



ENGL 270 - Children's Literature

Catalog Entry

Discipline English

Course Number 270

Course Title Children's Literature

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours: 0.000

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 180

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 Completion with a grade of "C" or better in or ENGL 101H completion with a grade of "C" or better in

Catalog Description

A study of literature for children emphasizing the history, trends, issues, and evaluation of all major genres: picture books, poetry, drama, traditional literature, non-fiction, and fiction, including full-length works.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

12/07/2020

Student Learning Outcomes

Upon completion of this course, the student should be able to:

- Students will be able to identify major authors and works of children's literature as well as the conventions specific to each major genre: picture books, poetry, traditional literature, drama,
1. non-fiction, and fiction.
 2. Students will demonstrate proficiency in using standard written English.

- Students will demonstrate proficiency in integrating and documenting primary and secondary
3. sources in MLA format.

Course Objectives

At the conclusion of this course, the student should be able to:

1. Demonstrate familiarity with major authors, works, genres, and themes of children's literature
2. Analyze and interpret themes found in the literature and intellectual movements of children's literature
3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis
4. Relate the literary works to their historical, philosophical, social, political, religious, and aesthetic contexts
5. Demonstrate comprehension of the above through class discussion, written exams, and essays
6. Demonstrate awareness of culturally diverse audiences and the importance of including diverse selections in the classroom and/or elementary school library

Course Content

Course Lecture Content

I. HISTORY

Students will learn the history of literature for children, of attitudes toward it, and of the literature's changing purposes from largely didactic to aesthetic.

II. POETRY AND DRAMA

Students will:

- analyze poetry and drama, recognizing common rhetorical elements, tropes, and figures of speech including but not limited to types of imagery, alliteration, metaphor, soliloquies, asides, and irony.
- classify poetry according to different forms and generic conventions: these include but are not limited to the limerick, the sonnet, haiku, concrete poetry, free verse, and the lyric.
- appraise poetry and drama for their literary merit according to established criteria and for their appeal to children.
- explore drama and poetry's instructional potential for the K-12 classroom, for instance in the aiding of

vocabulary development and language acquisition.

-possibly design a creative lesson plan utilizing poetry or drama.

-demonstrate knowledge of major authors, works, awards, and trends in poetry and drama written for children.

III. PICTURE BOOKS

Students will:

-demonstrate knowledge of major authors and illustrators, works, awards (such as the Caldecott and Greenaway awards), and trends in picture books.

-interpret, analyze and evaluate the visual content of picture books for elements such as line, perspective, color, texture, and composition.

-identify media (such as collage, computer-generated, watercolor, gouache, pen and ink) and artistic styles (such as expressionism, impressionism, surrealism, realism, and cartoon)

-demonstrate understanding of how children's cognitive development, gender, and age determine the appropriateness of book selections.

-classify picture books according to generic conventions: these genres include board book, concept book, alphabet and/or counting book, picture storybook, toy book, graphic novel, and transitional reader.

-analyze and evaluate the textual content of picture books for elements such as symbolism, theme, and style.

-read and appraise picture books for their literary and artistic merit using specific genre-based criteria, appeal to children, age-appropriateness, and instructional potential.

IV. TRADITIONAL LITERATURE

Students will:

-demonstrate knowledge of major compilers/translators/composers of and of several examples of traditional literature coming from the oral tradition.

-read some variants of a single tale such as *Cinderella*, distinguish, and analyze the differences between variants for an understanding of how a tale's country of origin or audience influences the arrangement of and choice of elements within a variant.

-demonstrate understanding of various theories of the transmission of traditional literature and distinguish between traditional and modern fantasy.

-interpret, analyze, and evaluate traditional literature for literary elements such as theme, image, symbolism, and conflict.

-identify stock elements of traditional literature including backdrop settings; themes of cottage to castle, rags to riches, or good vs. evil; and stereotypical characters such as the evil stepmother, damsel-in-distress, child-as-hero, noodle-heads, talking animals, and magical helpers.

