

The Well-Trained Mind Academy
Reading for the Logic Stage I

Course Website: wtma.blackboard.com

Required Texts:

- *20,000 Leagues Under the Sea* by Jules Verne, (1870) ISBN 9781853260315
- *Alice's Adventures in Wonderland* by Lewis Carroll, (1865) ISBN 9780486275437
- *The Birchbark House* by Louise Erdrich, (1999) ISBN 9780786814541
- *Brown Girl Dreaming* by Jacqueline Woodson, (2014) ISBN 9780147515827
- Selected Stories from *The Complete Folk & Fairy Tales of the Brothers Grimm* by Wilhelm Grimm and Jacob Grimm (Wisefhouse Classics - The Complete and Authoritative Edition), (1812) ISBN 9789176372364
- *El Deafo* by Cece Bell, (2014) ISBN 9781419712173
- *The Hobbit: Illustrated Edition* by J.R.R. Tolkien (Houghton Mifflin Harcourt), (1937) ISBN 9780544174221
- *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban* by Malala Yousafzai with Christina Lamb, (2013) ISBN 9780316322423
- *Little Women* by Louisa May Alcott, (1868) ISBN 9780486828060
- *Long Way Down* by Jason Reynolds, (2017) ISBN 1481438255
- *Murder on the Orient Express: A Hercule Poirot Mystery* by Agatha Christie, (1934) ISBN 9780062693662
- *Navigating Early* by Clare Vanderpool, (2013) ISBN 9780307930651
- *The One and Only Ivan* by Katherine Applegate, (2012) ISBN 0061992275
- *Pygmalion* by George Bernard Shaw, (1913) ISBN 9780486282220
- *The Secret Garden* by Frances Hodgson Burnett, (1911) ISBN 9780064401883
- *They Called Us Enemy* by George Takei, (2019) ISBN 1603094504
- *To Kill a Mockingbird* by Harper Lee, (1960) ISBN 9780060935467
- *Woodsong* by Gary Paulsen, (1990) ISBN 1416939393

Description:

Reading for the Logic Stage I is designed to engage logic-stage students in reading and literary discussion. Students will come together with their instructor once a week to talk about that week's reading. The instructor will provide prompts for class discussion; these questions will guide that week's discussion. Students will also be given the opportunity to serve as discussion facilitators throughout the semester.

Reading for the Logic Stage courses are meant to inspire a love of reading, introduce students to a range of texts, and touch on the foundations of literary analysis. Reading for the Logic Stage I is the first course in the three-level sequence. In RFLS I, students will be introduced to the practice of reading and responding to texts individually and in conversation with others, in both written and discussion formats. While this course provides an academic context and instructor guidance in the discussion and comprehension of the course texts, the primary goal of RFLS I is to encourage students to develop a love of reading and to share their ideas about what they are reading with others.

Assignments:

- **Readings:**

- All course readings should be completed before the class for which they are assigned. Assigned readings are included on your course schedule, located on Blackboard.
- Book selections have been made carefully and thoughtfully for students generally at this educational stage. However, we encourage parents and guardians to review all selections to ensure that they are consistent with their specific family standards. Parents are always welcome to email the instructor to ask for/offer alternative book suggestions to replace any of the scheduled texts that they deem inappropriate for their child/ren. In this instance, your child will be excused from any class discussions of the book at hand and will complete homework assignments on the alternate text selected.

- **Class attendance:**

- **Real-time Students:** Students are expected to attend class and to participate in class discussions.
- **Absent/Delayed Students:** Students who watch recordings of the class will be expected to complete an “Exit Ticket” in lieu of attendance. Delayed/absent students will always complete this weekly task via the discussion board labeled “Exit Tickets: Delayed/Absent Students” on Blackboard. These responses will not receive letter grades; failure to complete a weekly post *or* attend the weekly class session will be counted as an absence from class. The Exit Ticket for a week must be completed by the week’s end (Sunday night at 11:59 PM) in order to be counted for credit. The Exit Ticket assignment will always be the same:
 - *Watch this week’s recording, and then respond in writing to at least two questions or comments posed in the discussion. The questions can be posed by the discussion leaders, the instructor, or your live-class peers. You may identify speakers by their recording labels (“User 1”). Each exit ticket response must be at least 6 sentences long in order to receive full credit.*
 - *Please be sure to title your posts with your name and the week number; e.g. “John James Week 3.”*

- **Participation:**

- **Real-time Students:** Students who attend live classes are expected to contribute at least one meaningful comment, question, or response in each class.
- **Absent/Delayed Students:** Students who watch recordings of the class can engage with the class discussion in their responses posted to the “Delayed/Absent Student” discussion board.

