 Course Syllabus

DIVISION: English, Mathematics, Education

Course: LIT 2005—Children’s Literature

Date: March 3, 2009

Semester Hours: 3

Prerequisite(s): ENG 1001 and ENG 1002

Delivery Method:

- [x] Lecture 3 Credit Hours
- [ ] Seminar 0 Credit Hours
- [ ] Lab 0 Credit Hours
- [ ] Clinical 0 Credit Hours
- [ ] Online
- [ ] Blended

Offered: [ ] Fall  [x] Spring  [ ] Summer

IAI Equivalent – Only for Transfer Courses - go to http://www.itransfer.org:

CATALOG DESCRIPTION:
A study of the major genres, themes and critical concerns of literature written for children and young adults. Special attention to the historical, social, and cultural contexts that have influenced literature for young people.
GENERAL EDUCATION GOALS ADDRESSED
[See the last page of this form for more information.]

Upon completion of the course, the student will be able:
[Choose those goals that apply to this course.]

☒ To apply analytical and problem solving skills to personal, social and professional issues and situations.
☒ To communicate orally and in writing, socially and interpersonally.
☒ To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
☒ To understand and use contemporary technology effectively and to understand its impact on the individual and society.
☐ To work and study effectively both individually and in collaboration with others.
☐ To understand what it means to act ethically and responsibly as an individual in one’s career and as a member of society.
☐ To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
☐ To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:
[Outcomes related to course specific goals.]

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

Outcome 1: Identify the major genres of literature for children, such as board books, picture books, and chapter books.
Competency 1.1: Explain the identifying characteristics of the major genres.
Competency 1.2: Explain how the choice of genre influences the effectiveness of a text.
Competency 1.3: Analyze the relation of the major genres to the literary, social, and historical context of the work.

Outcome 2: Identify the major themes, goals, and concerns of children’s literature, such as didacticism and multiculturalism.
Competency 2.1: Summarize the major themes in children’s literature.
Competency 2.2: Identify major themes in a specific text.
Competency 2.3: Explain how specific elements of a text develop the major themes.
Competency 2.4: Analyze the relation of the major themes to the literary, social, and historical context of the work.

Outcome 3: Understand how the changing expectations and standards for children’s literature reflect changes in values and social forces.
Competency 3.1: Identify and summarize the expectations and standards of children’s literature from various time periods.
Competency 3.2: Analyze how the expectations of a certain time period influence a specific text.
Competency 3.3: Analyze how various texts resist and counter the expectations of children’s literature.

Outcome 4: Identify and explain literary and illustration techniques used in children’s literature.
Competency 4.1: Define elements of literature relevant to a specific text.
Competency 4.2: Explain how specific literary or illustration techniques relate to the larger meaning of a text.
Competency 4.3: Formulate an interpretation of a text supported by analysis of literary and illustration elements.

Outcome 5: Become familiar with children’s literature from a variety of cultures.
Competency 5.1: Demonstrate an understanding of the children’s literature traditions in a variety of cultures.
Competency 5.2: Explain how specific texts are influenced by their cultural context.
Competency 5.3: Analyze the ways in which children’s literature promotes or hampers understanding between cultures.
Competency 5.4: Analyze the ways that cultural traditions have influenced popular trends in children’s literature.

Outcome 6: Understand the major issues in children’s literature scholarship and criticism
Competency 6.1: Demonstrate an understanding of various approaches used in a critical commentary on a text.
Competency 6.2: Identify and discuss major concerns and controversies in children’s literature.
Competency 6.3: Explain changing trends in children’s literature scholarship.
Competency 6.4: Analyze how these concerns are relevant to specific texts.
Competency 6.5: Interpret texts based on a specific critical approach.

Outcome 7: React to texts by formulating well-supported, well-argued written interpretations of the texts.
Competency 7.1: Formulate and develop a thesis appropriate for specific writing assignments.
Competency 7.2: Conduct research relevant to specific assignments.
Competency 7.3: Recognize and judge the credibility of secondary sources.
Competency 7.4: Use material from primary and secondary sources to support interpretations of literary texts.
Competency 7.5: Express ideas in writing with full development, clear organization, appropriate sense of audience, correct MLA citation and documentation of sources, and adherence to rules of English syntax, grammar, and mechanics.

COURSE TOPICS AND CONTENT REQUIREMENTS:
1. Assigned readings of literature written specifically for young people of all ages, including a variety of genres and representative writers (selections at the discretion of the instructor), including the following:

   Traditional Forms (such as folklore)
   Picture Books
   Young Adult Novels

   The instructor may choose to cover the following genres, as well:
   Chapter Books
   Children's Poetry
   Children's Songs
   Children's Drama
   Fantasy Fiction
   Historical Fiction
   Popular Fiction
   Multicultural Literature
   Nonfiction for children

   These genres should be covered with attention to writers from a variety of backgrounds

2. Assigned readings of secondary materials about children’s literature, such as book reviews, critical materials, and texts from other fields, like education, psychology, and sociology.

3. Class discussion of texts.

4. Introduction to concepts particular to children’s literature, such as picture book illustration.

5. Review of general literary concepts, such as theme, plot, symbolism.

6. Written assignments.

**INSTRUCTIONAL METHODS:**
1. Lectures and Discussion
2. Writing Workshops
3. Group Work
4. In-class and out-of-class writing assignments
5. Assigned Readings
6. Instructor and peer evaluation of student writing
7. Student conferences (at the instructor’s discretion)
8. Guest presenters
9. Audio/visual presentations
10. Quizzes (at the instructor’s discretion)
11. Exams (at the instructor’s discretion)
12. Internet and World Wide Web Resources

INSTRUCTIONAL MATERIALS:
A comprehensive textbook
Children's books, films, and other media
Secondary sources such as journal articles, web sites, and books

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:
Students must:
1. Participate in class discussions, workshops, and seminars
2. Complete reading, writing, and other assignments given at instructor’s discretion
3. Evaluate and revise written work
4. Attend class in accordance with college policy and instructor policy.

In LIT 2005, each student must submit between 9-12 pages of formal, analytical writing in addition to informal writing.

Grading Scale
The grading scale used in LIT 2005 is at the discretion of the instructor

Evaluation
Evaluation of written work will follow standards on English faculty policies on format, grading, and plagiarism. Essays will be evaluated and revised in accordance with this syllabus, student needs as determined by the instructor, and evaluation criteria for essays published in the Style Book.

TEXTBOOK:
Textbooks used in LIT 2005 are at the discretion of the faculty member. Some options include an anthology of children’s literature, a variety of picture books, chapter books, and novels, or collections of poems. The instructor may also choose to use the wide selection of public domain classic children’s literature available on the Internet.

OTHER REFERENCES


Form Revised: 3/2/05