I. COURSE INTENT

The purpose of this course is to provide preservice teachers with an opportunity to explore multiple avenues for integrating children’s literature into PreK – fourth grade classrooms. Students will learn how to evaluate and select high quality literature, while studying a range of genres, both narrative and informational. Additionally students will examine ways to integrate children’s book across the curriculum and into students’ homes, in order to develop critical thinking, intercultural understandings, and inquiry skills. Through service learning experiences, readings, reflections, projects and class discussions, we will take time to enjoy children’s books with each other, young readers and families.

A. Course Outcomes

The purpose of this course is to provide you with an opportunity to:

1) understand and appreciate children’s literature by experiencing the enjoyment of reading children’s books (With small group read 1 picture or chapter book per week)

2) demonstrate knowledge of varied literature genres, both contemporary and classic and literature from diverse cultures to help children respect all races, cultures and abilities, (Author and Illustrator Explorations)

3) create a literate environment that fosters interest, supports reading growth and motivates learners to read for information, pleasure and personal growth, thereby developing a community of readers and families (Literature Circles, Family Newsletter, Jonah Winter or Latino book lesson plan),

4) critically evaluate the quality of children’s and young adult books using established criteria (Higgins Johnson evaluation),

5) use trade books (informational, narrative and poetry) to integrate reading into content areas (Units of Study with Nonfiction texts), and

6) provide opportunities to respond to literature using various literary response skills (Jonah Winter or Latino book lesson plan).

B. Early Learning Standards for NAEYC

In relation to learning standards developed by the National Association for the Education of Young Children, our class will examine the implications of these guidelines for our work with children across home, school and community settings.


**C. Pennsylvania Department of Education Academic Standards for Early Childhood Education and Core Standards**

In relation to the Pennsylvania Department of Education Learning Standards and Pennsylvania Core Standards for Early Childhood (2014) our class will examine the implications of these guidelines for our work with children across home, school and community settings.

http://www.pdesas.org/Standard/CommonCore

**II. COURSE TEXTS and READINGS**


C. Weekly readings of Children’s fiction and nonfiction books borrowed from professor, also see books in Old Main 306 and 317 and McGill Children’s Library.

D. Online resources like Lib Guides from McGill library homepage.

E. Instructor posted readings or videos found on My.westminster.edu D2L course site

**III. COURSE ORGANIZATION**

Tuesdays 11:00 – 12:30 pm and several visits to schools and community events

11:00 – Technology Flip the Switch or Mindfulness

Weekly syllabus overview, Q and A

11:10 – Discussion Circles of course readings

11:25 - Author or Illustrator presentation (7 weeks)

11:35 – Literature Circles (picture or chapter books)

11:50 - Explore course projects

12:05 – Genre explorations with Free Reading, Room 306 or 317

12:25 – Q and A or Exit ticket

**IV. CLASS LEARNING EXPERIENCES**

A. **Attendance, Participation, and Professionalism – 30 points**

- *The success of this course strongly relies on student’s attendance and active participation.* Please arrive punctually to class and be prepared to discuss the scheduled topic/genre of the day and participate in group activities. Ten points will be deducted for every class missed unless you have a valid reason of absence, which you explained in person or via email before missed class (e.g. documentation from medical or student services, athletic team game).

- Students will complete all required assignments, on time and in an honest and comprehensive fashion (See Academic Honesty Guidelines at end of syllabus).
Every day an assignment is late, 5% of the project points will be deducted, unless an alternative plan has been discussed with the instructor ahead of time.

- Class discussions are reserved for topics related to course content. Thank you for focusing on our course, not personal issues.
- Professional behavior is always expected. Therefore, students will be respectful, honest and open with one another. Everyone’s participation and efforts will be welcomed, heard and valued. To practice professionalism required during school visits, please turn off cell phones during class times; texting is prohibited. We will explore Flip the Switch practices used by middle and high school teachers to help us avoid technology issues.
- Final grades will be affected by the discretion of the instructor regarding tenets of these class requirements.
- Clearances will be due week 5 to Mrs. Carr in School of Education office. 5 points.

Disability Services and Resources: If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the director of Disability Resource Services, Mrs. Faith Craig, Director of Disability Support Services, Thompson-Clark Hall, 724-946-7192, within the first two weeks of the term.

