

Literature for Preschool Children

LIT 253W.01W

Fall Semester, 2010

Professor Larry Hert

Office: S018 (Fine Arts Bldg.)

Phone: 686-9155

Email: larryhert@delta.edu

(From the Midland area, 495-4000, Ext. 9155)

Although I try to respond to voice and email during the work week, please keep in mind that I prepare for, meet with, and grade assignments for your class and other classes. During the work week, although I may not get back to you the same day, I will try to respond within twenty-four hours. I welcome meeting with you during class breaks or immediately after our class to discuss any question or concern you may have. (Before class, I am usually gathering books and setting up for class presentation.) I try my best to be accessible.

Literature for Preschool Children provides largely an exploratory format in which instructor and class members research a range of books for young children and actively share their findings with each other. In the process, the class members will enlarge perspectives on quality and purpose of selection as well as enrich their awareness of issues regarding books, reading aloud, storytelling, and preschool children.

A grade for the semester grows mostly out of three measures: two unit grades and a felt board adaptation of a story book for preschoolers. Each of the units involves a written file (5 X 8" cards or a continuous word-processed bibliography) of books examined independently outside of class, and each unit involves in-class participation for the six classes leading up to each test. File #1 is scheduled for Class 7 (six weeks from tonight), File #2 for Class 13 (six classes later). For Classes 14 and 15, each class member presents an extended picture book story with cloth figures at a self-made felt board. The story should have a strong, detailed storyline. The felt board presentation equals one third of the semester grade, the other two thirds derived from the two grades earlier in the term.

Note on Attendance: Attendance does play a part in the overall grade for the term. The three grades mentioned above comprise most of the course grade. However, if a person misses an unusual number of class-experience, it influences a student's grade—for a six-week unit or for the entire term. I set up a grading policy to keep evaluation fair to the entire class. Also, note the English Division policy for regular attendance: If a student misses more than two classes for a term (2/15 of in-class learning), an instructor is directed to drop a student from the roster. (In actuality, if a person misses more than two weekly classes by the twelfth week, a person has missed at the very least 1/6 of the in-class learning, and probably more than that if the absences occur earlier in the term.) Clearly, the person who attends and learns from class, plus studies and learns out of class, learns more from the course than the person who misses class. The course grade should reflect that reality. After the twelfth week, three total absences reduce a course grade by one notch—for instance, from an "A-" to a "B+" or a "B" to a "B-," and four total absences limit a course grade to no higher than a "C+." Five absences result in a grade of "D" for the course.

Textbook for the term: While much of our emphasis will involve reading and evaluating actual library books to use with preschool children, we will periodically be reading chapters in **Using Children's Literature in Preschool: Comprehending and Enjoying Books**, by Leslie Mandel Morrow and Linda B. Gambrell, published by the International Reading Association, 2004. The book lays a foundation for the importance of using literature intentionally with preschoolers in a thoughtful preschool program as well as encouraging parents to develop children's literacy skills at home.

Additional note: Although the following syllabus represents the planned structure of the semester, we will make periodic adjustments to reflect the dynamics of the class. Let's remain flexible.

Class 1 Introduction: Format of Course and Literature for Preschool Children.

Aug 31 Focusing on the Language Experience in Effective Books for Young Children.

Begin your Note File of Impressive Storybooks. (See Class 7 for details.)

Class 2 Assignment due: Effective Storybooks for Reading Aloud. (Found in Public Library in "E" and Delta College Library Section PZ7 and the Review Book Boxes at the far end of the Children's Literature collection.) Get off to a strong start this term.
Sept. 14 **Read textbook, Chapter 1, "Why Children's Literature Is Important for Young Children."**
*****Bring to class five of your first notes for feedback.**
 Your instructor will present various books this session.

Class 3 Storybooks Continued.
Sept. 21 Continue with your note file. (Look ahead to Class 7 as the due date for the file.)
 Today, class members will introduce to the class their choices of a very effective storybook for preschoolers.

