Instructor: Kari Schamberger  
Office Phone: 410-334-2887  
E-mail: kschamberger@worwic.edu  
Office: HC209  
Office Hours: M: 12:30-2:15; 4:15-5:15; T 10:45-11:15; W 10:45-12:30

Required Texts


*Students will be required to read additional books; however, these will be self-selected at the beginning of the semester. Students may choose to buy their self-selected books; however, books may also be checked out at a library (Salisbury University or the county public library) or found on websites. We will discuss these options in class. It is important, however, that students obtain their books immediately following book selection.*

Blackboard

This class will use Blackboard as a supplementary site so that you can download copies of handouts and other materials, and so that you can view your grades. To access Blackboard, use a computer with an Internet connection, Microsoft Word, Microsoft PPT, and Adobe Reader (other requirements may apply). Computers that meet these requirements are available on campus in FOH 200, HH 100, GH 204, WDC 305, and AHB 108.

Login Information for Blackboard:

From the college homepage (www.worwic.edu), click on MyWor-Wic (or Quick Links >MyWor-Wic). Enter your username and password to login to your MyWor-Wic student portal. Click on “Login to Blackboard” under “My Blackboard Classes.” Enter your username and password to login to Blackboard, and you will be able to access this class.

All students logging into Blackboard affirm that they understand and agree to follow Wor-Wic Community College policies regarding academic integrity and the use of college resources as described in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals
- Sharing of account passwords with friends, family members, or any unauthorized individuals

Violators are subject to college disciplinary procedures.
Course Description

This course focuses on the study of classic and contemporary literature for children, with an emphasis on selecting and incorporating a wide variety of literature into the curricula for young children. This course satisfies the general education arts and humanities requirement only for students enrolled in the early childhood education associate of arts in teaching degree program. Hours: 39 lecture. Prerequisite: ENG 151 with a grade of “C” or better. Usually offered in the fall.

Objectives, Assessment Goals, and Assessment Strategies for ENG 205

<table>
<thead>
<tr>
<th>OBJECTIVES: Upon completion of this course, students should be able to</th>
<th>ASSESSMENT GOALS</th>
<th>ASSESSMENT STRATEGIES</th>
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<tbody>
<tr>
<td>1. Survey the range and diversity of literature written for young children. (GEOs 1, 2, 3)</td>
<td>1A. Recognize and identify major authors of literary works intended for young children.  1B. Recognize and identify major illustrators of literary works intended for young children.  1C. Recognize and identify major genres of literary works intended for young children.  1D. Calculate the reading level of a work using several tools, including the Flesch Reading Ease and the Flesch-Kincaid Grade Level Scores available in MS Word.</td>
<td>• Quiz Items  • Poetry Performances  • Read-Alouds  • Formal Reflections  • Classroom Discussions and Activities</td>
</tr>
<tr>
<td>2. Analyze the literary elements present in children’s literature. (GEOs 1, 3, 4, 5)</td>
<td>2A. Identify and discuss the literary elements — setting, characterization, plot structure, point of view, style (including description, imagery, and symbol), and theme — present in assigned works of children’s literature.  2B. Classify and describe specific literary elements in works of children’s literature as they relate to the developmental and reading levels of children.  2C. Interpret various examples of literature for young children.  2D. Evaluate various examples of literature for young children.  2E. Differentiate among and analyze the themes present in children’s literature, particularly the themes that address children, their lives and interests, and their needs and growth.</td>
<td>• In-class Discussion and Activities  • Read-Alouds  • Quiz Items  • Formal Reflections</td>
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<tr>
<td>3. Select and develop practical classroom activities which focus on the text as literature. (GEOs 1, 3, 5)</td>
<td>3A. Create lesson plans and a unit plan intended for a specific grade level or age range.  3B. Choose and evaluate practical classroom activities that further a child’s understanding of literature.  3C. Choose and evaluate practical classroom activities that further a child’s enjoyment of literature.</td>
<td>• Online Resource Evaluation  • Read-Aloud</td>
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<tr>
<td>4. Effectively read aloud a literary work that positively engages an audience. (GEOs 2, 5)</td>
<td>4A. Apply the principles of oral interpretation when reading aloud to an audience.  4B. Apply the principles of dramatic performance when reading aloud to an audience.  4C. Foster interaction and engagement with an audience while reading aloud.</td>
<td>• Poetry Performance  • Jordan Center Read-Aloud</td>
</tr>
<tr>
<td>5. Evaluate literary works and classroom resources based on their ability to delight and to teach. (GEOs 1, 3, 4, 5)</td>
<td>5A. Apply specific literary terminology when evaluating children’s literature.  5B. Analyze and evaluate one or more literary works intended for children for their curricular suitability.  5C. Select one or more literary works intended for children that further a child’s understanding of literary aesthetics.</td>
<td>• Formal Reflections</td>
</tr>
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</table>

