

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: Jessica Thompson
2. Date submitted: _____
3. Date approved: _____ Date revised 12/5/25
4. Department/discipline: Elementary Education
5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)
6. Course Title: Foundations of Literacy for K-6 Teachers
Abbreviated course title for Transcripts (25 characters or less): _____
7. Course Designator: EDU 8. Course Level: 3103
9. Number of Credits: Lecture 3 Lab _____
10. Control Number (on site) 30 Control Number (online) 25

11. Catalog/Course description:

Foundations of Literacy for K-6 Teachers is designed to foster a 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 the Science of Reading and implementing culturally relevant literature in K-6 education.

Emphasis is given via the science of reading in addition to the relationship between language acquisition and emergent literacy, the impact of sociological and cultural factors on literacy development, and the wide variety of home and school experiences that provide children with a solid foundation of success for learning to read and write. An introduction to the five elements of the science of reading (phonemic awareness, phonics, comprehension, fluency and vocabulary).

In this course you will learn to analyze and evaluate children's books, with an emphasis on Native American-authored children's literature. The emphasis in this course is on research-based literacy theories. 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.

Ten hours of interactive field 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: None

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

Teaching Reading in the 21st Century. M. Graves, B. Graves, Jeul, Dewitz. 2020. Pearson.

The Science of Reading Defining Guide. The Reading League

Ojibwe Peoples Dictionary: <https://ojibwe.lib.umn.edu>

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.)

Provide 4-7 Course Learning Outcomes for the course. These outcomes should be stated in measurable terms and be reflective of the content of the course. Please indicate which CAC areas are covered by each outcome as applicable using the following notation at the end of each outcome: (A, B), (B), etc. As well as the appropriate WINHEC Cultural Standards (if applicable).

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.		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.		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.

New 2023 SEP's 8710.2000

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

A. teacher of children in kindergarten through grade 6 must:

(6) apply the standards of effective practice in teaching students in kindergarten through grade 6 through a variety of early and ongoing clinical experiences with kindergarten, primary, and intermediate students within a range of educational programming models;

B. 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:

(1) oral and written language development, including:

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

(2) phonological and phonemic awareness, including:

(a) the phonemes that make up the English language;

(b) the ways in which reading achievement is related to phonological and phonemic awareness, including the ability to recognize word boundaries, to rhyme, and to blend, segment, substitute, and delete sounds in words; and

(c) the instructional progression of phonological awareness, for example, words, syllables, onsets and rimes, and phonemes;

(4) phonics and other word identification strategies and fluency, including:

(a) systematic, explicit phonics instruction that is sequenced according to the increasing complexity of linguistic units;

(b) word identification strategies and common, irregular sight words;

(c) the stages of spelling development and systematic planning for spelling instruction related to the stages of spelling development;

(d) how the etymology and morphology of words relate to orthographic patterns in English; and

(e) the development of reading fluency;

(5) knowledge of how to develop vocabulary knowledge, including:

(a) understanding the critical role vocabulary knowledge plays in reading;

(b) how to provide explicit instruction in vocabulary development and in determining the meaning and accurate use of unfamiliar words encountered through listening and reading; and

(c) how to provide opportunities for students to engage in early and continual language experiences to increase vocabulary

(6) comprehension processes related to reading, including:

(a) knowledge of how proficient readers read, how to facilitate listening comprehension, and how to develop comprehension of print material;

(b) the levels of comprehension, how to explicitly teach and provide guided practice in

comprehension skills and strategies; and

(c) how to facilitate comprehension at various stages of reading development by selecting and using a range of texts, activities, and strategies before, during, and after reading;

(7) content-area literacy, including:

(a) knowledge of reading comprehension processes necessary to comprehend different types of informational materials and content-area texts; and

(b) the structures and features of expository (informational) texts and effective reading strategies to address different text structures and purposes for reading;

(8) literary response and analysis, including:

(b) knowledge of how to select, evaluate, and respond to literature from a range of genres, eras, perspectives, and cultures; and

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:

(1) appropriate, motivating instruction, both explicit and implicit, in:

(a) oral language development;

(b) auditory awareness, discrimination of sounds, phonemic awareness, and word awareness;

(c) the teaching of phonics, sight words, spelling, and fluency, including the selection, design, and use of instructional programs, materials, texts, and activities; and

(d) applying a variety of reading comprehension strategies to different types of informational materials and content-area texts including teaching the structures and features of expository texts;

Dyslexia

1) the nature and symptoms of dyslexia;

Apply teaching reading related to the developmental stages of language address: (1) the nature and symptoms of dyslexia;

Complete the following only if you are proposing a new course:

1. Planned pattern of offering: Fall Spring Summer
 Alternate Years
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. What types of tutoring will be made available through the CAA to students taking this course?

7. How will the course be evaluated?
 student evaluation administrative evaluation
 colleague/peer evaluation instructor prepared evaluation
 other (please explain)
8. Special resources—e.g. faculty, space, equipment, library, etc

9. Differential Tuition: The proposer must meet with the Chief Financial Officer to determine if there is differential tuition.
 Signature
 Chief Financial Officer

10. Relationship of course to the college mission statement and goals.

11. Relationship of course to the department’s mission statement and goals.

12. Relationship of course to colleges/university offerings (include tribal colleges).

College or University	Course Number and Title	Credits Awarded	General Education	Program
Hibbing CC				
Itasca CC				
Mesabi CC				
Lake Superior				

Leech Lake				
LCO CC				
Bemidji State University				
College of St. Scholastica				
University of Minnesota-Duluth				
University of Wisconsin-Superior				
TRIBAL COLLEGES (Identify Institution)				
Other				

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