Class 4 Further work with effective storybook literature for preschoolers.
Sept. 28 **A Session on Reading Out Loud Effectively to Preschoolers. Bring a book to read aloud to the class this evening.**
 Feel free to bring in other storybooks you have found interesting.
Read textbook, Chapter 2, "Creating Literacy Centers for Reading and Storytelling," pp. 11-26.
***** (Bring to class five more file notes for feedback.)**

Class 5 Poetry for the Young Child (Found in both "E" and Section 811. Here at Delta, PZ8.3 and *Oct. 5* the shelves before PZ5--where numerous poetry books for children of all ages are also housed.)
 Your instructor will show you an array of poetry books for the preschooler. Among the storybooks you discover this week, find some books written in poetry or written poetically for the young child (besides storybooks written in prose).
 Bring in one of the best poetic books to share with the class.

Class 6 Literature for Storytelling.
Oct. 12 Among the books you discover this week, be sure to find illustrated folk tales and fables, from any culture. (Public library in "E" and Section 398; Delta, PZ8, 8.1, 8.2.)
 Bring in two books: the best illustrated folk story you have seen for preschoolers and a folktale storybook that you might use for oral storytelling (as a storyteller).
Your note file is due next week.
Read textbook, Chapter 2, "Creating Literacy Centers for Reading and Story-Telling," pp. 27-35.

Class 7 **File #1 is due tonight.**
Oct. 19 **Grade #1 consists of:**

Your note file	=	66 2/3%
Your in-class participation	=	33 1/3% (Absences affect grade, too.)

File #1, largely on storybooks of all types, is graded with the following scale in mind:

50 Effective Notes (8 per week)	=	"A" range
40 Effective Notes (6-7 per week)	=	"B" range
30 Effective Notes (5 per week)	=	"C" range
20 Notes (3 per week)	=	"D" range
12 or Fewer Notes	=	"F"

Part of your grade for the file is adjusted for the quality of perception and writing in your file. If the notes meet standards, the file is evaluated as an "A+," "A," or "A-"; "B+," "B," or "B-"; "C+," "C," or "C-"; "D+," "D," or "D-," "F." However, if the notes do not meet standard expectations and the quality of comments is less than average, a grade will have to be adjusted downward. Your instructor will have to use his judgment to consider an appropriate lesser grade for the file. A person who has 50 cards yet general, hasty notes does not earn an "A" for the outside work. Nor does a person who has a sufficient number of notes but clings to general stereotypes and neglects applying

class concepts, or writes in generalities without specific support and sound reasoning.

The aim of the notes is to demonstrate learned awareness about preschool literature

*****Please:** number each note on the back--1, 2, 3 . . . 49, 50—so that your instructor does not need to count notes to determine how many books you have seen. (Thank you.)

The next note file, largely on all kinds of concept books, **is due Class 13**, six classes from Class 7. The target numbers for the second note file are the same as those for the first set of notes: 50, 40, 30, etc.

Note File Reminder--For Classes 8 through 13, our emphasis will be on imaginative concept books: alphabet books, counting books, books about color, shape, opposites, books about feelings, about holidays . . . about any sort of learning concept. While you will continue to include excellent storybooks in your new file, you work now to include concept books, whether they be oriented toward information or story (whether nonfiction or fiction for a preschool audience). Look for imaginative, engaging concept books to stimulate young minds and bodies. During this second six-class division of the term, we will also make time to discuss nursery rhyme books for preschoolers.

Our Focus Tonight--An Introduction to Alphabet Books, and a Presentation on Storytelling.

Class 8 Alphabet Books and Counting or Number Books

Oct. 26 Bring two books of this nature to class which you think are some of the most interesting books you have seen.

Read textbook, Chapter 3, "Supporting Reading Comprehension: Responding to Books, pp. 37-53.

Plus, bring in ten colors of felt squares (including orange, black, and white), a pair of scissors, a small, inexpensive bottle of tacky glue, and some markers to make some felt board figures. Your instructor will provide the patterns and directions.

(In the middle of Class 8 we have reached the exact midterm point in class hours.)

Class 9 Oral Storytelling: Come prepared to tell a folktale or strong story orally in class.

Nov. 2 You may bring in notes, but let's try not to rely on them. Let's try to tell a folk story or well-detailed contemporary story to preschoolers without reading it. (Be sure to bring your sourcebook too, to show us the book from which you have adapted your story.) Note: this session will help us prepare the felt board storytelling sessions at the end of the term. The story you share tonight, however, will not be one of the two felt board presentations you give later. You are, after all, building your repertoire with stories.

