

## Basic Course Information

Semester:	<b>Fall 2025</b>	Instructor Name:	<b>Robert Baukholt</b>
Course Title & #:	<b>English 210 – Children’s Literature</b>	Email:	<b>robert.baukholt@imperial.edu</b>
CRN #:	<b>11354</b>	Webpage (optional):	
Classroom:	<b>Online</b>	Office #:	<b>2792</b>
Class Dates:	<b>August 11th – December 5th</b>	Office Hours:	<b>ON-CAMPUS: Mondays 10:00 am – 11:30 am + Wednesdays 12:15 pm - 12:45 pm ONLINE: Tuesdays and Thursdays 7:00 pm - 8:00 pm</b>
Class Days:	<b>All Days (Online Class). Units will end on Sunday nights (just before midnight), with new units opening minutes after.</b>	Office Phone #:	<b>(760) 355-6159, but email and course messages will usually get you a faster response</b>
Class Times:	<b>Whatever Time You Wish (Online Class)</b>	Class Format/Modality:	<b>Online</b>
Units:	<b>3</b>		

## Course Description

This course is an introduction to the study of children’s literature. It includes a survey of the major authors, works, and genres of literature written for children and young adults with an emphasis on critical literary analysis and appreciation. Participants will read a variety of works of literature and compose written responses that interpret their unique contexts. The course requires extensive reading, writing, and analysis supported by textual evidence and citations. (C-ID: ENGL 180) (CSU/UC)

## Course Prerequisite(s) and/or Corequisite(s)

**PREREQUISITES:** ENGL C1000 - (Formerly ENGL 110) or ENGL 105 or ESL 108 - with a grade of "C" or better.

## Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate familiarity with major authors, works, genres, and themes of children's literature.
2. Demonstrate an understanding of literary elements, literary appreciation, and literary criticism in verbal and written responses to selected texts.

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

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1. Explain the historical development of children's literature.
2. Identify the unique characteristics of children's literature including repetition, rhyming, didacticism, illustration, action, innocence, optimism and fantasy.
3. Analyze and interpret the literary elements of plot, character, theme, tone, point of view, symbol, irony, and figurative language in a variety of genres of children's literature.
4. Relate specific works of children's literature to historical, psychological, political, social, aesthetic, and philosophical contexts.
5. Demonstrate an understanding of critical literary analysis.
6. Support written interpretations with textual evidence and citations.
7. Demonstrate comprehension of the above concepts through class discussion, oral reports, written exams, and essays.
8. Participate in a minimum number of activities and areas of study as deemed appropriate by the instructor.

### Textbooks & Other Resources or Links

**Required Textbook** -We will begin using this textbook on Week 2, so please obtain it as soon as possible, either through the bookstore or through an online retailer of your choice:

*Children's Literature, Briefly*, Young, Bryan, Jacobs, and Tunnell, 7th edition, Pearson

ISBN: 978-0135185872

### Required Literary Works (Part 1 - Novels and Anthologies)

The following works will be required reading for our class, and they SHOULD all be available through our college's bookstore (but can also be obtained through online retailers such as Amazon). There are advantages to obtaining a hard (paper) copy of each of these; however, the first four of the works on our list (which are also the first four we will be reading) are now in the public domain and can be accessed online for free. I supply links (below and in the lesson modules) to the public domain access of these works for those who wish to read the free copies. I realize that financial hardship could factor into your decision here, so I have tried to order print editions of the novels that are relatively inexpensive. Print (paper) copies of the novels may make your experience a little easier (since you will be able to access parts of the works referenced in the lessons by page number more easily).

These works are listed in the order we will be reading them. Some books will require more than one week to complete. Our first work involving books that are NOT in the public domain will begin on Week 8 (meaning you technically have until then to obtain the ones that are not available for free online).

**1) *Winnie-the-Pooh*, by A.A. Milne (1926). Sky Pony Press (2022 Classic Edition). ISBN-13: 978-1510769175**

[Winnie-the-Pooh free online through Project Gutenberg](#)

[Winnie-the-Pooh Print Copy on Amazon](#)

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**2) *Alice's Adventures in Wonderland and Through the Looking-Glass*, by Lewis Carroll (1865). Penguin Classics (2003 Reissue Edition). ISBN–13: 978-0141439761**

[\*Alice's Adventures in Wonderland\* free online through Project Gutenberg](#)

[\*Alice's Adventures in Wonderland\* print copy on Amazon](#)

**3) *The Secret Garden*, by Frances Hodgson Burnett (1911). HarperCollins (2010 Reprint Edition). ISBN–13: 978-0064401883**

