



# ENG 238 Children's Literature

Lezlie McElwee

UNITED TRIBES TECHNICAL COLLEGE

## COURSE INFORMATION

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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.

Credits: 3

## CLASS INFORMATION

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Section Number: A

Term: Spring Year: 2024 Start Date: 1/8/2024 End Date: 5/3/2024

Meeting Times: Tuesday and Thursday 9:00 - 10:20 AM

Delivery Mode: Face to Face

## INSTRUCTOR

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Lezlie McElwee

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Office Phone: (701) 221-1752

Mobile Phone: (701) 400-6782

Office Location: Main Education Building 122

Office Hours:

MWF 10:00 AM - 12:00 PM TTh 1:00 - 2:00 PM

## TEXTBOOKS

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Galda, L., Liang, L. & Cullinan, B (2016). *Literature and the Child* (9th Edition). Boston, MA: Cengage

## INSTITUTIONAL LEARNER OUTCOMES

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Communication: Exhibit effective oral and written communication.

Critical Thinking: Employ critical thinking skills in the processes used to identify and solve problems.

Social & Personal Responsibility: Demonstrate skills necessary for living and working in a global society.

## PROGRAM OUTCOMES

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Apply central concepts to connect with and advance student learning.

Analyze instructional strategies that support learner goals.

## COURSE OBJECTIVES

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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.

## A. GRADING SCALE

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

## B. COMMUNICATION

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Email is the official means of communication at UTTC. Information Technology (IT) will assign all students an official UTTC email address. All correspondence from the College to the student will be sent to the student’s UTTC email address. Students are expected to check their email regularly and are responsible for all information sent to them via their UTTC email address. Faculty expect students to use their official email address for all instructional purposes, including communicating with the faculty.

## C. ATTENDANCE

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Students at UTTC are expected to participate in all of their class sessions and are expected to communicate with their instructors regarding any emergencies that cause them to miss class. Regardless of the circumstances, the student is responsible for obtaining any information missed because of the absence and completing any outstanding assignments. The student may refer to the course assignments in [My.UTTC.edu](http://My.UTTC.edu), contact another student enrolled in the course, or meet with the course instructor during office hours to get the missing information. Attendance is entered as “Present”, “Absent-Unexcused”, or “Excused” (college-sanctioned absences).

## D. LATE ASSIGNMENT SUBMISSIONS

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UTTC supports and fosters the student’s responsibility for completing and submitting assignments on or before scheduled due dates and times. If an assignment is due, the student should make every effort to submit the assignment on time. Occasionally, a student may experience an unexpected life event that results in the submission of late work.

Communication is the key. Instructors are more than willing to work with students in the event of an emergency if the student communicates with them before the date and time the assignment is due to make other arrangements.

Late assignment deadlines will vary among departments but will not exceed more than five (5) business days after which the assignment was initially due. Assignment due dates, late assignment deadlines, and late assignment penalties are outlined in course syllabi. Assignments not submitted by the initial deadline date will be reflected in the course gradebook as a zero (0) until the assignment has been submitted. The amount of points deducted for late work is at the discretion of the instructor. Assignments submitted via E-mail will not be accepted under any circumstances and will receive a grade of zero.

## **E. MISSED TEST, EXAMS AND QUIZZES (FORMAL ASSESSMENTS)**

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Students may not make up a missed test, exam or quiz without a valid reason for their absence (illness, family emergency). It is the student's responsibility to contact their instructors before the absence, or within 24 hours after missing the formal assessment. The instructor will review the reason the student missed and determine if the circumstance justifies the student being allowed to take the formal assessment. Approved make-up assessments must be taken outside of the student's regular class schedule and during a time and location agreed upon between the student and instructor. Students are not to miss another class in order to make-up an assessment for another course. If the student fails to show on the date and time of the makeup assessment, the student will not be permitted to reschedule the makeup and the assessment and will earn a 0% grade.

## **F. EARLY ALERT SYSTEM**

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UTTC's Early Alert System (EAS) is a proactive, communication driven support system that provides timely identification and interventions to work with individual students to assist in generating plans to overcome challenges to college success. The system assists UTTC students by linking them to faculty and staff who can provide and connect students to available resources and strategies. The early alert serves as an opportunity for students to take ownership of their success and empower them to accomplish academic and personal goals. The system helps faculty and academic advisors connect and communicate with students as issues arise. The additional cross-wide partnerships create a culture of collaboration focused upon the best interest of UTTC students.

Academic related concerns such as attendance, missing assignments, or classroom behavior will result in an early alert being issued by faculty. When an early alert is issued, the student will receive an email requesting them to make arrangement to follow up with the instructor and/or their academic advisor. Students receiving an early alert should make the necessary arrangements to set up and meet with faculty as soon as possible to generate a plan of success.

