



Minnesota State University, Mankato
Curriculum Proposal

HOLD and CLEAR buttons only compatible with Acrobat V. 4 and 5.

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

(Check all that apply):		Proposal # <u>176</u>
College: <u>Arts and Humanities</u>	<input checked="" type="checkbox"/> Undergraduate	Effective Date of Change:
Department: <u>English</u>	<input checked="" type="checkbox"/> Graduate	Academic Year <u>07-08</u>
Program: <u>Communication Arts and Literature BS Engli</u>	CIP # _____	(For Office Use Only)
Type of Change: <u>COURSE PROPOSALS</u>		Course Designator Number of
Proposed: <u>Change in Credits</u>		and Number Credits
Title Current: <u>Adolescent Literature</u>		Eng 4/563 3
Title Proposed: _____		Eng 4/563 4
24-Char. Abbrev: _____		(if applicable)

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):
No change.

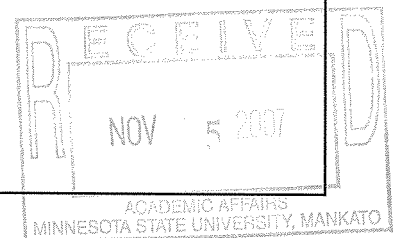
Rationale or Justification for change:
The change in credits is justified by the great increase in the number of works of young adult literature being published both nationally and internationally. Also, this program requires 36 credits. Most English courses are 4 credits. Making this course 4 credits makes it easier for students to plan their programs. The program currently requires 7 elective credits; this change would reduce that number to 6. Although available as an elective, this course is not a required course for any other program.

*****For General Education or Cultural Diversity Courses Only*****

General Education Course:		Cultural Diversity Course: (Please check one.) <input type="checkbox"/> Core (At least 75% devoted to topics of race, gender, sexual orientation, age, class, and disabilities as they occur in United States Society.) <input type="checkbox"/> Related (At least 25% devoted to the above topics or to a global perspective on topics related to African American, Asian, Hispanic, and Native American inhabitants of the United States.)
GE Category #	GE Category Name (Maximum of 3 Categories)	
<u>N/A</u>		
<u>N/A</u>		
<u>N/A</u>		
<p>? For Writing Intensive Courses, attach a description of the kind and quantity of writing. ? For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.</p> <p>Attach paper copies of the following: a. Syllabus or course outline. b. Course's student learning outcomes associated with each GE competency or CD designation. c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.</p>		

*****For New Courses*****

(Check all that apply):	Instructional Type: <u>Lecture</u>	Course will be offered:
<input type="checkbox"/> Course is an elective.	Grading Format: <input type="checkbox"/> Grade <input type="checkbox"/> P/N	<input type="checkbox"/> Fall Semester
<input type="checkbox"/> Course is required for program		<input type="checkbox"/> Spring Semester
<input type="checkbox"/> Pre- or Co-requisites: _____		<input type="checkbox"/> Summer Session
<input type="checkbox"/> Other courses are being changed or eliminated. (Explain.) _____		
<input type="checkbox"/> Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)		
Attach paper copies of the following:		
a. Syllabus or course outline.		
b. Course's student learning outcomes.		
c. A list of resources required to offer and support this course.		
d. A description of how teaching this course will affect department staffing.		
e. If 400/500 level course, an explanation of added expectations of graduate students.		





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Signature Page

Department

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

John Brunlich 10/29/07
 Department Chair Date

Comments:

College Curriculum Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Theresa P... 11/7/07
 Committee Chair Date

Comments:

College Dean

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

Stanley 11-13-07
 Dean Date

Comments:

General Education Subcommittee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

 General Education Subcommittee Chair Date

Comments:

Undergraduate Curriculum and Academic Policy Committee

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

[Signature] 2/6/8
 UCAR Faculty Chair Date

Comments:

Faculty Association Graduate Committee

Recommended
 Not Recommended

 Faculty Association Graduate Chair Date

Comments:

Graduate Dean

Recommended
 Not Recommended

 Graduate Dean Date

Comments:

Academic Affairs Council

Recommended (Category/ies _____)
 Not Recommended (Category/ies _____)

David Hammer 3/14/08
 Assistant Vice President Date

Comments:

Senior Vice President and Vice President for Academic Affairs

Approved (Category/ies _____)
 Not Approved (Category/ies _____)

[Signature] 3/14/08
 Sr. Vice President / Vice Pres. Academic Affairs Date

Comments:

Summary of changes to Adolescent Literature Syllabus for change from a 3 credit to a 4 credit course

Additional required reading:

four articles/chapters about teaching multicultural literature – these are listed along with required novels for first four weeks.

a short introduction to poetry focused on how to teach poetry with some short poetry lessons (*An Introduction to Poetry: The River Sings*) – next four weeks

exercises from a collection of poetry writing exercises (*Getting the Knack*) – final four weeks

Additional assignments (related to above readings) - Assignments # 4,5,6 on syllabus

“split-page” journal response to multicultural readings

poetry teaching assignment

exercises/poetry workshop and final poem to share

Adolescent Literature
Fall 2007
Jacqueline Arnold

Office AH201E
Phone: 389-2570
jacqueline.arnold@mnsu

The goals of the course are to familiarize students with a wide range of literature either popular with adolescents or appropriate for adolescents and to familiarize students with a wide range of approaches for using such literature in grades 7-12.

