

Course Outline

COURSE: ENGL 2F **DIVISION:** 10 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2020 **CURRICULUM APPROVAL DATE:** 06/09/2020

SHORT TITLE: CHILDREN'S LIT

LONG TITLE: Children's Literature

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

A survey of texts for elementary and intermediate grades, with a focus on literary analysis, criticism and evaluation. Study of historical backgrounds and development of genres of children's literature in a cross section of cultures. This course has the option of a letter grade or pass/no pass. (C-ID: ENGL 180)
PREREQUISITE: English 1A or appropriate placement based on AB 705.

PREREQUISITES:

Completion of ENGL 1A, as UG, with a grade of C or better.

OR

Score of 1500 on MM CCCApply English

OR

Score of 1500 on MM Placement Tool English

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

L - Standard Letter Grade

P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Students will identify major authors, works, genres, and themes of children's literature in different cultures.
2. Students will analyze and interpret themes found in the literature and intellectual movements of children's literature.
3. Students will demonstrate familiarity with the research process information competency and MLA standards.
4. Students will practice the conventions of literary analysis specific to children's literature, including recognition of various literary theories, and analysis essays featuring standard grammar and mechanics, awareness of audience, development of a thesis, and inclusion of sufficient evidence.
5. Students will analyze works of children's literature in their historical, philosophical, social, political, multicultural, and aesthetic contexts.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/09/2020

6 Hours

CONTENT: Course overview, explanation of assignments and organization and scope of class, class introductions, discussion of children

literature as a genre. Define "children's literature" as a genre, identify some criteria by which to evaluate and analyze children's lit. Introduce literary terminology. Examine the aesthetic qualities associated with children's literature.

STUDENT PERFORMANCE OBJECTIVES (SPO): Recognize class expectations and policies, recognize classmates and interact with them, define children's

literature as a genre, recognize its place in the larger context of literature and history, define principles of literary analysis, including literary terminology and aesthetic qualities of children's literature within diverse cultures.

OUT-OF-CLASS ASSIGNMENTS: introductory response paper or seminar, reading of class syllabi, textbook chapter on children's literature as a distinct genre, textbook chapter or reading on principles of literary analysis.

3 Hours

CONTENT: History of Children's Literature, historical examination of cultural attitudes toward childhood and children's literature,

introduction to children's lit in cultural, historical, psychological, political, social, aesthetic, philosophical contexts. Introduction to prominent authors, themes and genres of children's literature, classic to contemporary.

SPO: Recognize the various subgenres of children's literature, such as picture books, poetry, fiction, non-fiction, fantasy and sci-fi, fairy and folk tales, etc.,

Recognize prominent authors, genres and themes, classic to contemporary. Recognize and analyze children's literature in its historical, psychological, political, social, aesthetic, multicultural, and philosophical contexts.

OUT-OF-CLASS ASSIGNMENTS: Reading material on introduction to subgenres (survey) and on children's literature in cultural context, research assignment on a particular culture, analysis of picture book, fairy tale, etc. based on cultural influences. Prepare contribution to seminar discussion on the material.

3 Hours

CONTENT: Introduction to literary theory and criticism and reading and writing strategies, beginning with Formalism/New Criticism.

SPO: Demonstrate familiarity with the various theories and historical and contemporary attitudes toward literary criticism,

apply the principles of New Criticism/Formalism to a primary text, recognizing and analyzing the aesthetic qualities of the text. Apply reading and writing strategies to analysis of a primary text.

OUT-OF-CLASS ASSIGNMENTS: Reading assignment on various literary theories, survey of current schools of thought in criticism. Apply principles of New Criticism or Formalism on a picture book or poem by writing essay or preparing presentation of a Formalist interpretation of a picture book, analyzing the aesthetic qualities of the text,

3 Hours

CONTENT: Intro to biographical and historical theory. Examination of how particular historical events and cultural attitudes toward age, race, education, gender and sex, skin color, ethnicity, language, class, etc. influence a particular author and his or her work (and vice versa). Introduction to multicultural authors, texts and audiences.

SPO: Apply research techniques to gather information about an author's life. Analyze the effects of cultural attitudes and historical events on a particular authors work, and/or the particular effects of a work of children's literature on history and culture. Recognize and analyze multicultural authors. texts and audiences.

