

**DOMINICAN
UNIVERSITY**
of CALIFORNIA
School of Liberal Arts and Education

Book Clubs Aren't Just For Adults

EDUO 9241 1 Semester Credit/Unit

Instructor – Kerry Thomas

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Note: This is a Public syllabus of the course. For a fully detailed syllabus, please email the instructor.

Course Overview

Spark the love of literature and positive attitudes towards reading through this student-centered literacy approach. Promote natural book discussions that lead to student inquiry and inferential thinking about text. Create standards based book club units in all genres with appropriate leveled titles, high level blooms questioning, standards based assessments, and end of unit projects such as choice boards, learning menus, passion projects, stem challenges, dramatic play and more for an engaged classroom in any genre of study. Easily adaptable for virtual teaching!

Required Text: *Breathing Life Into Book Clubs: A Practical Guide For Teachers* by Sonja Cherry Paul and Dana Johanson

Course Objectives: In this course, participants will have the opportunity to:

- Analyze research and develop a plan for creating a culture of reading through book clubs
- Organize tools needed for setting up books, launching and managing clubs successfully
- Develop end of book clubs projects

Course Relation to CCS or other Professional Standards

Teacher Leader Standards <http://www.nea.org/home/43946.htm>

Domain II - Accessing and Using Research to Improve Practice and Student Learning

Domain IV - Facilitating Improvements in Instruction and Student Learning

How to Submit Coursework

Each completed assignment in this course is submitted to the instructor for review. Follow assignment instructions on how to prepare and in which Dropbox to place completed work. Name each file submitted with your last name and assignment number (i.e. BrownAssignment3. Make sure you place your full name, course number and assignment number at the top of each document page. You will receive feedback from your instructor within 5 days indicating successful completion of the assignment or the need for revision. Assignment grades will be averaged for the final course grade. A grading assessment rubric is located in this document.

Course Modules

Module # 1: Why Book Clubs?	
Assignment	Read: Ch. 1 Creating a Culture of Reading Through Book Clubs Read: https://files.eric.ed.gov/fulltext/EJ1171691.pdf https://theliteracybrain.com/2019/07/30/the-benefits-of-book-clubs/
Objectives	By the end of this module teachers will be able to reflect on the benefits of book clubs to improve reading achievement and in creating a cultural community of learners through the love of literacy.
Activities	After reading the assigned readings, write a 1-page reflection that includes thoughts on how book clubs can benefit students. Place your completed document in Module 1 Dropbox

Module # 2: Organizing Book Clubs	
Assignment	Read: Ch. 2 Organizing and Setting Up Book Clubs
Objectives	By the end of this module teachers will be able choose a book club type and create a resource to help guide and organize a book club unit.
Activities	After reading the assigned reading:... Place your completed document in Module 2 Dropbox

Module # 3: Launching and Managing Book Clubs	
Assignment	Read: Ch. 3 - Launching and Managing Book Club
Objectives	By the end of this module teachers will be able to create a plan for book clubs to fit in their literacy block, research and decide which platform to use for discussions, how you will observe, facilitate and assess students.
Activities	<p>Assignment 1:</p> <p>Determine how many weeks your book clubs will meet. After reading figures 3.2, 3.3 on page 51-52 and reflecting on your literacy time, create a calendar/plan for the first week of your book club unit that will include days book clubs will meet, lessons you will teach, and how students will have discussions (blogs, padlet, face to face small groups).</p> <p>Assignment 2:</p> <p style="text-align: center;">Place your completed documents in Module 3 Dropbox</p>

Module # 4: Journeying Through Texts with Peers	
Assignment	Read: Ch. 4-5 Lighting the Fire of Discussion, Journeying Through Texts with Peers
Objectives	By the end of this module teachers will be able to develop a plan for mini-lessons throughout the remainder of the book club unit.
Activities	<p>Assignment 1:</p> <p>After reading the assigned reading, complete the last 4 weeks of your book club unit calendar that you began in Model 3 (assignment 1) Think about the genre you are teaching and how you will teach students to track the details of their text, how you will encourage them to read, what reading strategies you will teach and how they can dig deeper in the text. Include in your calendar....</p> <p style="text-align: center;">Place your completed document(s) in Module 4 Dropbox</p>

Module # 5: Book Club Celebrations	
Assignment	Read: Ch. 6 Living with Books All Year Long
Objectives	By the end of this module teachers will be able to create a plan for how they want to celebrate the Book Club Unit.
Activities	After reading the assigned reading, write a 1-page reflection that includes... Place your completed document in Module 5 Dropbox

Course Assessment Rubric

EXCELLENT Meets or Exceeds Course Objectives: A to A-	ACCEPTABLE Majority of Work Meets Course Objectives; B+ to B-	NOT ACCEPTABLE Needs Considerable Improvement: Resubmit Work Suggested: C or below
All work submitted reflects in-depth understanding of course objectives.	Most work submitted reflects in-depth understanding of course objectives.	Work shows little or no in-depth understanding of course objectives.
Assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Most assignment responses show evidence of new knowledge evidenced by thoughtful, detailed and accurate assignment responses.	Responses show little to no evidence of new knowledge as evidenced by lack of thoughtful, detailed and accurate assignment responses.
Work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor did not have to provide continual assignment clarification or request revisions.	Most work submitted was organized and clearly articulated. The student carefully followed all assignment instructions. The instructor had to provide continual assignment clarification or ask for revisions.	Work submitted was not organized or not clearly articulated. The instructor had to provide constant clarification and ask for continued revisions.
Assignment content and required projects were original.	Assignment content and required projects were original.	Evidence that not all assignment content and required projects were original.
Work is free of spelling and/or grammatical errors.	Work has few spelling and/or grammatical errors.	Work has numerous spelling and/or grammatical errors.

Resources:

Breathing Life Into Book Clubs: A Practical Guide For Teachers by Sonja Cherry Paul and Dana Johansen

- You are allowed 9 months to complete the course. Course questions? Contact your instructor by email.
- For questions involving your registration please contact us at support@dominicanCAonline.com or call (800) 626-5080. To change your address, link to your Dominican Student Account at https://www.dominicancaonlinestore.com/store/index.php?main_page=login