A NOTE on RESEARCH, USE of OUTSIDE SOURCES, and ELECTRONIC DATABASES:

Most graded submissions for this course require researching on-line sites and making reference to outside source material. Through its many databases, the Media Center offers electronic access to encyclopedias, journals, newspapers, magazines, and many other source materials. Students not finding sufficient information through the Media Center's resources are
encouraged to use Blackwell Library at Salisbury University or — with critical judgment — the Internet. However, attention to the quality of information and the credentials of the author are required for Internet sources. Throughout this course, we will discuss and refine our understanding of what a credible, reliable academic source is, especially as it applies to the study of Children’s Literature.

Grading
Grades for this course will consist of the following assignments. *For each major assignment a specific template, rubric and in-depth assignment description will be given to the class. The grades for each assignment are based on a 100% score scale.

15% Jordan Center Read-Aloud/Discussion: You will present a dramatic reading of a self-selected children’s book capable of engaging children. The read aloud will include pre-reading and post-reading components. The Read-Aloud will take place at the Jordan Child Development Center. There will also be a discussion of students’ reflections of the experience, both as a participant and as a presenter.

15% Children’s Book Creation: Being an author is the best way to understand the elements of children’s literature. During the course of this class, you will learn about the elements of children’s literature and integrate them into the design of your own literary creation.

15% Book Reflections: During the course of the semester, students will read a variety of books from each of the categories we discuss. For 2 of the book categories, you will choose a book to read, evaluate and present from the list of choices. In addition to the oral presentation of your book, you will complete a written review. You will be given a book review template and rubric to follow to ensure you do not lose points for missing elements.

15% Poetry Essay: During the course we will talk about characteristics of children’s literature. You will be asked to write an essay comparing the styles of two children’s poets.

20% Classwork, discussions and participation: This is an interactive class. You are expected to have completed readings, participate in in-class activities, engage in activities designed to improve your ability to present literature to children and to actively engage in discussions in a substantive manner. Failure to do so will result in loss of points.

• Conversation Points: One regularly scheduled discussion/classwork assignment will be conversation points. This will follow your reading of the chapter and serve as an introduction into the chapter discussion. These must be typed in paragraph form. They do not need to be lengthy, but they need to be substantive. Be sure to review the rubric for these. Students who are absent during these, may email them to the instructor prior to the start of class and receive half credit.

10% Final Exam: The final exam will consist of multiple choice and essay questions that address the content of the course and assess students’ mastery of the course objectives.

10% Reading/Content Assessments: You will have weekly content assessments based on the assigned text chapters and notes presented during class. These assessments are at the comprehension level; however, your knowledge of the material is important since other activities require you to apply this knowledge.

Your final course grade will be based on the following grading scale:

A = 90% – 100%  B = 80% – 89%  C = 70% – 79%  D = 60% – 69%  F = below 60%

Your grades are available on Blackboard. Please check the site regularly so that you are aware of your grade throughout the semester.

Academic Honesty
Academic honesty is expected of all students. Students should refer to the “Student Conduct” section of the college catalog for an explanation of the violations of academic values and the procedures that will be followed if a student is charged with one of these primary offenses, which include:

• Cheating
• Plagiarism
• Facilitating academic dishonesty
• Fabrication
• Other forms of academic dishonesty

Classroom Civility
In order to create an environment conducive to learning, it is your responsibility to follow these guidelines for civility in the classroom taken from the current College Catalog. Because these guidelines are college policy, a violation may result in the incident being reported to the Student/Faculty Disciplinary Committee:
1. Use electronic devices only for emergency situations or instructor-directed educational purposes in the classroom;
2. Arrive for class on time and avoid leaving early;
3. Listen actively and avoid side conversations;
4. Demonstrate a respectful attitude toward the instructor and other students;
5. Leave a clean environment for the next class.