## **G. ACADEMIC HONESTY**

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Students are expected to complete their own work. Academic dishonesty includes plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using course materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to dishonestly obtain grades, honors, awards, or professional endorsement; altering, forging, misrepresenting, or misusing an academic record; or fabricating or falsifying data, research procedures, or data analysis. Refer to [Academic Affairs policies](#) and procedures handbook for further information.

## **H. STUDENTS WITH DISABILITIES**

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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 Support Services 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 at (701) 221-1456 or email at [dss@uttc.edu](mailto:dss@uttc.edu).

## I. TITLE IX STATEMENT

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Title IX is a federal civil rights law that prohibits discrimination on the basis of sex, including sexual harassment, rape and sexual assault. United Tribes Technical College is committed to upholding the law and standards that promote respect and human dignity in a safe environment. Sexual misconduct and relationship violence in any form violates UTTC's mission, cultural values, Student Code of Conduct, and may also violate federal and state law. If you or someone you know has been impacted by sexual assault, dating and domestic violence, stalking, or sexual exploitation, UTTC has resources available on the [Title IX website](#). you can find the appropriate resources on the UTTC campus and in the community

## J. DIVERSITY AND EQUITY STATEMENT

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United Tribes Technical College values diversity because it enriches the community and wealth of experiences that characterize a post-secondary education. Our students, faculty, and staff come from Tribal lands throughout the United States and Canada. The majority of our students come from the northern plains region of the country, with 70% representing the North Dakota tribes.

UTTC recognizes that diversity is about much more than race, ethnicity or geography. Because students from many Tribal nations are represented at UTTC, from a wide range of cultural and ethnic backgrounds, students are encouraged to share their own cultural practices, traditions, and beliefs in the classroom in an effort to build an inclusive and welcoming community for all individuals and one from which we can learn from one another. We believe engagement with diverse perspectives and ideas is critical to the education and growth of all people, and we value the unique experiences and viewpoints of all of our community members.

### EQUITY STATEMENT

United Tribes Technical College (UTTC) believes that access to a high-quality education in an inclusive environment is the right of all individuals and imperative for the continued advancement of a strong democracy and workforce. Equity is ensuring that all students receive what they need to be successful through the intentional design of the college experience.

## K. TECHNOLOGY REQUIREMENTS

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To ensure that you are using the recommended personal computer configurations, please refer to the [minimal technology requirements](#).

## SPRING 2024 SCHEDULE (TENTATIVE)

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Week	Academic Topic Instructional Strategy	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
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1 Jan. 8 - 12	Review Syllabus Children's and Adolescent Literature	Chapter 1	Chapter 1 Question Personal Book Reflection
2 Jan. 15 - 19	*No School 1/15 MLK	Chapter 2 "Bio bag" Project Information	Chapter 2 Questions What is a quality children's literature book? Activity
	Literature in the Lives of Young Readers		
3 Jan. 22 - 26	Picture Books as Visual Art	Chapter 3	Chapter 3 Questions Bio-bag Presentations Caldecott Genre Share
4 Jan. 29 - Feb. 2	Picture Books Across Genres	Chapter 4 Author Study Project Information	Chapter 4 Questions 2 Genre Book Summaries
5 Feb. 5 - 9	Nonfiction	Chapter 5	Chapter 5 Questions Picture Book Share 2 Genre Book Summaries
6 Feb. 12 - 16	Folklore	Chapter 6	Chapter 6 Questions Folklore Literature Book Share Folklore- Authenticity
7 Feb. 19 - 23	*No School 2/19 President's Day	Exploring Authentic Native American Literature Storytelling  Heart of a Chief Chapters 1-5	Heart of a Chief Chapters 1-5
	Literature Representing Diverse Perspectives Native American Literature  Heart of a Chief by Joseph Bruchac		
8 Feb. 26 - Mar 2	Heart of a Chief by Joseph Bruchac	Heart of a Chief Chapters 6-10	Book Study Assignments 6-10 Virtual Bulletin Boards
9 Mar 4 - 8	Midterm Grades Due 3/8	Heart of a Chief Chapters 11-15	Book Study Assignment 11-15 Virtual Bulletin Boards
	Heart of a Chief by Joseph Bruchac		
Mar 11 -	Spring Break – No Classes		

