



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	27
Descriptive Title:	Children's Literature
Division:	Humanities
Department:	English
Course Disciplines:	English
Catalog Description:	This course introduces representative works of children's literature and develops students' close reading and analytical writing skills while promoting an appreciation for diverse texts and for the aesthetic and literary qualities of literature written for children. It includes critical approaches and the examination of shared themes. Students read both classic and contemporary works and reflect on the significance of a genre written specifically for children.
Prerequisite:	
Co-requisite:	
Recommended Preparation:	Eligibility for English C1000 or equivalent
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to 7/1992
Transfer UC:	Yes
Effective Date:	fall 2010
General Education: ECC	
Term:	
Other:	

CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
Term:	
Other:	
IGETC:	Area 3B - Humanities
Term:	
Other:	
CalGETC:	Area 3B-Humanities
Term:	fall 2025
Other:	
Student Learning Outcomes:	SLO #1 Theme, Plot & Character Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature. SLO #2 Literary Analysis Analyze literary elements of children's literature in a specific story or in a series of interrelated stories using specific evidence from the story/stories. SLO #3 Comparative Evaluation Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.
Course Objectives:	1. Identify significant authors, works, genres, and themes of children's literature. 2. Define key literary terms and apply these terms to children's literature. 3. Analyze, compare, and evaluate classic and contemporary novel-length works of children's literature, using various literary criticisms such as psychological and feminist criticisms. 4. Analyze and evaluate classic and award-winning picture books and illustrated works. 5. Analyze and assess the background and works of significant authors of children's literature, including an appreciation of the contributions and perspectives of women and writers from diverse backgrounds. 6. Demonstrate awareness of diverse audiences through analysis of character representation in contemporary children's literature.
Major Topics:	I. Defining children's literature (3 hours, lecture) A. Limitations of a body of work written for children from an adult perspective B. Diverse audiences of children's literature (parents, librarians, teachers, and children of different backgrounds) C. Divisions of children's literature and readership by age and developmental stage 1. Prereaders (infant through four years old) 2. Emergent readers (five to six years old) 3. Early readers (six to seven years old) 4. Fluent readers (seven to eight years old) 5. Nine to eleven years old 6. Eleven to fourteen years old

7. Young adult (twelve to eighteen years old)

II. History of children's literature, including historical conditions influencing classic works (6 hours, lecture)

- A. Oral origins of stories such as those transcribed by the Grimm brothers
- B. Social acceptance of children's literature and authors
- C. Literary criticism and children's literature
- D. Changes in cultural and social views of childhood, as reflected in children's literature
- E. Western acceptance of multicultural children's literature and the expanding definition of "classic" children's literature
- F. Importance of contemporary children's literature and literary awards
 - 1. Newbery medal
 - 2. Caldecott medal
 - 3. ALA award
 - 4. Publishing industry and market devoted to children's literature

III. The folktale and fairytale, including characteristics, motifs and their relationship to culture (6 hours, lecture)

- A. Psychological perspective of fairytales
- B. Common themes significant for children, such as loss and grief, coming of age, separation from parents, loss of innocence, and risk-taking
- C. Similarities in stories of various cultures and geographic locations, such as the Cinderella story

IV. Evaluation of illustrated works (6 hours, lecture)

- A. Reading, hearing, and sharing children's picture books
- B. Importance of illustration within literature for children in various developmental stages
- C. Illustration as art
- D. Differences and similarities in illustration between cultures, book themes, and the identities of protagonists

V. Background and works of children's literature authors (14 hours, lecture)

- A. Examination and analysis of the works and historical context of authors such as Sandra Cisneros, Lois Lowry, Ezra Jack Keats, Matt de la Peña, Lewis Carroll, Hans Christian Anderson, and Mark Twain
- B. Tracing motifs from children's literature through other aspects of culture and historical period, such as the recurring coming-of-age theme in YA novels or the rabbit motif used by Lewis Carroll

VI. Literary analysis, including discussion of five to six novel-length classic and modern award-winning works: (19 hours, lecture)

- A. Historical periods
- B. Identities
- C. Geographical boundaries and cultures

	D. Contributions and perspectives of women and writers from diverse backgrounds
Total Lecture Hours:	54
Total Laboratory Hours:	0
Total Hours:	54
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
Typical Assignment Using Primary Method of Evaluation:	Option 1: Creative Project (50 points): Choose one of the books you read this semester (assigned or independent for your annotated bibliography) and reimagine a key scene, character, or theme in a new creative format. This could be by creating one of the following: • A graphic novel-style retelling of a scene • A children's picture book version of a more mature story • A short play or puppet script based on a key moment • A modern-day adaptation of a classic story • A storybook podcast script with narration and sound cues • A visual collage or digital storyboard with captions and literary analysis Written Component (40 points): Write a 3-4 page, MLA-formatted companion essay that includes: 1. What you created and why – discuss the creative choices you made. 2. Discussion of the scene, theme, or character types you explored. 3. Finally, what did you learn about children's literature through this class and in this project? 4. Include a Declaration of Authenticity Statement at the end of the essay. Option 2: After reading <i>Bridge to Terabithia</i> by Katharine Paterson, analyze how the "bridge" in the title is both symbolic and literal. Analyze the various meanings of the word "bridge" and what it may mean in terms of this story and the main characters, Jess and Leslie. In a 2-3 page essay, support your claims about the symbolism of the bridge in the novel.
Critical Thinking Assignment 1:	Juxtaposition (seeing a contrast between two things by putting them side by side) often illuminates new themes and ideas for readers. Write a 3-4 page paper and compare <i>The House on Mango Street</i> to a classic or traditional children's or young adult text you have read. What major theme emerges? How is Esperanza's voice or story different from those of classic heroes? What do these differences tell us about changing expectations for children's literature? Be sure to include the title and author of the book you are using for this comparison. Also, include specific quotes and chapter titles from both <i>The House on</i>

