ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: English, Mathematics, and Education

COURSE: LIT 2005—Children's Literature

Date: 15 May 2016

Credit Hours: 3

Prerequisite(s): ENG 1001 and ENG 1002

Delivery Method:		
	☒ **Lecture**	**3 Contact Hours (1 contact = 1 credit hour)**
	☐ **Seminar**	**0 Contact Hours (1 contact = 1 credit hour)**
	☐ **Lab**	**0 Contact Hours (2-3 contact = 1 credit hour)**
	☐ **Clinical**	**0 Contact Hours (3 contact = 1 credit hour)**
	☒ **Online**	
	☐ **Blended**	

Offered: ☒ **Fall** ☒ **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 last page for Course Competency/Assessment Methods Matrix.]

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

[Choose up to three goals that will be formally assessed in this course.]

- ☐ To apply analytical and problem solving skills to personal, social, and professional issues and situations.
- ☒ To communicate successfully, both orally and in writing, to a variety of audiences.
- ☒ To construct a critical awareness of and appreciation for diversity.
- ☐ To understand and use technology effectively and to understand its impact on the individual and society.
- ☐ To develop interpersonal capacity.
- ☐ To recognize what it means to act ethically and responsibly as an individual and as a member of society.
- ☐ To recognize what it means to develop and maintain a healthy lifestyle in terms of mind, body, and spirit.
- ☐ To connect learning to life.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals. See last page for more information.]

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.

MAPPING LEARNING OUTCOMES TO GENERAL EDUCATION GOALS

[For each of the goals selected above, indicate which outcomes align with the goal.]

Goals	Outcomes
First Goal	
Goal 2: To communicate successfully, both orally and in writing, to a variety of audiences	• Outcome 7: React to texts by formulating well-supported, well-argued written interpretations of the texts • Outcome 6: Understand the major issues in children's literature scholarship and criticism • Outcome 1: Identify the major genres of literature for children, such as board books,

	picture books, and chapter books • Outcome 4: Identify and explain literary and illustration techniques used in children's literature
Second Goal	
Goal 3: To construct a critical awareness of and appreciation for diversity.	• Outcome 5: Become familiar with children's literature from a variety of cultures • Outcome 4: Understand how the changing expectations and standards for children's literature reflect changes in values and social forces • Outcome 1: Identify the major themes, goals, and concerns of children's literature, such as didacticism and multiculturalism
Third Goal	

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 (synchronous and/or asynchronous)
2. Writing workshops
3. Individual and 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 (at the instructor's discretion)
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
Blackboard, Web site, or other learning management system

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

Frey, Charles and Lucy Rollin. *Classics of Young Adult Literature*. Upper Saddle River, NJ: Prentice Hall, 2003. Print.

Griffith, John and Charles Frey. *Classics of Children's Literature*. 5th ed. Upper Saddle River, NJ: Prentice Hall, 2000. Print.

Griswold, Jerry. *Audacious Kids: Coming of Age in America's Classic Children's Books*. London: Oxford UP, 1992. Print.

Hillman, Judith. *Discovering Children's Literature*. 3rd ed. Upper Saddle River, NJ: Prentice Hall, 2003. Print.

Hunt, Peter, ed. *Understanding Children's Literature: Key Essays from the International Companion Encyclopedia of Children's Literature*. London: Routledge, 1999. Print.

Lukens, Rebecca. *A Critical Handbook of Children's Literature*. 7th ed. Boston:Allyn and Bacon, 2002. Print.

Mitchell, Diana. *Children's Literature: An Invitation to the World*. Boston: Allyn and Bacon, 2003. Print.

Nodelman, Perry and Mavis Reimer. *The Pleasures of Children's Literature*. 3rd. ed. Boston: Allyn and Bacon, 2002. Print.

Norton, Donna. *Multicultural Children's Literature: Through the Eyes of Many Children*. 2nd ed. Upper Saddle River: Pearson, 2005. Print.

Saltman, Judith. *Riverside Anthology of Children's Literature*. 6th ed. Boston: Houghton Mifflin, 1985. Print.

Temple, Charles, Miriam Martinez and Junko Yokota. *Children's Books in Children's Hands: An Introduction to Their Literature*. 4th ed. Boston: Pearson, 2011. Print.

Tomlinson, Carl and Carol Lynch-Brown. *The Essentials of Children's Literature*. 4th ed. Boston: Allyn and Bacon, 2002. Print.

Tunnell, Michael and James Jacobs. *Children's Literature, Briefly*. 2nd ed. Upper Saddle River: Prentice Hall, 2000. Print.