B. Read Children’s Fiction and Non-fiction Books

Author or Illustrator Exploration by Genres – due one week of your choice, 20 points

With a class partner, choose one week to create an Author or Illustrator Genre Exploration to share during class. Using padlet, focus your author or illustrator exploration around the genre for the week. Include 4 parts: a one page overview of the genre highlighting 3 newer books from McGill Children’s library, a newly discovered author or illustrator with video and biographical information highlighting 3 of their books, an art/music/drama or writing response to be completed by two classmates to bring back to class the following week, and a simple costume enacting one character from one book. If you want to substitute another part, get approval from Dr. Klassen Endrizzi 2 weeks in advance of your presentation.

Literature Circles – due every class session, 25 points

Each week choose to read one picture or chapter book with a group of 3-4 classmates. Dr. Klassen Endrizzi will provide these books. Come prepared to talk with your group about unique aspects of this fiction or nonfiction, picture or chapter book. Bring a simple response option (i.e., art, music, poetry). Three lengthier responses to chapter books (weeks 7, 11 and 14) will be evaluated – 5 points each. Please suggest response options for classmates to explore.

You will explore how to critically evaluate children’s books for author bias, stereotypes, etc. using the Higgins Johnson book evaluation. Complete an evaluation of one picture and one chapter book of your choice by week 11. 10 points.

C. Response Notebook for Discussion Circles – 40 points
Course Texts – Temple or Miller and articles – 30 points

Response Notebook

Talking about our course readings with others is one important way to think about and reflect on what you are learning while also hearing other interpretations. **Come prepared to actively participate in discussions every class session.**

Each classmate’s unique interpretations will help us collaboratively consider the usefulness of an author’s ideas for current teaching opportunities and future interactions with children. **In response to course readings, bring some questions, comments, sketches, highlights, or points of agreement or disagreement to class everyday. Use your Response notebook to record ideas for each class.** These questions/comments will help guide our whole class and small group discussions in class. Three random Response Notebook entries will be selected for evaluation – 10 points each.

**D. Latino Family Literacy Connections – 50 points**

Family Newsletter for Latino children’s book – Due week 5, 20 points

Create a family newsletter focused on a Latino children’s book obtained from Dr. Klassen Endrizzi. Also include a simply art, dance or music activity to accompany book. These books and newsletters will be given away to families at either:

a. Coco, the movie, Friday, Oct. 5, Mueller Theatre,

b. Día de los Muertos celebration, Fresh Market Place, Saturday, Nov. 3,

c. Jonah Winter’s author visit, tentative date, Thursday, Nov. 7, Witherspoon rooms.

Latino children’s book lesson plan – Due week 7, 30 points

With a class partner, create a lesson plan for K – 6th grade Jonah Winter or Latino children’s book. Create a 3 part padlet that includes: lesson plan, author or illustrator video and information, writing and art or music response activities. Partners will share these books with children at the Día de los Muertos celebration on Nov. 3, Saturday at Fresh Market Place, New Wilmington.

**E. Westminster College ABC Book – Due week 9, 20 points**

We have a rare opportunity to co-author a children’s book to be given to Westminster alums in coming years. Working with Mr. Todd Cole, each classmate will create two pages for a Westminster College ABC book. Illustrations will be photos chosen from Westminster’s Flickr and text will be written after you research two unique characteristics of Westminster. (i.e. – O is for Open Doors, S is for School of Education’s 14 student authors)

**F. Unit of Study with Information Books – Due week 14, 20 points**

In groups of 3, students will select a nonfiction topic, using Common Core State Standards for Biological, physical science, health or geography K – 4th grade. Each student will find 3 high quality children’s books focused on nonfiction concepts. For example groups might explore Living and non-living things – K, Healthy foods – 1st grade, Fresh and salt water bodies - 2nd grade, Extinction in plants and animals – 3rd grade, Liquids, solids and gases – 4th grade.
Using one book, each student will create a unique writing science response for their grade. We will also use Lib Guides to locate teacher journals that will offer technology and instruction ideas.

V. TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date &amp; Genre/ Topic</th>
<th>Readings &amp; Learning Experiences</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>8/28 Week 1 Course Introduction</td>
<td>Introduction to course Clearances needed for school visits</td>
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<tr>
<td>9/4 Week 2 Genre Author &amp; Illustrator Explorations</td>
<td>Temple 1 &amp; Miller 1 Introduce Genre Author &amp; Illustration Explorations Explore Reading Histories</td>
<td>Sign up for Genre Explorations With partner</td>
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<tr>
<td>9/11 Week 3 Multicultural Literature</td>
<td>Temple 4 Introduce Latino and Jonah Winter books for lesson plans Introduce Family newsletter format</td>
<td>Sign up for Jonah Winter or Latino children’s book with partner Due: Reading Histories</td>
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<tr>
<td>9/18 Week 4 Nonfiction</td>
<td>Temple 11 WOW My Take/ Your Take blogs 1 – 5 Davila Dia de Los Muertos Introduce lesson plan format</td>
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<td>9/25 Week 5 Literature Circles Writers Workshop</td>
<td>Daniels chapter 1, Miller Appendix B, Temple Appendix – Children’s Book Awards Mr. Todd Cole Introduce Westminster ABC book Temple chapter online Select 2 letters by Friday</td>
<td>DUE: PDE clearances to Educatic Office Due: Family newsletter for Jonah Winter or Latino book</td>
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<tr>
<td>Date &amp; Topic</td>
<td>Readings &amp; Learning Experiences</td>
<td>Due Dates</td>
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<td>10/2 <strong>Week 6</strong> Book Celebrations</td>
<td>Miller 2 &amp; Appendix A</td>
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<td>Visit Sharpsville Elementary, ½ class, tentative, 10:30 – 1:00 p.m.</td>
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<td><strong>10/5</strong> <em>Coco, the Movie, Usher</em> for Friday, 7:00 – 10:00 p.m., Mueller Theatre</td>
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<tr>
<td><strong>Date &amp; Topic</strong></td>
<td><strong>Readings &amp; Learning Experiences</strong></td>
<td><strong>Due Dates</strong></td>
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<td><strong>10/9</strong> <strong>Week 7</strong> Historical fiction</td>
<td>Temple 10</td>
<td>Due: Lesson plan for Latino or Winter book</td>
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<td>Introduce Nonfiction Unit of study, select science or health concept</td>
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<tr>
<td><strong>10/16</strong> <strong>Week 8</strong> Poetry</td>
<td>Temple 6</td>
<td>DUE: Research on 2 topics, Photos on 2 topics &amp; Rough draft</td>
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<td>Introduce Higgins Johnson Book Evaluation</td>
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<td>Conference with Mr. Todd Cole over lunch hour</td>
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<tr>
<td><strong>10/23</strong> <strong>Week 9</strong> Picture Books - Illustrators</td>
<td>Temple 2 &amp; 3</td>
<td>DUE: ABC book pages</td>
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<td>Mr. Todd Cole</td>
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<td><strong>10/30</strong> <strong>Week 10</strong></td>
<td>FALL BREAK</td>
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<tr>
<td><strong>11/3</strong> <strong>Dia de los Muertos</strong></td>
<td><strong>11/3</strong> Dia de los Muertos - Fresh Market Place</td>
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<td>Share children’s book and activity, 1:00 – 4:00 pm</td>
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<td><strong>11/6</strong> <strong>Week 11</strong> Realistic Fiction</td>
<td>Temple 9 &amp; Miller 3</td>
<td>Due: 2 Higgins Johnson book evaluations</td>
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<td>11/8, 7:00 – 9:00 pm, Thursday, Jonah Winter, children’s author, Tentative date</td>
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<td><strong>11/13</strong> <strong>Week 12</strong> Folklore</td>
<td>Temple 7</td>
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<td>Date</td>
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<td>Notes</td>
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<td>11/20</td>
<td>Week 13</td>
<td>No class</td>
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<td><strong>THANKSGIVING</strong></td>
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<td>11/27</td>
<td>Week 14</td>
<td>Miller 4 &amp; Appendix</td>
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<td>Visit Sharpsville Elementary, ½ class visit</td>
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<td>Sharpsville, tentative, 10:30 – 1:00 p.m.</td>
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<td>12/4</td>
<td>Week 15</td>
<td>Temple 8</td>
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<td>Fantasy &amp; Science fiction</td>
<td>Nonfiction Unit of study presentations</td>
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<td>– ½ class</td>
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<tr>
<td>12/11</td>
<td>Week 16</td>
<td>Unit of study presentations – ½ class</td>
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<tr>
<td>12/11</td>
<td>Week 16</td>
<td><strong>FINALS WEEK</strong></td>
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**VI. Academic Integrity**

Central to the purpose and pursuit of any academic community is academic integrity. All members of the Westminster community, including students, faculty, staff, and administrators, are expected to maintain the highest standards of honesty and integrity, in keeping with the philosophy and mission of the College.

