

LIT-915: Holocaust Literature

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: 6th – 12th grade teachers
Course Access: <https://connect.fresno.edu>

Course Description

Connect with the Holocaust through adolescent literature and apply strategies to engage the Middle and High School learner with history! One of the most effective pedagogical tools for educating young people about the Holocaust is through literature. By educating young readers about the Holocaust without overwhelming them, we can equip our learners to fight prejudice and discrimination. In addition to reading, analyzing, and responding to literary texts, including fiction and graphic novels about the Holocaust, you will have the opportunity to explore arts-based response activities and project learning. You will evaluate resources about the Holocaust through exploration of museum websites and online archives that might accompany your use of fiction in the classroom. This content is applicable to grades 6-12 and fully aligns with Common Core Standards to support development of reading, literacy, and writing.

Note: Required books must be acquired separately.

Required Texts and Course Materials

Textbook: There is no required textbook for this course but there are lists of fiction and graphic novels and you will be asked to select texts to read from each list. If you cannot find the Holocaust texts at your local library, you may need to purchase used copies.

- Read *TWO Fiction titles* from the list for High School or Middle School.
- Read *TWO Graphic Novels* from the list.

High School:

- The Librarian of Auschwitz by Antonio Iturbe (424 pgs.) ISBN: 1627796185
- The Final Journey by Gudrun Pausewang (160 pgs.) ISBN: 014130104X
- Mapping the Bones by Jane Yolen (417 pgs.) ISBN: 0399257780
- Prisoner B-3087 by Alan Gratz (272 pgs.) ISBN: 054545901X
- What the Night Sings by Vesper Stamper (266 pgs.) ISBN: 152470038X
- Night by Elie Wiesel (120 pgs.) ISBN: 9780374500016
- 28 Days: A Novel of Resistance in the Warsaw Ghetto (416 pgs.) ISBN: 1250237149
- Black Radishes by Susan Lynn Meyer (240 pgs.) ISBN: 9780385738811
- The Light in Hidden Places by Sharon Cameron (400 pgs.) ISBN: 133835593

Middle School:

- Run, Boy, Run by Uri Orlev (192 pgs.) ISBN: 0618164650
- The Boy Who Dared by Susan Campbell Bartoletti (202 pgs.) ISBN: 014130104X
- Emil and Karl by Yankev Glatshteyn (208 pgs.) ISBN: 0312373872
- Once by Morris Gleitzman (149 pgs.) ISBN: 014132063X
- Briar Rose by Jane Yolen (272 pgs.) ISBN: 0765382946
- My Real Name is Hanna by Tara Lynn Masih (224 pgs.) ISBN: 1942134517
- White Rose by Kip Wilson (358 pgs.) ISBN: 1328594432
- It Rained Warm Bread by Gloria Moskowitz-Sweet (160 pgs.) ISBN: 1250165725
- Village of Scoundrels by Margi Preus (320 pgs.) ISBN: 141970897X

Graphic Novels:

- The Search by Eric Heuvel (64 pgs.) ISBN: 0374464553
- The Faithful Spy by John Hendrix (176 pgs.) ISBN: 141973265X
- Lily Renee, Escape Artist by Trina Robbins (96 pgs.) ISBN: 0761360107
- A Bag of Marbles by Joseph Joffo and Vincent Bailey (126 pgs.) ISBN: 1467707007
- The Diary of Anne Frank: The Graphic Adaptation by Ari Folman and David Polonsky (160 pgs.) ISBN: 1101871792
- White Bird: A Wonder Story by R.J. Palacio (224 pgs.) ISBN: 0525645535
- Belonging: A German Reckons with History and Home by Nora Krug (288 pages) ISBN: 1476796629
- We Are On Our Own by Miriam Katin (136 pages) ISBN: 1896597203

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course**National Board for Professional Teaching Standards (NBPTS)**

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, *What Teachers Should Know and Be Able to Do* articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core State Standards (CCSS) (www.corestandards.org)

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. College and Career Readiness Anchor Standards define what students should understand and be able to do by the end of each grade span.

Common Core Language Arts Standards addressed in this course include:

- Reading for Literature (RL): 6-12
- Reading for Information (RI): 6-12
- Writing (W): 6-12
- Speaking and Listening (SL): 6.12
- English Language Arts Standards (L): 6-12

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 1	Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 4	Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE-SLO 5	Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.

CE-SLO 6	Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.
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Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Identify the value of Holocaust Education within the Language Arts and Social Studies curriculum by placing it in the context of current global issues.	NBPTS 1, 4, 5	CE 3, 5, 6
2. Analyze the influence of society on the individual's identity in the context of the Holocaust.	NBPTS 1, 4, 5	CE 3, 4, 5
3. Evaluate Young Adult fiction about the Holocaust for its effectiveness to educate and engage learners.	NBPTS 1, 2, 3	CE 1, 2, 6
4. Compare and evaluate graphic novels about the Holocaust.	NBPTS 1, 2, 3	CE 1, 2, 6
5. Distinguish the significance of literature about resistance efforts during the Holocaust in order to educate learners about the impact of taking a stand for justice.	NBPTS 1, 2, 3	CE 1, 2, 6
6. Evaluate the effectiveness of arts-based response activities to engage learners with literature about the Holocaust.	NBPTS 1, 2, 3, 4	CE 1, 2, 4, 6
7. Apply the concepts of emergent learning to their teaching methods in order to educate learners effectively and creatively about the Holocaust.	NBPTS 1, 2, 3, 4	CE 1, 2, 4, 6
8. Integrate both language arts and social studies into lesson plans using literature.	NBPTS 1, 2, 3, 4	CE 1, 2, 4, 5, 6
9. Design lesson plans using literature to educate learners about the Holocaust that engage the social-emotional aspect of the student.	NBPTS 1, 4, 5	CE 5, 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Topics, Assignments, and Activities

