

## Washtenaw Community College Comprehensive Report

### ENG 242 Diverse Children's Literature Effective Term: Spring/Summer 2020

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences

**Department:** English & College Readiness

**Discipline:** English

**Course Number:** 242

**Org Number:** 11300

**Full Course Title:** Diverse Children's Literature

**Transcript Title:** Diverse Children's Literature

**Is Consultation with other department(s) required:** No

**Publish in the Following:** College Catalog , Time Schedule , Web Page

**Reason for Submission:** Three Year Review / Assessment Report

**Change Information:**

**Consultation with all departments affected by this course is required.**

**Course title**

**Outcomes/Assessment**

**Rationale:** Review based on Assessment Report completed 7/2019.

**Proposed Start Semester:** Fall 2020

**Course Description:** This course examines and critiques diverse books for children from birth to age 13. Students explore children's books about culture, religion, race, gender, sexuality, disability, and socio-economic status. Students will learn about important authors and illustrators of diverse books and how to incorporate these books in lessons and activities with children. This course meets requirements for students entering early childhood education, elementary education, and secondary education. It is also beneficial for parents, social workers, library studies students, or others interested in learning about diverse books for children. The title of this course was previously Multicultural Literature for Youth.

#### Course Credit Hours

**Variable hours:** No

**Credits:** 3

**Lecture Hours: Instructor:** 45 **Student:** 45

**Lab: Instructor:** 0 **Student:** 0

**Clinical: Instructor:** 0 **Student:** 0

**Total Contact Hours: Instructor:** 45 **Student:** 45

**Repeatable for Credit:** NO

**Grading Methods:** Letter Grades

Audit

**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

**General Education****MACRAO**

MACRAO Humanities

**General Education**

EMU GenEd Diverse World

**General Education Area 6 - Arts and Humanities**

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

**Michigan Transfer Agreement - MTA**

MTA Humanities

**Request Course Transfer****Proposed For:****Student Learning Outcomes**

1. Identify outstanding authors and illustrators of diverse children's literature.

**Assessment 1**

Assessment Tool: Outcome-related project or learning activity

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher

Who will score and analyze the data: Departmental faculty

2. Evaluate the quality of diverse children's literature based on authenticity, dominant culture, power, control, disadvantage, difference, and/or privilege

**Assessment 1**

Assessment Tool: Outcome-related project or learning activity

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher

Who will score and analyze the data: Departmental faculty

3. Design appropriate learning activities that engage children from birth to age 13 with diverse children's literature.

**Assessment 1**

Assessment Tool: Outcome-related project or learning activity

Assessment Date: Winter 2022

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 75% or higher

Who will score and analyze the data: Departmental faculty

**Course Objectives**

1. Identify award-winning authors and illustrators of diverse children's literature.

2. Evaluate children's books based on authenticity, dominant culture, power, control, disadvantage, difference, and/or privilege.
3. Design appropriate learning activities that engage children from birth to age 13 with diverse children's literature.
4. Discuss the reasons for authentic representations of cultural, linguistic, and ethnic diversity in children's books.
5. Explain the relationship between socio-economic class, disabilities, gender expression, non-traditional family structures, and/or physical size and multiculturalism/diversity.
6. Cite specific examples from literature in evaluation.
7. Identify high quality diverse children's literature.
8. Recognize sources for high-quality diverse children's literature (such as awards, journals, publishers, etc.).
9. Identify stereotypes that are problematic for specific minority cultures.

## **New Resources for Course**

### **Course Textbooks/Resources**

Textbooks  
Manuals  
Periodicals  
Software

### **Equipment/Facilities**

Level II classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Mary Mullalond</i>	<i>Faculty Preparer</i>	<i>Aug 06, 2019</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>Aug 07, 2019</i>
<b>Dean:</b> <i>Scott Britten</i>	<i>Recommend Approval</i>	<i>Sep 18, 2019</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Oct 17, 2019</i>
<b>Assessment Committee Chair:</b> <i>Shawn Deron</i>	<i>Recommend Approval</i>	<i>Oct 18, 2019</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Oct 18, 2019</i>

