

WOR-WIC

COMMUNITY COLLEGE

Instructor: Dr. Allison S. Bartlett
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Fall 2009
MW 2:30 – 4:00 pm
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My current office hours are posted next to my office door and on my Faculty Website.

ENG 205 Syllabus: Children's Literature

“ -- the Giver passed along to the boy knowledge, history, memories, color, pain, laughter, love, and truth. Every time you place a book in the hands of a child, you do the same thing.”

— Lois Lowry, Newbery Award acceptance speech, 1994 —

Required Texts

DiCamillo, Kate. The Tale of Despereaux. Cambridge, MA: Candlewick, 2003.

Hacker, Diana. A Writer's Reference. 6th ed. Boston: Bedford/St. Martin's, 2007. (Or an equivalent handbook, such as Raimes' Keys for Writers)

Nodelman, Perry and Mavis Reimer. The Pleasures of Children's Literature. Boston: Allyn and Bacon, 2003.

Zipes, Jack, et al., eds. The Norton Anthology of Children's Literature: The Traditions in English.

New York: W. W. Norton, 2005.

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. Prerequisite: ENG 151 with a grade of "C" or better.

Objectives, Assessment Goals, and Assessment Strategies for ENG 205

OBJECTIVES: Upon completion of this course, students should be able to	ASSESSMENT GOALS	ASSESSMENT STRATEGIES
<p>1. Survey the range and diversity of literature written for young children. (GEOs 2, 3, 4, 5,7, 8)</p>	1A. Recognize and identify major authors of literary works intended for young children.	Quiz Items, Lesson Plans, Classroom Activities, Read-Aloud, Formal Reflections, Final Project
	1B. Recognize and identify major illustrators of literary works intended for young children.	Quiz Items, Lesson Plans, Classroom Activities, Read, Aloud, Formal Reflections
	1C. Recognize and identify major genres of literary works intended for young children.	Quiz Items, Lesson Plans, Classroom Activities, Read-Alouds, Formal Reflections, Final Project
	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.	Read-Alouds, Lesson Plans, Online Resource Evaluation, Classroom Activities, Final Project
<p>2. Analyze the literary elements present in children’s literature. (GEOs 1, 2, 3, 5, 7, 8)</p>	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.	In-class Discussion, Formal Reflections, Online Resource Evaluation, Classroom Activities, Read-Alouds, Quiz Items, Final Project
	2B. Classify and describe specific literary elements in works of children’s literature as they relate to the developmental and reading levels of children.	In-Class discussion, Quiz Items, Read-Alouds, Lesson Plans, Classroom Activities, Formal Reflections, Final Project
	2C. Interpret various examples of literature for young children.	Lesson Plans, Formal Reflections, Online Resource Evaluation, Classroom Activities, Read-Alouds, Final Project
	2D. Evaluate various examples of literature for young children.	Quiz Items, In-class Discussion, Lesson Plans, Classroom Activities, Online Resource Evaluation, Read-Alouds, Formal Reflections, Final Project
	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.	Lesson Plans, Formal Reflections, Online Resource Evaluation, Read-Alouds, Classroom Activities, Final Project
	2F. Determine the reading level of a work using several tools, including the Flesch Reading Ease score and the Flesch-Kincaid Grade Level Score available in MS Word.	Read-Alouds, Author/Illustrator Lesson Plans, Online Resource Evaluation, Classroom Activities, Final Project