- **Weekly Writing:** Each week every student will be required to complete a one-paragraph written response (approximately 6-10 sentences) to an instructor-supplied prompt regarding that week’s reading(s). Responses must demonstrate that the student has completed the assigned reading and carefully considered the question at hand to receive full credit. These assignments will be submitted via Blackboard and graded for credit/no credit.

- **Semester Project:** At the end of each semester (fall and spring), students will write a short essay (approximately 500 words) explaining what book or poem set they enjoyed the most, what book or poem set they liked the least, and what book or poem set they would be most excited to recommend to a friend. Students are expected to give detailed reasoning for each of their choices, including clear references to each text selected.

Grading Breakdown:

- Class Attendance: 20%
- Participation: 20%
- Weekly Writing Assignments: 40%
- Semester Projects: 20%

This course is a pass or fail course. Only students who earn 75% or better and complete all major projects will be eligible to earn passing status at the end of the year.

The Well-Trained Mind Academy
Reading for the Logic Stage II

Course Website: wtma.blackboard.com

Required Texts:

- *The Book Thief*, by Markus Zusak ISBN 978-0375842207
- *D'Aulaire's Book of Greek Myths*, by Ingri d'Aulaire and Edgar Parin d'Aulaire ISBN 978-0440406945
- *Ender's Game*, by Orson Scott Card ISBN 978-0812550702
- *Esperanza Rising*, by Pam Muñoz Ryan ISBN 978-0439120425
- *Fever 1793* by Laurie Halse Anderson
- *The Invention of Hugo Cabret*, by Brian Selznick ISBN 978-0439813785
- *The Lion, the Witch, and the Wardrobe*, by C.S. Lewis ISBN 978-0064404990
- *The Mysterious Benedict Society*, by Trenton Lee Stewart ISBN 978-0316003957
- *Old Possum's Book of Practical Cats*, by T.S. Eliot ISBN 978-0156685702
- *Other Words for Home*, by Jasmine Warga ISBN 978-0062747808
- *Our Town*, by Thornton Wilder ISBN 978-0060512637
- *Out of Wonder: Poems Celebrating Poets*, by Kwame Alexander, Chris Colderley, and Marjory Wentworth ISBN 978-0763680947
- *The Princess Bride*, by William Goldman ISBN 978-0156035217
- *A Raisin in the Sun*, by Lorraine Hansberry ISBN 978-0679755333
- *Revolution is Not a Dinner Party*, by Ying Chang Compestine ISBN 978-0312581497
- *Roll of Thunder, Hear My Cry*, by Mildred D. Taylor ISBN 978-0142401125
- Selections from *Shakespeare Stories*, by Leon Garfield
- *The Wall: Growing Up Behind the Iron Curtain*, by Peter Sis ISBN 978-0374347017
- *A Wrinkle in Time*, by Madeleine L'Engle ISBN 978-0312367541

Description:

Reading for the Logic Stage II is designed to engage logic-stage students in reading and literary discussion. Students will come together with their instructor once a week to talk about that week's reading. The instructor will provide prompts for class discussion; these questions will guide that week's discussion. Students will also be given the opportunity to serve as discussion facilitators throughout the semester.

Reading for the Logic Stage courses are meant to inspire a love of reading, introduce students to a range of texts, and touch on the foundations of literary analysis. Reading for the Logic Stage II is the second course in the three-level sequence. In RFLS II, students will continue to practice reading and responding to texts individually and in conversation with others, in both written and discussion formats. Students will be introduced to major literary terms and devices, and will identify them in the course texts. While work in the level two course will incorporate a bit more literary complexity than in the level one, the goal of fostering a habit of reading for pleasure is still the core value of the class.

