**Agenda for ENGL 112B: October 2**

Announcements:

1. Please do NOT submit a literary analysis paper or book to film paper without reviewing the “SSW Reminders” the Thesis/Literary Analysis handouts and the Rubric for Literary Analysis—use all the assistance available to strengthen your essays; Also, in response to your SSWs, I’m simply going to cite the # of the Reminder – you need to be more independent on identifying errors in your writing; 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);

2. Check in regarding the field experience hours/ readings for 4th credit enhancement;

3. Explain the Book Talk response sheet/protocols for listening & supporting presenters

4. Be sure to have *We Were Here* read for class on October 9 – at least half of the novel. We will work with it on Oct. 23 as well;

**4:30-4:45**

II. 3 Book Talks –**4:55-5:25**

1.

2.

3.

III. 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; —**5:25-5:40**

IV. 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—**5:40-6:10**

V. Book Talks

4.

5. **6:10-6:30**

VI. SSW # 5 Part III: Writing of an “I am” poem -- **6:30 - 6:45**

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