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	• Introduction Video • Course Syllabus • Introduce Yourself Forum	
Module 1 – The Value of Holocaust Education & a Reflective Classroom Community	• Read Online Article: “Why We Need Legislation to Ensure the Holocaust is Taught in Schools” • Read “Holocaust & Awareness Study” • Read “Creating a Reflective Classroom Community” • Watch Module 1 Video • 1.1 Assignment: Identity Chart (Draw.io) • 1.2 Blog Post #1: Creating a Reflective Classroom Community • 1.3 Forum: The Value of Holocaust Education	20 pts 20 pts 15 pts
Module 2 – Evaluating Holocaust Fiction	• Read Fiction Choice #1 • Read Online Article: “Confronting the Ovens: The Holocaust & Juvenile Fiction” • Watch Module 2 Video • 2.1 Assignment: Goodreads Bookshelf • 2.2 Assignment: Goodreads Book Review • 2.3 Forum: Fiction Choice #1	20 pts 20 pts 15 pts
Module 3 – Connecting Holocaust Fiction with Young Readers	• Read Fiction Choice #2 • Read Online Article: “How Should Children’s Books Deal with the Holocaust?” • Watch Module 3 Video • 3.1 Assignment: Pinterest Board of Holocaust Fiction • 3.2 Blog Post: Holocaust Fiction Quotes • 3.3 Blog Post: Fiction Choice #2	20 pts 15 pts 20 pts
Module 4 – Graphic Novels about the Holocaust	• Read Graphic Novel Choice • Read Online Article: “Graphic Novels Belong in your English Class. Here’s How to Use Them” • Watch Module 4 Video • 4.1 Assignment: Pinterest Board of Graphic Novels • 4.2 Assignment: Creating Comics (Book Creator) • 4.3 Assignment: Goodreads Graphic Novel Bookshelf • 4.4 Forum: Graphic Novel Discussion	20 pts 25 pts 20 pts 15 pts
Module 5 – Arts-based Response Activities with Holocaust Literature	• Read Online Article: A Creative Response to the Holocaust, Genocide, and Injustice • Watch Module 5 Video • 5.1 Assignment: Lesson Plan--Arts-Based Response Activity • 5.2 Assignment: Wiki of Apps for Arts-Based Activities • 5.3 Forum: The Arts in the Classroom	25 pts 20 pts 15 pts

Module 6 – Emergent Curriculum, Social Emotional Learning, & Holocaust Literature	• Read Online Article: “How German Journalists are Using Snapchat to Teach Teens about the Holocaust” • Watch Module 6 Video • 6.1 Assignment: Emergent Learning Lesson Plan • 6.2 Assignment: Emergent Learning Review • 6.3 Forum: Social Emotional Learning & the Holocaust	25 pts 25 pts 15 pts
Module 7 – Online Resources about the Holocaust	• Read Online Article: “3 Unsung Heroes who Helped Jews during the Holocaust” • Watch Module 7 Video, Documentary Video • 7.1 Assignment: Online Resource Evaluation • 7.2 Assignment: Infographic on Individual or Group who Hid/Rescued Jews during the Holocaust (Canva) • 7.3 Assignment: Wiki of Holocaust Educational Online Resources	20 pts 25 pts 20 pts
Module 8 – Holocaust Education & Current Events	• Read Online Article selection in module • Watch Documentary Video • 8.1 Assignment: Current Events Holocaust Connections & Intolerance [Journal] • 8.2 Assignment: Article Review • 8.3 Forum: Current Events & Holocaust Education Connections	25 pts 25 pts 15 pts
Course Wrap-up – Grading and Evaluation	• Watch Final Video • Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request	
	TOTAL POINTS	500 points

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

Grading Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.

B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate. Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous posting forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

Forums

Participation is an important expectation of this course and all online courses. Online forums promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. Forum postings are open to be viewed by all students in the course, so do not post sensitive or personal information about your students. While students may not be engaging with the same students throughout this course, they will be expected to offer comments, questions, and

replies to the forum questions whenever possible. The faculty role in the forums is that of an observer and facilitator.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

Plagiarism and Academic Honesty

All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled per the procedures set forth in the Fresno Pacific University Catalogue and Handbook - <https://handbook.fresno.edu/graduate/academic-policies>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet. Please remember that the instructor is not able to offer technical support. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to request their final grade by accessing the form at ce.fresno.edu/grade-request. Once the instructor receives the request and posts their final grade, students will receive an email communication from the University. Please allow at least two weeks for the final grade to be posted before you order your transcripts online.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
FPU-SLO 2	Written Communication: Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
FPU-SLO 5	Critical Thinking: Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
FPU-SLO 6	Moral Reasoning: Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.