Assignments:

- **Readings:**
 - All course readings should be completed before the class for which they are assigned. Assigned readings are included on your course schedule, located on Blackboard.
 - Book selections have been made carefully and thoughtfully for students generally at this educational stage. However, we encourage parents and guardians to review all selections to ensure that they are consistent with their specific family standards. Parents are always welcome to email the instructor to ask for/offer alternative book suggestions to replace any of the scheduled texts that they deem inappropriate for their child/ren. In this instance, your child will be excused from any class discussions of the book at hand and will complete homework assignments on the alternate text selected.
- **Class attendance:**
 - **Real-time Students:** Students are expected to attend class and to participate in class discussions.
 - **Absent/Delayed Students:** Students who watch recordings of the class will be expected to complete an “Exit Ticket” in lieu of attendance. Delayed/absent students will always complete this weekly task via the discussion board labeled “Exit Tickets: Delayed/Absent Students” on Blackboard. These responses will not receive letter grades; failure to complete a weekly post *or* attend the weekly class session will be counted as an absence from class. The Exit Ticket for a week must be completed by the week’s end (Sunday night at 11:59 PM) in order to be counted for credit. The Exit Ticket assignment will always be the same:
 - *Watch this week’s recording, and then respond in writing to at least two questions or comments posed in the discussion. The questions can be posed by the discussion leaders, the instructor, or your live-class peers. You may identify speakers by their recording labels (“User 1”). Each exit ticket response must be at least 6 sentences long in order to receive full credit.*
 - *Please be sure to title your posts with your name and the week number; e.g. “John James Week 3.”*
- **Participation:**
 - **Real-time Students:** Students who attend live classes are expected to contribute at least one meaningful comment, question, or response in each class.
 - **Absent/Delayed Students:** Students who watch recordings of the class can engage with the class discussion in their responses posted to the “Delayed/Absent Student” discussion board.
- **Weekly Writing:** Each week every student will be required to complete a two-paragraph written response (approximately 10-20 sentences) to an instructor-supplied prompt regarding that week’s reading(s). Responses must demonstrate that the student has completed the assigned reading and carefully considered the question at hand to receive full credit. These assignments will be submitted via Blackboard and graded for credit/no credit.
- **Semester Project:** At the end of each semester (fall and spring), students will write a short reading response (approximately 500 words) to their favorite (or least favorite!)

book of the semester in which they: summarize the text, describe the main qualities of at least one character and a problem that he or she must solve, and discuss at least two of the reasons why they most liked (or disliked) this particular book. Students are expected to include specific references to the text in the essay.

Grading Breakdown:

- Class Attendance: 20%
- Participation: 20%
- Weekly Writing Assignments: 40%
- Semester Projects: 20%

This course is a pass or fail course. Only students who earn 75% or better and complete all major projects will be eligible to earn passing status at the end of the year.

The Well-Trained Mind Academy
Reading for the Logic Stage III

Course Website: wtma.blackboard.com

Required Texts:

- *Boxers & Saints*, by Gene Luen Yang ISBN 978-1596439245
- *The Boy in the Striped Pajamas*, by John Boyne ISBN 978-0385751537
- *Furia* by Yamile Saied Méndez ISBN 978-1616209919
- *The Great Gatsby* by F. Scott Fitzgerald ISBN 979-8589360790
- *The House on Mango Street*, by Sandra Cisneros ISBN 978-0679734772
- *Monster*, by Walter Dean Myers ISBN 978-0064407311
- *Norse Mythology*, by Neil Gaiman ISBN 978-0393609097
- *The Other Side of the Truth*, by Beverley Naidoo ISBN 978-0064410021
- *Robinson Crusoe* by Daniel Defoe ISBN 978-0451530776
- *Selected Poems*, by E. E. Cummings ISBN 978-0871401540
- Selections from *The Complete Father Brown Stories* by G. K. Chesterton ISBN 978-1853260032
- Selections from *One Hundred Great Short Stories*, ed. James Daley ISBN 9780486803289
- *Treasure Island*, by Robert Louis Stevenson ISBN 978-1101990322
- _____ (To be announced at the start of Spring Semester)*
- _____ (To be announced at the start of Spring Semester)*

Description:

Reading for the Logic Stage III is designed to engage logic-stage students in reading and literary discussion. Students will come together with their instructor once a week to talk about that week's reading. The instructor will provide prompts for class discussion; these questions will guide that week's discussion. Students will also be given the opportunity to serve as discussion facilitators throughout the semester.

