Course Syllabus

Department: Humanities

Date: February 18, 2013

I. Course Prefix and Number: ENG 209

   Course Name: Introduction to Children’s Literature’s

   Credit Hours and Contact Hours: 3 credit hours and 3 contact hours

Catalog Description including pre- and co-requisites:

   Students will learn about the ways that children’s literature cultivates a love for reading in both children and adults. Focusing on literature written for young readers (kindergarten-middle school), students will carefully read, research, interpret and write about literary and artistic elements of children’s literature, completing a variety of written and oral assignments. Through careful reading and analysis, students will learn how to select quality, age-appropriate texts to be used in children’s classroom activities.

   The course is organized by genres with an emphasis on diversity. Works will be studied within social and historical contexts considering such factors as the literacy development and the cultural construction of the child. Students will gain an understanding of the importance of diverse children’s literatures to our culture. A necessary focus of the course is also the role of literature in a society: the books a culture writes for its children often reflect deeply-held beliefs about children, childhood and the role of literature in their construction. Conversely, a culture’s values and beliefs also are reflected in the books it chooses to keep from its children. Therefore, the history of censorship of children’s books will also be discussed.

Prerequisite: English 101

II. Course Outcomes and Objectives

Upon completion of this course, students should be able to fulfill the following objectives:

1. Survey the range and diversity of literature written for young children (kindergarten-middle school).
   - Identify major authors and literary works intended for young children.
   - Identify major illustrators of literary works intended for young children.
   - Identify major genres of literary works intended for young children.
2. Analyze the literary and artistic elements present in children’s literature.
   - Identify literary elements such as setting, characterization, plot, structure, point of view, style, and theme present in children’s literature.
   - Classify specific literary elements in works of children’s literature as they relate to the developmental and reading levels of children.
   - Interpret various examples of literature for young children.
   - Evaluate various examples of literature for young children.

3. Apply literary criteria to select and evaluate children’s literature for practical classroom activities geared for kindergarten-middle school aged students.
   - Analyze and evaluate several literary works intended for children for their educational quality.
   - Select one or more literary works intended for children that furthers a child’s understanding of literary aesthetics.

4. Effectively read aloud a literary work in order to positively engage an age-appropriate audience.
   - Apply the principles of oral interpretation when reading aloud to an audience of children into order to further children's understanding of literature.
   - Evaluate an oral presentation according to established criteria focused on furthering a child’s enjoyment of literature.
   - Foster interaction and engagement with an audience while reading aloud.

5. Analyze how children’s literature reflects shifts in the society (race, ethnicity, class, gender and/or sexuality) in which the text was written.
   - Identify, analyze, and evaluate arguments regarding societal beliefs about children and childhood that is reflected in literature from a variety of historical, cultural and/or social contexts.
   - Develop well-reasoned arguments about their own deeply-held beliefs regarding children and childhood and the role of literature in their construction.
   - Develop well-reasoned arguments about their relationship to children’s literature in their reflective introduction.

Relationship to Academic Programs and Curriculum:

English 209 is a required course for the Early Childhood Education program. The skills addressed in the course objectives are appropriate for any students involved in working with children. In addition, the materials studied develop students’ skills in the college-wide learning outcomes areas of writing, oral communication, reading, critical thinking, computer literacy, ethics/values, and information resources in order to improve transferability to other college institutions.
College Learning Outcomes Addressed by the Course:

- writing
- computer literacy
- oral communications
- ethics/values
- reading
- citizenship
- mathematics
- global concerns
- critical thinking
- information resources

III. Assessment Measures (Summarize how the college and student learning outcomes will be assessed): For each identified outcome checked, please provide the specific assessment measure.

<table>
<thead>
<tr>
<th>List identified College Learning Outcomes(s)</th>
<th>Specific assessment measure(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing</td>
<td>Annotated bibliography (See assignment description below in General Outline)</td>
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<tr>
<td>Oral communications</td>
<td>Oral presentation (See assignment description below in General Outline)</td>
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<tr>
<td>Reading</td>
<td>Annotated bibliography</td>
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<td>Critical thinking</td>
<td>Annotated bibliography</td>
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<td>Computer literacy</td>
<td>Annotated bibliography</td>
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<tr>
<td>Ethics/values</td>
<td>Annotated bibliography</td>
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IV. Instructional Materials and Methods

Types of Course Materials:
- Theoretical textbook such as *From Cover to Cover* (revised edition) by Kathleen T. Horning or similar textbook;
- A variety of children’s books that cover the general outline of topics;
- A library card for a local library.

Methods of Instruction (e.g. Lecture, Lab, Seminar …):
1. face-to-face class discussion
2. small group face-to-face conversation
3. peer workshop feedback to writing assignments
4. a variety of informal and formal writing assignments
5. oral presentations
6. written and oral response to writing and oral presentation assignments
V. General Outline of Topics Covered:

An annotated bibliography assignment will be required for all students completing the course. The assignment will ask students to compile a list of at least 10 (ten) children’s books that fit a stated focus and purpose. The bibliography will begin with a reflective statement that reflects and analyzes the student's deeply-held beliefs regarding children and childhood and the role of literature in their construction. Each annotated bibliography entry will consist of a documentation citation and two paragraphs. The first paragraphs will summarize the stories' plot and literary elements, as well as provide details regarding the authors, illustrators, and genres. The second paragraphs will analyze and evaluate the literary works for their educational quality as well as the ability to further a child’s understanding and love of reading. The FLCC College Learning Outcomes of writing, reading, critical thinking, computer literacy, information resources, and ethics and values will be measured through this assignment.

Students will also be required to complete an oral presentation in which they present one or more children's stories to apply the principles of oral interpretation when reading aloud to an audience of children. The College Learning Outcome of oral communication will be measured by this assignment.

Overview of children's literature
Reading and responding to literature intended for children
Fairy tales & myths
Picture books & illustrations
Picture book texts for beginning and transitional readers
Chapter books
Children’s literature awards
Historical fiction
Fantasy
Science fiction
Poetry
Nonfiction informational books

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