



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English 27
Descriptive Title: Children's Literature
Course Disciplines: English
Division: Humanities

Catalog Description:

This course surveys the historical and cultural development of children's literature and includes critical approaches and the examination of shared themes that cross cultural and geographical boundaries. Students read both classic and contemporary works spanning cultures and time periods and reflect on the significance of a genre written specifically for children.

Conditions of Enrollment:

Prerequisite: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length: X Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: 0 hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to 7/1992
Transfer UC: X Effective Date: Fall 2010

General Education:
El Camino College:

CSU GE:
C2 - Humanities
Term: Other: Approved

IGETC:
3B - Humanities
Term: Fall 2010 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature.
2. 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.
3. Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify significant authors and works in the history of children's literature.
 - Objective Exams
2. Define key literary terms and apply these terms to children's literature.
 - Written homework
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.
 - Term or other papers
4. Analyze and evaluate classic and award-winning picture books and illustrated works.
 - Written homework
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.
 - Term or other papers
6. Compare and contrast fairy tales and folktales in terms of their cultural and literary qualities.
 - Term or other papers
7. Compare and contrast multiethnic and multicultural sensitivities as expressed in children's literature.
 - Written homework

II. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	<p>Defining children's literature</p> <ul style="list-style-type: none"> A. Limitations of a body of work written for children from an adult perspective B. Multiple audiences viewing the literature from the perspective of multiple roles, such as parents, librarians, children of diverse ethnicities and social classes, individual children and entire school classes. C. Divisions of children's literature and readership by age and developmental stage <ul style="list-style-type: none"> 0. Prereaders (infant through four years old) 1. Emergent readers (five to six years old) 2. Early readers (six to seven years old) 3. Fluent readers (seven to eight years old) 4. Nine to eleven years old 5. Eleven to fourteen years old 6. Young adult (twelve to eighteen years old)
Lecture	6	II	<p>History of children's literature, including historical conditions influencing classic works</p> <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 1. Newbery medal 2. Caldecott medal 3. ALA award 4. Publishing industry and market devoted to children's literature
Lecture	6	III	<p>The folktale and fairytale, including characteristics, motifs and relationship to culture</p> <ul style="list-style-type: none"> A. Psychological perspective of fairytales and views of child psychologists such as Bruno Bettelheim 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
Lecture	6	IV	Evaluation of illustrated works

			<ul style="list-style-type: none"> 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 ethnicities of protagonists
Lecture	14	V	<p>Background and works of children's literature authors</p> <ul style="list-style-type: none"> A. Examination and analysis of the works and historical context of authors such as Lewis Carroll, Robert Louis Stevenson, Hans Christian Anderson, Mark Twain, Judy Blume, J. M. Barrie, Dorothy Sterling and Pat Mora B. Effects of the Disney corporation on children's views and readership of classic stories C. Tracing motifs from children's literature through other aspects of culture and historical period, such as the rabbit motif used by Lewis Carroll
Lecture	19	VI	<p>Literary analysis. Discussion and analysis of five to six novel length classic and modern award-winning works including:</p> <ul style="list-style-type: none"> A. Historical periods B. Ethnicities C. Geographical boundaries and cultures D. Contributions and perspectives of women
Total Lecture Hours			54
Total Laboratory Hours			0
Total Hours			54

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

After reading *Bridge to Terabithia* 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.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a 3-4 page written essay, discuss one primary theme in *Charlotte's Web* 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.
2. In a 4-5 page written essay, choose one of the following topics for literary analysis of the final novel this semester: *Roll of Thunder, Hear My Cry* 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.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False

V. INSTRUCTIONAL METHODS

Discussion
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Coats, Karen. *The Bloomsbury Introduction to Children's and Young Adult Literature*. Bloomsbury, 2018.
J. D. Stahl, et al. *Crosscurrents of Children's Literature*. Oxford, 2007.
Qualifier Text: Discipline standard.,
Raymond E. Jones and Jon C. Scott. *A World of Stories: Traditional Tales for Children*. Oxford, 2006.
Qualifier Text: Discipline standard.,
E. B. White and Garth Williams. *Charlotte's Web*. Harper Collins, 2001.
Qualifier Text: Discipline standard.,
Lois Lowry. *The Giver*. HMH Books, 2012.
Qualifier Text: Discipline standard.,
Nel, Philip and Lissa Paul. *Keywords for Children's Literature*. 4th ed. NYU Press, 2011.
Collins, Suzanne. *The Hunger Games*. Scholastic Press, 2014. Discipline Standard.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

Roll of Thunder Hear My Cry. Mildred D. Taylor, Penguin Books, 1976.
Bridge to Terabithia. Katherine Paterson, Harper Trophy, 1977.
Gardner, Janet. E. *Reading and Writing About Literature*, 2nd ed. Bedford, 2013.
Heather Has Two Mommies. 10th Anniversary Edition. Leslea Newman and Diana Souza, Alyson Books, 2000.

Henry's Freedom Box. Ellen Levine and Kadir Nelson, Scholastic Press, 2007.

The Absolutely True Diary of a Part-time Indian. Sherman Alexie, Little, Brown Books for Young Readers, 2009

Kira-kira. Cynthia Kadohata, Aladdin, 2006.

Lukens, Rebecca J., Jacquelin J. Smith, and Cynthia Miller Coffel. A Critical Handbook of Children's Literature, 9th ed. Pearson, 2012.

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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B. Requisite Skills

Requisite Skills

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
English 1	Category: Course Justification: 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.
Eligibility for English 1A or qualification by appropriate assessment	Category: Non-Course Justification: This course involves reading college level textbooks developing projects and answering essay questions. A student's success in this class will be enhanced if they have these skills.

D. Recommended Skills

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects. ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Martha Macnair on 11/02/1973.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/19/2019

Last Reviewed and/or Revised by: Allison Carr
18613

Date: 6/13/2019

