**Agenda for ENGL 112B: September 30**

1. Announcements: for the Book Talk presenters for October 7 – e-copy of the book talk is due before 10:00 a.m. on October 7—email it to Jean Shiota: [jean.shiota@sjsu.edu](mailto:jean.shiota@sjsu.edu) and to me; I will email you separately with some other details;

2. Review of model book to film papers:

[**Blog: *The Transition from Book to Film: Examining YA Books that Have Been Made into Films,* March 14, 2018**](http://www.yawednesday.com/blog/the-transition-from-book-to-film-examining-ya-books-that-have-been-made-into-films-by-mary-warner); http://www.drbickmoresyawednesday.com/

1. Work through the requirements/components/guidelines of the Unit of Study – “A Curriculum of Difference”
2. Be sure to have *We Were Here* read for class on October 7 – at least half of the novel. We will work with it on Oct. 21 as well –**4:30-5:00**
3. Explain the Book Talk response sheet/protocols for listening & supporting presenters –**5:00-5:05**

3 Book Talks –**5:05-5:35**

1.

2.

3.

1. SSW # 5, October 2, Part II (Part I is your 1-2- page rationale for the 3 poems you selected that you think should be taught to teens): 1. What has been your experience with poetry? Describe, 2. What poetic devices/literary features of poetry are essential to know/appreciate poetry? Explain-- **5:35 – 5:50**
2. Poetry Activities: Rap or Poetry, several models of “I am” poems: “The Delight Song of Tsoai-talee,” “Where I’m From,” “Rayford’s Song,” “I Am” template—**5:50-6:10**
3. SSW # 5 Part III: Writing of an “I am” poem -- **6:10 - 6:25**

9. Book Talks

4.

5. **6:25-6:45**

10. Sharing of “Poems to Teach to Teens – **6:45 – 7:15**