OBJECTIVES: Upon completion of this course, students should be able to	ASSESSMENT GOALS	ASSESSMENT STRATEGIES
3. Compose analytical interpretations of literary works intended for children based on their literary elements and on the overall impact on a child reader. (GEOs 1, 2, 3, 5, 7, 8)	3A. When provided with a writing prompt, apply specific literary terminology when evaluating children's literature.	Formal Reflections, Classroom Activities, Final Project
	3B. When provided with a writing prompt, compose analysis and evaluation of one or more literary works intended for children for their curricular suitability.	Formal Reflections, Lesson Plans, Online Resource Evaluation, Classroom Activities, Final Project
4. Evaluate children's literature based on the criteria for the Newbery and Caldecott awards. (GEOs 1, 2, 3, 5, 7, 8)	4A. Given the Newbery and Caldecott criteria, construct and defend their aesthetic judgments about children's literature.	Quiz Items, Lesson Plans, Online Resource Evaluation, Classroom Activities, Read-Alouds, Final Project
	4B. Assess non-award-winning works of children's literature based on Newbery and Caldecott criteria.	Lesson Plans, Formal Reflections, Online Resource Evaluation, Classroom Activities, Final Projects
5. Collect and develop practical classroom activities involving the enjoyment and use of literature intended for young children. (GEOs 1, 2, 3, 5, 7, 8)	5A. Create lesson plans and a unit plan intended for a specific grade level or age range.	Planning Forms, Lesson Plans, Online Resource Evaluation, Read-Aloud, Final Project
	5B. Choose and evaluate practical classroom activities that further a child's understanding of literature.	Planning Forms, Lesson Plans, Read-Alouds, Classroom Activities, Online Resource Evaluation, Final Project
	5C. Choose and evaluate practical classroom activities that further a child's enjoyment of literature.	Planning Forms, Lesson Plans, Read-Alouds, Classroom Activities, Online Resource Evaluation, Final Project
	5D. Apply the principles of oral interpretation and performance when reading aloud to an audience.	Read-Alouds, Classroom Activities

NOTE on RESEARCH/OUTSIDE SOURCES: (GEO 7)

Most of the graded submissions for this course require research and the incorporation of outside source material. Through its many databases, the Media Center offers electronic access to encyclopedias, journals, newspapers, magazines, and many other source materials. The complete text of an article can be read on the computer screen, downloaded to disc, or printed. 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, critical judgment and 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. To that end, **I will not accept** any use of Wikipedia <www.wikipedia.org> or non-specialized dictionaries (for instance, <www.dictionary.com> as sources for fulfilling assignments involving research. (See late policy for penalty.)

Grading in This Course Will Consist of the Following (see the individual assignment guidelines for requirements and rubrics):

- 10% Author or Illustrator Lesson Plan** — Lesson plan incorporating three works by the same award-winning author or illustrator, formatted for distribution to your colleagues in this class. 100 points .
- 10% Jordan Center Read-Aloud/Discussion PLUS Written Submission** of an award-winning children’s book (a Newbery or Caldecott winner prior to 1990). The Read-Aloud will take place at the Child Development Center; the discussion will take place in class. 100 points: 50 for the read-aloud at the Jordan Center; 30 for the written submission, and 20 for the in-class discussion.
- 10% Online Resource Demonstration and Written Evaluation** — In-class demonstration of one of our Online Resources, focusing on its value to your peers as teachers. 100 points: 40 for the demonstration; 60 for the written submission.
- 10% Formal Reflections** — Four one- to two-page written responses to specific prompts. 100 points: 4 @ 25 points each.
- 20% Final Project: Using Literature and Film in My Classroom** — A unit plan, formatted for distribution to your colleagues and presented during the final examination session. 200 points: 150 for the written presentation; 50 for final presentation [20 for the menu item; 30 for the project presentation].
- 40% Class Participation and Preparation** (Attendance, Reflections, Quizzes, and Exercises) — 400 points.

The Following Grading Scale Will Be Employed:

A = 90% – 100%	900 points & above
B = 80% – 89%	800 through 899
C = 70% – 79%	700 through 799
D = 60% – 69%	600 through 699
F = below 60%	599 points & below

Policies on Late Submissions and Quizzes Missed Due to Absence:

Submissions are due at the beginning of the class session as noted on the Course Schedule. Please do not skip class because you have not completed an assignment. 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. Take care to plan ahead and manage your time: **written assignments submitted late will be penalized 10%.**

Quizzes on assigned readings may be given at the beginning of our class sessions; if you are late to class or absent entirely, they **cannot be made up**. However, I will drop your two lowest quiz scores.

Being unprepared for or rescheduling the Online Resource Demonstration without contacting me prior to the date it is due will incur a **10% penalty**.

Being late for or leaving early during the final presentation session(s) — the Final Exam session, and the last day of class — will incur a **10% penalty**, so arrange your schedule well in advance.