[\*The Secret Garden\* free online through Project Gutenberg](#)

[\*The Secret Garden\* print copy on Amazon](#)

**4) *The Wind in the Willows*, by Kenneth Grahame (1908). Penguin Classics (2005 Edition). ISBN–13: 978-0143039099**

[\*The Wind in the Willows\* free online through Project Gutenberg](#)

[\*The Wind in the Willows\* print copy on Amazon](#)

**5) *The Little Prince*, by Antoine de Saint-Exupery (1943). Clarion Books (2000 First Edition). ISBN–13: 978-0156012195**

[\*The Little Prince\* print copy on Amazon](#)

**6) *Brown Girl Dreaming*, by Jacqueline Woodson (2014). Nancy Paulsen Books (2016 Edition). ISBN–13: 978-0147515827**

[\*Brown Girl Dreaming\* print copy on Amazon](#)

**7) *James and the Giant Peach*, by Roald Dahl (1961). Viking Books for Young Readers (2007 Reprint Edition). ISBN–13: 978-0142410363**

[\*James and the Giant Peach\* print copy on Amazon](#)

**8) *Scary Stories to Tell in the Dark*, by Alvin Schwartz (1981). HarperCollins (2017 Revised Edition). ISBN–13: 978-0062682826**

[\*Scary Stories to Tell in the Dark\* print copy on Amazon](#)

**9) *Are You There God? It's Me, Margaret.*, by Judy Blume (1970). Atheneum Books for Young Readers (2014 Reprint Edition). ISBN–13: 978-1481409933**

[\*Are You There God? It's Me, Margaret\* print copy on Amazon](#)



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**10) *The Hobbit*, by J.R.R. Tolkien (1937). Houghton Mifflin Harcourt (2012 Edition). ISBN–13: 978-0547928227**

[The Hobbit print copy on Amazon](#)

## **Required Literary Works (Part 2 - Picture Books and Other Shorter Works)**

Each Unit of our class (beyond Unit 0) will focus primarily on the longer works from our list, above, but at the end of each unit, we will take a little time to read and discuss shorter works (typically written for younger children). These works will consist primarily of picture books, fairy tales, fables, and poems, and we will usually just examine a few of these per unit unless they are exceedingly short (like fables).

For the first seven units, I will provide links to public domain copies of these assigned works. There isn't much of an academic advantage in this class to owning the hard copies of these works, so there's no reason for you to worry about trying to buy them (unless you simply enjoy them or wish to study them on your own for future, and more in-depth, academic exploration).

However, in Units 8-15 we will examine picture books that are NOT in the public domain. I have not ordered these books through the bookstore because I didn't wish to impose yet another cost on you for books that are so widely available. These are some of the most popular and beloved young children's books of the last century, and I challenge you to visit your local library to review copies for free on the weeks when we read them. You can even find many of these in your local bookstore (and some even in your local Target or Walmart) and read them over in five minutes standing in the book section. It's also very possible that you may have a relative of a certain age who already has some of these in his/her/their collection. If all else fails, you can find YouTube video book-readings of any of these books that take you through the story and the illustrations.

I own at least one copy of each of these, so another option is to come to my on-campus office hours to review it (this might be a convenient option for those who have classes on campus as well). Just let me know ahead of time as I might have to temporarily borrow a copy from my two-year old son.

However, if you DO want to purchase any of these picture books (the books that are not in the public domain) ahead of time, you will find a list of the ones we will be reviewing in our Unit 0 module materials (again, we will start with these books on Week 8, so you would have plenty of time to obtain them. These books are listed in the order we will be reading them. Also, again, I don't expect you to purchase any of these unless you want to do so for whatever reason.

## **Course Requirements and Instructional Methods**

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. Since



this a three unit class, our workload is expected, by law, to include a little over three hours of class work and another six hours of out of class work each week.

**Class Organization:** This class is divided into separate units of lesson content (the equivalent of lectures in a live class) and accompanying assignments. Each unit will involve various activities and tasks. Each unit's new lesson materials and accompanying assignments will open at 12:01 a.m. Once open, a lesson will never close, but the tasks associated with it will be available to you for only one week (for most assignments). Assignments will close at 11:59 p.m. on their respective Sunday due dates. Every Monday after 12:01 a.m. you may then go into the content area for the new unit to access the lesson materials, discussions, and assignments.

On the due date of each unit, the accompanying assignments, discussions, and quizzes required for that unit will close and cease to be accessible, so don't get behind. You will still be able to review the lesson materials of prior units throughout the semester.

Please pay close attention to our overview of the course organization in our orientation video to master the process of completing each unit and to ensure yourself an easier time of understanding your responsibilities.

