

**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: 2/12/24 Date revised _____

4. Department/discipline: Elementary Education

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Literacy Strategies for K-6 Teachers
Abbreviated course title for Transcripts (25 characters or less): Literacy Strategies

7. Course Designator: EDU 8. Course Level: 3102

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

Literacy Strategies for K-6 Teachers is designed to foster your reflection on and engagement with literacy in your own lives and the lives of Elementary Education students. As you develop your understanding that literacy is foundational to effective participation in society as well as to social action that can change the communities including the world in which we live, you will grasp the importance of your role in fostering literacy and implementing culturally relevant literature in K-6 education. In this course you will learn to analyze and evaluate children's books, with an emphasis on Native American-authored children's literature. You will begin to facilitate children's ability to enhance their own lives and influence others through the use of effective oral stories, spoken and written language and the creation of dramatic and multi-media products. You will learn to plan engaging instruction that fosters critical literacy as a method to promote anti-bias/anti-racist education. The emphasis in this course is on research-based literacy theories and best practices in literacy strategies. You will choose highly engaging, socially important literature for children and use it to support language development, developmentally appropriate practices (DAP), personal development, and academic learning. Five hours of interactive experience in an elementary classroom is required.

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

Prerequisite(s): Admission into the Elementary Education BS degree program.

Co-requisite: N/A

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

Serravallo, J. (2015). *The reading strategies book: Your everything guided to developing skilled readers*. Portsmouth, NH: Heinemann.

Native American-authored books (reserved in the FDLTCC library for Elementary Education courses)

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.

Callow (2017). "Nobody Spoke Like I Did": Picture Books, Critical Literacy, and Global Contexts. *Reading Teacher*, September 2017, Vol.71(2), pp.231-237

Dickinson, D. (2002). Shifting Images of Developmentally Appropriate Practice as Seen Through Different Lenses. *Educational Researcher*, 31(1), **ONLY read pages 26-29.**

Huyck, David, Sarah Park Dahlen, Molly Beth Griffin. (2016 September 14). Diversity in Children's Books 2015 infographic. *sarahpark.com* blog.

Moses's Critical Literacy and Social Justice in an Urban Kindergarten" (Wood, 2005)

Labadie, Wetzel and Rogers (2012). Opening Spaces for Critical Literacy: Introducing Books to Young Readers. *The Reading Teacher*. Vol. 66, No. 2 (October 2012), pp. 117-127

Reese, Debbie. *American Indian Children's Literature*. *Americanindianchildrensliterature.blogspot.org*, 2021

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

1. Research based reading theories
2. Research based reading strategies
3. Culturally relevant literature in K-6 education
4. Read aloud strategies in the K-6 classroom
5. Developmentally appropriate practices (DAP)
6. Critical literacy and anti-bias/anti-racist education

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:

| Learning Outcomes | Competencies (CAC) | Cultural Standards |
|--|--------------------|--------------------|
| Use children's literature to develop reading strategies. | A, B | |
| Apply reading strategies in the K-6 Classroom. | A, B, C | |

| | | |
|---|------------|---|
| Use assessment tools to analyze and evaluate culturally relevant texts | B, C | 6 |
| Evaluate ten Native American-authored children's books to include in a book log using an anti-bias/anti-racist rubric. | A, B, C, D | 6 |
| Demonstrate the interrelationship among Anishinaabe language, culture, and literacy acquisition/development in K-6 classrooms | A, B, D | 4 |
| Integrate Minnesota State English Language Arts standards, with special focus on the Native American standards, into the literacy curriculum and explain the benefits of so doing | A, B, C, D | 1 |
| Prepare basic reading strategies paired with children's books which promote listening skills and strategies. | A, B, C | |

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

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

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

Yes No

Provide the required documentation to show course meets required licensing/certification standards. This course incorporates the following PELSB standards for teacher licensure for elementary Education K-6.

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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