**VII. Grading**

For our primary learning experiences, you will receive an evaluation rubric for response and grading of your work. To determine your course grade, points earned for course experiences will be considered as well as your professional behavior. All projects are due during class on the day stated on the syllabus. Grading of late projects will result in a 5% deduction per day.

- **A** = Outstanding quality and quantity, **B** = Good quality, **C** = Satisfactory quality, **D** = Passing but inferior...

**Grading Scale:** 195 possible points

- **A** = 93 to 100% of all possible points, **A-** = 90 to 92.99%, **B+** = 87 to 89.99%, **B** = 83 to 86.99%, **B-** = 80 to 82.99%, **C+** = 77 to 79.99%, **C** = 73 to 76.99%, **C-** = 70 to 72.99%, etc.

**Pennsylvania Early Childhood PreK-4 programs competencies:**

- B.4.a. Make overt connections between and across the curriculum, students’ lives, literature, and literacy.
- B.4.f. Extend experiences with a variety of written texts.
- B.5.h.iii. Reading analyzing and interpreting literature.
- I.C. The interrelationship of reading, writing, speaking, and listening.
I.C. Classic and contemporary literature, textbooks, and curriculum materials that are appropriate for various age levels and mediums.

II.C. Selecting, implementing and adapting effective instructional strategies, curriculum resources, and technologies in collaboration with other educators to meet the needs of diverse learners including: identifying a variety of genres to motivate students to appreciate reading/literature, evaluating materials for literacy instruction, using texts, trade books and technology to increase appreciation, motivation and growth in reading and writing.

III.B. Collaborating with other educators, allied professionals and the wider community, as well as serving as a resource to teachers, administrators, community and allied professionals.

PDE Learning Standards for Early Childhood Education

V. Professionalism – A. Demonstrate knowledge of and competence in fostering professionalism in school and community settings. C. Know about and uphold ethical standards and other professional guidelines, 1, 2 & 3. I. Use their knowledge and understanding about diversity, 2. K. Become effective communicators and collaborators, 2. L. Stay current on research and apply new strategies and techniques, 1.

IX. ACADEMIC HONESTY GUIDELINES

Derived from Baldwin-Wallace Department of Psychology Academic Honesty Guidelines and the “Social Science Guide to Plagiarism and Referencing: What Every Student Should Know About Plagiarism and Referencing”, prepared by social science departments at the University of Maine.

Academic dishonesty can be defined as, but not limited to the following:

- Claiming someone else’s work as our own.
- Turning in a paper for which someone else did the original research and writing.
- Quoting from another person without acknowledging that you re-quoting and without giving the source for the quotation.
- Plagiarism: using someone else’s written or recorded works exactly, or paraphrasing them (rewording them yourself) without identifying the source from which they came.

** Plagiarism does not necessarily imply intent; it is the act itself which defines plagiarism. In other words, ignorance or sloppiness is not an excuse for plagiarism. Plagiarism is a form of theft (taking of ideas) or fraud (misrepresentation).

** Footnotes, references, and citations are ways of recognizing the contributions of the authors of the source documents you are using to compile your paper. Students should not be afraid that there is a negative connotation associated with reliance on footnotes or citations. To the contrary, you would avoid pretending that you do not
draw heavily on the thoughts ideas or knowledge of others. The rule is to give credit where credit is due.

** Direct quotations – When you repeat/copy a passage or statement, word for word, you must include the quotation marks, the relevant page number(s), and the citation for the passage.

** Paraphrasing – When you restate a passage, keeping the essence or central idea of the original passage intact but altering its form or substituting other works, you should directly cite the original source (e.g., According to Skinner (1965)…).

** Idea – When you use ideas fully or partially derived from an identifiable source or set of sources you must acknowledge the origin of those ideas.

** Rules about plagiarism pertain to all work, not just papers. This includes debates, group project assignments, oral reports, homework assignments, etc., even though the rules and forms for citation may not be as stringent.

** Secondary sources - When another author is cited within the text you used, you need to include a reference to where you found the quote. For example, if you were citing B.F. Skinner out of an introductory psychology text, you would cite the psychology text.

** Citations or references should provide clear, accurate, and complete information as to the origin of the source. In general, students in education courses should use the citation format contained in the most recent edition of the Publication Manual of the American Psychological Association.

- Copying another student’s homework, take home test, or allowing another student to copy yours
- Claiming for someone else what is, in fact, your own.
- Signing the name of an academic advisor or any faculty member or administrator to an official form or document.