ORIGINATOR: Sacha Moore

FORMERLY KNOWN AS: Introduction to Children's Literature

CROSS LISTED COURSE:

SEMESTER UNITS: 3.0

HRS LEC: 54.0  HRS LAB: 0.0  HRS OTHER: 0.0

CONTACT HRS TOTAL: 54.0

STUDY NON-CONTACT HRS RECOMMENDED: 108.0

CATALOG DESCRIPTION:
This course introduces representative works of children’s and young adult literature and develops students’ close reading and analytical writing skills while promoting an appreciation for the aesthetic qualities and prominent themes of these genres. C-ID ENGL 180

JUSTIFICATION FOR COURSE:

PREREQUISITES:
- ENGL G100: Freshman Composition with a minimum grade of C or better
- ENGL G100H SUSPENDFALL18: Freshman Composition, Honors with a minimum grade of C or better

COREQUISITES:

ADVISORIES:

ASSIGNED DISCIPLINES:

MATERIAL FEE: Yes [ ] No [X] Amount: $0.00

CREDIT STATUS: Noncredit [ ] Credit - Degree Applicable [X] Credit - Not Degree Applicable [ ]

GRADING POLICY: Pass/No Pass [ ] Standard Letter [X] Not Graded [ ] Satisfactory Progress [ ]

OPEN ENTRY/OPEN EXIT: Yes [ ] No [X]

TRANSFER STATUS: CSU Transferable[ ] UC/CSU Transferable[X] Not Transferable[ ]

BASIC SKILLS STATUS: Yes [ ] No [X]

LEVELS BELOW TRANSFER: Not Applicable

CALIFORNIA CLASSIFICATION CODES: Y - Not Applicable

NON CREDIT COURSE CATEGORY: Y - Not applicable, Credit Course

OCCUPATIONAL (SAM) CODE: E

REPEATABLE ACCORDING TO STATE GUIDELINES: No [X] Yes [ ] NUMBER REPEATS: 

REQUIRED FOR DEGREE OR CERTIFICATE: No [ ] Yes [X]

ENGLISH(Associate in Arts for Transfer)
Elementary Teacher Education(Associate in Arts for Transfer)
Elementary Teacher Education(Associate in Arts for Transfer)
English(Associate in Arts)

GE AND TRANSFER REQUIREMENTS MET:

IGETC Area 3: Arts and Humanities
3B: Humanities
COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:

1. investigate literary, historical, social, and/or cultural significance to critically interpret texts.
2. discover artistic and/or historical contributions to literature by evaluating the stylistic, formal, thematic, and/or rhetorical elements of texts.
3. examine and explain themes of initiation, maturation, morality, fantasy, and education in preteen and adolescent poetry and literature.
4. explain and/or compare and contrast the major theories of relevant critics in this field and compile these theories in written work to create a more developed and scholarly analysis of a subject relevant to the period.
5. select relevant and appropriate scholarly sources and compose a paper synthesizing these sources to augment, strengthen, and complement an original analysis.

COURSE OBJECTIVES:

1. Assess individual works in terms of the psychological, historical, social, cultural, political, narrative, aesthetic, and genre requirements of children's and young adult literature.
2. Understand the functions--narrative, satirical, archetypal, artistic, educational, and ideological--of children's and young adult literature from the 18th century to the present.
3. Write and conduct research for analytical papers and presentations on children's and young adult literature.
4. Analyze and evaluate children's and young adult literature, using appropriate academic discourse and the conventions of literary analysis, in class discussion and examinations.
5. Demonstrate comprehension of active methods for presenting literature to children and young adults.
6. Demonstrate familiarity with major authors, works, genres, themes, and movements of children's and young adult literature from various cultures.
7. Demonstrate awareness of culturally diverse audiences.

COURSE CONTENT:

LECTURE CONTENT:

A. Children's Verse (Mother Goose rhymes, traditional and modern songs, modern children's poetry).
B. Fantasy Narrative (fairy tales, works by authors such as J.M. Barrie, Madeline L'Engle, and J.K. Rowling).
C. Realistic Narrative (works by authors such as Louis Sachar and Beverly Cleary, and series such as The Babysitters' Club).
D. Biography and History (works by such authors as Laura Ingalls Wilder, Scott O'Dell, or Marguerite Henry).
E. Young Adult Novels (works by authors such as John Green, Veronica Roth, Sherman Alexie, Markus Zusak, or Sarah Dessen).
E. Critical appreciations and discussions of Children's and Young Adult Literature:
   1. Moral Issues
   2. Initiation or maturation themes
   3. Educational goals or standards
   4. Issues with culture, gender, and sexuality
F. Contexts (historical, psychological, political, social, aesthetic, and philosophical)
ENGL G143-Children's Literature

G. Literary Analysis Strategies for Children's and Young Adult literature
   1. Review of writing strategies
   2. Review of literary terminology appropriate for these genres
   3. Review of critical reading strategies

H. Methods of interacting with and presenting children's literature and young adult literature to children and young adults.

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Out-of-class Assignments
Other methods of evaluation such as portfolios, oral presentations, exams, quizzes, and class participation.

Writing Assignments
A variety of writing assignments including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, in-class writing, group projects, research projects, and in-class exams.

Reading Assignments
Multicultural sources for the oral tradition, folk and fairy tales, mythology and legends, realistic and historical fiction, fantasy and science fiction, biography and non-fiction, children’s poetry, young adult poetry, children’s picture books, and children's and young adult novels.

Critical articles on relevant authors, themes (classical to contemporary), and movements within children's and young adult literature.

METHODS OF STUDENT EVALUATION:
Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Report
Projects (ind/group)
Oral Presentations

Demonstration of Critical Thinking:
1. Written assignments and examinations
2. Individual and group projects, presentations
3. Class discussion

Required Writing, Problem Solving, Skills Demonstration:
1. Written assignments and examinations
2. Individual and group projects, presentations
3. Class discussion
TEXTS, READINGS, AND RESOURCES:

TextBooks:

Manuals:

Other:
1. Instructor prepared materials
2. Children's novels
3. Young Adult novels

LIBRARY:

Adequate library resources include: Non-Print Materials
Online Materials

Comments:

Attachments:

Attached Files