



ENG 238 Children's Literature

Brenda Rhone

UNITED TRIBES TECHNICAL COLLEGE

COURSE INFORMATION

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

Section Number:

Term: Spring Year: 2025 Start Date: 1/14/2025 End Date: 5/2/2025

INSTRUCTOR

Brenda Rhone

Email: brhone@uttc.edu

Office Phone: 701-221-1788

Office Location: Education Building - Office 121

Office Hours:

See instructor schedule

TEXTBOOKS

Coulson, A., Boney, R., Carlin Bear Don't Walk, & Sorell, T. (2020). The reluctant storyteller ; The energy of the thunder beings. Reycraft Books.

Galda, L., Liang, L. A., & Cullinan, B. E. (2017). Literature and the child (9th ed., p. 69). Cengage Learning.

Robertson, D. A. (2017). When We Were Alone. Portage & Main Press.

Wilson, D. (2021). Ella Cara Deloria. Wise Ink.

INSTITUTIONAL LEARNER OUTCOMES

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

Demonstrate understanding of central concepts to connect with and advance student learning.
Monitor learner progress by using multiple methods of assessment.

EXTERNAL STANDARDS

Council for the Accreditation of Educator Programs (CAEP) Standards

Target Standards

CAEP Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop an understanding of the critical concepts and principles of their discipline and facilitates candidates' reflection of their personal biases to increase their understanding and practice of equity, diversity, and inclusion. The provider is intentional in the development of their curriculum and clinical experiences for candidates to demonstrate their ability to effectively work with diverse P-12 students and their families.

R1.1 The Learner and Learning The provider ensures candidates are able to apply their knowledge of the learner and learning at the appropriate progression levels.

R1.2 Content The provider ensures candidates are able to apply their knowledge of content at the appropriate progression levels.

InTASC Standards

Target Standards

InTASC Standard #4: Content Knowledge

The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

InTASC Standard #5: Applications of Content

The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

North Dakota Knowledge and Practice Standards for Teachers of Reading

Target Standards

Standard 4: Structured Literacy Instruction

Substandard F: Listening and Reading Comprehension

4F.2 Know/apply in practice considerations for instructional routines appropriate for each major genre, informational text, narrative text, and argumentation.

Level 2- Readings, Lecture, Assignment, and/or Evaluation

4F.5 Know/apply in practice considerations for the teacher's role as an active mediator of text comprehension processes.

Level 1- Readings and Lecture

North Dakota Program Approval and Teacher Education Standards

Target Standards

50015 Elementary Education:

STANDARD 2 – Understanding and Applying Content and Curricular Knowledge for Teaching

Candidates demonstrate and apply understandings of major concepts, skills, and practices, as they interpret disciplinary curricular standards and related expectations within and across literacy, mathematics, science, social studies, art, and physical education.

Components

50015.2a Elements of Literacy– Candidates demonstrate and apply understandings of the elements of literacy critical for purposeful oral, print, and digital communication.

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.

GRADING INFORMATION

The Teacher Education Department expects all assignments to be completed on the due date and time. Assignments will be accepted for half credit five instructional days after the due date. After this, assignments will receive a zero. Presentations are considered formal assessments and follow UTTC formal assessment policy.

A. GRADING SCALE

Grade	Percentage
A	90-100%
B	80-89%

Grade	Percentage
C	70-79%
D	60-69%
F	Below 60%

B. COMMUNICATION

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

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, 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

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)

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. THUNDER ALERT SYSTEM

UTTC's Thunder Alert System (TAS) 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 Thunder 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 on the best interest of UTTC students.

Academic-related concerns such as attendance, missing assignments, or classroom behavior will result in a Thunder Alert being issued by faculty. When a Thunder Alert is issued, the student will receive an email requesting them to make arrangements to follow up with the instructor and/or their academic advisor. Students receiving a Thunder 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

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.