	<i>Mango Street</i> and your selected text to support your analysis. This essay should be in MLA format and include a Works Cited page.
Critical Thinking Assignment 2:	More options: a.) In a 3-4 page written essay, discuss one primary theme in <i>Charlotte's Web</i> and illustrate how it is revealed in the story. Trace the theme throughout the story. Incorporate at least one quotation from the novel into your written discussion. Be sure to follow MLA formatting guidelines. b.) In a 4-5 page written essay, choose one of the following topics for literary analysis of the final novel this semester: <i>Roll of Thunder, Hear My Cry</i> by Mildred D. Taylor. Characterization: picking several of the main characters of the novel, define specific trait(s) that these characters embody. Setting: the setting is obviously a major factor in the events of this novel. Do some historical research on the place and time of the novel; what evidence can you find that reinforces the accuracy of the author's depiction of the setting? Symbolism: explain how the weather is symbolic of events in the novel. How does the natural world serve to reflect the events of the story? Theme: choose a major theme of the novel and provide examples of scenes where the theme is dominant. For all options, be sure to include examples and specific textual references in MLA format for support.
Other Evaluation Methods:	A variety of writing assignments, including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, in-class writing, group projects, or research projects. Other methods of evaluation such as portfolios, oral presentations, exams, quizzes, and class participation, creative projects (group and individual), online discussions, and responses.
Instructional Methods:	Discussion, Lecture, Multimedia presentations, Canvas pages
If other:	
Work Outside of Class:	Answer questions, Required reading, Study, Written work (such as essay/composition/report/analysis/research), Canvas discussions and assignments
If Other:	
Up-To-Date Representative Texts:	(OER) Schneider, Jenifer Jasinski. <i>The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge</i>. University of South Florida, 2016. Qualifier Text: Discipline standard., Silversten, Shel. <i>Every Thing On It</i>. HarperCollins, New York: 2011. Qualifier Text: Discipline standard., Cisneros, Sandra. <i>The House on Mango Street</i>. Vintage: New York, 1991. Qualifier Text: Discipline standard., De la Peña, Matt. <i>Last Stop On Market Street</i>. G.P. Putnam's Sons Books for Young Readers: New York, 2015. Qualifier Text: Discipline standard., Draper, Sharon M. <i>Out of My Mind</i>. Atheneum Books for Young Readers: New York, 2012. Qualifier Text: Discipline Standard.

	Coats, Karen. <i>The Bloomsbury Introduction to Children's and Young Adult Literature</i>. Bloomsbury, 2018. Qualifier Text: Discipline standard., White, E.B., and Garth Williams. <i>Charlotte's Web</i>. Harper Collins, 2012. Qualifier Text: Discipline standard., Lowry, Lois. <i>The Giver</i>. Clarion Books, 2018. Qualifier Text: Discipline standard., Nel, Philip, and Lissa Paul. <i>Keywords for Children's Literature</i>. 2nd ed. NYU Press, 2021. Collins, Suzanne. <i>The Hunger Games</i>. Scholastic Press, 2025.
Alternative Texts:	
Required Supplementary Readings:	Taylor, Mildred D. <i>Roll of Thunder, Hear My Cry</i>. Puffin Books, 2001. Discipline Standard Paterson, Katherine. <i>Bridge to Terabithia</i>. HarperCollins, 2017. Discipline Standard Gardner, Janet. <i>Reading and Writing About Literature</i>, 6th ed. Macmillan Learning, 2025. Newman, Leslea, and Laura Cornell. <i>Heather Has Two Mommies</i>. Candlewick, 2016. Discipline Standard Alexie, Sherman. <i>The Absolutely True Diary of a Part-time Indian</i>. Little, Brown Books for Young Readers, 2009. Discipline Standard Kadohata, Cynthia. <i>Kira-kira</i>. Atheneum Books for Young Readers, 2006. Discipline Standard Lukens, Rebecca, Jacquelin J. Smith, and Cynthia Miller Coffel. <i>A Critical Handbook of Children's Literature</i>, 9th ed. Pearson, 2012. Discipline Standard
Other Required Materials:	
Requisite:	
Category:	
Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	
Requisite course:	

Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English C1000 or qualification by appropriate assessment
Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	This course involves reading college-level textbooks, developing written projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills. Students need well-developed reading skills to understand and interpret information in their textbooks and writing skills to develop essays and projects. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	Martha Macnair
Date:	11/02/1973
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Elayne Kelley
Date:	10/05/2025
Last Board Approval Date:	12/16/2025
Effective Term:	FA 2026