

DATE: Fall 2007

- I. COURSE NAME:** Introduction to Children's Literature
PREFIX AND NUMBER: ENG 209
CREDIT AND CONTACT HOURS: 3 credit hours - 3 contact hours
COURSE DESCRIPTION:

A survey of quality literature past and present for children and young adults. In this course there will be an exploration of a range of works written for or read by children and early adolescents in an effort to understand better the nature and value of children's literature. The exploration will start with picture-books and progress through read-to-me books and continue up to works designed for young adults. An examination of Caldecott and Newberry Award Winners will help the student understand what makes certain works for and ready by children good. Prerequisite: English 102 or permission of instructor.

II. Course Outcomes and Objectives

Learning Outcomes

The student will be aware of the complexity and significance of children's literature in developing language and the habits of learning for children.

Students will:

- learn the history of children's literature
- recognize how children's literature reflects the changes in society
- determine elements of quality in children's literature
- recognize and nurture the bonding between reading and language development
- explore the varied genres of children's books

Relationship to Academic programs and curriculum

- development of critical thinking
- suited for students pursuing an Early Childhood Education program
- appropriate for students involved in working with children

College competencies addressed by the course

- Humanities

III. Methods of Instruction

Types of Course materials

Temple, Charles et al. *Children's Books in Children's Hands*, 3rd

Recommended books: Naylor, Phillis Reynolds. *Shiloh*
Ada, Alma Flor. *The Golden Coin*
Taylor, Mildred. *Roll of Thunder, Hear My Cry*
Babbit, Natalie *Tuck Everlasting*

Methods of Instruction

Reading: A history of children's literature will demonstrate the pattern of change in the type of and focus of literature which reflects a change in the way society views children. Familiarity with ideas and themes in children's literature will be analyzed. Controversial issues raised by the readings will be discussed. Traits distinguishing good from mediocre children's literature buttressed by psychological findings will be studied.

Writing: Writing skills will be improved through the process of drafting, peer review, feedback and revision. Four essays designed to respond to issues raised by the chapters in the text will be required. Three projects will be assigned. One project will require research skills and use of MLA documentation.

Discussion: Seminar style discussions provide the major focus of the classroom. Written responses generate the ideas used to explore the issues provoked by the readings.

Projects: Three compressive projects are required:

- A. Picture Book/Reading Sessions
- B. Original Book
- C. Author/Oral Presentation/MLA documentation

Methods of Evaluation

Quizzes	40%
Projects	40%
Response Papers	20%

IV. General Outline of Topics covered

- History of children's literature
- Early childhood literature
- Multicultural literature
- Adolescent literature
- Genres of children's books
 - Traditional
 - Poetry
 - Realistic Fiction
 - Historical Fiction
 - Fantasy & Science Fiction
 - Informational & Biography