

**Skyline College
Official Course Outline**

Date: April 2007

1. TITLE:

Literature 191--Children's Literature

3.0 units, 3 lecture hours per week

Recommended: Eligibility for ESOL 400, or ENGL 836 and READ 836, or ENGL 846 or equivalent

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

Credit/No credit or letter grade applicable

3. COURSE DESCRIPTIONS:

Catalog Description:

An overview of the body of world literature deemed appropriate and enriching for children from infancy to adolescence. The course is designed to impart knowledge about and practice in storytelling techniques, as well as practical experience in presenting age-appropriate literature to children and youth.

Theory and practice in discerning literary genres, criteria for selection, and techniques for using classic and contemporary literature with young people.

Transfer credit: CSU (C2).

Schedule of Classes Description:

Study of representative works of Children's Literature with an emphasis on practical experience in presenting age-appropriate literature to children and youth. Reading, discussion, critical papers.

Transfer credit: CSU (C2).

4. COURSE JUSTIFICATION:

This course is intended for English majors for the A.A. degree and satisfies the transfer requirement for English majors for many California State Universities and Universities of California. Because literature for children plays such a crucial role in their development, various works are offered for an appreciation of the timeless, universal themes of the human dilemma and for study of the readers' developing use of the English language. Essential for English majors, the course complements the work of social science, psychology, history and other disciplines, and offers more work in critical reading, thinking, and writing skills. The course, therefore, serves the whole student body.

4. STUDENT LEARNING OUTCOMES (SLOs):

Upon completion of the course, students will be able to:

- Identify, analyze, and evaluate the major themes and literary techniques in literature for children from infancy to adolescence.
- Critically read, discuss, and interpret texts of children's literature while formulating and developing independent critical responses
- Write coherent, analytical, and original responses to course content.
- Analyze and evaluate the works of children's literature for their roles in the development of the children's language skills and appreciation of literature

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon completion of the course, students will be able to

- Critically analyze children's literature for readability, literary techniques, and themes
 - Understand the historical and literary context of the works
 - Trace one author's evolution as a writer in developing themes, characters, and imagery
 - Read and understand the various language levels choosing those suitable for children of different reading abilities, age, and interests
- Compare/contrast the various works

7. COURSE CONTENT:

The course covers a representative sample of the entire range of works of children's literature, including big picture books, pop-ups, series, adventure, romance, and poetry; appropriate historical and literary background and analysis; writing essays/research paper, demonstrating independent analytical responses concerning meaning and usage of various works.

- I. Historical background and context
- II. Literary background and context
- III. Language development in children
- IV. Universality of children's literature
- V. Big picture books, pop-up books, wordless books
 - A. Historical background
 - B. Sources
 - C. Themes, character, setting, plot structure, dramatic conventions

- VI. Storybooks
 - A. Historical background
 - B. Sources
 - C. Themes, character, setting, plot structure, dramatic conventions
- VII. Mythology, fables, legends, folktales, fantasy
 - A. Historical background
 - B. Sources
 - C. Themes, character, setting, plot structure, dramatic convention
- VIII. Poetry
 - A. Historical background
 - B. Sources
 - C. Themes, character, setting, plot structure, dramatic convention
- IX. Others

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, small/large group discussion, guided readings, reading journals, critical essays, oral reports, storytelling, field trips to live performances as appropriate, film, dramatic presentations, collaborative/individual projects. Reading Assignments will cover a segment of a work or several works per class session, plus reading background materials, with a total of at least six works. Students will keep reading journals in response to specific questions on the text. Writing critical essays, totaling at least 2,500 words, which will demonstrate understanding of the materials and independent analytical responses supported to the texts.

9. ASSIGNMENTS:

General Assignment Guidelines:

- **Writing**— Academic writing totaling 2,500 words (approximately 10 pages) will demonstrate understanding of the materials and independent analytical responses supported by references to the texts.
- **Readings**—Selected works appropriate to the course
- **Journals**—Written responses to questions on course content (readings, videos, films, lectures, etc.)
- **Essays**—Write critical compositions of 750 to 1,250 words analyzing and evaluating themes and issues in their works supported by references to the text.
- **Projects/reports**—Oral/written presentations of individual or collaborative research on relevant subjects
- **Viewing**—Students may be asked to watch/listen to relevant media or other presentations with appropriate written responses and analyses

Typical assignments might include the following:

Student Learning Outcome	Typical Assignment	Method of Evaluation
<p>Identify, analyze, and evaluate the major in children's literature.</p>	<p>Reading Journal: Students reflect on the associations of the word "mythology," for example; write responses to specific questions on the texts for discussions</p> <p>Guided reading: Students are assigned a story to read part in advance and to read again in class as instructor asks leading questions over the reading.</p> <p>Group work: In groups, students continue analysis modeled by instructor by preparing analysis of a work or a part of a work looking for patterns, tone, rhythm, sound, imagery, etc.</p> <p>Collaborative/individual projects/reports: Students work in groups or individually to create a visual project, perhaps with the aid of media or performing or visual arts, which demonstrates understanding of coursework or background materials (biographical/historical contextual, etc.).</p> <p>Exercises/homework: Students will be assigned practical exercises and</p>	<p>(Essays: Students present written analyses, which show understanding of the reading age-appropriateness, context, and ideas of the works. Essays must also present original ideas supported by references to the texts.</p> <p>Oral participation: Participating in and initiating discussions demonstrates understanding of the works and their contexts; also, leading discussions and participating actively in small and large group (class) discussions demonstrates how far students have developed original responses.</p> <p>Presentation of report or project: Students will be judged on the quality of their research as well as their presentation skills.</p> <p>Exams and quizzes: Students will be evaluated on their understanding of texts, contexts, and suitability, as well as on their interpretation of contents.</p>

	<p>other brief homework activities to practice interpretive reading and diagnostic skills and modern translations of texts.</p>	
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Suggested Out-of-Class Assignments:

- Readings—Selected works by experts about Children’s Literature
- Journals—Written responses to questions or course materials (readings, videos, film, lectures, etc.)
- Essays—Write critical compositions of 500 to 1, 250 words analyzing and evaluating suitability, themes, and issues in works of Children’s Literature supported by references to the texts
- Projects/reports—Oral/written presentations of individual or collaborative research on relevant subjects
- Viewing—Students may be asked to watch/listen to relevant videotapes, audiotapes, or other presentations with appropriate written responses and analyses

10. **EVALUATION OF STUDENT PERFORMANCE:**

Grade option

- **Essays**—Organized, coherent, and developed critical essays demonstrating understanding of material and presenting independent analytical responses supported by references to the texts.
 - **Oral participation**—Active participation in class discussions demonstrating understanding of and responses to the texts.
 - **Journals**—Written critical responses to assigned readings and class discussions, demonstrating understanding and analysis of important concepts in the text.
 - **Oral presentations/reports**—Students will be judged on the quality of their work as well as on the delivery of the information.
 - **Quizzes**—Students will be quizzed on comprehension of material.
- Homework/exercises—Students will be required to practice reading aloud from texts as well as interpreting the text’s themes and age-appropriateness.
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 - **Final exam**—Students will be required to demonstrate that they have learned to recognize, analyze, and evaluate literary techniques, age-appropriateness, and themes in various works of Children’s literature.

11. RECOMMENDED TEXTS and/or AUTHORS:

Text: Temple, C., Martinez, M., Yokota, J., Naylor, A., (2006) Children's Books in Children's Hands, An Introduction to Their Literature. Allyn & Bacon

Caldecott Medal Books