Jordan Center Read-Aloud Dress Code
You are required to wear professional attire on the day you are scheduled to read aloud to the children at the Jordan Center so that you present a businesslike image at the Center. Remember, you will be a role model for the children, and you may meet one or more of their parents.

Common sense should tell you that articles of clothing not permitted on the day of your scheduled Read-Aloud include (but are not limited to) jeans of any color, cutoffs or ragged slacks with holes, tee shirts, gym shorts, sweat shirts or pants, short shorts, mini-skirts, halter tops, shirts or blouses that expose cleavage or the midriff, slacks that expose underwear, and clothing that is in any way provocative or exposes too much skin. The only exception to the dress code is students who may be wearing clothing that enhances their book’s content. If you have questions, please see me BEFORE the day your Read-Aloud is scheduled.

Policies on Late Submissions and Quizzes Missed Due to Absence:
• I do NOT accept late work.
• Please do not skip class or arrive late because you have not printed an assignment as I will allow you to submit a written assignment after class. Problems with disks, hard drives, software, printers, toner and/or ink will not be accepted as reasons for submitting assignments late: you can always print your submissions in our Open Computer Lab or one of the Resource Centers. I will also accept assignments via email. Take care to plan ahead and manage your time.
• Quizzes on assigned readings may be given during class time. If you are not present when they are given, they cannot be made up. However, you may take them in advance with prior notice. I will drop your lowest quiz score.
• Being late for or leaving early during any class activity will result in loss of points.
• Being absent for your scheduled Jordan Center Read-Aloud will result in a 0 for this assignment.

Expectations
I expect us all to explore and celebrate the pleasures of children’s literature together: to read, to discuss, to offer various viewpoints of children’s literature. I have a long history associated with children’s literature, from teaching literature to children in the public school, influencing my own children’s love of reading, actively participating in professional groups that promote literacy, and meeting with some great children’s literature authors and illustrators. My goal is to make you aware of many of the realistic triumphs and tribulations you will encounter during your own teaching career.

This course helps prepare you for your future career as an educator. As a teacher, you would not be late or unprepared, so don’t be late or unprepared to class. Also, remember that your mastery of English grammar will have an impact — positive or negative — on your future employer, your future colleagues, and on the parents of your future students. Become familiar with your handbook and USE IT!!

Academic Assistance
Tutoring Service: Tutoring for all general education courses, including English 101, is available in BH 320. All sessions are drop-in only.
Writing Resources

MLA Research Guides
This course provides instruction in the research guidelines of the Modern Language Association (MLA) which were most recently revised in 2016 in the MLA Handbook for Writers of Research Papers (8th ed.). Additionally, there is an entire handout devoted to MLA linked on Blackboard.

Tutoring Service
Tutoring for all general education courses, including English 101, is available in AHB 205 and 305. All sessions are drop-in only.

Writing Conferences: The Reading & Writing Center
If you wish to have additional help on a writing assignment, you may schedule a 30-minute conference with a writing instructor by going to your MyWorWic portal and clicking on the Menu in the upper left-hand corner. From there, click on Student Resources/Academic Support/Writing Conferences to schedule a conference. Limited time slots are available, so an appointment is required. If you cannot keep your appointment, it is your responsibility to cancel it by going back to the Writing Conferences link. Please note that writing conferences are conducted in BH 227, the Reading/Writing Center.

In addition to scheduled conferences, assistance is available on a "drop-in" basis, though students will be assisted as staffing allows on a first-come, first-serve basis. Do not expect to have a meaningful conference with an instructor in the Center on the same day that a final assignment is due. Be sure to bring your assignment and all related materials with you.

