

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

**03/19/19**

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 11/27/23
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 for Transcripts (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) 25

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. Apply five hours of interactive experience in an elementary classroom. (Meets MnTC goal areas 6 & 7).

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

Prerequisite(s): None  
Co-requisite:

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

- Oyate. "How to Tell the Difference: A Guide for Evaluating Children's Books for Anti-Indian Bias." *Oyate.org*, 2000.
- Quigley, Dawn. "Silenced: Voices Taken from American Indian Characters in Children's Literature." *The American Indian Quarterly*, vol. 40 no. 4, 2016, p. 364-378.
- Reese, Debbie. *American Indian Children's Literature*. *Americanindianchildrensliterature.blogspot.org*, 2021.

- Slapin, Beverly and Doris Seale. *A Broken Flute: The Native Experience in Books for Children*. Altamira Press, 2005.
- Specific examples can be found in the Course Calendar and are subject to change.

**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 for a diverse society
4. 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.)

Upon completion of this course, the student will be able to:

<b>Learning Outcomes</b>	<b>Competencies (CAC)</b>	<b>Cultural Standards</b>
Summarize literary response and literary analysis.	A	1
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	3
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 Anishinaabe culture.	D	7
Use effective listening and communications skills.	A	5

## **WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge*:** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way*:** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted*:** To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution*:** To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity*:** To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people.
6. **ZAAGI' IDIWIN – *Loving and Caring*:** To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion*:** To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC):** List which goal area(s) – up to two – this course fulfills.

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

17. Are there any additional licensing/certification requirements involved?

  X   Yes        No

**MN PELSB: Standards 8710.2000 Standards of Effective Practice (SEP)**

Subpart 3. Standard 2, student learning. A teacher must understand how students learn and develop and must provide learning opportunities that support a student's intellectual, social, and personal development. The teacher must:

3G. use a student's thinking and experiences as a resource in planning instructional activities by encouraging discussion, listening and responding to group interaction, and eliciting oral, written, and other samples of student thinking;

Subpart 7. **Standard 6, communication.** A teacher must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom. The teacher must:

7F. use effective listening techniques;

7H. use effective communication strategies in conveying ideas and information and in asking questions;

**Licensing Rule 8710.3200 Subp. 3. Subject matter standards, elementary education**

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. The teacher must:

(6) develop children's ability to use written, spoken, and visual language to communicate effectively with a variety of audiences and for different purposes;

(7) know children's and young adolescents' literature representing a variety of genre;

(8) 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:

(a) relationships among reading, writing, and oral language and the interdependent nature of reading, writing, listening, and speaking to promote reading proficiency;

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