OUT-OF-CLASS ASSIGNMENTS: Textbook chapters or handouts on biographical and historical theory. Create a biography and bibliography of an author in MLA format. Write essay explaining how the events and attitudes of the author's life influenced a particular text, and/or vice versa.

12 Hours

CONTENT: Introduction to sociological and cultural criticism, including feminist criticism, Marxist theory, race theory, colonial theory, etc. Analysis of novels from different eras and cultures for political statements, overt and covert.

SPO: Compare/contrast cultural

and historical attitudes toward power and historical power struggles, analyze the effects of those events and attitudes on a particular text, on the text's original or intended audience, and on future audiences, or audiences from other cultures.

OUT-OF-CLASS ASSIGNMENTS: Read handouts or textbook chapters on the various theories, including history and major theorists past and present. Read and analyze 3-4 novels for political messages. Write response papers for each novel applying techniques of various sociocultural criticism schools of thought. Prepare seminar responses based on readings.

9 Hours

CONTENT: Introduction to mythological and psychoanalytic theory, major theorists, historical and cultural contexts. Analysis of texts from different eras and cultures as manifestations of an individual or group's psychological state or concerns.

SPO: Compare/contrast cultural and historical attitudes toward psychological concerns, including attitudes toward death, religious beliefs and

practices. Analyze psychological effects of texts on intended/original readers and readers from other cultures and historical eras.

OUT-OF-CLASS ASSIGNMENTS: Read handouts or textbook chapters on various psychoanalytic approaches, including history and major theorists past and present. Read and analyze, in essay, response paper, journal and/or seminar paper, fairy tales and folk tales from around the world. Read and analyze mythological stories for children from various cultures and historical eras. Read 2-3 novels of fantasy and/or sci-fi to explore psychological and mythological themes. Prepare presentation on analysis of a particular fairy tale - written, verbal, multimedia, digital, etc.

9 Hours

CONTENT: Introduction to reader response theory. Analysis of texts from different eras and cultures for influence on cultural beliefs, attitudes and norms, and of the influence of those norms on trends in children's literature.

SPO: Evaluate the impact of children's literature and specific texts on cultural trends, beliefs, attitudes, etc., and vice versa.

OUT-OF-CLASS ASSIGNMENTS: Read textbook chapters and handouts on reader response theory. Read 2-3 novels

from different cultures/historical eras and evaluate the effects of those novels on the cultural norms of the time, and vice versa. Write response papers, journals, seminar responses, etc. to explain conclusions.

7 Hours

CONTENT: Research on current trends in children's literature, and social and cultural implications of those trends on children's literacy and on children's literature as a genre.

SPO: Assess the effects of current trends in literature on culture and vice versa, and predict future results based on observations.

OUT-OF-CLASS ASSIGNMENTS: Field research to library, school, bookstore or internet site/s to observe and analyze how literature is presented to children. Write research essay, response paper, seminar response, and/or journal on current trends and implications of those trends. Create annotated bibliography based on selected identified criteria.

2 Hours

Final Exam

METHODS OF INSTRUCTION:

Lecture, Readings from textbook and handouts, Small and Large Group Discussions, Field Observations, Video, Online Resources, Student Presentations

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours:

Assignment Description: Out of class assignments include such work as essays, presentations, research papers, journal assignments, and online dialogue posts.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 100.00 %

100% - 100% Reading reports; Term papers

REPRESENTATIVE TEXTBOOKS:

Hintz and Tribunella. Reading Children's Literature: A Critical Introduction. Ontario: Broadview Press,2019.

ISBN: ISBN-13: 9781554814435

Reading Level of Text, Grade: Reading level of text, Grade: 13 Verified by: Dana Young

Recommended Other Texts and Materials

Style Handbook, i.e. A Writer's Reference, by Diana Hacker

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

GAV C2, effective 201530

GAV F, effective 201530

CSU GE:

CSU C2, effective 201530

IGETC:

IGETC 3B, effective 201530

CSU TRANSFER:

Transferable CSU, effective 201530

UC TRANSFER:

Transferable UC, effective 201530

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000360118

Sports/Physical Education Course: N

Taxonomy of Program: 150100