- Walk-in conferences are available in the Reading/Writing Center (BH 227) on a first-come, first-served basis. The hours of the center are as follows:
  - Mondays and Thursdays 8:30 a.m. to 6:30 p.m.
  - Tuesdays and Wednesdays 8:30 a.m. to 8 p.m.
  - Fridays 10 a.m. to 1:30 p.m.
  - Saturdays 10 a.m. to 1 p.m.
  - Sundays Closed

Instructor Contact: I encourage you to contact me if you are experiencing any difficulty with assignments, if you need clarification on any guidelines or simply would like to talk about the work involved in this class. You will find me willing to help in any way I can. However, please do not wait until the last minute to seek a remedy to a troubling situation. The best time to see me is during my posted office hours, or contact me via email to schedule an appointment.

Services for Students with Disabilities
Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2899. For more information, see Wor-Wic’s Services for Students with Disabilities web page.

Emergency Information Statement
In the event of severe inclement weather or other emergency, information about the closing of the college will be communicated via e2Campus and the College's website. Faculty will communicate with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via Blackboard. Students will be responsible for completing all assignments in accordance with class policies.
**English 205: Tentative Schedule of Activities.**

Please note that daily activities may change as the semester progresses.

- It is **your responsibility** to email me if you are absent in order to ensure you do not miss work.
- Being **absent from class does not exempt you from being prepared** when you return.
- Please check the Assignment Sheet and Blackboard before each class to make sure you do not have any messages or assignments to complete.

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<tr>
<th>Class</th>
<th>Daily Topics/Activities</th>
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| Class 1     | • "So please, oh PLEASE, we beg, we pray, Go throw your TV set away, And in its place you can install, A lovely bookshelf on the wall." — Roald Dahl, *Charlie and the Chocolate Factory*
<p>| 9/7         | • Introductions                                                                        |
| Wednesday   | • Course Overview                                                                      |
|             | <strong>Homework Due for Next Class:</strong>                                                      |
|             | 1. Review the text and syllabus—particularly the assignments—and come to class with questions. |
|             | 2. Read Chapter 14 and complete content assessments on Blackboard.                    |
|             | 3. <strong>Also</strong> for Chapter 14, create a conversation point – Question, criticism, opinion or observation from the chapter. YOU WILL BE sharing these with the class, so make sure you have something, |
|             |                                                                                       |
| Class 2     | • Discuss conversation points from Chapter 14. Share responses and discuss how to get a good grade for discussion points. |
| 9/12        | • Why do you think Chapter 14 is the first one I assigned??                           |
| Monday      | <strong>Homework Due for Next Class:</strong>                                                      |
|             | 1. Relax!                                                                               |
|             |                                                                                       |
| Class 3     | • Rules for oral reading: The good, the bad and the ugly types!!                      |
| 9/14        | • Question stems for evaluating concepts in the text.                                   |
| Wednesday   | 1 - Does the author’s points/research seem logical and realistic?                      |
|             | 2 - How do the author’s points/research compare with my own experiences?               |
|             | 3 - Do I agree or disagree with statements made?                                      |
|             | 4 - Does the book I am presenting support or refute the author’s points/research.      |
|             | <strong>Homework Due for Next Class:</strong>                                                      |
|             | 1. Read Chapter 1 and complete content assessment on Blackboard.                     |
|             | 2. Also for Chapter 1, create a conversation point – Question, criticism, opinion or observation from the chapter. YOU WILL BE sharing these with the class, so make sure you have something, |</p>
<table>
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<tr>
<th>Class 4</th>
<th>9/19 Monday</th>
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| • Discuss conversation points from Chapter 1.  
• Creating mini-lessons from literature.  
• *Joey Pigza* lesson plan discussion  
• Book awards – Are they important?  
• (3) Illustration – What appeals to you?  |

**Homework Due for Next Class:**  
1. Read Chapter 2 and complete content assessments on Blackboard.  
2. **Also** for Chapter 2, create a conversation point – Question, criticism, opinion or observation from the chapter. YOU WILL BE sharing these with the class, so make sure you have something.  
3. Look through the genre of books in each section and select titles to present. YOU DO NOT HAVE to select those in the book. They are just suggestions. HOWEVER, you will NOT be allowed to choose books that are popular, mainstream texts that most people know. (i.e., *Green Eggs and Ham*, *The Giving Tree*, *Where the Wild Things Are*). You also cannot pick a book someone has already selected. Again, this is first come first serve, so come prepared with multiple titles in each genre.  

