**Children's Literature**

**Course Design**

**2014-2015**

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<th><strong>Course Information</strong></th>
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<tr>
<td><strong>Division</strong></td>
<td>Communicative Arts</td>
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<tr>
<td><strong>Course Number</strong></td>
<td>ENG 281</td>
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<tr>
<td><strong>Title</strong></td>
<td>Children's Literature</td>
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<tr>
<td><strong>Credits</strong></td>
<td>3</td>
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<tr>
<td><strong>Developed by</strong></td>
<td>JoAnn Morales</td>
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<tr>
<td><strong>Lecture/Lab Ratio</strong></td>
<td>3 Lecture/0 Lab</td>
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<td><strong>Transfer Status</strong></td>
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<td></td>
<td>ASU</td>
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<td>RDG 291, ENG Dept Elective, Humanities and Fine Arts (HU)</td>
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<tr>
<td><strong>Activity Course</strong></td>
<td>No</td>
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<tr>
<td><strong>CIP Code</strong></td>
<td>23.1301</td>
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<tr>
<td><strong>Assessment Mode</strong></td>
<td>Pre/Post Test (30 Questions/45 Points)</td>
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<td><strong>Semester Taught</strong></td>
<td>Fall</td>
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<td><strong>GE Category</strong></td>
<td>Humanities</td>
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<td><strong>Separate Lab</strong></td>
<td>No</td>
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<td><strong>Awareness Course</strong></td>
<td>No</td>
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<tr>
<td><strong>Intensive Writing Course</strong></td>
<td>No</td>
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**Prerequisites**

ENG 091 with a grade of “C” or higher or reading placement test score as established by District policy

**Educational Value**

This course has practical value to parents or other persons involved in teaching/raising children and to students with an interest in all forms of education. Students can use books to improve communication skills, solve problems, think critically, and to learn about other cultures.

**Description**

Introduction to children's literature with a focus on how to effectively choose and use children's literature in educational and other contexts. Considers selection guidelines, storytelling, interpretation, and evaluation of children’s books. Students will discuss developmentally appropriate practice in the selection of books and stories for children. Identical to ECE 281 and EDU 281.
Supplies
None

Competencies and Performance Standards

1. Examine the importance of reading.
   Learning objectives
   What you will learn as you master the competency:
   a. Determine the benefits of reading.
   b. Define unengaged and engaged reading.
   Performance Standards
   Competence will be demonstrated:
   o on quizzes
   o in small discussion groups
   o in reports and other written work
   Criteria - Performance will be satisfactory when:
   o learner becomes aware of the importance of literature

2. Develop guidelines for selecting children's literature.
   Learning objectives
   What you will learn as you master the competency:
   a. Determine what constitutes good and well written literature.
   b. Understand the difference between quality and taste as it applies to good books.
   c. Identify the elements of good books.
   d. Understand the elements of weak writing.
   Performance Standards
   Competence will be demonstrated:
   o on quizzes and examinations.
   o completed assignments.
   Criteria - Performance will be satisfactory when:
   o learner understands the principles employed in the selection of literature for children.

3. Analyze the history and trends associated with children's literature. Be able to plan and implement various old storytelling techniques.
   Learning objectives
   What you will learn as you master the competency:
   a. Identify the chronology of children's literature.
   b. Recall the major contributors/contributions made to children's literature.
   c. Become familiar with the changing trends and formats of children's books.
   d. Recall the art of storytelling.
**Performance Standards**

*Competence will be demonstrated:*
- on quizzes and examinations
- completed assignments

*Criteria - Performance will be satisfactory when:*
- learner provides acceptable written and oral responses to questions
- learner participates in discussions and activities assigned

4. **Organize and list literary genres and identify children’s books for each genre.**

*Learning objectives*

*What you will learn as you master the competency:*
   a. Become familiar with various genre to make effective choices of literature.
   b. Differentiate between the categories of children’s literature.
   c. Give examples of the content of the various genres associated with children's literature.
   d. Analyze cultural books as they relate to each genre.