## Washtenaw Community College Comprehensive Report

### ENG 242 Multicultural Literature for Youth Effective Term: Fall 2018

#### Course Cover

**Division:** Humanities, Social and Behavioral Sciences  
**Department:** English/Writing  
**Discipline:** English  
**Course Number:** 242  
**Org Number:** 11310  
**Full Course Title:** Multicultural Literature for Youth  
**Transcript Title:** Multicultural Lit for Youth  
**Is Consultation with other department(s) required:** No  
**Publish in the Following:** College Catalog , Time Schedule , Web Page  
**Reason for Submission:** Three Year Review / Assessment Report  
**Change Information:**  
    **Course description**  
    **Outcomes/Assessment**  
    **Objectives/Evaluation**

**Rationale:** Changes are being made based on the 2016 Assessment report recommendations.

**Proposed Start Semester:** Fall 2018

**Course Description:** This course examines and critiques diverse books for children from birth to age 13. It explores children's books about culture, religion, race, gender, sexuality, disability, and socio-economic status. Students will learn about important authors and illustrators of diverse books and how to incorporate these books in lessons and activities with children. This course meets requirements for students entering early childhood education, elementary education, and secondary education. It is also beneficial for parents, social workers, library studies students, or others interested in learning about diverse books for children.

#### Course Credit Hours

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**Grading Methods:** Letter Grades

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**Are lectures, labs, or clinicals offered as separate sections?:** NO (same sections)

#### College-Level Reading and Writing

College-level Reading & Writing

#### College-Level Math

#### Requisites

## **General Education**

### **MACRAO**

MACRAO Humanities

### **General Education**

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### **General Education Area 6 - Arts and Humanities**

Assoc in Applied Sci - Area 6

Assoc in Science - Area 6

Assoc in Arts - Area 6

### **Michigan Transfer Agreement - MTA**

MTA Humanities

## **Request Course Transfer**

### **Proposed For:**

## **Student Learning Outcomes**

1. Identify outstanding authors and illustrators of diverse children's literature.

### **Assessment 1**

Assessment Tool: Project or learning activity

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 73% or higher

Who will score and analyze the data: Departmental faculty

2. Evaluate the quality of diverse children's literature based on authenticity, dominant culture, power, control, disadvantage, difference, and/or privilege

### **Assessment 1**

Assessment Tool: Project or learning activity

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: Random sample of 20% of students from all sections with a minimum of one full section.

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 73% or higher

Who will score and analyze the data: Departmental faculty

3. Design appropriate learning activities that engage children from birth to age 13 with diverse children's literature.

### **Assessment 1**

Assessment Tool: Project or learning activity

Assessment Date: Fall 2019

Assessment Cycle: Every Three Years

Course section(s)/other population: All

Number students to be assessed: All

How the assessment will be scored: Departmentally-developed rubric

Standard of success to be used for this assessment: 70% of students will score 73% or higher

Who will score and analyze the data: Departmental faculty

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3. Design appropriate learning activities that engage children from birth to age 13 with diverse children's literature.
4. Discuss the reasons for authentic representations of cultural, linguistic, and ethnic diversity in children's books.
5. Explain the relationship between socio-economic class, disabilities, gender expression, non-traditional family structures, and/or physical size and multiculturalism/diversity.
6. Cite specific examples from literature in evaluation.
7. Identify high quality diverse children's literature.
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9. Identify stereotypes that are problematic for specific minority cultures.

**New Resources for Course****Course Textbooks/Resources**

Textbooks  
 Manuals  
 Periodicals  
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**Equipment/Facilities**

Level II classroom

<b><u>Reviewer</u></b>	<b><u>Action</u></b>	<b><u>Date</u></b>
<b>Faculty Preparer:</b> <i>Mary Mullalond</i>	<i>Faculty Preparer</i>	<i>May 24, 2017</i>
<b>Department Chair/Area Director:</b> <i>Carrie Krantz</i>	<i>Recommend Approval</i>	<i>May 31, 2017</i>
<b>Dean:</b> <i>Kristin Good</i>	<i>Recommend Approval</i>	<i>Jun 07, 2017</i>
<b>Curriculum Committee Chair:</b> <i>Lisa Veasey</i>	<i>Recommend Approval</i>	<i>Dec 11, 2017</i>
<b>Assessment Committee Chair:</b> <i>Michelle Garey</i>	<i>Recommend Approval</i>	<i>Mar 28, 2018</i>
<b>Vice President for Instruction:</b> <i>Kimberly Hurns</i>	<i>Approve</i>	<i>Mar 28, 2018</i>