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<th>Class 5</th>
<th>9/21 Wednesday</th>
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| • Discuss conversation points from Chapter 2.  
• Sign-up for Book Reflection Talks (by genre)  
• Sign-up for *Joey Pigza* lesson plan chapters.  
• Present overview of the Instructional Resource Center and discuss preparation for Curriculum Resource Center field trip - I will leave the parking lot of WWCC at 2:35. If you’d like to follow me, let me know so I know to wait. The building is on the PHS property, across from the Ward Museum. |

**Homework Due for Next Class**  
1. Go to [wegivebooks.org](http://wegivebooks.org). Create an account. Write a brief summary of the site and your thoughts about its value/weaknesses.  
2. Don’t forget about the field trip!!!!!! We will NOT report to class first!  

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<th>Class 6</th>
<th>9/26 Monday</th>
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| 4. Sign-ups for any students who didn’t sign up last class-- IF YOU COME TO CLASS WITHOUT TITLES, YOURS WILL BE SELECTED FOR YOU!!  
• **Field Trip** – We will meet at 2:45 at the Instructional Resource Center at 2:45 in the conference room. After the presentation, you will have time to explore on your own  |

**Homework Due for Next Class**  
1. Write a one-paragraph reflection of your visits. Discuss value and issues associated with using this resource. This must be typed and use correct MLA format.  

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<th>Class 7</th>
<th>9/28 Wednesday</th>
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| • Pass out Book Reflection Talk/*Joey Pigza* lesson plan sign up sheets. Keep these so you KNOW the dates for your presentations.  
• Share thoughts on wegivebooks.org – Collect summaries.  
• Why do teachers need a great classroom library?  
• Discuss sources for getting books for reflection papers: Purchase, public library, SU, or personal collection!  
• Blackwell Library Borrowing – Must have WWCC ID if you want to borrow books. As a Special Borrower, you can check out up to 3 books.  |