Policies on Late Submissions and Quizzes Missed Due to Absence, Continued:

Submitting an assignment using Wikipedia and/or a non-specialized dictionary will require a revision and incur a **10% penalty**.

Being present but unprepared for or rescheduling the Jordan Center Read-Aloud at least 3 hours prior to your scheduled time slot will incur a **10% penalty and the obligation to reschedule** at the instructors' convenience. Being absent (being a "No Show") for the Jordan Center Read-Aloud and/or failing to contact your instructor at least 3 hours prior to your scheduled time slot will incur a **20% penalty and the obligation to reschedule** at the instructors' convenience.

Use MLA Format for Documentation:

All submissions for this class must be typewritten or word processed. Computers and printers are available at Wor-Wic's Open Computer Lab as well as in the Media Center and the two Resource Centers. If you need additional help on any assignment, please contact me during my office hours, by email, or through "Rescue Me!!" on our Blackboard supplemental site. **All written submissions must follow MLA format.** The Arts and Humanities Department has adopted the research style guidelines of the Modern Language Association (MLA) which were most recently revised in the 2003 publication for students, the *MLA Handbook for Writers of Research Papers*, 6th edition. The *MLA Handbook* recommends a referencing method in which sources are identified in parentheses within the paper's text (parenthetical documentation). These parenthetical references direct the reader to the full source information contained on the list of Works Cited at the end of the paper.

A "Short Guide" especially useful for sources retrieved from Wor-Wic databases will be distributed in class; it is also available in the Writing Center and on my faculty website. This "Guide" contains the most current guidelines for citing electronic sources. Follow the models in this Guide or in the Hacker handbook, please.

Academic Honesty: (GEO 8)

Academic honesty is expected of all students. Cheating and plagiarism are violations of academic honesty. Any student who has violated the academic honesty policy will be denied credit for the assignment, and then the matter will be turned over to the Student-Faculty Disciplinary Committee. Documented evidence of the offense will be kept in the Arts and Humanities Department office.

Plagiarism: In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be in quotation marks (for a written communication) and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not in the public domain or of general knowledge must be cited.
4. All papers and presentations must be the student's own work.

Students who are confused about what constitutes plagiarism should meet with their instructor.

Cheating: Cheating is the act of obtaining information or data improperly or by dishonest or deceitful means. Examples of cheating include copying from another student's test paper, obtaining information illegally on tests, and using unauthorized electronic devices.

Expectations:

- Because you are expected to abide by the following, please familiarize yourself with the college's **Student Conduct Statement** as found in the current college catalog. To make this easier for you, I have quoted it below:

The college believes that its values of honesty, respect and responsibility should form the foundation of student conduct, particularly classroom behavior and academic work. All students are expected to abide by specific regulations that define appropriate behavior. These regulations apply to all students in any college facility or in the immediate vicinity of any college-sponsored event. Students in certain programs or facilities could be required to adhere to additional regulations issued by that program or facility.

In addition to following other student conduct regulations, all students are expected to exhibit appropriate classroom behavior. In order to adhere to the guidelines for civility in the classroom, students should:

- turn off all electronic devices before coming to class (students who are required to be on call or who could be in a potential emergency situation should clear the use of any electronic device with their instructor before class);
- arrive for class on time and avoid leaving early;
- remain attentive throughout the entire class session;
- listen actively and avoid side conversations while the instructor or another student is presenting information;
- demonstrate a respectful attitude toward the instructor and other students during discussion and debate;
- see their instructor during office hours instead of during class time if they need clarification of course material missed due to absence;
- consume food in the classroom only with permission of the instructor; and
- leave a clean environment for the next class.

The appendix contains a description of the student-faculty disciplinary committee, as well as definitions of behaviors that are considered primary or secondary offenses. A single violation of any primary offense or repeated violations of a secondary offense could result in referral to the student-faculty disciplinary committee. Any student or employee of the college can refer student conduct violations to the chairperson of the student-faculty disciplinary committee, and the committee chairperson can refer the case to the dean of student development when immediate action is deemed necessary. All other cases are handled by committee hearings.

