

**SANTA ANA COLLEGE COURSE OUTLINE**

DISCIPLINE, NUMBER, TITLE: English 270, Children's Literature

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

**CATALOG ENTRY**

<b>Discipline</b>	English
<b>Course Number</b>	270
<b>Course Title</b>	Children's Literature
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	48
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	None

**COURSE IDENTIFICATION NUMBER(S) (C-ID)**

**PREREQUISITE(S)**

**Prerequisite**

English 101 or 101H with a grade of C or better.

**CATALOG DESCRIPTION**

A study of literature for children emphasizing the history, trends, issues, and evaluation of all major genres: picture books, poetry, drama, traditional literature, non-fiction, and fiction, including full-length works.

<b>Budget Unit</b>	
<b>Classification Code</b>	Y
<b>Transfer Code</b>	B-Transferable to CSU only
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	150100 - English (Writing)
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	
Curriculum Office Use Only.	

Department Chair Approval Date:  
Divison Chair Approval Date:  
Curriculum and Instruction Council Chair Approval Date:

**COURSE CONTENT**

(Include major topics of the course, time required, and what the student is expected to learn.)

I. HISTORY (3 hours)  
Students will learn the history of literature for children, of attitudes toward it, and of the literature's changing purposes from largely didactic to aesthetic.

II. POETRY AND DRAMA (3 to 6 hours)

Students will:

- analyze poetry and drama, recognizing common rhetorical elements, tropes, and figures of speech including but not limited to types of imagery, alliteration, metaphor, soliloquies, asides, and irony.
- classify poetry according to different forms and generic conventions: these include but are not limited to the limerick, the sonnet, haiku, concrete poetry, free verse, and the lyric.
- appraise poetry and drama for their literary merit according to established criteria and for their appeal to children.
- explore drama and poetry's instructional potential for the K-12 classroom, for instance in the aiding of vocabulary development and language acquisition.
- possibly design a creative lesson plan utilizing poetry or drama.
- demonstrate knowledge of major authors, works, awards, and trends in poetry and drama written for children.

### III. PICTURE BOOKS (6 to 9 hours)

Students will:

- demonstrate knowledge of major authors and illustrators, works, awards (such as the Caldecott and Greenaway awards), and trends in picture books.
- interpret, analyze and evaluate the visual content of picture books for elements such as line, perspective, color, texture, and composition.
- identify media (such as collage, computer-generated, watercolor, gouache, pen and ink) and artistic styles (such as expressionism, impressionism, surrealism, realism, and cartoon)
- demonstrate understanding of how children's cognitive development, gender, and age determine the appropriateness of book selections.
- classify picture books according to generic conventions: these genres include board book, concept book, alphabet and/or counting book, picture storybook, toy book, and transitional reader.
- analyze and evaluate the textual content of picture books for elements such as symbolism, theme, and style.
- read and appraise picture books for their literary and artistic merit using specific genre-based criteria, appeal to children, age-appropriateness, and instructional potential.

### IV. TRADITIONAL LITERATURE (9 hours)

Students will:

- demonstrate knowledge of major compilers/translators/composers of and of several examples of traditional literature coming from the oral tradition.
- read some variants of a single tale such as *Cinderella*, distinguish, and analyze the differences between variants for an understanding of how a tale's country of origin or audience influences the arrangement of and choice of elements within a variant.
- demonstrate understanding of various theories of the transmission of traditional literature and distinguish between traditional and modern fantasy.
- interpret, analyze, and evaluate traditional literature for literary elements such as theme, image, symbolism, and conflict.
- identify stock elements of traditional literature including backdrop settings; themes of cottage to castle, rags to riches, or good vs. evil; and stereotypical characters such as the evil stepmother, damsel-in-distress, child-as-hero, noodle-heads, talking animals, and magical helpers.
- demonstrate understanding how children's cognitive development, interests and age determine the appropriateness of traditional literature selections.
- evaluate traditional literature according to specific genre-based criteria.
- classify traditional literature according to generic conventions: these genres include but are not limited to jump-rope rhymes, tongue-twisters, jokes, wonder/fairy/magic tales, porquoi tales, myths, tall tales, legends, and epics.
- create a tale utilizing traditional literary elements that illustrates an understanding of them and analyze the appropriateness of the tale for a contemporary audience or write a literary analysis (such as a comparison/contrast of some of a particular culture's folktales, a literary analysis of two variants of a particular tale, or a comparison/contrast of a tale with a contemporary multimedia version.
- possibly prepare a creative group presentation of a traditional tale appropriate for an elementary school audience.