Reading for the Logic Stage courses are meant to inspire a love of reading, introduce students to a range of texts, and touch on the foundations of literary analysis. Reading for the Logic Stage III is the final course in the three-level sequence. In RFLS III, students will be given the tools to go deeper in their reading comprehension, written responses, and discussion. Students will work towards feeling comfortable using literary terms and identifying literary devices in the texts studied. They will continue to work on supporting their assertions about a text with evidence. The difference in RFLS III is that students will earn a letter grade in the class. While work in the level three course will be more complex than in the first two levels, the goal of fostering a habit of reading for pleasure is still the core value of the class.

*In this third level of Reading for the Logic Stage, students will be allowed to vote and select the last two text selections of the course as a class, with instructor guidance. For this reason, the final two text choices will be shared with parents and students at the start of the spring semester in order to provide families plenty of time to obtain copies and preview the texts themselves.

Assignments:

- **Readings:**

- All course readings should be completed before the class for which they are assigned. Assigned readings are included on your course schedule, located on Blackboard.
- Book selections have been made carefully and thoughtfully for students generally at this educational stage. However, we encourage parents and guardians to review all selections to ensure that they are consistent with their specific family standards. Parents are always welcome to email the instructor to ask for/offer alternative book suggestions to replace any of the scheduled texts that they deem inappropriate for their child/ren. In this instance, your child will be excused from any class discussions of the book at hand and will complete homework assignments on the alternate text selected.

- **Class attendance:**

- **Real-time Students:** Students are expected to attend class and to participate in class discussions.
- **Absent/Delayed Students:** Students who watch recordings of the class will be expected to complete an “Exit Ticket” in lieu of attendance. Delayed/absent students will always complete this weekly task via the discussion board labeled “Exit Tickets: Delayed/Absent Students” on Blackboard. These responses will not receive letter grades; failure to complete a weekly post *or* attend the weekly class session will be counted as an absence from class. The Exit Ticket for a week must be completed by the week’s end (Sunday night at 11:59 PM) in order to be counted for credit. The Exit Ticket assignment will always be the same:
 - *Watch this week’s recording, and then respond in writing to at least two questions or comments posed in the discussion. The questions can be posed by the discussion leaders, the instructor, or your live-class peers. You may identify speakers by their recording labels (“User 1”). Each exit ticket response must be at least 6 sentences long in order to receive full credit.*
 - *Please be sure to title your posts with your name and the week number; e.g. “John James Week 3.”*

- **Participation:**

- **Real-time Students:** Students who attend live classes are expected to contribute at least one meaningful comment, question, or response in each class, although truly engaged students will almost certainly want to contribute more than that each class!
- **Absent/Delayed Students:** Students who watch recordings of the class can engage with the class discussion in their responses posted to the “Delayed/Absent Student” discussion board.

- **Weekly Writing:** Each week every student will be required to complete a two-paragraph written response (approximately 10-20 sentences) to an instructor-supplied prompt regarding that week's reading(s). Responses must demonstrate that the student has completed the assigned reading and carefully considered the question at hand to receive

full credit. Responses must also include specific references to the text to support the answer. These assignments will be submitted via Blackboard and graded for credit/no credit.

- **Semester Project:** At the end of each semester (fall and spring), students will write a short comparative essay about two class texts (approximately 500-750 words). In the essay, students will choose to compare or contrast a shared theme/subject in the texts, two characters in the texts, or the styles of writing in the two texts. Students are expected to include specific references to the texts in their essays. More details and instructions will be provided in class.

Grading Breakdown:

- Class Attendance: 20%
- Participation: 20%
- Weekly Writing Assignments: 40%
- Semester Projects: 20%