-demonstrate understanding how children's cognitive development, interests and age determine the appropriateness of traditional literature selections.

-evaluate traditional literature according to specific genre-based criteria.

-classify traditional literature according to generic conventions: these genres include but are not limited to jump-rope rhymes, tongue-twisters, jokes, wonder/fairy/magic tales, pourquoi tales, myths, tall tales, legends, and epics.

-create a tale utilizing traditional literary elements that illustrates an understanding of them and analyze the appropriateness of the tale for a contemporary audience or write a literary analysis (such as a comparison/contrast of some of a particular culture's folktales, a literary analysis of two variants of a

particular tale, or a comparison/contrast of a tale with a contemporary multimedia version.

-possibly prepare a creative group presentation of a traditional tale appropriate for an elementary school audience.

V. FICTION

Students will:

-demonstrate knowledge of major authors, works, awards such as the Newbery and Scott O'Dell awards, and historical trends in fiction for children.

-interpret, analyze, and evaluate fiction for literary elements such as theme, imagery, symbolism, setting, conflict, and characters.

-read examples of the key fiction genres and classify fiction according to both generic conventions of and specific sub-genres within these larger genres: modern fantasy, historical fiction, realistic fiction, and multicultural fiction.

-appraise fictional works using specific genre-based criteria for their literary merit, appeal to children, age-appropriateness, and instructional potential.

-write a documented literary analysis of one or more novels utilizing and correctly citing passages from the primary source(s) and from appropriately selected secondary sources.

VI. NON-FICTION

Students will:

-demonstrate knowledge of major authors, works, awards, such as the Orbis Pictus award, and historical trends in non-fiction for children.

-appraise non-fictional works using specific genre-based criteria including the presentation of information, age-appropriate vocabulary and style, and coverage of topic.

-read and judge the appeal of non-fictional works for children.

-classify non-fictional works by accepted subject categories (such as applied sciences, life sciences, humanities, and social studies) and/or method of information-presentation (such as photo essay, concept book, almanac, and biography).

-distinguish between types of biography as well as between fiction, non-fiction, and fact.

VII. BOOKS AND CHILDREN (recursive throughout the course)

Students will:

-demonstrate an understanding of the personal and academic benefits of children's literature in general and of specific genres.

-demonstrate through projects and/or homework an understanding of how to elicit critical and emotional/personal responses to literature.

-engage in a book club.

-discuss censorship, the rights of children, the rights of parents to disagree with reading choices, and options of how schools and libraries can deal with challenges to reading curricula.

-demonstrate an understanding of how to choose age-appropriate quality literature, of how to help children select reading material, and of how to instill a life-long love of literature.

Course Materials

Textbook

Pierce, Tamora Protector of the Small: First Test mass market pb Laurel Leaf 0679889175 2000
Rowling, JK Harry Potter and the Sorcerer's Stone mass market pb Scholastic 9780590353427 2000
Rawls, Wilson Where the Red Fern Grows mass market pb Yearling 9780440412670 1996
Paterson, Katherine The Great Gilly Hopkins mass market pb HarperCollins 9780064402019 1987
Park, Linda Sue A Single Shard reprint paperbac Sandpiper 9780547534268 2011
Short, Kathy; Lynch-Brown, Carol; Carl M. Tomlinson Essentials of Children's Literature 9 Pearson
013704884x 2018
Lowry, Lois Number the Stars paperback Laurel Leaf Mass Market Paperback 0440227534 1998
Gaiman, Neil The Graveyard Book paperback Harper Collins 9780065340945 2010
Hallett, Martin and Karasek, Barbara Folk and Fairy Tales: an Introductory Anthology 5th paperback
Broadview Press 978-1554813650 2018
Taylor, Mildred Roll of Thunder, Hear My Cry pb mass mkt Penguin 014034893X 1991
Kelly, Erin Entrada Hello, Universe HarperCollins paperback 9780062414151 2017
Alexander, Kwame The Crossover Paperback Andersen Press Ltd. 978-1783443673 2015 Paperback.
They don't create new editions of award-winners every other year.
Behar, Ruth Lucky Broken Girl Paperback Puffin reprints 978-0399546457 2018
Sheinkin, Steve The Port Chicago 50:Disaster, Mutiny, and the Fight for Civil Rights Paperback
Squarefish 978-1250073495 2017