Zipes, Jack et al. *The Norton Anthology of Children's Literature: The Traditions in English*. New York: W.W. Norton, 2005. Print.

Form revised May 2016

Course Competency/Assessment Methods Matrix

LIT 2005: Children's Literature	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	**Assessment of Student Learning**	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	**Direct/ Indirect**																															
Outcome 1: Identify the major genres of literature for children, such as board books, picture books, and chapter books.				X		X	X	X	X	X	X	X	X	X	X	X	X		X												X	X
Competency 1.1: Explain the identifying characteristics of the major genres.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 1.2: Explain how the choice of genre influences the effectiveness of a text.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 1.3: Analyze the relation of the major genres to the literary, social, and historical context of the work.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Outcome 2: Identify the major themes, goals, and concerns of children's literature, such as didacticism and multiculturalism.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 2.1: Summarize the major themes in children's literature.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X

LIT 2005: Children's Literature	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	**Assessment of Student Learning**	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	**Direct/ Indirect**																															
Competency 2.2: Identify major themes in a specific text.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 2.3: Explain how specific elements of a text develop the major themes.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 2.4: Analyze the relation of the major themes to the literary, social, and historical context of the work.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Outcome 3: Understand how the changing expectations and standards for children's literature reflect changes in values and social forces.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 3.1: Identify and summarize the expectations and standards of children's literature from various time periods.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X

Competency 3.2: Analyze how the expectations of a certain time period influence a specific text.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X

LIT 2005: Children's Literature	**Assessment Options**																															
For each competency/outcome place an "X" below the method of assessment to be used.	**Assessment of Student Learning**	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	**Direct/ Indirect**																															
Competency 3.3: Analyze how various texts resist and counter the expectations of children's literature.				X		X		X	X	X	X	X	X	X		X	X		X												X	X
Outcome 4: Identify and explain literary and illustration techniques used in children's literature.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 4.1: Define elements of literature relevant to a specific text.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 4.2: Explain how specific literary or illustration techniques relate to the larger meaning of a text.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 4.3: Formulate an interpretation of a text supported by analysis of literary and illustration elements.				X		X		X	X	X	X	X	X	X		X	X		X												X	X

Outcome 5: Become familiar with children's literature from a variety of cultures.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X

LIT 2005: Children's Literature	**Assessment Options**																															
For each competency/outcome place an "X" below the method of assessment to be used.	**Assessment of Student Learning**	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	**Direct/ Indirect**																															
Competency 5.1: Demonstrate an understanding of the children's literature traditions in a variety of cultures.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 5.2: Explain how specific texts are influenced by their cultural context.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 5.3: Analyze the ways in which children's literature promotes or hampers understanding between cultures.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 5.4: Analyze the ways that cultural traditions have influenced popular trends in children's literature.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X

Outcome 6: Understand the major issues in children's literature scholarship and criticism		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 6.1: Demonstrate an understanding of various approaches used in a critical commentary on a text.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X

LIT 2005: Children's Literature	**Assessment Options**																															
For each competency/outcome place an "X" below the method of assessment to be used.	**Assessment of Student Learning**	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	**Direct/ Indirect**																															
Competency 6.2: Identify and discuss major concerns and controversies in children's literature.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 6.3: Explain changing trends in children's literature scholarship.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 6.4: Analyze how these concerns are relevant to specific texts.				X		X	X	X	X	X	X	X	X	X		X	X		X												X	X
Competency 6.5: Interpret texts based on a specific critical approach.		X		X		X	X	X	X	X	X	X	X	X		X	X		X												X	X

Outcome 7: React to texts by formulating well-supported, well-argued written interpretations of the texts.		X		X		X		X	X		X	X	X	X		X	X		X												X	X
Competency 7.1: Formulate and develop a thesis appropriate for specific writing assignments.												X		X		X	X		X												X	X
Competency 7.2: Conduct research relevant to specific assignments.		X		X											X	X	X		X												X	X

LIT 2005: Children's Literature	**Assessment Options**																															
For each competency/outcome place an "X" below the method of assessment to be used.	**Assessment of Student Learning**	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	**Direct/ Indirect**																															
Competency 7.3: Recognize and judge the credibility of secondary sources.		X				X				X	X		X	X		X	X		X												X	X
Competency 7.4: Use material from primary and secondary sources to support interpretations of literary texts.		X		X		X			X	X	X	X	X	X		X	X		X												X	X

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.								X	X	X	X	X			X	X		X												X	X