GROSSMONT COLLEGE

COURSE OUTLINE OF RECORD

Curriculum Committee Approval: 04/26/2022

GCCCD Governing Board Approval: 06/14/2022

ENGLISH 203 – CHILDREN’S LITERATURE

1. Course Number Course Title Semester Units

ENGL 203 Children’s Literature 3

Semester Hours

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

1. Course Prerequisites

None

Recommended Preparation

None

1. Catalog Description

This course surveys the historical and cultural development of children's literature. Students will be invited to engage in critical approaches and close reading of children’s literature, as we discover shared themes in both classic and contemporary works from different eras and cultures, with an emphasis in understanding how evolving historical, social, political, and theoretical attitudes toward childhood have shaped the field of children's literature. This course will also provide theory and practice in analyzing children’s literary genres, exploring criteria for book selection, and practicing techniques for using classic and contemporary literature with young people.

1. Course Objectives

The student will:

* 1. Review and apply child and young adolescentdevelopment theory to reading selections**.**
  2. Critique and analyze major literary periods and artistic movements in children's literature and demonstrate the intertextual relationship between individual works and the larger concerns of the period.
  3. Critique and analyze how children's literature reflects and responds to the changing cultural, historical, social, philosophical, and aesthetic contexts within which it is created, published, and read.
  4. Explain how various elements and techniques of literature-such as plot, characterization, setting, point of view, tone, irony, themes, symbolism, language, imagery, and metaphors-relate and contribute to the meaning of a literary work**.**
  5. Examine diverse cultural and racial perspectives and experiences, and will analyze how authors present their cultural, racial, gender, and political views.

1. Instructional Facilities

Standard classroom

1. Special Materials Required of Student

None

1. Course Content
2. Review and analyze the qualities of children’s literature and literary terminology for children and discuss how it contributes to early learning skills related to:
   1. listening,
   2. speaking,
   3. critical reading and writing strategies, and
   4. sets the stage for literate young adults.
3. Examine the structure of children’s literary writing:
   1. how plots are organized
   2. characters are drawn,
   3. how themes are developed within children’s literature while appreciating children’s expanding mental, emotional and social development.
4. Examine and clarify significant elements of the following genres:
   1. traditional (folklore, myth, fables, epics, legend, fairytales),
   2. picture books
   3. modern fantasy and science fiction (from classical to contemporary)
   4. poetry
   5. multi-cultural books
   6. informational books
   7. biography
   8. realistic fiction
   9. historical fiction
   10. bildungsroman (coming of age)
   11. comics/graphic novels and novellas
5. Review and compare authors and illustrators of children’s literature that present diverse, international and multicultural perspectives including:
   1. ethnicity,
   2. race,
   3. religion,
   4. gender,
   5. age,
   6. family lifestyles.
6. Clarify and review the importance of understanding key aspects of child development, especially as they relate to language and literacy learning;
   1. social development,
   2. emotional development,
   3. cognitive development,
   4. language development,
   5. reading development,
   6. physical development.
7. Analyze current trends and issues in children's literature including:
   1. censorship,
   2. culturally responsive literature,
   3. desktop publishing, and,
   4. classrooms practices that foster literacy experiences.
8. Methods of Instruction
9. Lecture
10. Audiovisual presentations (podcasts, videos, streaming audio, audiobooks)
11. Small group and whole class discussion
12. Collaborative Groupwork
13. Student Presentations
14. Guest Speakers
15. Observation and demonstration
16. Methods of Evaluating Student Performance
17. Quizzes on assigned readings.
18. Short essay questions (e.g., comparing one or more genre, author, theme, etc.)
19. Written midterm and final exams (e.g., analyzing one or more genre, author, theme, era, level of child development, etc)
20. Critical analyses and essays (e.g., researching a theme in children’s literature or aspect of, the genre or an associated sub-genre, and writing a research paper with source citations).
21. Oral presentations (e.g., researching, individually or collaboratively, the work of a particular author, era, or theory, and presenting a report to the class, giving source citations).
22. Special projects (e.g., individual or collaborative creative projects such as writing a developmentally appropriate children’s story; attendance at a campus or local children’s literature event or presentation, observation of an pre-school or elementary school teacher reading to a class, followed by a written essay response – either as part of the course requirements, or as extra credit; etc.).
23. Outside Class Assignments
24. Students will be required to read the texts and any supplemental material (e.g., assigned texts and handouts will be the source of class discussion, essay writing, and/or testing via written or oral means).
25. Assigned writing and research are standard (e.g., an approved topic on a text, genre, author, or theme will be researched and written about for a term paper, including source citations).
26. Other writing assignments on approved topics may take the form of periodic short- answer questions, journals, and/or critical analyses.
27. Students may be required to view film and listen to audiovisual material (e.g., podcasts or interviews on YouTube) outside of class.
28. Representative Texts
    1. Representative texts and readings**:**

