



# UNITED TRIBES TECHNICAL COLLEGE

## ENG 238 Children's Literature Syllabus Spring 2018

### Instructor and Class Information

<b>Instructor Name</b>	Lezlie McElwee
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<b>Office Location</b>	Main Education Building 123
<b>Office Hours</b>	Monday, Wednesday, & Friday 1:00 - 5:00 PM
<b>Section Number</b>	A
<b>Start Date</b>	1/9/2018
<b>End Date</b>	5/4/2018
<b>Meeting Times</b>	Tuesday & Thursday 9:00 - 10:20 AM
<b>Location</b>	Main Education Building B03

### Course Information

<b>Course Number</b>	ENG 238
<b>Course Title</b>	Children's Literature

### Course Description

This course will serve as an introduction to children's and adolescent literature, with an emphasis on the integration of literature across the curriculum and on literature response activities. Learners will read a wide range of books and become familiar with a variety of genres, including traditional Native American stories. They will use evaluation criteria to determine the quality of various books and will practice identifying literary elements and devices authors use.

<b>Total Credits</b>	3.00
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### Textbooks

Temple, C., Martinez, M., & Yokota, J. (2010). Children's Books in Children's Hands 4th edition. Upper Saddle River, NJ. Pearson. ISBN-13: 978-0137048779.

## Course Objectives

1. Examine various genres of children's literature.
2. Identify potential learning opportunities for various genres of children's literature.
3. Match examples of children's literature with various age and interest levels.
4. Develop an understanding of how children engage and interact with literature.
5. Explore author and theme studies using children's literature.

## 1. Grading Scale

Grade	Percentage
A	90-100%
B	80-89%
C	70-79%
D	60-69%
Failing	Below 60%

## Evaluation Criteria

A course grade is earned based on the percentage of possible points and will follow the UTTC grading system.

The following is a breakdown of percentage points earned:

**50% Projects & Assignments      30% Course Participation      20% Tests/Quizzes**

## Submissions of Assignments

Teacher candidates will be expected to submit all required documents as a hard copy to the instructor. It is essential that you save an electronic version of all of your assignments for this class. A thumbdrive (flashdrive) with at least 2 GB should be utilized.

## 2. Communication

All students are required to regularly check their MyUTTC account to obtain information on course assignments, detailed instructions, and announcements. Students are expected to check their student account regularly for any updates or coursework changes. It is important to provide the instructor and/or academic advisor with your current email address, phone numbers and alternate contact information. Class cancellations, emergency information, or other announcements can be conveyed in a timely manner if we have your current contact information.

## 3. Attendance Policy

Attendance and completion of assigned readings is the equivalent of participation since your ideas and your work with classmates contribute to everyone's understanding and achievement. Significant tardiness will be considered an absence. If you arrive late, you may be considered absent for that class period.

Every student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of their peers to obtain information concerning assignments, handouts, and any changes or announcements.

Student grades will be impacted by the frequency and quality of participation in class.

#### **4. Policy for Late Submission**

Each student is responsible for obtaining the necessary information required in the event of an absence. It is the student's responsibility to contact one of his or her peers to obtain information concerning assignments, handouts, and any changes or announcements.

The assignments and course requirements (homework) must be completed by the due date and are collected at the beginning of the class period. If an assignment is not handed in at the beginning of the class period, it is considered late. Late work will not receive full credit if it is accepted at all. All late work (if prior arrangements have been approved by the instructor) must be personally handed to the instructor. The amount of points deducted for late work is at the discretion of the instructor.

#### **5. Cell Phone**

Out of respect for the other students and the instructor, it is advised that cell phones are turned off during class times. If the student is expecting an important phone call (e.g. case worker, Housing, clinic), the instructor must be informed ahead of time and the cell phone set to a silent ring. If such a phone call is received during class time, the student will answer the call by quietly removing him or herself from the classroom. This also includes texting during class; it is not acceptable. Students may not use class time to check social media accounts, voicemail, and/or personal emails.

#### **6. Student Behavior**

UTTC students will conduct themselves in a responsible and respectful manner at all times in the classroom, in the hallways, in the Library, the Cafeteria, and any other location on campus. Student behavior that interferes with learning in the classroom will not be tolerated. This behavior includes chronic tardiness, threatening confrontations, intoxication, inappropriate physical contact, lewd or disrespectful language or gestures directed at the instructor or at fellow students, bullying, direct or indirect intimidation, and conversations with other students that are not related to classroom topics.

Faculty are expected to maintain professional management of classroom activities prior to, during and after class times. As such, if a student demonstrates behavior that disrupts or interferes with classroom activities, an instructor reserves the right to ask the student to leave the classroom, to contact campus security, to request mediation by the academic department chair or an academic/personal counselor, or to file a formal complaint subject to a student disciplinary hearing.