A Variety of Concept Books--Everything from Concept Books about Color to Concept Books about Opposites and How Things Work. Please bring in samples of your discoveries.

We may make some more felt board figures tonight and/or next class.

Class 10 A Variety of Concept Books Continued—Everything from Concept Books about Color to

Nov. 19 Concept Books about Opposites and How Things Work. Please bring in samples of your discoveries.

In class, further tips for the felt board presentation. We will spend some time discussing your felt board project coming up Classes 14 or 15.

Your instructor will highlight some points about children, storytelling, and books while looking ahead to the felt board presentations.

Read textbook, Chapter 4, "Using Children's Literature throughout the Preschool Curriculum," pp. 63-74.

Class 11 Holiday Books.

Nov. 16 **Oral Storytelling #2: Come prepared to adapt and orally tell another strong story.**

Holiday books need not be concept books, but let's take a little time to be sure to collect ideas for holiday books in our files. Please bring in excellent books about holidays.

Also tonight, let's share interesting books of any kind featuring minority children. Let's be mindful of the value of inclusive books for minority and majority children.

Class 12 Nursery Rhyme Books, and Wordless Books.

Nov. 23 We may discuss a few more holiday and concept books tonight, but let's make a point of discussing nursery rhymes and preschoolers, and wordless books which engage preschoolers to reason and talk up a storm about their knowledge.

Please bring in either unusually effective or interesting collections of nursery rhymes for repeated use, or books that make a single nursery rhyme into a whole storybook (such as "Old Mother Hubbard and Her Dog").

Also, bring to class stimulating wordless books on any subject or story.

Read textbook, Chapter 5, "Reading with Children at Home," pp. 75-88.

Recall: your second set of notes is due next week, Class 13.

Class 13 Back by institutional and societal demand, it's—you guessed it—time for another assessment of your learning and initiative.

Nov. 30

***When you hand in your second set of notes, hand in your first set once again too.

Please keep them separate and clearly marked "File #1" and "File#2." Once again, number the second set on the front or back of each note (1, 2, 3 . . . 49, 50, for instance).

Note: the same grading scale used for the first file applies to the second:

Your note file = 66 2/3%

Your in-class participation = 33 1/3% (Absences affect grade, too.)

File #1, largely on storybooks of all types, is graded with the following scale in mind:

50 Effective Notes (8 per week) = "A" range

40 Effective Notes (6-7 per week) = "B" range

30 Effective Notes (5 per week) = "C" range

20 Notes (3 per week) = "D" range

12 or Fewer Notes = "F"

Also tonight, let's try out a storytelling rehearsal for Felt board Presentation #1.

Plus, bring in any concept books you have found which might be considered books for "bibliotherapy": books which help either individual preschool children or a whole group of preschoolers deal with problems they face.

Bring felt, pelton, and/or fabric foam to work on your felt board figures. Be sure to bring in your necessary supplies also (scissors, fabric glue, assorted accessories, etc.).

For the rest of the semester, concentrate on felt board presentation for Classes 14/15.

No more notes to write after tonight!

Class 14 Felt board Workshop.

Dec. 7 Half of the class will give felt board storytelling presentations today; the other half, next week. See next week for details.

Class 15 Felt board Session

Dec. 14 ******Do a presentation of a well-developed story from a picture book.** Adapt a story for a felt board presentation. (For our purposes, adapt a strong story from a trade book for preschoolers rather than from a felt board sourcebook for childcare providers. Those sourcebooks may be very useful for future reference, but for now let's learn how to adapt and strengthen a single story book for preschoolers. Let's avoid poetry and songs—which have to be memorized word for word. Let's avoid simple concept books, as well, which are basically picture-word combinations. We want strong stories for this presentation.)

*****Use your own homemade felt board (rather than a commercial board).**

*****Also, bring in your sourcebook to show to the class.**

*****Note: Create a context for your presentation.** Prepare an introduction to your felt board presentation, as you would introduce it to preschoolers, so that you practice creating a context and connection for preschoolers. Building a context for young children not only includes an introductory connection but also requires a conclusion beyond the existing text of the story. Consider how you introduce and conclude a story. To introduce the

story effectively and prepare young children for it, reason connections to their lives or make connections through finger play or a song activity. After the story, add your own closing explanation or extension activity to connect the story to the experience of young children. Before and after, connect a story to young children's lives and experience.

