

I. CATALOGUE DESCRIPTION:

Department Information:

Division: Humanities
Department: English
Course ID: ENGL 055
Course Title: Children's Literature
Units: 3
Lecture: 3
Prerequisite: none

Course Description:

Survey of literature written for children with emphasis on values common to all significant literature. This non-transfer course is taught simultaneously with ENGL 155, a transfer-level course, but with different assignments.

Schedule Description

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II. NUMBER OF TIMES MAY BE TAKEN FOR CREDIT: ONE

III. EXPECTED OUTCOMES FOR STUDENTS:

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

- A. Evaluate critically literature for children ages 2-14 and discuss the literary merits of specific works representing the many categories of children's literature i.e. picture book, fantasy, folk tale biography, poetry, fiction (including its many subdivisions), etc.
- B. Use the terms: plot, theme, character development, setting, style, tone, authenticity, and bias, in analyzing specific works they have read.
- C. Identify types of illustration used in picture books and critically evaluate the illustrations as they support the theme, plot, characterization, and style of the picture book.
- D. Create a card file of 40 books the students have read during the semester and write a critical evaluation of approximately 150 words for each book. (See enclosed sample for the book *Swimmy*.)
- E. Explain the criteria used in evaluating different genres, e.g. picture book, fiction, fantasy, poetry, folk tale, and biography.
- F. Recognize many of the books in the major award winning categories, e.g. Caldecott award winners, Newbery award winners, and the California Young Reader Medal award winners. (See enclosed list).

- G. Apply literary terms in relation to analysis of literature: e.g. simile, metaphor, personification, alliteration, tone, parallelism, theme.
- H. Read books which carry themes that address specific groups of children e.g. literature about Blacks, Hispanics, Native Americans, Jews, foster children, handicapped children, and children of divorce.
- I. Explain the history and development of children's literature as a genre from 1600 to the present.

IV. CONTENT

- A. The picture book.
 - 1. Caldecott award winners
 - 2. Animal stories
 - 3. Family life stories
 - 4. Holiday stories
 - 5. Environmental
 - 6. Fairy tales
 - 7. Folk tales and myths
- B. The folk tale
 - 1. Fairy tale
 - 2. Fable
 - 3. Legend
 - 4. Myth
- C. Fantasy
 - 1. Particular rules
 - 2. Limitations dealing with human and animal stories
- D. Poetry
 - 1. Critical analysis of specific poems
 - a. Various age groups
 - b. Vocabulary of critical analysis: rhyme, onomatopoeia, alliteration, symbol, image, simile, metaphor, personification, tone.
 - 2. Ways of ordering poetry
 - a. By themes such as humor, nature, holidays', adventures, pets, people, seasons, wisdom and beauty, life at home.
 - b. By age group
 - c. By specific authors
 - d. By types of poems e.g. sonnets, haiku, limerick, free verse, narrative, ballad, and lyric
- E. Biography
 - 1. Various types of biography
 - a. Authentic biography
 - b. Fictional biography
 - c. Biographical fiction
 - 2. Application of terms:
 - a. Authenticity
 - b. Bias

- c. Theme
 - d. Documentation
 - e. Historical milieu
 - f. Characterization
- 3. Outstanding authors including Russell Freedman, Clara Ingram Judson, Genevieve Foster, James Daughterty, May McNeer.
- F. Fiction for children ages 8-14
 - 1. Family life fiction
 - 2. Fiction of minorities
 - 3. Survival stories
 - 4. Animal stories
 - 5. "Bildungsroman"
 - 6. Psychological fiction
- G. Historical Overview
 - 1. Authors' lives as they relate to specific works
 - 2. Attitudes, biases, and bannings in children's literature
 - 3. Awards in children's literature:
 - a. Newbery award
 - b. Caldecott award
 - c. California Young Readers' Medal Award
 - d. Edgar Allen Poe award
 - 4. Development of fiction for children
 - 5. Development of illustration in picture books for children

V. METHODS OF INSTRUCTION

- A. Lectures
- B. Class and group discussion
- C. Videotapes, films, records
- D. Card File critiques
- E. Oral presentation of specific books

VI. TYPICAL ASSIGNMENTS

- A. Card file. Each student needs to submit a card file of a minimum of 40 books which he or she has read during the semester. Only 20 of these books may be picture books. These books may include the core books which the class reads.
- B. Write a 2-3 page paper in which you compare how two books of your choosing deal with a particular theme.

VII. EVALUATION

- A. Methods of Evaluation
 - 1. Objective and subjective evaluations to text for knowledge of course content. Typical test question:
 - a. List the criteria used in evaluating folk stories
 - b. Define the following terms: simile, metaphor, and personification

- B. Frequency of Evaluation
1. Two exams (may be midterm and final)
 2. At least 2 quizzes
 3. End of term evaluation of card file (representing a minimum of 40 books)
 4. At least two essays

VIII. TYPICAL TEXTS

This course should include at least 10 books for the 8-14 year old level that are read and discussed in common by the class. Typical books could include:

Household Tales by the Brothers Grimm
The Hobbit by Tolkein
Wind in the Willows by Kenneth Grahame
Charlotte's Web by E.B. White
The Cay by Ted Taylor
Julie of the Wolves by Jean George
Dicey's Song by Cynthis Voigt
Lincoln: A Photo-biography by Russell Freedman
winners of the Newbery and the Caldecott Awards

Some professors may want to supplement with a standard textbook; however, these texts are usually used in courses in education departments and are directed toward elementary school teachers, rather than towards students of literature.

- A. Huck, Charlotte. Children's Literature in the Elementary School, 6th Edition. Guilford, CT: McGraw Hill, 1996.
- B. Sutherland, Zena and Hyman, Trina. Children and Books, 9th Edition, Reading, MA: Addison-Wesley, 1996.

IX. OTHER MATERIALS REQUIRED OF STUDENTS: None