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10 Mar 18 - 22	Poetry and Verse	Chapter 11	Chapter 11 Questions Poetry Activity Presentation
11 Mar 25 - 29	Contemporary Realistic Fiction	Chapter 8	Chapter 8 Questions Author Study Presentations 2 Genre Book Summaries
12 Apr 1 - 5	*No School 4/29 Good Friday	Chapter 9	Chapter 9 Questions Historical Fiction Book Share 2 Genre Book Summaries
	Historical fiction		
13 Apr 8 - 12	Fantastic Literature: Fantasy and Science Fiction	Chapter 7	Chapter 7 Questions Fractured Fairytale Book Share
14 Apr 15 - 19	Fantastic Literature: Fantasy and Science Fiction	Chapter 7 Cinderella Stories	2 Genre Book Summaries Mason Jar Book Report
15 Apr 22 - 26	Biography and Memoirs	Chapter 10	Chapter 10 Questions What is your Story? Storybird- Publish a story of you.
16 April 29 – May 3	Finals Week	Chapter 12	AUTHOR PRESENTATION Book Summary Google Folder
	Children’s Literature in the Classroom		
GRADES DUE	<b>Grades DUE May 6, 2024, by 5:00 pm</b>		

### Theme Study Rubric

<b>Bulletin Board</b> (May need to 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> <hr/> 100

### Author Study Rubric

<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>	<u>        </u> <b>125</b>

## BIO BAG Assignment



*A bio-bag is an autobiographical introduction of books that have meaningful to you over your life. This bag can include books from your childhood, middle years, high school, adulthood, and possibly books shared with your own children...any books that meaning to you and represent the timeline of your life of reading.*

## **REQUIREMENTS:**

### **PART ONE: WRITTEN REPORT**

Remember, this is a report, not a list. Use the writing rubrics to make this an interesting, exciting, and well written report. The information below tells you only some possible main ideas for your paragraphs.

#### **Introduction paragraphs-**

Name of your subject, brief description of why the books/ poems are important to you, and what others should know about you.

**Middle paragraphs-** should include a short history about your life.

1. Details about why these books are meaningful to you.
  1. Characteristics that define you.
  2. Life experiences that have impacted you.
  3. The part of your life that has been most impactful.
  4. The person in life you most admire and why.

#### **Conclusion paragraph-**

A wrap-up of your subject. Why should others read any of these books/ poems? How has literature influenced you in life?

### **PART TWO: BIOGRAPHY BAG**

**Bag Design:** Create an interesting design on the outside of your bag.

- On OUTSIDE: Your bag should be covered with drawings, cut-outs from magazines, or 2-D artifacts glued or attached that represent your life, personality, or contributions of the subject of your auto biography.

### **BAG CONTENTS:**

- **INSIDE** bag, you should have **5-7 books/poems, 2 items/objects** that represent the life and/or contributions of your biographical subject, **5 photographs of family/ friends** that have influenced your education.

Examples:

If you were Michael Jordon, you can't fit a basketball, but you can fit a toy basketball, or a piece of rope, which could represent the net of a basketball hoop. Likewise, if you were Elvis, you could toss some sequins in your bag, which would represent his snazzy, sequined outfits. Think outside the box here!

**PRESENTATION:**

1. Share title & author of each book/ poem
2. Brief summary of each book/ poem
3. Explain why the items are in your bio bag
4. What part of your life did each item impact

**Relationship between ND ESPB Elementary Education Standards, Outcomes and Assessments**

Standards/Program Outcome	Assessment- Portfolio Artifact:
<p><b>INTASC Standard 4:</b></p> <p><b>Content Knowledge-</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<ul style="list-style-type: none"> <li>• BioBag</li> <li>• Interactive Digital Bulletin Board</li> <li>• Mason Jar Report</li> <li>• Storybird Book</li> <li>• Author Study</li> </ul>
<p><b>PROGRAM OUTCOME 3:</b> Apply central concepts to connect with and advance student learning.</p> <p>3.1 Identify appropriate academic language</p> <p>3.2 Apply content knowledge to support student learning.</p> <p>3.3 Utilize technology to differentiate instruction.</p>	

**UTTC 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 practicums 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.

## **FACE-TO-FACE**

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### **PARTICIPATION / CLASS ENGAGEMENT**

UTTC prepares students for the workforce by having high expectations for skills demonstrated in the classroom that transfer into future employment. This includes students' ability to be on time for class, to refrain from external distractions (such as cell phone usage or holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class.

### **CELL PHONES and LAPTOPS**

Cell phones are turned off during class times out of respect for the other students and the instructor. If a 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 the call is received during class time, the student will answer the call and quietly step out of the classroom. Students may not use class time to check social media accounts, voicemail, text messages and/or personal emails.

### **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.

### **BASIC NEEDS**

Any student who faces challenges such as having enough food to eat or adequate housing and believes this may affect their attendance or performance in their courses is urged to contact the Wellness counselors for support. You can also notify your instructor for this course if you are comfortable doing so. Your instructor may be aware of additional resources that are available for you.