

COURSE OUTLINE

**English 127
Children's Literature**

I. Catalog Statement

English 127 introduces representative works of children's literature and develops students' close reading and analytical writing skills, while promoting an appreciation for the aesthetic and psychological aspects of literature written for children. It is also designed to develop the ability of students to select and use literature with children, fiction, non-fiction, picture books, and poetry. Students evaluate the appropriateness of a given literary work for an individual child; practice story-telling techniques; and prepare activities to help children appreciate and grow through literature.

Total Lecture Units: 3.0

Total Course Units: 3.0

Total Lecture Hours: 48.0

Total Faculty Contact Hours: 48.0

Prerequisite: Eligibility for English 101.

II. Course Entry Expectations

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 1

Prior to enrolling in this course, the student should be able to:

1. organize and write thesis-based essays
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements
3. critically analyze selected prose works dealing with important contemporary issues
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions
5. gather and organize information through library research
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: Control of standard English at the sentence level, with few major errors in grammar and punctuation.

III. Course Exit Standards

Upon successful completion of the required course work, the student will be able to:

1. read critically and write critical, thesis-based essays from rhetorical perspectives;
2. analyze, synthesize, distinguish fact from opinion or belief, propose original ideas, and reach logical conclusions;
3. compare and contrast various works of literature dealing with similar themes or problems and note strengths and weaknesses in each work with regard to such items as style or language use, plot construction, character development, setting, point of view, theme and tone;
4. select literature, both prose and poetry, appropriate to individual children's needs, developmental stages, and reading ability;
5. design plans for presenting specific poems, stories, or other works to children and for following up after the presentation;
6. evaluate for their possible value and uses individual wordless books, concept books, picture storybooks, folk or fairy tales, and novels (in both the literature of fantasy and realism).

IV. Course Content

Total Faculty Contact Hours = 48 hours

1. Literary terminology	3 hours
2. Important genres, authors, and themes (classical to contemporary)	15 hours
3. Contexts (historical, psychological, political, social, aesthetic, philosophical)	8 hours
4. Multicultural issues, authors, and audiences	8 hours
5. Critical reading strategies	4 hours
6. Writing strategies	4 hours
7. Sociological aspects	6 hours

V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lectures, directed class discussions, small-group discussions, peer group writing workshops, individual conferences, small-group conferences, and student presentations;
2. films, audio-visuales, slides, and hand-out materials may be used to supplement lectures, discussion, and readings;
3. debate, role-playing activities, group projects, or other active learning;
4. guest speakers from related disciplines may be invited to present special topical material;
5. student ownership and presentation of assigned course material.

VI. Out of Class Assignments

The following out of class assignments may be used in the course:

1. essays of analysis, evaluation, argumentation;
2. documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course;

3. reading journal;
4. selection from library collection of age-appropriate books;
5. preparation for oral presentations and group projects;
6. annotated bibliography.

VII. Methods of Evaluation

The following methods of evaluation may be used in the course:

1. essay exams or other writing assignments;
2. midterm or final examinations;
3. peer review or instructor critique of essay drafts;
4. reading journal;
5. oral presentations and storytelling techniques;
6. literature circle activity design;
7. participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises.

VIII. Textbooks

Nodelman, Reimer, *The Pleasures of Children's Literature*. Upper Saddle River, New Jersey: Pearson, 2002.

14th Grade Textbook Reading Level. ISBN: # 978-0801332487.

IX. Student Learning Outcomes

1. demonstrate familiarity with major authors, works, genres, and themes of children's literature;
2. analyze and interpret themes found in the literature and intellectual movements of children's literature;
3. demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis;
4. relate the literary works to their historical, philosophical, social, political, and aesthetic contexts;
5. demonstrate awareness of culturally diverse audiences.