1) Anthologie(s):

* + 1. Cave, Roderick and Sara Ayad, *A History of Children’s Books in 100 Books*. Firefly Books, 2017.
    2. Young, Terrell, Gregory Bryan, James, Jacobs, and Michael Tunnell, *Children’s Literature Briefly.* Pearson. 2020.
  1. Representative supplementary texts and readings**:**
     1. *Children’s Books Online: The Rosetta Project.* Childrensbooksonline.org, 2017.
     2. Books from the American Library Association banned books list.
     3. Picture Books such as:

1. Martin, Bill and Eric Carle. *Brown Bear, Brown Bear, What Do You See?* H. Holt. 1992.
2. Sendak, Maurice. (1963). *Where the Wild Things Are* (25th anniversary ed.). Harper Trophy. 1963.
3. Shannon, David. *No David.* Scholastic. 1998.
4. De la Peña, Matt and Christian Robinson. *Last Stop on Market Street.* Penguin Young Readers Group, 2015.
   * 1. Multicultural Literature
        1. Perkins, Mitali. *Between Us and Abuela: A Family Story from the Border.* Farrar, 2019.
        2. Ho, Joanna and Dung Ho (Illus). *Eyes That Kiss in the Corners.* Harper Collins, 2021.
        3. Harris, Meena. *Ambitious Girl.* Little, Brown Books for Young Readers, 2021.
        4. Ryan, Pam Muñoz. Esperanza Rising. Scholastic. 2002.
     2. Poetry
        1. Hughes, Langston. *Poetry for Young People: 100th Anniversary Edition.* Sterling Children’s Books. 2021.
        2. Stevenson, Robert Louis. *A Child’s Garden of Verses. Classic Illustrated Series.* Chonicle Books LLC, 1989.
        3. Baron, Chris. *All of Me*. Feiwel and Friends, 2019.
     3. Traditional Literature
        1. Brown, Marcia. *Stone Soup.* Aladdin Picture Books, 1947, 1997.
        2. dePaola, Tomie. *Strega Nona.* Simon & Schuster. 1979.
        3. Viorst. Judith. *Alexander and the Terrible, Horrible, No Good, Very Bad Day.*
        4. Keats, Ezra Jack. *The Snowy Day*. Picture Puffin Books, 1976.
     4. Modern Fantasy/Science Fiction
        1. Gaiman, Neil. *Coraline*. HarperCollins Publishers, 2002.
        2. Stine, R.L. *Goosebumps: Night of the Living Dummy*. Scholastic, 2008.

Addendum: Student Learning Outcomes

Upon completion of this course, our students will be able to do the following:

* 1. Use literary terminology and/or child and adolescent theory to analyze, synthesize, and interpret children’sliterature.
  2. Write evidence-based literary analyses of children’s literature, demonstrating close reading and interpretive skills, logical reasoning, and argumentative strategies.
  3. Identify and analyze how children’s literature reflects changing linguistic, literary, religious, political, philosophical, and social developments.