- If you wish to have additional help on an essay, you may schedule an appointment with a writing conference instructor by going to www.worwic.edu and clicking on Current Students. From there, choose Learning Resources and then Resource Labs and scroll down to the Reading and Writing Center. Click on "Schedule a Writing Conference." **Limited time slots are available, so an appointment is required well in advance of your essay's due date.**
- Students with disabilities are encouraged to obtain disability-related information (i.e., accommodations) from the counselor in the Office of Student Services and to speak with me as early in the semester as possible to ensure that necessary steps are taken to create an accessible learning environment.

Expectations, continued:

- I encourage you to contact me if you are experiencing any difficulty with assignments, if you need clarification on any guidelines, or if you 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. Further, although I am happy to chat with you at any time, the fifteen minutes between classes is perhaps not the most desirable time to capture my attention. The **best time** to see me in my office is during my posted office hours (look on my faculty website or on the sign with my name that is posted next to my office door: AAB 324). If those times are inconvenient, I am available for individual appointments; alternatively, you could post in the Blackboard “Rescue Me!!” discussion, send me a private email, or call and leave a message on my voice mail together with a convenient time to call you back.

- Finally, I expect us all to explore and celebrate the pleasures of children’s literature together: to read, to discuss, to offer various viewpoints — but primarily and with enthusiasm — to emphasize the pleasure, not the burden, of the rich wealth discoverable in the children’s texts we have available. We will emphasize the pleasures of these works separately from any “utilitarian” function they might serve in a rigid curriculum (NCLB to the contrary, notwithstanding. . .). We will savor their value as artistic creations in and of themselves, apart from any tool they might become in preparing students for state tests. I will share my enthusiasm with you; you (I trust) will share your enthusiasm with your own students; in this way, we will be able to foster generations of readers who enjoy reading for its own sake and literature for the enchanting worlds it offers to all of us.

ENG 205 Course Schedule — Fall 2009

KEY:

PCL = Nodelman and Reimer's Pleasures of Children's Literature

NACL = Norton Anthology of Children's Literature

TD = DiCamillo's Tale of Despereaux

WR = Hacker's A Writer's Reference

<u>DATE DUE</u>	<u>WHAT YOU SHOULD PREPARE FOR CLASS</u>	<u>WHAT WE'LL DO IN CLASS</u>
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Week 1 — Introduction to the Course, to the Child as Implied Reader, and to Reading as a Teacher of Children's Literature

Wednesday 9 Sept.	(In-class assignment: Begin Practicing Dual Roles: That of a Child Reader, and that of a Classroom Instructor — I'll be asking you to switch between them throughout this semester)	Syllabus Exercise and Questions Course Requirements (Syllabus Handout) Introduction of Texts/Preview TD Illustrations Review Course Schedule/Calendar Introduce Major Assignments (Handout) Introduce Progress Report (Handout) Discuss Online Resource Evaluation Assignment
Monday 14 Sept.	Read PCL 14 – 29: "How to Read Children's Literature" Read NACL 343–44: Perrault's "Little Red Riding Hood" Login to Blackboard; Contact me if you have problems Begin reading DiCamillo's <u>Tale of Despereaux</u> (due for discussion 23 Sept.)	Review Literary Elements (PPT Exercise) Classroom Activity #1 (Handout) Preview PCL Chapter 2 Discuss Reading Aloud (Handout) Read-Aloud Suggestions/Oral Interpretation Goals Read-Aloud Modeling: "Owl and the Pussycat" MLA Document Format for Submissions (Handout)

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**Week 2 — Reading Aloud, Hints and Helps; Literary Strategies for Teaching Children's Literature;
 Genres for the Very Young — Fantasy and Talking Animals**

Wednesday 16 Sept.	Typed List of TOP 3 Choices for ORE DUE (List #1) Bring any questions you have about the Online Resource Evaluation Read PCL 30 – 51: "Teaching Children's Literature" Read PCL 52 – 78: "Strategies for Reading a Literary Text"	Confirmation for Online Resource Eval. & Demo. Discuss PCL Chapters 3 and 4 Round-Robin Read-Aloud: Beatrice Potter Discuss Formal Reflection #1 and "Rescue Me!" Tool Review Expectations for Written Work (Handout)
Monday 21 Sept.	Bring Any Questions You Have about PCL Assignments Read NACL 387 – 399; 404–09, "Animal Fables," selections Read NACL 144–150, Arnold Lobel, "Frog and Toad" selections Continue reading DiCamillo's <u>Tale of Despereaux</u> (due next class, 23 Sept.) Make appointment for Writing Center evaluation of FR #1 for sometime this week	Quiz #1 — Animal Fables and Lobel Classroom Activity #2 (Handout) Round-Robin Read-Aloud — Fables and Lobel Discussion of Fables and Lobel Introduce Newbery & Caldecott Lists (Handouts) Discuss Lesson Plan Assignment and Template (HOs)