ARTIFICIAL INTELLIGENCE (AI) USE POLICY

Use of generative AI is subject to individual course instructor discretion. Instructors have the authority to:

- Authorize or restrict AI assistance partially or fully
- Define specific limits for individual assignments
- Establish course-wide AI usage policies
- AI use must be explicitly defined and approved by course instructors.
- Generative AI should not:
 - Replace original student work
 - Compromise the evaluation of student learning outcomes
 - Undermine the academic integrity of assignments

Misuse of AI will be considered plagiarism and is subject to consequences outlined in the Student Academic Honesty policy. Examples of AI misuse include:

- Generating entire writing assignments (essays, discussion posts) using AI
- Completing mathematical calculations using AI when computational skills are a learning objective
- Claiming credit for AI-generated content (art, music, program code)
- Using AI in ways not explicitly authorized by the instructor

When in doubt, students are encouraged to consult directly with their course instructors regarding the appropriate use of generative AI.

H. 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 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.

I. TITLE IX STATEMENT

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

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

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

FACE-TO-FACE

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 (cell phone usage, holding side conversations with other students), by providing positive contributions to class discussions, participating in individual or group activities, and being prepared for class. Students will be assessed during the semester on the ability to demonstrate these skills.

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.

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.

COURSE CALENDAR

Module/Week	Academic Topic Instructional Strategy	Support Materials, Book chapters, etc.	Assessment (Formative – Summative)
1 Jan 14 - 17	Children's and Adolescent Literature Multicultural Literature	Chapter 1 Accurate and Authentic Native American Books presentation	Chapter 1 Question Authentic Native American Literature activity Native American Genre Share

2 Jan 20 - 24	*No School 1/20 MLK	Chapter 2	Chapter 2
	Literature in the Lives of Young Readers Digital Books/Reading	"Bio bag" Project Information	Questions "Bio Bag" Share-out
3 Jan 27 - 31	Picture Books as Visual Art	Chapter 3 <i>When We Were Alone</i>	Chapter 3 Questions Caldecott Genre Share
4 Feb 3 - 7	Picture Books Across Genres	Chapter 4 Author Study Project Information	Chapter 4 Questions 2 Genre Book Summaries
5 Feb 10 - 14	Nonfiction	Chapter 5 Non-fiction book activity	Chapter 5 Questions Non-fiction book foldable Non-fiction genre share
6 Feb. 17 - 21	No School 2/17 President's Day	Chapter 6	Chapter 6
	Folklore	Cinderella Books	Questions Folklore Literature Book Share Cinderella Compare and Contrast
7 Feb 24 – 28	Fantastic Literature: Fantasy and Science Fiction	Chapter 7 <i>The Reluctant Storyteller</i>	Chapter 7 Questions Fantasy Literature & Science Fiction genre share
8 Mar 3 - 7	Midterm Grades Due 3/7		Author Study / Bulletin Boards Presentations
	Author Study		
Mar 10 - 14 Spring Break – No Classes			

9 Mar 17 - 21	Contemporary Realistic Fiction	Chapter 8 <i>The Reluctant Storyteller</i>	Chapter 8 Questions 2 Genre Book Summaries Book Report
10 Mar 24 - 28	Historical fiction	Chapter 9	Chapter 9 Questions Historical Fiction Book Share 2 Genre Book Summaries
11 Mar 31 - Apr 4	Biography and Memoirs	Chapter 10 <i>Ella Cara Deloria: Dakota Language Protector</i>	Chapter 10 Questions What is your Story? Storybird- Publish a story of you.
12 APR 7 - 11	Poetry and Verse	Chapter 11	Chapter 11 Questions Poetry genre share
13 Apr 14 - 18	No School 4/18 Good Friday	Theme Study Cereal Box Activity <i>Heart of a Chief</i>	Heart of a Chief Reader's Theater Heart of a Chief Art
	Native American Literature Chapter Book		
14 Apr 21 - 25	Native American Literature Chapter Book	<i>Heart of a Chief</i>	Heart of a Chief Choice activities
15 Apr 28 – May 2	Finals Week	Theme Study Rubric	Theme Box Presentation
GRADES DUE	May 5, 2025		