**Homework Due for Next Class**  
1. Read Chapter 3, complete content assessments on Blackboard, and create a conversation point – Question, criticism, opinion or observation from the chapter.
| Class 8 10/3 Monday | - Collect and discuss Chapter 3 conversation points.  
- Discuss the Jordan Center read aloud and rules for book selection.  
- Avoid LONG books, books that are visually boring, and familiar texts. The book should appeal to 3 – 5 year olds.  
- Strategy: Reader’s Theater  
**Homework Due for Next Class:**  
1. Pick THREE choices for your Jordan Center read-aloud. You must bring it (the actual hard copy) in to get final approval.  
2. Read Chapter 4, complete content assessments on Blackboard, and create a conversation point |
|---|---|
| Class 9 10/5 Wednesday | 1. Reader’s Theater continued  
2. Collect and discuss Ch 4 conversation points.  
3. Read Aloud sign-ups: This will be first come, first serve. There can be no duplicated titles, so come to class with 3 choices in case yours is picked. The schedule will be copied and passed out so all can see.  
**Homework Due for Next Class:**  
4. Find a children’s poem that you enjoy. Bring it in to share and discuss.  
5. Read Chapter 13, complete content assessments on Blackboard, and create a conversation point |
| Class 10 10/10 Monday | - Collect and discuss Chapter 13 conversation points.  
- Read Aloud sign-ups: This will be first come, first serve. There can be no duplicated titles, so come to class with 3 choices in case yours is picked. The schedule will be copied and passed out so all can see.  
- **Begin Poetry** – Why is children’s poetry important? What types of poetry do you think children like?  
- Discuss the final Compare/Contrast paper for which students write an essay comparing two poets.  
  How can you compare poets?  
  What do you use to support your comparison?  
  What does a compare/contrast essay look like?  
  What poets do you like? Why?  
**Homework Due for Next Class**  
- Over the next few weeks, you should be a) selecting authors to compare, b) identifying qualities of their writing that are distinctive, and c) reading poems by these authors to find examples to use. **NOTE:** You are not limited to the *Random House Book of Children’s Poetry*.  
- Read Chapter 5, complete content assessments on Blackboard, and create a conversation point. |
| Class 11 10/12 Wednesday | - Collect and discuss Chapter 5 conversation points.  
- **Book Talk 1 – Poetry Book:** Remember, THIS MUST be an ANTHOLOGY of poems, not a book with rhyming lines!!  
- Strategy: Paired Reading  
- Pass out Jordan Read-aloud schedule.  
- Discuss management techniques for reading to children  
- Etiquette and dress for the Jordon Center read-aloud  
- Peer read aloud practice. Before we start the read-alouds, you will meet to practice with a classmate.  
**Homework Due for Next Class**  
- Ongoing: You should be reading poets to prepare for the compare/contrast paper AND reading *Joey Pigza Swallowed the Key*  
- Read Chapters 6 and 7, complete content assessments on Blackboard, and create a conversation point. Your conversation point can be just about one of the chapters. |
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<th>Class 12</th>
<th>10/17 Monday</th>
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<tr>
<td><strong>Homework Due for Next Class</strong></td>
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<tr>
<td>Collect and Discuss Chapters 6 and 7 conversation points.</td>
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<tr>
<td>Read Aloud at Jordan Center From 3 – 3:30. During this time, students who are NOT presenting will work on their Lesson Plans for the Joey Pigza work</td>
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<tr>
<td>For the student who is watching, you will complete the PEER Evaluation sheet</td>
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<tr>
<th>Class 13</th>
<th>10/19 Wednesday</th>
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<tbody>
<tr>
<td><strong>Homework Due for Next Class</strong></td>
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<tr>
<td>1. Peer evaluation write up due. Since students go in pairs, you job will be to write a paragraph describing the read-aloud. You should describe the setting, the kids, their actions the actions of the reader, along with giving your evaluation of the reader’s strengths and suggestions for improvement.</td>
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<tr>
<td>2. During the read-aloud sessions, you will ONLY COME TO CLASS on the days you read-aloud. HOWEVER, this is NOT random time off. You are expected to be working on finishing the novel. Though some people do not present their sections until later in the term, everyone is expected to be finished perfecting your mini-lesson! Please read over</td>
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<th>Class 14</th>
<th>10/24 Monday</th>
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<tr>
<td><strong>Homework Due for Next Class</strong></td>
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<tr>
<td>1. Peer evaluation write up due. Since students go in pairs, you job will be to write a paragraph describing the read-aloud. You should describe the setting, the kids, their actions the actions of the reader, along with giving your evaluation of the reader’s strengths and suggestions for improvement.</td>
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<tr>
<td>2. Read Chapter 8, complete content assessments on Blackboard, and create a conversation point.</td>
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<th>Class 15</th>
<th>10/26 Wednesday</th>
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<tr>
<td><strong>Homework Due for Next Class</strong></td>
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<tr>
<td>Review expectations for formal book reviews.</td>
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<tr>
<td>Collect and Discuss Chapter 8 conversation points.</td>
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<tr>
<td>Read Aloud at Jordan Center From 3 – 3:30. During this time, students who are NOT presenting will work on their Lesson Plans for the Joey Pigza work</td>
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<td>For the student who is watching, you will complete the PEER Evaluation sheet</td>
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<tr>
<td>Peer evaluation write up due. Since students go in pairs, you job will be to write a paragraph describing the read-aloud. You should describe the setting, the kids, their actions the actions of the reader, along with giving your evaluation of the reader’s strengths and suggestions for improvement.</td>
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<td>Date</td>
<td>Class</td>
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| 10/31      | 16    | • Book Talk 3 – Culturally Diverse Literature, Part 1. Though this genre is broken into 2 parts, all students are expected to attend.  
• Read Aloud at Jordan Center From 3 – 3:30. During this time, students who are NOT presenting will work on their Lesson Plans for the Joey Pigza work  
• For the student who is watching, you will complete the PEER Evaluation sheet  
**Homework Due for Next Class**  
1. Peer evaluation write up due. Since students go in pairs, you job will be to write a paragraph describing the read-aloud. You should describe the setting, the kids, their actions the actions of the reader, along with giving your evaluation of the reader’s strengths and suggestions for improvement.  
2. Work on formal book review/reflectio. |
| 11/2       | 17    | • Collect first FORMAL BOOK REVIEW!!  
• Book Talk 3 – Culturally Diverse Literature, Part 1. Though this genre is broken into 2 parts, all students are expected to attend.  
• Read Aloud at Jordan Center From 3 – 3:30. During this time, students who are NOT presenting will work on their Lesson Plans for the Joey Pigza work  
• For the student who is watching, you will complete the PEER Evaluation sheet  
**Homework Due for Next Class**  
1. Peer evaluation write up due. Since students go in pairs, you job will be to write a paragraph describing the read-aloud. You should describe the setting, the kids, their actions the actions of the reader, along with giving your evaluation of the reader’s strengths and suggestions for improvement.  
2. Read Chapter 9, complete content assessments on Blackboard, and create a conversation point. |
| 11/7       | 18    | • Strategy: Literature Circles  
• Collect and discuss Chapter 9 conversation points.  
• Joey Pigza mini-lesson talk. You will be expected to share your plan for presenting your chapter—All lessons plans are due this day, regardless of the day you present.  
• Joey Pigsa NOVEL TEST!  
**Homework Due for Next Class**  
1. You should be preparing your lesson plan. . . Practice with a friend or family member before presenting in class!! |
| 11/9       | 19    | • Literature Circles continued  
• Book Talk 4 – Realistic Fiction.  
• Novel mini-lesson presentations  
**Homework Due for Next Class**  
1. You should be preparing your lesson plan. . . Practice with a friend or family member before presenting in class!! |
| 11/14      | 20    | • Return graded book reviews and discuss areas of weakness.  
• Novel mini-lesson presentations  
**Homework Due for Next Class**  
1. You should be preparing your compare/contrast essay  
2. Read Chapter 10, complete content assessments on Blackboard, and create a conversation point. |
<table>
<thead>
<tr>
<th>Class 21</th>
<th>11/16 Wednesday</th>
</tr>
</thead>
</table>
| **Collect and discuss conversation points for Chapter 10.**  
**Novel mini-lesson presentations** |