Week 3 — Review of Literary Elements; Genres for the Very Young — Fantasy, Quest, and The Tale of Despereaux

Wednesday 23 Sept.	Typed List of Top 3 Choices for Lesson Plan DUE (List #2) Bring Any ?s You Have Regarding the Lesson Plan Assignment & Template Read PCL 79 – 107: "Common Assumptions about Childhood" Read TD: 1 – 135	Quiz #2 — <u>Tale of Despereaux</u>, Chapters 1 – 26 Classroom Activity #3 (Handout) Discuss Lesson Plan Template Discuss PCL Chapter 5
Monday 28 Sept.	Formal Reflection #1 DUE (Manage Your Time: Part of the FR #1 Assignment is to take your draft to the Writing Center for Style & GPM Evaluation: Avoid Leaving This to the Last Minute) Read TD: 136–270	Quiz #3 — <u>Tale of Despereaux</u>, Chaps. 27 – 52 + Coda Classroom Activity #4 (Handout) Confirm Author/Illustrator Lesson Plan Choices Discuss Jordan Center Read-Aloud Assignment (HO) Week 3 Assessment, In Class

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Week 4 — Genres for the Very Young —Nursery Rhymes; Poetry for Children; Alphabets

[4 – 8 Online Resource Evaluations scheduled, depending on course registration]

Wednesday **Typed List of Top 3 Choices: JC Read-Aloud DUE (List #3)**
30 Sept. Read NACL 1149–51, “Twinkle, Twinkle, Little Star”
 Review NACL 1132–38, “Lullabies and Baby Songs”

Quiz #4 — Tale of Despereaux Literary Elements
 Examples of Lyrics/Music & Poetry Elements
 Discuss “Twinkle, Twinkle Little Star”
Classroom Activity #5 (Handout)

Monday **Typed List of Top 3 Choices for FR #2 DUE (List #4)**
5 Oct. Read NACL 1239 – 52, Randall Jarrell’s “The Bat-Poet”
 Read NACL 1185–86; 1195, 1197, and 1200–01 — Robert Louis Stevenson:
 “The Land of Counterpane,” “My Shadow,” “The Little Land,”
 “The Dumb Soldier,” and “To Any Reader”

Quiz #5 — “The Bat-Poet”
 Discuss “The Bat-Poet”
Classroom Activity #6 (Handout)
 Confirm Jordan Center Read-Aloud Selection
 Discuss Formal Reflection #2 Assignment

Week 5 — Poetry for Children

[4 – 8 Online Resource Evaluations scheduled, depending on course registration]

Wednesday **Author/Illustrator Lesson Plan DUE**
7 Oct. Read PCL 251–73, “Poetry”
 Read NACL 1 – 31, “Alphabets”
 Review NACL 1138 – 47, “Nursery Verse”

Quiz #6 — Nodelman & Reimer Strategies
 Discuss PCL Chapter 11
 Alphabet Exercise
 Examples of Mother Goose
Classroom Activity #7 (Handout)

Monday Review NACL 1117 – 31, “Verse”
12 Oct. Read NACL 1154-55, Edward Lear’s “Owl and the Pussycat”
 Read NACL 1201; 1211–14, Walter de la Mare:
 “Off the Ground” and “The Thief at Robin’s Castle”

Quiz #7 — de la Mare and Lear
 Discuss NACL on Verse
Classroom Activity #8 (Handout)
 Confirm Formal Reflection #2 Selections
 Distribute Final Project Guideline Package (Handouts)

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Weeks 6 & 7 — Picture Books and Illustrated Books

[4 – 8 Online Resource Evaluations scheduled, depending on course registration]