**Unit Quizzes:** Unit quizzes will be given in each unit to ensure that students are reading assigned works of literature and reviewing the lessons. These quizzes are easy! If you do your reading and review the lessons, you should receive an A on this part of your grade.

**Unit Reflections:** Your first task for each unit will be to access the unit reflection assignment and respond to a few reflection questions. I expect a response of at least half a typed page to each question. This will be an opportunity for you to reflect on the things that we went over that unit. This assignment will be graded primarily based upon your knowledge of the unit's assigned works of literature, your use of that unit's concepts, and the effort you put into your response.

Always be as specific as you can in your writing. Make sure to answer all parts of the questions. If you use material from outside sources (like websites), make sure to cite them in your assignment response. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments (especially when they do not receive full credit).

**Essays:** You will write three essays of varying length for this course. You will have multiple prompt options to choose from and multiple weeks to write each essay.

**Discussions:** Discussions will center around questions posed by your instructor in the discussion forums of each unit's content areas. These questions will primarily ask for your opinion and there will usually not be a "right or wrong" answer (although there are supported and non-supported answers).

Your discussion responses will be graded on whether or not they are well thought-out, whether or not it is clear from your responses that you did the reading and engaged with the lesson materials, and whether or not your opinion is backed up with supporting evidence.



“Discussion” also implies interacting with your fellow students, so it is important that you read all the other student responses and respond to your colleagues with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. Don't be afraid to engage in a friendly argument, but just remember that you need to be respectful to all students. I will be reading your posts and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT! (with respect). If any student is disrespectful to another student, that student will lose points. Remember, this is a college class and your discussions should be academic in nature, so don't get off topic or you will also lose points.

You must post on our class discussion boards at least four times for each unit to receive full credit in discussions. Two posts should respond to our two unit discussion questions (one post for each question) and two should reply to other students' initial posts. Feel free to post more than four times, although it is not required to receive full credit.

Initial posts to the two discussion forums must both be at least 250 words in length. Your required responses to other students must be at least 125 words in length.

**Exams:** We have three exams scheduled for this semester, each covering about a third of the content of the class (held on weeks 6, 11, and 16). The exams will test your knowledge of the reading and lesson materials assigned since the prior exam. These tests are *not* cumulative, so you can focus on the new materials when studying for one of them.

Our exams will be proctored by Honorlock (please see the section on “Honorlock” in this syllabus, below).

### Course Grading Based on Course Objectives

**Quizzes:** 10%

**Reflections:** 7.5%

**Discussions:** 7.5%

**Essay 1:** 5%

**Essay 2:** 5%

**Essay 3:** 5%

**Exam 1:** 20%

**Exam 2:** 20%



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**Exam 3: 20%**

**TOTAL 100%**

**A> 90% B> 80% C> 70% D>60% F<60%**

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each day they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. **DON'T LET THIS BE YOU!**

Essays are due at the beginning of class.

**Short Essays:** Essays will lose two percentage points for every quarter of a page they are short (or 1 point per quarter for mandatory first drafts),

**Essay Format:** Essays should be double-spaced, with one-inch margins. The font should be 12-pt Times New Roman. Works cited lists do not count towards meeting your required page total, so make sure your essays meet the minimum page length **BEFORE** the works cited list.

**Office Hours:** I want you to pass my class. If you are having trouble, **CONTACT ME SO THAT WE CAN DISCUSS IT!** I can be reached during my office hours through email and course messages, and we can even arrange a Zoom office hour meeting during those times.

### **Academic Honesty (Artificial Intelligence -AI)**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.



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- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

**Many of the tools that “fix” or proofread your writing use A.I.. In an English course, you are expected to develop your own writing skills, including those involving grammar, syntax, and vocabulary. Using tools such as GRAMMARLY or any of the myriad of other text editing tools or word processing program extensions to alter the language of your writing (even if the basic idea of a written work was originally yours) will be considered cheating, and any assignment that is found to have been produced or edited using such a tool will receive a zero. In addition to the school’s A.I. detection tools, I use two other tools that are trained to detect humanized alterations to A.I. These programs detect willful cheaters, but they also detect people who, perhaps, did not realize they were breaking the rules by running their essay through an editing process that may have been acceptable in high school. I’m letting you know about this here so you can avoid making this mistake.**

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

#### **How do I show academic honesty and integrity in an online “classroom”?**

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

#### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;





- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.
- Submitting A.I. generated content as though it were your own writing.
- Submitting an assignment that you already submitted in another class is another form of cheating. Any such submitted work will receive a zero.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

### Course Policies

#### Attendance:

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.