### V. FICTION (21 hours)

Students will:

- demonstrate knowledge of major authors, works, awards such as the Newbery and Scott O'Dell awards, and historical trends in fiction for children.
- interpret, analyze, and evaluate fiction for literary elements such as theme, imagery, symbolism, setting, conflict, and characters.
- read examples of the key fiction genres and classify fiction according to both generic conventions of and

specific sub-genres within these larger genres: modern fantasy, historical fiction, realistic fiction, and multicultural fiction.

-appraise fictional works using specific genre-based criteria for their literary merit, appeal to children, age-appropriateness, and instructional potential.

-write a documented literary analysis of one or more novels utilizing and correctly citing passages from the primary source(s) and from appropriately selected secondary sources.

#### VI. NON-FICTION (3 hours)

Students will:

-demonstrate knowledge of major authors, works, awards, such as the Orbus Pictus award, and historical trends in non-fiction for children.

-appraise non-fictional works using specific genre-based criteria including the presentation of information, age-appropriate vocabulary and style, and coverage of topic.

-read and judge the appeal of non-fictional works for children.

-classify non-fictional works by accepted subject categories (such as applied sciences, life sciences, humanities, and social studies) and/or method of information-presentation (such as photo essay, concept book, almanac, and biography).

-distinguish between types of biography as well as between fiction, non-fiction, and fact.

#### VII. BOOKS AND CHILDREN (throughout the course)

Students will:

-demonstrate an understanding of the personal and academic benefits of children's literature in general and of specific genres.

-demonstrate through projects and/or homework an understanding of how to elicit critical and emotional/personal responses to literature.

-engage in a book club.

-discuss censorship, the rights of children, the rights of parents to disagree with reading choices, and options of how schools and libraries can deal with challenges to reading curricula.

-demonstrate an understanding of how to choose age-appropriate quality literature, of how to help children select reading material, and of how to instill a life-long love of literature.

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### COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

#### Recommended readings and/or materials:

Where the Wild things Are. Mauriec Sendak. 1964 Reprint 1988 pb \$9.00

**Other:**

None

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### WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS )

#### STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

#### Communication Skills

1. -

### **Reading and Writing**

1. Read critically and write journals, exams, and paper(s) in order to understand literary works on both a literal and symbolic level; to identify dramatic devices and literary elements to analyze how they function to reveal theme and to create meaning.
2. Write journals that anticipate character development and plot conflict resolutions, identify generic conventions and/or departures from them, identify the use of literary elements within the plays and/or generate creative visual responses or casting of characters as if the director of a play.

### **Listening and Speaking**

1. Participate actively in class discussions and reader's theater, using speaking as a tool for idea generation and utilizing prior knowledge through small and large group discussion.
2. Learn to listen to, respect, and understand viewpoints of others that may be different.
3. Modulate voice effectively in reader's theater to distinguish differences in character, tone, versification, and punctuation/type of sentences.
4. Utilize effective oral presentation skills.
5. Verbally summarize and paraphrase effectively.