**Homework Due for Next Class**
1. You should be preparing your compare/contrast essay

<table>
<thead>
<tr>
<th>Class 22</th>
<th>11/21 Monday</th>
</tr>
</thead>
</table>
| **Book Talk 5 – Historical Fiction**  
**Novel mini-lesson presentations**  
**Return book review** |

**Homework Due for Next Class**
1. Work on rough draft of compare/contrast essay.
2. Read Chapter 11, complete content assessments on Blackboard, and create a conversation point. Your conversation point can be just about one of the chapters.

**During the week of Thanksgiving, there will be NO class Wednesday, 11/23!!**

<table>
<thead>
<tr>
<th>Class 23</th>
<th>11/28 Monday</th>
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</thead>
</table>
| **Strategy:** Think aloud  
**Collect 2nd formal book review** |

**Homework Due for Next Class**
1. Rough Draft due!

<table>
<thead>
<tr>
<th>Class 24</th>
<th>11/30 Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer review for compare/contrast essay</strong></td>
<td></td>
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</tbody>
</table>

**Homework Due for Next Class**
1. Complete your final draft

<table>
<thead>
<tr>
<th>Class 25</th>
<th>12/5 Monday</th>
</tr>
</thead>
</table>
| **Collect final compare/contrast essay**  
**Book Talk** |

**Homework Due for Next Class**
1. Relax . . .

<table>
<thead>
<tr>
<th>Class 26</th>
<th>12/7 Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course overview and reflection</strong></td>
<td></td>
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</tbody>
</table>

**Homework Due for Next Class**
Please NOTE that this is the last official class! You will not come next week except for the exam day on Wednesday.

**STUDY, STUDY, STUDY –**

<table>
<thead>
<tr>
<th>Wednesday</th>
<th>12/14</th>
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</thead>
<tbody>
<tr>
<td><strong>Final Exam – 2 – 4:00</strong></td>
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</table>