

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

Updated 01/21/16

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: 02/25/16 Date revised 1/31/2020

4. Department/discipline: English & American Indian Studies

5. Department(s) endorsement(s): _____

(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: American Indian Children's Literature

Abbreviated course title (25 characters or less): _____

7. Course Designator: ENGL/AMIN 8. Course Level: 2200

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) _____

11. Catalog/Course description:

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) (Prerequisite: ENGL 1101).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

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).

- Oyate
- Short, Kathy G. Lynch –Brown, Carol, Tomlinson, Carl M. Essentials of Children's Literature, Eighth Edition, 2014.

14. **Course Content** (Provide an outline of major topics covered in course)

Children and literature.

Categories of literature: Picture books and illustrations, Poetry, Traditional literature, fantasy, Realistic fiction, historical fiction and biography.
Anishinaabe storytelling and perspective
Literature for a diverse society.
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, the student will be able to:

1. summarize literary response and literary analysis. (A)
2. recognize a variety genre's 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

Goal Area(s): 6 & 7

6. Humanities and the Fine Arts

- Demonstrate awareness of the scope and variety of works in the arts and humanities specific to the Anishinaabeg culture.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities specifically to the Anishinaabeg culture.
- Engage in the creative process or interpretive performance.

7. Human Diversity

- Understand the development of and the changing meanings of group identities in the United States' history and culture specific to the Anishinaabeg people.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

Does this course require additional material for specific program requirements?

If yes, please provide.

Attachment A:

Minnesota Board of Teaching Learning Standards: 8710.3200 Subject Matter standards:

- **B:** A teacher of children in kindergarten through grade 6 must demonstrate the knowledge of fundamental concepts of communication arts and literature and the connections between them.
 - **B3:** use a variety of developmentally appropriate techniques for augmenting the listening, speaking, reading, and writing vocabularies of children;
 - **B7:** know children's and young adolescents' literature representing a variety of genre
 - **B8:** know how to use books and other printed sources to develop children's personal growth and lifelong learning.
- **C:** A teacher of children in kindergarten through grade 6 must have knowledge of the foundations of reading processes, development, and instruction, including:
 - **C8a:** knowledge of how to provide frequent opportunities to listen to and read high-quality literature for different purposes;
 - **C8b:** knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and
 - **C8c:** knowledge of how to analyze and teach literary text structures and elements and criticism, drawing upon literature and instructional needs and interests;
- **D:** A teacher of children in kindergarten through grade 6 must have knowledge of and ability to use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading instruction, including:
 - **D3:** Selection and appropriate use of a wide range of engaging texts representing various genres and cultures when designing reading lessons; the ability to facilitate and develop students' responses to literature and critical reading abilities through high level, interactive discussions about texts;
- **F:** A teacher of children in kindergarten through grade 6 must have the ability to create a literate and motivating environment that fosters reading by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments, including:
 - **F2:** the ability to support students and colleagues in the selection or design of materials that match reading levels, interests, cultural, and linguistic backgrounds;
- **G:** A teacher of children in kindergarten through grade 6 must demonstrate a view of professional development as a career-long effort and responsibility. The teacher must:
 - **G1:** exhibit a particular stance towards professional development. A beginning teacher must view learning about reading processes and student reading

development, and becoming more proficient as a teacher of reading, as a career-long effort and responsibility;

- **G2:** display positive dispositions toward the act of reading and the teaching of reading, including a belief that students can learn to read regardless of cognitive, cultural, or linguistic backgrounds;

EdTPA preparation: Students will discuss language demands (i.e. vocabulary and text structure) in relation to literature discussions and nonfiction genre study.