**In the Future: *Lay a Solid Foundation for Preschool Children:
 Present a Variety of Books,
 a Variety of Language Experiences, a Variety of Verbal Events,
 a Variety of Engaging Thinking Experiences--Continually.***
And Remember: 20 minutes of reading a day to a young child will make a lifelong difference!

General Education Outcomes at Delta College

- We value general education.
- We feel that general education is the responsibility of **all** faculty and students.
- We believe that students achieve general education outcomes by experiencing them in several disciplines over an extended period of time.

General Education Outcomes Statement

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. The general education outcomes come from the following broad areas: Read and Write Effectively, Speak and Listen Effectively, Critical Thinking, Access, Analyze and Use Information, Citizenship, Interact Productively with Others, Diversity, Quantitative Literacy, Wellness, Aesthetics, Technology, International/Intercultural.

General Education Outcomes Achieved in Books for Preschool Children 253W:

Read and Write Effectively

Speak and Listen Effectively

Think Critically and Analytically

Access, Analyze, and Use Information

Exercise Citizenship

Interact Productively with Others

Apply Awareness of Diversity

Develop Aesthetics

Explore International/Intercultural Heritages

Details on the general education outcomes can be found at the following web site:

<http://www.delta.edu/gened/statement.html>

Additional Reminders:

Note from Mike Cooper, Disability Services Director, D-WING, D102, 989-686-9322:

If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D102. The telephone number is 686-9330.

Teaching Learning Center (TLC) Assistance:

If you have difficulty with writing or public speaking skills, consult with your instructor or seek free tutorial assistance in the Teaching Learning Center in the LLIC or the Writing Café, also in the LLIC.

Instructor Initiated Drop for Lack of Attendance:

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course this semester, that means in excess of two weekly class periods. This is an English Division policy.

Integrity of Academic Work (From the Delta College Catalog)

I. Statement of Values

The principles of truth and honesty are fundamental to a community of learners. All members of the Delta College Community are expected to honor these principles and are responsible for maintaining the integrity of academic work at the College.

Plagiarism or any misrepresentation of work, unsanctioned collaboration, use of prohibited materials, and participation in any form of dishonesty all constitute violation of this policy.

Violations of this policy will result in the actions and consequences specified within this policy.

II. Faculty determine standards of integrity for academic coursework.

Examples of academic dishonesty that would constitute violations of this policy include, but are not limited to, the following:

- A. Plagiarism*
- B. Cheating on tests, quizzes, or any assignments
- C. Fabrication
- D. Aiding and abetting dishonesty
- E. Falsification of records and official documents

*Plagiarism is defined as “the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own.”

--As developed by Alexander Lindey in “Plagiarism and Originality” (N.Y.: Harper, 1952).

III. Your Instructor's Policy for Plagiarism on Any Assignment:

The copying of the words or ideas of another writer or book jacket description results in a grade of "F" on a writing assignment, since it is work that does not reflect a class member's own work.

The following student code of conduct reminds us of the importance of our disposition and behavior in this class, this cooperative community of learning:

Senate Policy 8.001 Delta College Student Code of Ethical Conduct

We students acknowledge that Delta College is an educational institution that values equality of opportunity, academic freedom, academic excellence, diversity, and life-long learning. We respect the mission and values of Delta College, and recognize our obligations to fellow students, to faculty, to staff, and to the community.

Obligations to our fellow students and to faculty: We treat all students and instructors with respect, honesty, and fairness, and uphold their rights to autonomy, privacy, and safety. We support the rights of others to express their views in the spirit of academic freedom, and will not ridicule, intimidate, or coerce students or instructors. We encourage academic excellence and discourage academic misconduct. We are committed to learning, to our obligations as students, and to the highest standards of academic integrity.

Obligations to staff and to our community: We read, understand, and comply with all Delta College policies, rules, and regulations in our roles as students. We treat staff and all members of the Delta College community with respect, honesty, and fairness. We are devoted to safeguarding the resources of Delta College, and to using those resources for the benefit of the College and its surrounding communities.

Approved by the Delta College Board of Trustees May 9, 2006.