## Honorlock

Honorlock will proctor your exams this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account or schedule an appointment in advance. Honorlock is available 24/7, and all that is required is a computer, a working webcam/microphone, your ID, and a stable internet connection.

I will hold optional pen and paper alternative exams on IVC's campus for anyone who might be confused by all of this, or for anyone who feels like this testing format is too invasive.

To get started, you will need Google Chrome and to download the [Honorlock Chrome Extension](#).

When you are ready to complete your assessment, log into Canvas, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself, show your ID, and complete a scan of your room. Honorlock will be recording your exam session through your webcam and microphone and will record your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

In the "Expectations and Course Policies" section of our Unit 0 materials, you can find links to more information about Honorlock.

## Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

Essays will involve an extended period of time to complete.

The exams will need to be completed on the class days assigned for those exams, but you will have a large window (usually around fifteen hours) within which you may complete it, if you choose to take it online.

This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.

Date or Week	Activity, Assignment, and/or Topic	Readings/ Due Dates/Tests
Week 1 August 11 <sup>th</sup> – 17 <sup>th</sup>	- Characteristics of Children's Literature - <i>Winnie-the-Pooh</i> - <i>The Velveteen Rabbit</i>	- Read <i>Winnie-the-Pooh</i> (all) - Read <i>The Velveteen Rabbit</i>

Date or Week	Activity, Assignment, and/or Topic	Readings/ Due Dates/Tests
Week 2 August 18 <sup>th</sup> – 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>- A Brief History of Children's Literature</li> <li>- <i>Alice's Adventures in Wonderland</i></li> <li>- <i>A Book of Nonsense</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 5 - Children's Books: History and Trends"</li> <li>- Read <i>Alice's Adventures in Wonderland</i> (all)</li> <li>- Read selected poems from <i>A Book of Nonsense</i> (assigned in the lessons)</li> </ul>
Week 3 August 25 <sup>th</sup> – 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>- A Well-Written Children's Book</li> <li>- <i>The Secret Garden</i></li> <li>- <i>Aesop's Fables</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 3 – How to Recognize a Well-Written Book" and a short section of "Chapter 2 – What Is a Good Book?" (assigned in the lessons)</li> <li>- Read <i>The Secret Garden</i> (Chapters 1-10)</li> <li>- Read selected fables from <i>Aesop's Fables</i> (assigned in the lessons)</li> </ul>
Week 4 September 1 <sup>st</sup> – 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>- A Well-Illustrated Book</li> <li>- <i>The Secret Garden</i>, continued</li> <li>- <i>The Tale of Peter Rabbit</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 4 – How to Recognize a Well-Illustrated Book"</li> <li>- Read <i>The Secret Garden</i> (Chapters 11-19)</li> <li>- Read <i>The Tale of Peter Rabbit</i></li> </ul>
Week 5 September 8 <sup>th</sup> – 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Poetry</li> <li>- <i>The Secret Garden</i>, concluded</li> <li>- <i>Poems of Childhood</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 9 – Poetry"</li> <li>- Read <i>The Secret Garden</i> (Chapters 20-27)</li> <li>- Read selected poems from <i>Poems of Childhood</i> (assigned in the lessons)</li> </ul>
Week 6 September 15 <sup>th</sup> – 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>- Folk Literature</li> <li>- <i>The Wind in the Willows</i></li> <li>- <i>Grimm's Fairy Tales</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 10 – Folk Literature: Stories from the Oral Tradition"</li> <li>- Read <i>The Wind in the Willows</i> (Chapters 1-6)</li> <li>- Read selected stories from <i>Grimm's Fairy Tales</i> (assigned in the lessons)</li> <li>- Exam 1 – Tuesday, September 16<sup>th</sup></li> <li>- Essay 1 – Due Wednesday, September 17<sup>th</sup></li> </ul>
Week 7 September 22 <sup>nd</sup> – 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Historical Fiction</li> <li>- <i>The Wind in the Willows</i>, continued</li> <li>- <i>Grimm's Fairy Tales</i>, continued</li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 13 – Historical Fiction"</li> <li>- Read <i>The Wind in the Willows</i> (Chapters 7-12)</li> <li>- Read selected stories from <i>Grimm's Fairy Tales</i> (assigned in the lessons)</li> </ul>
Week 8 September 29 <sup>th</sup> – October 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Multicultural and International Books</li> <li>- <i>The Little Prince</i></li> <li>- <i>Brown Girl Dreaming</i></li> <li>- <i>Alma and How She Got Her Name</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 6 – Multicultural and International Books"</li> <li>- Read <i>The Little Prince</i> (all)</li> <li>- Read <i>Brown Girl Dreaming</i> (pages 1-102)</li> <li>- Read <i>Alma and How She Got Her Name</i></li> </ul>
Week 9 October 6 <sup>th</sup> – 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Biography</li> <li>- <i>Brown Girl Dreaming</i>, continued</li> <li>- <i>The Very Hungry Caterpillar</i></li> <li>- <i>Brown Bear, Brown Bear, What Do You See?</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 14 – Biography"</li> <li>- Read <i>Brown Girl Dreaming</i> (pages 103 – the end)</li> <li>- Read <i>The Very Hungry Caterpillar</i></li> <li>- Read <i>Brown Bear, Brown Bear, What Do You See?</i></li> </ul>
Week 10 October 13 <sup>th</sup> – 19 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Picture Books</li> <li>- <i>James and the Giant Peach</i></li> <li>- <i>Frog and Toad Are Friends</i></li> </ul>	<ul style="list-style-type: none"> <li>- Read <i>Children's Literature, Briefly</i>, "Chapter 8 – Picture Books"</li> <li>- Read <i>James and the Giant Peach</i> (all)</li> </ul>

