinking, cumulative essay exam in which you compare your thoughts to the thoughts of a character or a situation of a character in the works that we have read throughout the entire semester.

Attendance:

I will be following the Attendance Policy 5107. This has been put forth by the State of Iowa and the DCSD; you can find this policy in the student handbook. I expect all students to be in class on time every day. If absenteeism (excused or unexcused) leads to a failing grade, it is possible that you could be dropped from this course. It is the student's responsibility to talk to me about their absenteeism.

Student Ids:

Per District expectation, high school students are expected to wear their student id while at school at all times. In this classroom, you will be expected to wear your student id. Infractions of this expectation will result in one of the following consequences: teacher/student conference, parent contact, and/or office intervention.

Technology Usage: Cell phones and electronic devices are a part of our world. That said, they will not be a disruptive part of class. There will be occasions where the use is acceptable, but for the most part, while in class they are **not allowed**. If I see them out on your desk, if your backpack or purse is hiding them or if the devices are in your ear, I will remove them from your person and hold them until the end of the hour. In the event that their removal becomes an issue, I will follow the handbook guidelines and place them in the AP office for your parents/guardians to pick up.

Classroom Behavior and Guidelines:

Because this classroom will be one of expressing opinions and discussing controversial issues we **MUST** create an atmosphere conducive to learning and respect. You are expected to be respectful of yourself, your classmates, your teacher, and your materials at all times. We will follow the school rules as outlined in your student planner. I will address behavior problems with students as they occur, calling parents when necessary. Continued behavior problems will result in putting the student on a behavior plan through the AP office.

Late Work: Late work will be accepted with substantial grade reductions (half-credit). In most cases, if the assignment is turned in by 2:30 on the due date, it will be accepted without penalty.

Plagiarism Guidelines: In Young Adult Literature I will institute the following specific consequences for plagiarism also outlined in the Hempstead student agenda:

PLAGIARISM

Hempstead students are expected to do their own schoolwork. Cheating by looking at another student's schoolwork, copying others' work, copying from other sources or similar cheating is not tolerated. With the advent of the internet, the availability of information has exploded into a whole new and exciting realm for our students. The accessibility of documents has also brought with it an increasing concern regarding plagiarism, which is a form of cheating.

All Hempstead teachers are committed to educating our students about plagiarism, helping them understand what plagiarism is—especially through specific instruction in individual courses. We aim to teach students how to accurately quote and document sources as well as how to effectively convert researched information into their own words.

Plagiarism is defined by www.dictionary.com as: "a piece of writing that has been copied from someone else and is presented as being your own work; taking someone's words or ideas as if they were your own." Iowa Core Literacy Anchor Standard #8 for College and Career Readiness states that students will: "Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism."

Cheating, including plagiarism, may result in loss of or reduced credit on an assignment, referral to the Assistant Principal office for documentation on the student's record, and possible loss of class credit and failing grade.

Plagiarism and cheating exist in many forms and to various extents. Some typical examples are noted here:

1. Copying another student's assignment/artwork/project; note: **BOTH parties are engaging in cheating**
2. Using another person's paper/artwork/project/ in its entirety and calling it your own
3. Copying a paper word-for-word (artwork/project) from an internet document or documents
4. Using sentences from another source but replacing a few words
5. Passing off ideas or critiques as your own when they are someone else's

6. Not putting quotation marks around exact words pulled from another resource
7. Not documenting the source at all, or documenting the wrong source
8. Not citing the sources used (even when paraphrasing and summarizing)

Incidental plagiarism will be addressed by the classroom teacher, and may include loss of credit for the assignment and parent contact. Consequences for blatant plagiarism and repeated acts of incidental plagiarism are listed below. Disciplinary action by Hempstead administration **may include loss of class credit and failing grade.**

Juniors & Seniors: 1st occurrence: 0% on piece without revision, parent contact, referral to Assistant Principal for documentation purposes; repeated plagiarized pieces 0% without revision and referral to AP Office for possible disciplinary action

Grading Plan:

A 93 – 100	B 83 – 86	C 73 – 76	D 63 - 66
A- 90 – 92	B- 80 – 82	C- 70 – 72	D- 60 - 62
B+ 87 – 89	C+ 77 – 79	D+ 67 – 69	F 0 - 59

As grades are now available online, I will not distribute grade reports on a regular basis. Grades will be updated periodically on PowerSchool. Therefore, it will be the student's responsibility to check their grades and perceived discrepancies should be directed to me through email or during my office hours.

Communication Plan:

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 Email: hcoenen@dbqschools.org
 Office hours: 8:30-9:00am

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