Children’s literature is an essential component when we teach literacy. American Indian children’s literature will be emphasized in this course to allow students to become familiar with the opportunity to incorporate American Indian literature with the state standards for elementary education. The quality of literature with an emphasis on American Indian literature will provide students with instructional materials for literacy education, and content areas that will stress the oral and written Anishinaabeg ways also. This course is designed to help students acquire knowledge of the different genres of children’s literature and develop the ability to evaluate, select and have the opportunity to teach children’s literature in an elementary classroom with an emphasis on multicultural literature specific to the Anishinaabeg. (Meets MnTC goal areas 6 & 7)
12. Course prerequisite(s) or co-requisite(s):
   Prerequisite(s): None
   Co-requisite: ENGL 1101 College Composition

13. Course Materials (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).
   1. Oyate

14. Course Content (Provide an outline of major topics covered in course)
   1. Children and literature.
   2. Categories of literature: Picture books and illustrations, Poetry, Traditional literature, fantasy, Realistic fiction, historical fiction and biography.
   3. Anishinaabe storytelling and perspective
   4. Literature for a diverse society.
   5. Literature in the school: curriculum/ units, engaging children with e-books and beyond.

15. Learning Goals, Outcomes, and Assessment
   At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

   A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)

   B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

   C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)

   D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

   Course learning outcomes will fulfill the identified competencies:

   Course Learning Outcomes:
Upon completion of this course, students will be able to:

1. Summarize literary response and literary analysis. (A)
2. Recognize a variety of genres within children’s literature specific to the American Indian culture. (B)
3. Select and assess a wide range of engaging texts representing various genres and cultures. (C)
4. Engage with children in a classroom with a selection of materials that match reading levels, interests, cultural, and linguistic backgrounds. (B)
5. Participate in a cultural storytelling project about the Anishinaabeg culture. (D)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): **6 & 7**

Goal and Outcomes:
Goal: Humanities & Fine Arts and Human Diversity
Outcome: 6. Humanities and the Fine Arts
1. Demonstrate awareness of the scope and variety of works in the arts and humanities specific to the Anishinaabeg culture.
2. Understand those works as expressions of individual and human values within a historical and social context.
3. Respond critically to works in the arts and humanities specifically to the Anishinaabeg culture.
4. Engage in the creative process or interpretive performance.
Outcome 7: Human Diversity
1. Understand the development of and the changing meanings of group identities in the United States' history and culture specific to the Anishinaabeg people.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
4. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
**Complete the following only if you are proposing a new course:**

1. Planned pattern of offering:
2. Rationale for course: If this course is an ADDITION or replacement to current offerings, add a detailed explanation of the necessity for the change.
3. Does this course overlap with any course(s) offered at FDLTCC? If so, justify such duplication or indicate other adjustments to be made. Obtain signatures from affected departments.
4. What is the apparent or expressed student need for this course?
5. If this course includes a Native American or specifically Anishinaabe component list campus resource person/s—i.e., campus cultural/spiritual resource person/s and, if necessary, elder/s—consulted and include specific comments and written responses as appropriate.
6. Are there any additional licensing/certification requirements involved?
   a. Provide a copy of the required licensing/certification standards to the AASC chair and to the vice president of academic affairs.
   b. Attach the required documentation to show course meets required licensing/certification standards.
7. What types of tutoring will be made available through the CAA to students taking this course?
8. How will the course be evaluated?
9. Special resources—e.g. faculty, space, equipment, library, etc
10. Special course fees:
11. Relationship of course to the college mission statement and goals.
12. Relationship of course to the department’s mission statement and goals.
13. Relationship of course to colleges/university offerings (include tribal colleges).

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<th>College or University</th>
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