Wednesday 14 Oct.	Formal Reflection #2 DUE Look Carefully at NACL 1060 – 97, “Black and White Selections”	Discuss PCL Chapter 12 Discuss NACL Black & White Images Classroom Activity #9: “Seeing Pictures” (HO)
Monday 19 Oct.	ENG 205 Mid-Term Assessment (Online) DUE by 23 October Read PCL 274 – 301, “Picture Books”	Continue Discussing Examples of Picture Books Classroom Activity #10: “Reading Pictures” (HO) Discuss Final Project Proposal and Assignment Distribute Worksheets for Final Project Proposal (HO) Dr. B Models FP Components w/ <u>Tale of Despereaux</u> Distribute List of Fairy Tale Choices (Handout)
Wednesday 21 Oct.	Typed Final Project Choice and Reasoning DUE (List #5, a “List” of One) Read NACL C1 – C32, Color Selections, Plates C1 – C32 Read NACL 1051 – 59, “Picture Books”	Discuss NACL on Picture Books Discuss NACL Color Plates Classroom Activity #11 — Predictions (HO)
Monday 26 Oct.	ENG 205 Mid-Term Assessment (Online) DUE by 20 October Top 3 Choices for Fairy Tale Activities DUE (List #6)	Discuss Results of Mid-Term Assessment Classroom Activity #12 (Handout)

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Weeks 8 & 9 — Folk Tale, Myth, and Fairy Tale
 Jordan Center Read-Aloud Discussions begin in Week 8

Wednesday 28 Oct.	Read PCL 302 – 29, "Chapter 13, Fairy Tales and Myths" Read NACL 445 – 501, "Legends"	Quiz #8 — "Legends" Discuss PCL Chapter 13 Classroom Activity #13 (Handout) Discuss NACL on Legends Final Project "Check Up"
Monday 2 Nov.	Read NACL 419–43, "Classical Myths"	Quiz #9 — "Classical Myths" Discuss NACL on Myths Classroom Activity #14 (Handout) Discuss Formal Reflection #3 Assignment
Wednesday 4 Nov.	FORMAL REFLECTION #3 DUE Read NACL 175 – 257, "Fairy Tales"	Quiz #10 — FT Scavenger Hunt, Part I Classroom Activity #15 (Handout) Discuss NACL on Fairy Tales Final Project "Check Up"
Monday 9 Nov.	Read NACL 257 – 338, "Fairy Tales" (continued)	Quiz #11 — FT Scavenger Hunt, Part II Continue Discussing NACL on Fairy Tales Classroom Activity #16 (Handout)

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Week 10 — Fairy Tales and Adventure Stories
 Jordan Center Read-Aloud Discussions End in Week 10

Wednesday **Proposals for Final Project DUE**

11 Nov. Read PCL 184 – 217, "Children's Literature as Repertoire"
 Conclude Fairy Tale discussion

Discuss PCL Chapter 9
 Discuss Genre: Fairy Tales vs Fantasy
Week 10 Assessment — In Class
Classroom Activity #17 (Handout)
 Final Project "Check Up"

Monday Read NACL, "Adventure Stories"
16 Nov. Read NACL 1645 – 48, from Raggylug, Chapters 1–2
 Read NACL 1659 – 65, from Winnie-the-Pooh

Quiz #12 — Adventure Stories
 Discuss Raggylug
 Discuss Winnie-the-Pooh
Classroom Activity #18 (Handout)
 Divide into Groups for Readings Next Week

Week 11 — School Stories, Domestic Fiction

Wednesday Read PCL, 151–183, "Literature and Ideology"
18 Nov. Read NACL 1907 – 12, The Hundred Dresses (Chapters 1–3)
 Read NACL 1920 – 30, The Present Takers (Chapters 1 & 2)
 Read NACL 1988 – 92, My Name Is María Isabel (Chapters 1–3)

Quiz #13 — School Stories
 Discuss 3 Examples of "School Stories"
Classroom Activity #19 (Handout)
 Discuss PCL Chapter 8 and NACL on School Stories
 Final Project "Check Up"

Monday Read NACL 2111 – 21, Maria Edgeworth's "The Birth-day Present"
23 Nov. Read NACL 2186 – 95, Frances Hodgson Burnett's "Editha's Burglar"