## 7. Plagiarism and Academic Integrity

Plagiarism is the term for taking credit for work that is not your own. This means you cannot take material from articles, books or websites you find in the library and present it as your own work; you cannot let your friends prepare your assignments for you; and you cannot copy an assignment from a student who took the same course in another semester. Plagiarism is taken seriously because this is a place for learning and new ideas; your assignments are evidence of your learning, your original ideas.

Providing work that is not your own, or that is not unique to the assignment, is inappropriate as a form of dishonesty. The consequences of plagiarism are serious: you will be given an F on the specific assignment, or the entire course, at the instructor's discretion. If you need advice on how to appropriately cite the work of others, please ask. As long as you acknowledge an idea is not your own, and provide the original source, it is generally not plagiarism.

Examples of violations of academic integrity are lying about the reason for an absence, or signing someone else's name to a sign-in sheet when they were not present. Please keep in mind that students generally ask their instructors for recommendations, whether for jobs or for scholarships.

## 8. Students with Disabilities

United Tribes Technical College recognizes its responsibility for making reasonable accommodations to ensure there is no discrimination on the basis of a disability. The Disabilities Services Office coordinates reasonable accommodations, support services, and appropriate referrals for the purpose of removing barriers and providing an equitable learning environment. If you have a disability, please contact the Disabilities Services (DS) office located in the Education Building Room 123 and speak to the DS Coordinator. The Coordinator can also be reached at (701) 255-3285, ext. 1516.

### STANDARDS & OUTCOMES

#### Objectives of the Course and How They Reflect Specific Components of North Dakota Teacher Standards and other Organizational Standards (Such as INTASC):

State Standard & Program Outcome	Assessment/Assignment	Required Artifacts for Portfolio
50015.2 Curriculum 2b. English Language Arts	Children's Literature Binder	Genre presentation forms from Children's Literature Binders
Program Outcome 2 Applications of Pedagogy within Learning Environments: To develop the skills in teaching methodology that allow for the establishment and maintenance of an environment conducive to the learning of all students	Author and Theme Study PowerPoint Presentation/ Bulletin Board	PowerPoint Presentations and bulletin board presented in oral and written form.

# United Tribes Technical College Teacher Education Conceptual Framework



The Teacher Education unit seeks to improve the quality of education in America by producing reflective professional educators who have demonstrated competency in the knowledge, skills and dispositions necessary for effective teaching through a coherent program of study. Using the INTASC (Interstate New Teacher Assessment and Support Consortium) standards, as well as the philosophy of the department's conceptual framework, Teacher Education has established candidate outcomes that are assessed throughout the Teacher Education program(s)

The Teacher Education program is based on shared core beliefs that incorporate the 4Rs - Relatedness, Relevance, Respect, and Responsibility.

**Relatedness** is evidenced by believing and behaving as if you are a relative to another person or thing. It is demonstrated and reinforced through collaborations with children and families.

**Relevance** is meaningful and authentic learning experiences tied directly to state and national standards. Candidates learn and experience reflective practice through hands-on practice in the classroom under mentor and instructor guidance.

They are provided the opportunity to study concepts that are meaningful and relevant to one's life and interests.

**Respect** is an important traditional Native value. Respect is demonstrated through candidate contributions and their

Respect of others' contributions. The disposition of respect is demonstrated through courtesy, kindness, and acceptance of individuals and their contributions.

**Responsibility** is a core value of Native cultures as well as the culture of teaching. Candidates are expected to demonstrate accountability for their actions and decisions as they engage in their general education and teacher education curriculum.

## Class Schedule

Date/Session	In Class Topic	Assignment/ Project
Week 1	Review Syllabus Children's Books in Children's Hands	Chapter 1 Page 24 Question 2
Week 2	Literary Elements in Works for Children	Chapter 2 "Bio bag" Project Information
Week 3	Chapter 3 Literary Meaning- Making and Children's Responses to Literature	Chapter 3 Bio-bag presentations Modeled Genre Share
Week 4	Literature Representing Diverse Perspectives	Chapter 4 Author Study Project Information
Week 5	Picture Books	Chapter 5 Picture Book Share
Week 6	Poetry	Chapter 6 Poetry Activity/ Lesson Plan
Week 7 Brenda Rhone	Literature Representing Diverse Perspectives Native American Literature	Chapter 4
Week 8 Brenda Rhone	Native American Literature The Heart of a Chief by Joseph Bruchac	Book Study
Week 9 Brenda Rhone	The Heart of a Chief by Joseph Bruchac	Book Study Bulletin Board Project Due- Midterm Grade
Week 10	SPRING BREAK	NO CLASSES