Recommended Materials

D'Aulaire, Ingrid and Edgar Parin D'Aulaire D'Aulaires' Book of Greek Myths Paper Delacourt
9780440406945 1992 Best children's picture book version of Greek myths.

Open Educational Resources

None

Other Required Materials

Students must use a picture storybook, readily available from libraries and online sources like Reading
Rainbow and Good Night with Dolly Parton.

Novels are representative; choices must represent different genres and be by both male and female
writers, with diversity in characters and experiences discussed. Effort to include award-winners from
different categories will be maintained. Children's paperbacks are not reprinted often with new
publication dates unless covers change; hence, older dates are listed for some.

- **Class Discussions**

- Description**

- Both large and small group discussion

- Book Club discussion

- Discussion Board

- **Directed Learning Activities**

- Description**

- Available in Learning Center, online

- **Group Study & Exercises**

Description

Book club, folk tale presentation, discussion board activities

- **Guest Speakers**

Description

When applicable/available; virtual speakers via Ted talks such as Linda Sue Park or Neil Gaiman, for example, speaking on their books

- **Handouts**

Description

Handouts on literary movements, genre conventions, key terms like the Campbell hero cycle

- **Instructor Demonstrations**

Description

Close readings, such as of picture storybooks, for example

- **Lecture**

- **Media Presentations**

Description

Ted talks or visits to author websites for discussion of works

- **Oral Presentations**

Description

Group presentations on folk tale, book club novel

- **Reading Assignments**

Description

Readings from textbooks, assigned novels, and handouts/pdfs

- **Visual Aids**

- **Writing Projects & Reports**

Description

analyses

documented paper

journals

exams may have take-home essay portion not only in-class objective portion

- **Other**

Description

Readers' theater

Group book club project

Research of Internet and/or other secondary source material

Close reading of works designed for children

Use of mediated technologies and delivery formats

Live play attendance

Multimedia presentations such as DVDs or CDs or PowerPoint

Creative visually-oriented and/or kinetic assignments such as collages

Hybrid courses will require orientation meetings and at least two other meetings

What learning activities or assignments are required outside of class?

Reading Assignments

Students will read children's literature as well as the textbook and critical analyses of children's literature.

Writing Assignments

Students will prepare written, oral, and/or media presentations and book club work.

Students will prepare responses to the assigned readings.

Students will write papers, including a documented paper using academic primary and secondary sources.

Other Assignments

Students will research primary and secondary sources in the creation of a documented paper.

Students will study for quizzes and exams as well as create homework responses to readings.

Students will create lesson plans and creative activities as if a child reader of children's literature to accompany children's literature texts.

Total: 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

May include:

-Oral presentations assessed by professor, self, and peers according to rubric

-Quizzes

-Exams that must include some written analysis assessed by professor according to departmental standards of English 101 writing

-Large and small group discussion and participation in activities such as readers' theater or discussion boards, email chains, other mediated forums for participation

-Written homework, sample lesson plans, creative works such as collages, and/or journal assignments assessed by professor and peers

-Documented paper to be assessed according to departmental standards of English 101 papers

-Book club group project to be assessed by self, professor, and group peers

-Child or education-related service learning project

All written work will be assessed by professor according to departmental standards

Presentations will be assessed by professor, peers, and self

Group work will be assessed by peer group/book club members, self, and professor

Exams and Papers 60-70%

Group Work/Discussion 10-15%

Book Club/Oral Presentations 10-20%

Homework/Quizzes/Journals 5-20%

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

CB11: Course Classification Status Y - Credit Course