Quiz #14 — Domestic Fiction
 Discuss 2 Examples of "Domestic Fiction"
Classroom Activity #20 (Handout)
 Distribute Banned Books Role-Play Materials

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**Wednesday, 25 November: NO CLASSES DUE TO THANKSGIVING RECESS
 COLLEGE CLOSED 26 THROUGH 29 NOVEMBER**

Weeks 12 & 13 —Informational Works: Advice; Hot Issues, & Banned Books; Biography

Monday 30 Nov.	FORMAL REFLECTION #4 DUE Read PCL 128 – 150, "The World of Children's Culture" Read NACL 1442–59, <u>The Child: A Mother's Advice to Her Daughters</u>	Quiz #15 — Advice to Daughters Discuss PCL Chapter 7 Read NACL 1480–83, from <u>It's Perfectly Normal</u> Discuss Non-Fiction/Informational Books for Children Discuss Advice Books for Young Women Challenges to Curriculum: "CON" Presentation Classroom Activity #21 (Handout)
Wednesday 2 Dec.	Read NACL 1461–79, from <u>Rovering to Success: A Book of Life-Sport for Young Men</u> Read Medieval Menu and Recipes (Handout)	Quiz #16 — Advice to Young Men Discuss Advice Books for Young Men Classroom Activity #22 (Handout) Challenges to Curriculum: "PRO" Presentation Discuss and Sign Up for <u>Medieval Buffet</u> Items Final Project "Check Up"
Monday 7 Dec.	Read PCL 108 – 27, "Children's Literature in the Marketplace" Read NACL 1516–28, from <u>The Brownies' Book</u>	Quiz #17 — Brownies' Book Continue Discussing Non-Fiction/Informational Works Wrap-Up of Challenges to Curriculum Classroom Activity #23 (Handout) Discuss PCL Chapter 6 Review Lesson Plan Template

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Weeks 12 & 13 — Informational Works: Advice; Hot Issues, & Banned Books; Biography, continued

<p>Wednesday 9 Dec.</p>	<p>Bring Any Remaining Final Project Questions to Class Read NACL 1606–12, from <u>Benjamin Franklin: The New American</u> (Chapter 6) Read NACL 1115, from <u>The Life of Pope John Paul II</u></p>	<p>Quiz #18 — Benjamin Franklin Discuss Benjamin Franklin's biography Discuss Religion in Curriculum Continue Discussing Non-Fiction/Informational Works Classroom Activity #24 (Handout) Discuss Any Remaining Questions You Have Concerning the Final Project</p>
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Week Fourteen = Final Project Presentations and Medieval Buffet
Classroom Activity #25 (Handout)

For this class, the scheduled Final Exam period is Wednesday, 16 December;
 it will be held from 2:00 to 4:00 pm in our classroom

During this two-hour period, you will each present your Final Projects/Unit Designs in Panels

We will also have a Medieval Buffet to which you will contribute; set-up begins at 1:30 so presentations can begin at 2:00.

Please arrange your work schedule, if necessary, to assure your arrival by 1:30 for this session only.
 We will stay until the room is clean.

Afterward, have a safe and joyous holiday season — and, if you haven't done so yet, treat yourself by going to see Disney's new version of the classic fairy tale The Princess and the Frog, opening 11 December!!

HERE IS YOUR ONE-TIME-USE

“Freedom from the Late Penalty Card”

IT WILL POSTPONE YOUR DUE DATE UNTIL THE NEXT CLASS PERIOD.

THIS CAN BE USED FOR ANY WRITTEN SUBMISSION, WITH THE FOLLOWING EXCEPTIONS:

YOU MUST BE PRESENT TO RECEIVE CREDIT FOR IN-CLASS QUIZZES AND CLASS ACTIVITIES;

NEITHER THE SCHEDULED JORDAN CENTER READ-ALoud NOR YOUR FINAL PROJECT CAN BE POSTPONED.

REMOVE THIS SLIP FROM YOUR SYLLABUS AND SUBMIT IT WITH YOUR LATE ASSIGNMENT TO NEGATE THE LATE PENALTY.