<b>Date/Session</b>	<b>In Class Topic</b>	<b>Assignment/ Project</b>
Week 11	Traditional Literature	Chapter 7 Traditional Literature Book Share
Week 12	Modern Fantasy and Science Fiction	Chapter 8 Modern Fantasy and Science Fiction Book Share
Week 13	Contemporary Realistic Fiction	Chapter 9 Contemporary Realistic Fiction Book Share Author Study Presentations
Week 14	Historical Fiction	Chapter 10 Historical Fiction Book Share
Week 15	Informational Fiction	Chapter 11 Informational Fiction Book Share
Week 16	International Literature Cinderella	Book Report Final Binder Presentations
Week 17	FINALS	Final Binder Presentations

### **Description of Assignments and Rubrics:**

#### **Tests/Quizzes:**

Teacher candidates will be assessed of their understanding of information related to the course with weekly chapter quizzes online.

#### **Read-Alouds/Book Sharing in Each Genre Area:**

Students will find a book to match each genre area. The book will be located before class and brought into the day that we discuss that genre. A brief summary of the book will be given and a short selection will be chosen for a read-aloud.

**Theme Study Bulletin Board (see attached rubric)**

**Author Study PowerPoint (see attached rubric)**

**Children's Literature Binder (see attached rubric)**

## Theme Study Rubric

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Bulletin Board</b> (May be digital)		
<b>Total Points</b>	<b>Project Requirements</b>	<b>Points Received</b>
5	The bulletin board is grade level appropriate	
5	The bulletin board meant to introduce children to a specific theme	
5	The bulletin board motivates children to read books on this topic.	
5	The bulletin board is eye catching, neat, attractive, and colorful.	
5	The bulletin board includes informational books and fiction books on the topic.	
<b>Books and Activities</b>		
10	Five images/ pictures of the theme	
10	Five pictures of the books used to support the theme	
25	Five Book Summaries that support the theme	
<b>Presentation</b>		
5	Spoke at an appropriate volume and speed while explaining bulletin board.	
5	Presentation is smooth and easy to follow.	
5	Spoke at an appropriate volume and speed while sharing information for the report.	
<b>Time and Effort</b>		
10	The bulletin board and presentation were completed on time.	
5	The project reflects considerable thought, effort, time, and work.	
<b>100</b>	<b>Comments:</b>	<b>Score:</b>  _____ / <b>100</b>

## Author Study Rubric

Student: \_\_\_\_\_ Date: \_\_\_\_\_

<b>PowerPoint</b>		
5	The PowerPoint is grade level appropriate.	
5	The PowerPoint meant to introduce children to the author	
10	The PowerPoint motivates children to read more of his/her books.	
10	The PowerPoint is eye catching, neat, attractive, and colorful.	
5	The PowerPoint includes at least on photograph of the author.	
<b>Report</b>		
5	The report includes a cover page with title, student's name, name of course, and date.	
5	The report clearly explains the life of the author.	
5	The report states in deal why the author is well known-rhyming books, collaged illustrations, etc.	
25	The report contains <b>at least 5 summaries</b> of the author's books.	
5	There are few, if any, mechanical errors in grammar, punctuation, spelling, etc.	
5	The report includes a works sited page.	
<b>Presentation</b>		
10	Spoke at an appropriate volume and speed while explaining PowerPoint.	
10	Presentation is smooth and easy to follow.	
<b>Time and Effort</b>		
10	The bulletin board, report, and presentation were completed on time.	
10	The project reflects considerable thought, effort, time, and work.	
<b>Total 125</b>	<b>Comments:</b>	_____/ 125

## Children's Literature Binder Rubric

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Total Points	Project Requirements	Points Received
10	Resources are contained in a 3-ring binder with dividers labeling each section.	
10	<b>All</b> book information sheets are neatly typed	
10	Information on each assignment follows the format provided by the instructor	
<b>The Binder contains the following sections with 5 or more typed <u>book summaries</u> with all information completed for each book and a <u>book log</u> for each genre. Each section labeled!</b>		
10	Picture Books	
10	Traditional Literature	
10	Poetry for Children	
10	Contemporary Realistic Fiction	
10	Historical Fiction/ Diversity / Cultural Literature	
10	Modern Fantasy and Science Fiction	
10	Informational books	
10	Biography	
<b>The Binder also includes the following labeled sections:</b>		
10	<u>Theme Study</u> – information on a specific topics and various genres of literature to support and educate the chosen topic	
10	<u>Author Study</u> - information on particular authors (including your own report)	
<b>Time and Effort</b>		
10	The binder reflects effort, time, neatness, care, and thought.	
10	The binder was complete and handed in before the due date.	
<b>Total 150</b>	<b>Comments:</b>	_____/ <b>150</b>