### **Thinking and Reasoning**

1. -

1. Connect personal life experience to the characters' lives; discover the importance and utility of one's life experience as a tool for interpreting children's literature.
2. Identify levels and shades of meaning figurative language, symbols, and literary elements.
3. Predict probable consequences within plots by recognizing foreshadowing and justify those assumptions.
4. Recognize the relationship between form and content.
5. Generate in written and oral form analyses, explications, and evaluations of children's literature.
6. Synthesize information to generate a documented paper using the MLA format.
7. Distinguish between appeals to works from a child's perspective as well as how children will benefit from specific genres or works and appeals as literary works.

### **Information Management**

1. -

1. Evaluate primary and secondary sources including Internet sources.
2. Use library's on-line catalogue and resources.
3. Demonstrate awareness of breadth of sources.
4. Use sources ethically.

### **Diversity**

1. -

1. Read, understand, and demonstrate an appreciation of children's literature and the history of children's literature from different countries and micro-cultures as well as the Euro-American macro-culture of the United States.
2. Understand the benefits as have been historically thought of introducing children to multicultural and international literature, especially as a means to understanding heritage, promoting tolerance and understanding of others, and promoting self-esteem in children of diverse backgrounds.

### **Civic Responsibility**

1. -

Ethical -- identify and discuss thematic moral dilemmas that are present in the readings.

### **Life Skills**

1. -

Develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, and interpersonal communication skills.

Learn how to choose appropriate reading material for children to promote reading and all of the many lifelong skills and benefits that accrue from early childhood reading.

### **Careers**

1. -

Explore careers as a teacher or librarian.

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### **WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?**

Class Discussions  
Lecture  
Reading Assignments  
Writing Projects & Reports

Other (Specify):

Lecture  
Reader's theater  
Group book club project  
Written analyses  
Research of Internet and/or other secondary source material  
Large and small group discussion  
Close reading of works designed for children  
Journals  
Live play attendance  
Multimedia presentations such as DVDs or CDs or PowerPoint  
Creative visually-oriented and/or kinetic assignments such as colleges  
Oral presentations  
Guest speakers

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### **WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?**

List activities and hours for each. (Must include reading and writing activities.)

Reading of course materials -- 50 hours  
Writing of papers and selection of secondary sources -- 20 hours  
Journals/creative homework assignments -- 16 hours  
Preresentation preparation -- 10 hours

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### **STANDARDS OF ACHIEVEMENT**

List graded activities.

May include:

-Oral presentations assessed by professor, self, and peers according to rubric  
-Quizzes

- Exams that must include some written analysis assessed by professor
- Large and small group discussion and participation in activities such as reader's theater
- Written homework, sample lesson plans, creative works such as collages, and/or journal assignments assessed by professor and peers
- Documented paper to be assessed according to departmental standards of English 101 papers
- Book club group project to be assessed by self, professor, and group peers
- Child or education-related service learning project

**How will student learning be assessed? (Multiple measures must be used.)**

All written work will be assessed by professor according to departmental standards  
 Presentations will be assessed by professor, peers, and self  
 Group work will be assessed by peer group members, self, and professor

**Supplemental Forms**

**Requisite Apprival Form**

Type of Requisite  
 Content Review

**Technologically Mediated Instruction (TMI)**

TMI Checklist  
 Supplemental Comments:

**Honors**

Additional and advanced components that will be covered in this honors  
 Additional measurable instructional objectives that the honors student will be expected to accomplish.  
 Additional reading, writing, and special projects in this honors course will require students to:  
 Augmented critical thinking skills the honors student will develop.

**Non-Credit Course Self-Assessment**

Date Approved by System Office  
 Last Reviewed by C&IC  
 Instructor met min qualifications No  
 Instructor provided immediate supervision/control No  
 Students do not exceed allowable class hours No  
 Instructor monitors computer lab/library usage No  
 Student initiates course enrollment No  
 Students informed when enrolled No  
 All other noncredit requirements satisfied No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment  
 Supplemental Comments

**New Course Proposal Form**

Course Title ENGL 270 - Children's Literature

Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No
Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	