



LILIE, LLC Course Information

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Title of Course (45 hours): Books Every Teacher Should Read

Course Description:

The Books Every Teacher Should Read course will use three insightful novels as a platform to analyze several critical issues and concerns that are a challenge for educators and the children they teach. Topics that will be explored and discussed include child abuse, date rape, bullying, self-mutilation, suicide and other important facets that may affect children and adolescents inside and outside the classroom. Selections include *Speak* by Laurie Halse Anderson, *A Child Called IT*, by Dave Peltzer, and *The Perks of Being a Wallflower* by Stephen Chbosky.

Overall Course Objective and Expectation(s):

- ✓ To use examine the genres of young adult literature and personal account in order to explore some of the major at-risk issues facing youth today
- ✓ To raise awareness of these issues among teachers and to determine teacher role
- ✓ To gain insight into preventative measures and teacher support

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Reading Selections may include

- *Speak* by Laurie Halse Anderson,
- *A Child Called IT* by Dave Peltzer
- *The Perks of Being a WallFlower* by Stephen Chbosky
- *Wintergirls* by Laurie Halse Anderson
- *Please Stop Laughing at Me* by Jodee Blanco
- *Smashed* by Koren Zailckas
- Film adaptation of *Speak*

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Required Readings (*subject to change*):

- *Speak* by Laurie Hales Anderson,
- *A Child Called IT* by Dave Pelzer
- *The Perks of Being a Wallflower* by Stephen Chomsky

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

- What is reader response?
- Author Study: SPEAK, by Laurie Halse Anderson
- Novel Structure-No Chapters only Four Marking Periods
- Date Rape
- Verbal Sexual Harassment
- Cliques
- Teacher Archetypes

Objectives:

Participants will

- Apply the reader response method of interacting with literature to the novel, *Speak*
- Assess Anderson's novel structure/content and relate to the school/classroom environment
- Determine the accuracy of various internal character conflicts as depicted in the novel
- Explore the various teacher archetypes suggested in the novel and discuss their relevance

Impact on Classroom Instruction:

- Relate content of novel to one's past classroom/teaching experiences
- Reflect on the various pressures students may have to contend with while in one's classroom
- Gain a greater sense of cliques and classroom environmental awareness

Learner Outcomes:

- Proficient understanding of the novel's character conflicts/themes
- Proficient understanding of various student issues such as date rape, verbal and sexual harassment, cliques, and teacher archetypes

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Reader Response to reading assignment of *Speak*, pages 3-137



Week II

Topic(s):

- Complete the novel, Speak pages 141-98
- View the DVD Speak
- Film Discussion
- Themes/Motifs/Literary Allusions/Symbolism seen in the Film
- Begin A Child Called It chapters 1-3

Objectives:

Participants will

- Finish reading the novel, Speak and apply the reader response method of interacting with literature to the last half of the novel
- Discuss the motifs: trees, mouths, art, and silence
- Discuss and summarize the themes, motifs, allusions, and symbols as seen in the novel/film
- View the film and compare it to the novel
- Begin reading A Child Called It

Impact on Classroom Instruction:

- Relate content of novel to one's past classroom/teaching experiences
- Reflect on the various pressures students may have to contend with while in one's classroom
- Gain a greater sense of cliques and classroom environmental awareness
- Gain insights into contrasting film adaptations of novels and execute lessons involving this comparison

Learner Outcomes:

- Proficient understanding of the analysis of film
- Proficient understanding of the novel's character conflicts/themes/motifs/allusions
- Proficient understanding of various student issues such as date rape, verbal and sexual harassment, cliques, and teacher archetypes

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Response of the novel's "Fourth Quarter" and film analysis



Week III

Topic(s):

- Finish Reading A Child Called It Chapters 4-7
- David Pelzer
- Child Abuse
- Adults in the Survivor's Account
- Perspectives on Child abuse
- Teacher Responsibility and Reporting Child Abuse
- Depictions of

Objectives:

Participants will

- Understand the circumstances behind Dave Pelzer's memoir
- Gain and or expand upon knowledge of child abuse, statistics, warning signs, and teacher responsibility
- Review various perspectives of child abuse as seen by survivors, teachers, and social workers

Impact on Classroom Instruction:

- Teacher professionals will have explored a memoir widely read in the school community by both adults and children and thus will have the knowledge to connect to and help colleagues and students interpret and contend with the heinous events outlined in the book.

Learner Outcomes:

- Attain valuable insights that may be used to evaluate student behavior and detect possible abuse
- Attain and Understanding of teacher responsibility a per New York State Law

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Reader Response of A Child Called It



Week IV

Topic(s):

- Reading The Perks of Being a Wallflower
- Stephen Chbosky
- Novel Structure
- Defining “Wallflower”
- More Cliques
- Teen Suicide
- Depression
- Other Pertinent Student Issues
- Prevention and teacher support

Objectives:

Participants will

- Read entire novel and apply various teen situations presented in the novel to one’s experiences as both a teen and educator
- Review various articles applicable to the novel’s exploration of teen issues
- Discuss the novel’s structure and its effectiveness
- Determine if the controversial novel is a suitable required reading in high school
- Determine if the course’s selected novels are in fact, Books Every Teacher Should Read

Impact on Classroom Instruction:

- Evaluate and create criteria for choosing novel selections appropriate for grade level and content area

Learner Outcomes:

- Understanding of the various student issues present in today’s educational climate
- Understanding of the teacher’s role in supporting students and preventing the escalation of dangerous situations in the school setting.
- Ability to identify valuable resources that may be used to enhance a teacher’s classroom knowledge and continual invigoration of the importance of a teacher’s role in a student lives.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Reader response due on Perks Of Being A Wallflower
- Recommendation paper due on another Book Every Teacher Should Read