Reading Schedule:

- 09/05 *The House On Mango Street* by Cisneros; "Taking a Cultural Response Approach to Teaching Multicultural Literature" by Yu Ren Dong from *English Journal* (Jan. 2005).
- 09/12 *Breaking Through* by Jimenez and *A Step From Heaven* by An Na; "Reading Multiculturally" by Daniel Hade from *Using Multiethnic Literature in the K-8 Classroom*, edited by Violet J. Harris
- 09/19 *The Lone Ranger and Tonto* by Alexie and *Code Talkers* by Bruchac "Re-framing the Debate about Cultural Authenticity" by Rudine Sims Bishop from *Stories Matter*, edited by Dana L. Fox and Kathery G. Short
- 09/26 *Always Running* by Rodriguez; "Students' Resistance to Engagement with Multicultural Literature" by Richard Beach in *Reading Across Cultures* Teaching Literature in a Diverse Society, edited by Theresa Rogers and Ana O. Soter
- 10/03 *Rainy Lake* by Rockcastle; read poetry lessons at the beginning of *An Introduction to Poetry: The River Sings* by Jeff Knorr
- 10/10 *Ironman* by Crutcher and *The Outsiders* by Hinton; poetry teaching
- 10/17 *Kindred* by Butler; poetry teaching
- 10/24 *To Kill a Mockingbird* by Lee; poetry teaching
- 10/31 *The Bluest Eye* by Morrison and *Bronx Masquerade* by Nikki Grimes; poetry workshop with exercise from *Getting the Knack: 20 Poetry Writing Exercises* by Stephen Dunning and William Stafford
- 11/07 *Night* by Wiesel and *The Devil's Arithmetic* by Yolen; poetry workshop
- 11/14 *Fallen Angels* by Myers; poetry workshop
- 11/28 *The Things They Carried* by O'Brien; poetry workshop
- 12/05 *Sunshine* by McKinley; "publish" poems

Final Project:

Oral Presentation: Make a ten minute oral presentation showing exactly how you would teach a novel, a work of literary non-fiction, or a play.

Purpose: a. force you to think about how to present or use literature in a specific situation, b. create something useful to you, to the class, and to me, c. introduce class members to several additional works appropriate for use in 5-12.

Possible titles: anything goes except for texts used for class assignments as long as it is appropriate for grades 5-12. You may want to use something you have enjoyed teaching, something you have enjoyed studying, something that teachers you have talked to or have observed have had success with, or just something you have enjoyed reading.

Guidelines: Your oral presentation should be ten minutes. Your handout should be two to four pages. DO NOT read from your handout; it should provide supplementary

information. The form and readability of your handout are important. Between your handout and your presentation, the class will have the following: a short summary of the work; a short rationale (why is this a good work for this group of students, and what you hope to accomplish); a sense of the target audience and how long would be spent studying the work; evaluation methods; writing, role playing, and non-verbal activities; some sense of the special problems that may be encountered using this work; how the work fits into a unit or other works used with it; a bibliography of related works, useful background, and materials for teaching the work. **Due on one of last class sessions – sign up sheet**

Required Weekly Assignments:

1. Blog a response to a teacher prompt or to your topic of choice for each week's novel(s) and read and respond to a classmate's blog. Post your blog's URL in space under D2L discussion.

2. Read and Prepare to discuss each week's novel(s) –quizzes may be used to check reading

3. Sign up for and present THREE of the following options on three different novels. One of your choices must be the “pre” or “during/post” teaching presentation. Although these assignments will be shared with the class in a presentation form I would like a paper hardcopy (these can be informal papers).

A. Write a paper in which you **present a rationale** for one of the books for this class in your curriculum. And how it could be used successfully. Be prepared to “deliver” your paper in class. **Due on class book discussion date- sign up**

B. Select an appropriate, representative work of science fiction, fantasy, utopia/dystopia, detection, research-based historical fiction, adventure, sports or poetry. You can use one of the works for this class or one of your choice (do not repeat a work you have written about already). **Prepare and deliver a 3 to 4 minute presentation in which you argue that the genre and the work you present are valuable** and should be part of the 5-12 language arts curriculum. In the course of this presentation you should briefly describe characteristics specific to your genre and its value, as well as describe the appearance of these characteristics in the book and the book's value to your students and curriculum.

Due in connection with specific book discussion or staggered throughout course – see sign-up sheet.

C. Prepare and present a web quest that would aid in the teaching of one of the class novels or an adolescent novel of your choice.

D. Teach a “during” reading or “post” reading mini-lesson on one of the works. Your mini-lesson should involve the class in some kind of activity/participation. You should also give some kind of context for this assignment (how it would fit into your overall teaching of the work) and a sense of your possible goals for teaching the work as a whole and for the particular assignment.

E. Provide context information for an upcoming work and teach a pre-reading lesson in preparation for that work **also** discuss any potential problems readers might have with reading/understanding this work and how you might minimize these.

F. Describe (with examples) and critique a number of online teaching materials (or packaged materials from other sources) for one of the works we study. Describe in detail a few materials/ideas that we might use.

4. Complete a “split-page” journal on the article about multicultural literature; be prepared to discuss the way the article changes your understanding of the novel or issues surrounding the teaching of the novel.

5. Choose a poem from a 6th, 7th, 8th, or 9th grade literature anthology. Present a ten minute lesson about the poem to the class, helping the class both to understand the poem’s topic and to learn about a formal aspect of poetry.

6. Complete different poetry writing exercises as assigned. During the workshop period revise two of these into a finished poem.

Evaluation based on: in-class contributions: book completion and quality discussion/responses; quizzes, papers and presentations; attendance

GRADING CRITERIA

A= achievement is outstanding relative to the level necessary to meet course requirements

B=achievement is significantly above the level necessary to meet course requirements

C=achievement meets course requirements in every respect

D =achievement is worthy of credit even though it fails to meet fully the course requirements

F= Represents failure/ no credit and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Attendance Required – More than one absence will lower your grade - No credit for absence on presentation nights –

Graduate Students: Talk to me about leading a class OR completing/sharing another assignment that might be appropriate to your area of study.