Date or Week	Activity, Assignment, and/or Topic	Readings/ Due Dates/Tests
	- <i>The Giving Tree</i>	- Read <i>Frog and Toad Are Friends</i> - Read <i>The Giving Tree</i>
Week 11 October 20 <sup>th</sup> – 26 <sup>th</sup>	- Controversial Books - <i>Scary Stories to Tell in the Dark</i> - <i>Are You There God? It's Me, Margaret.</i> - <i>In a Dark, Dark Room and Other Scary Stories</i>	- Read <i>Children's Literature, Briefly</i> , "Chapter 16 – Controversial Books" - Read <i>Scary Stories to Tell in the Dark</i> (all) - Read <i>Are You There God? It's Me, Margaret.</i> (Chapters 1-7) - Read <i>In a Dark, Dark Room and Other Scary Stories</i> - Exam 2 – Tuesday, October 21 <sup>st</sup> - Essay 2 – Due Wednesday, October 22 <sup>nd</sup>
Week 12 October 27 <sup>th</sup> – November 2 <sup>nd</sup>	- Contemporary Realistic Fiction - <i>Are You There God? It's Me, Margaret.</i> , continued - <i>Where the Wild Things Are</i> - <i>The Cat in the Hat</i>	- Read <i>Children's Literature, Briefly</i> , "Chapter 12 – Contemporary Realistic Fiction" - Read <i>Are You There God? It's Me, Margaret.</i> (Chapters 8-25) - Read <i>Where the Wild Things Are</i> - Read <i>The Cat in the Hat</i>
Week 13 November 3 <sup>rd</sup> – 9 <sup>th</sup>	- Modern Fantasy - <i>The Hobbit</i> - <i>How the Grinch Stole Christmas</i> - <i>Green Eggs and Ham</i>	- Read <i>Children's Literature, Briefly</i> , "Chapter 11 – Modern Fantasy" - Read <i>The Hobbit</i> (Chapters 1-5) - Read <i>How the Grinch Stole Christmas</i> - Read <i>Green Eggs and Ham</i>
Week 14 November 10 <sup>th</sup> – 16 <sup>th</sup>	- Informational Books - <i>The Hobbit</i> , continued - <i>The Sneetches and Other Stories</i> - <i>The Butter Battle Book</i>	- Read <i>Children's Literature, Briefly</i> , "Chapter 15 – Informational Books" - Read <i>The Hobbit</i> (Chapters 6-10) - Read <i>The Sneetches and Other Stories</i> - Read <i>The Butter Battle Book</i>
Week 15 November 17 <sup>th</sup> – 23 <sup>rd</sup>	- Teaching with Children's Books - <i>The Hobbit</i> , concluded - <i>The Lorax</i> - <i>Oh, the Places You'll Go!</i>	- Read <i>Children's Literature, Briefly</i> , "Chapter 17 – Teaching with Children's Books" - Read <i>The Hobbit</i> (Chapters 11-19) - Read <i>The Lorax</i> - Read <i>Oh, the Places You'll Go!</i>
Fall Break! November 24 <sup>th</sup> – 30 <sup>th</sup>	- Enjoy your time off - Study for the last exam	-No new readings. Please study for your last exam
Week 16 (Finals Week) December 1 <sup>st</sup> – 5 <sup>th</sup>		- Exam 3 – Tuesday, December 2 <sup>nd</sup> - Essay 3 – Due Wednesday, December 3 <sup>rd</sup>

\*\*\*Subject to change without prior notice\*\*\*