

DINÉ COLLEGE
CDTE MASTER COURSE SYLLABUS

COURSE NUMBER EDU 238
COURSE TITLE & (CREDITS) Children's & Young Adult Literature (4 credits)
SEMESTER
CLASS MEETING TIME(S)
LOCATION
INSTRUCTOR
OFFICE LOCATION
OFFICE PHONE NUMBER
E-MAIL
OFFICE HOURS
BEST CONTACT METHOD
PREREQUISITE (If any) ENG 101; NAV 101 or 211.

COURSE DESCRIPTION

This course provides an overview of prose and poetry for K-12 learning environments with special attention to Navajo Nation and Indigenous cultures. Emphasis is placed on understanding the purpose and content of literary works to encourage literacy, life-long love of reading, critical thinking, and creativity. Ways to promote the development and assessment of reading skills are examined.

The language of instruction will be 20% Navajo.

COURSE OUTCOMES

The pre-service teacher...

Nitsáhákees:

- Understands Navajo and multicultural child development theories
- Understands K'é as a system for building relationships with students, families, and colleagues

Nahat'á:

- Creates systems for organizing productive learning environments (e.g., rules, management plans, and layout schemes)
- Integrates K'é into curriculum and instructional practices

Iiná:

- Applies K'é with students, families, and colleagues

Sih hasin:

- Demonstrates self direction based on concepts of t'áá hó ájít'éego as'ah oodáál dóo t'áá hó ájít'éego hózhóogo oonish.
- Values K'é as a system for building relationships with students, families, and colleagues

InTASC STANDARDS

Learner and Learning

#1: *Learner Development*. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

#3: *Learning Environment*. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Professional Responsibility

#9: *Professional Learning and Ethical Practice*. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

#10: *Leadership and Collaboration*. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ESSENTIAL QUESTION

Why is Children Literature important in K-12 classrooms?

SUGGESTED TEXT & RESOURCES

Cullinan, B.E. & Galda, L. (2010). *Literature and the child*. 8th ed. Harcourt Publishers.

Assigned articles or journals will be given every other week for discussions and reflections

COURSE AND PROGRAM ASSESSMENTS

Design and create a poster presentation.

GRADING POLICY

You will earn a course grade by compiling points-per-assignment. Each of the assignments is worth a certain number of points as indicated above. You will receive no points for late assignments. Grades will be calculated by dividing points earned by total possible points, which creates a percentage, which translates into a traditional letter grade as follows:

- 100-90% = A
- 89-80% = B
- 79-70% = C
- 69-60% = D
- 59% or less = F

ATTENDANCE POLICY

As teacher candidates, attendance for every class period is important and expected. An absence from class or practicum teaching is granted only in the case of:

- A verifiable illness (a doctor's statement may be requested).
- Being a patient in a Navajo or other traditional/religious ceremony (again, a medicine-person's or equivalent's signed, notarized statement may be requested).
- A death in the immediate family.

All instructors must be contacted individually beforehand to request an absence. Instructors can be contacted in person, by phone, or by email. Do not leave a message with another faculty or staff person.

DISABILITY SUPPORT SERVICES

Diné College is committed to providing college-wide educational support and assistance for students with documented disabilities. Students who have learning disabilities, sensory impairments, psychological disabilities, or physical conditions are encouraged to meet with a Disability Coordinator to discuss resources and reasonable accommodations.

The following services are available: classroom accommodation, testing accommodations, educational coaching and referral for academic support services, career advising, and supportive counseling. Eligibility for services is dependent upon documentation of individual's specific disability.

The Disability Support Services are available at the Tsaile and Shiprock Campuses. Community Campus students seeking accommodations are encouraged to contact one of the two offices: Tsaile (928) 724-6856 or Shiprock (505) 368-3627.

ACADEMIC INTEGRITY

Students are responsible for the integrity of their academic work. Examples of academic dishonesty include but are not limited to, obtaining unauthorized assistance in any academic work: cheating on a test; plagiarism; quoting without proper credit; modifying any examination, paper, record, report or project without the instructor's approval for obtaining additional credit or an improved grade; and, representing the work of others as one's own. Some of the penalties that may be imposed include: warning (written or oral); reducing the grade for the assignment, test, or project; reducing the grade for the course; assigning a failing grade for the course; dismissing the student from the course and issuing a grade of "W"; academic probation or and recording the decision in the student's academic record.

Students who have been academically dishonest (including plagiarism) will fail the course.