**Performance Standards**

*Competence will be demonstrated:*
- on quizzes and examinations
- completed assignments

*Criteria - Performance will be satisfactory when:*
- learner is able to judge whether selections are appropriate for children
- learner is familiar with conventional criteria for children's literature

5. **Become familiar with picture books and the history or development of picture books.**

*Learning objectives*

*What you will learn as you master the competency:*
   a. Understand that picture books are a format and not a genre.
   b. Identify the categories of picture books.
   c. Identify several picture books within the historical timeline.

**Performance Standards**

*Competence will be demonstrated:*
- completed assignment
- on quizzes and examinations

*Criteria - Performance will be satisfactory when:*
- learner can demonstrate knowledge of various picture books

6. **Evaluate the importance of illustrations in children’s literature.**

*Learning objectives*

*What you will learn as you master the competency:*
   a. Name the functions and importance of illustrations in books.
   b. Know the style and media in book illustrations.
c. Define visual elements in books.
d. Integrate art from other media.

**Performance Standards**

*Competence will be demonstrated:*
- on quizzes and examinations
- completed assignments

*Criteria - Performance will be satisfactory when:*
- learner provides acceptable written responses to questions
- learner participates in discussions and activities as assigned

7. **Develop a plan to introduce children to poetry.**

**Learning objectives**

*What you will learn as you master the competency:*
- Discuss forms of poetry.
- Determine why children like or dislike poetry.
- Compile a poetry list appropriate for early childhood.
- Recognize notable children’s poets.
- Connect elements of poetry to other works studied.

**Performance Standards**

*Competence will be demonstrated:*
- in production of a list of poetry
- on quizzes and examinations

*Criteria - Performance will be satisfactory when:*
- learner provides acceptable written responses to questions
- learner participates in discussions and activities as assigned

8. **Be familiar with other genres, including folklore, fantasy, fiction, biographies, and informational books.**

**Learning objectives**

*What you will learn as you master the competency:*
- Distinguish between folklore and fantasy.
- Distinguish between contemporary realistic fiction and historical fiction.
- Understand the importance of biographies and how to use with young children.
- Understand the importance of informational books and how to use with young children.
- Create lists of children’s books within each genre listed appropriate for young children.
- Compare non-fiction writings to works of fiction.

**Performance Standards**

*Competence will be demonstrated:*
- in production of a lists of various genres
- through discussion
9. Critique various multicultural and international children’s books.

**Learning objectives**

*What you will learn as you master the competency:*

a. Examine the need for multicultural and international books.

b. Learn how to judge multicultural books.

c. Compile a list of multicultural/informational books appropriate for young children.

d. Discuss the growth of multicultural literature.

**Performance Standards**

*Competence will be demonstrated:*

- through quizzes and examinations
- through discussions

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written responses to questions
- learner participates in discussions and activities as assigned

10. Compare controversial books and review the appropriateness of the character portrayal.

**Learning objectives**

*What you will learn as you master the competency:*

a. Review the first amendment and the idea of intellectual freedom/individual choice.

b. Learn how to judge controversial books.

c. Compile a list of multicultural/informational books appropriate for young children.

d. Develop ways to appropriately handle book challenges.

**Performance Standards**

*Competence will be demonstrated:*

- through quizzes and examinations
- through discussions

*Criteria - Performance will be satisfactory when:*

- learner provides acceptable written responses to questions
- learner participates in discussions and activities as assigned
**Types of Instruction**
- Discussion
- Library visits/ research
- Read Aloud off campus
- Journals
- Weekly written assignments
- Resource file
- Story telling

**Grading Information**

**Grading Rationale**
Grades will be determined with the following criteria being considered.
- Class attendance/participation- Weight- 5%
- Assignments – Weight - 30%
- Examinations/tests - Weight -45%
- Post Test 20%

A pre and posttest will be given. Pre-test will not count.

**Online Course Grading Rationale**
Grading rationale for an online version of this course will be weighted exactly like the face to face course. Pre and Post Tests will not be administered. Instead students will complete a final project. The final project will be worth 20% of the final grade.

**Grading Scale**

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<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
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