

**ENGL 12 Course Outline as of Summer 2017****CATALOG INFORMATION**

Dept and Nbr: ENGL 12            Title: CHILDREN'S LITERATURE  
 Full Title: Children's Literature  
 Last Reviewed: 11/26/2018

| Units   |      | Course Hours per Week |      | Nbr of Weeks | Course Hours Total |       |
|---------|------|-----------------------|------|--------------|--------------------|-------|
| Maximum | 3.00 | Lecture Scheduled     | 3.00 | 17.5         | Lecture Scheduled  | 52.50 |
| Minimum | 3.00 | Lab Scheduled         | 0    | 17.5         | Lab Scheduled      | 0     |
|         |      | Contact DHR           | 0    |              | Contact DHR        | 0     |
|         |      | Contact Total         | 3.00 |              | Contact Total      | 52.50 |
|         |      | Non-contact DHR       | 0    |              | Non-contact DHR    | 0     |

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

This course will study the history, development, and range of children's literature, important authors, and themes in children's literature. Material will cover a variety of types of literature from folklore and oral tradition to contemporary stories, illustrated books, poetry, and juvenile novels. Texts will be drawn from many cultures, and they will be analyzed from a variety of critical perspectives.

**Prerequisites/Corequisites:**

Course Completion of ENGL 100B or higher (V8) OR Course Completion of ENGL 100 OR ENGL 102 OR ESL 100 or Qualifying Placement from English Assessment.

See Student Success & Assessment Services ([assessment.santarosa.edu](http://assessment.santarosa.edu)) for more information about the assessment process.

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

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Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

|                      |                      |            |            |           |
|----------------------|----------------------|------------|------------|-----------|
| <b>AS Degree:</b>    | <b>Area</b>          |            | Effective: | Inactive: |
|                      | E                    | Humanities | Fall 2003  |           |
| <b>CSU GE:</b>       | <b>Transfer Area</b> |            | Effective: | Inactive: |
|                      | C2                   | Humanities | Fall 2003  |           |
| <b>IGETC:</b>        | <b>Transfer Area</b> |            | Effective: | Inactive: |
|                      | 3B                   | Humanities | Fall 2004  |           |
| <b>CSU Transfer:</b> | Transferable         | Effective: | Fall 2003  | Inactive: |
| <b>UC Transfer:</b>  | Transferable         | Effective: | Fall 2003  | Inactive: |

### **CID:**

CID Descriptor: ENGL 180 Children's Literature  
SRJC Equivalent Course(s): ENGL12

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Outcomes and Objectives:**

On completion of this course, students will be able to:

1. Identify the literary forms of children's literature and apply critical analysis to them.
2. Apply appropriate literary terminology to analysis of texts.
3. Examine the development of children's literature, from oral tales to contemporary juvenile novels.
4. Examine and analyze children's literature from a variety of cultural perspectives using literature in English and in translation.
5. Analyze children's literature from a variety of critical perspectives.
6. Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts;
7. Differentiate the range of subjects, approaches, and forms of children's literature.
8. Develop criteria to evaluate choices of literature for children.
9. Appraise, develop, and practice methods of presenting stories and poems to children.
10. Research and write critical arguments in MLA format using research from secondary

sources.

## **Topics and Scope:**

Topics will include, but not be limited to:

1. Concepts of childhood past and present and the development of literature for children.
2. Early forms
  - a. Fables, myths and epics
  - b. Folk tales and fairy tales
  - c. Religious tracts
3. Illustration/illustrated books
4. Types of children's narrative
  - a. Fantasy romance and imagination
  - b. Modern fantasy
  - c. Historical fiction
  - d. Adventure tales
  - e. Animal fantasy
  - f. School stories
  - g. Responding to war/trauma
5. Special topics
  - a. Environmental and other social issues in children's literature
  - b. Colonialism, Postcolonialism, and Multiculturalism
  - c. Gender
  - d. Censorship and children's literature
6. Children's theatre and film
7. Critical approaches to children's literature (including psychoanalytic, feminist, and Marxist criticism)
8. Storytelling and reading aloud
9. Literary Research
10. Literary terminology
11. Research Documentation (MLA format)

## **Assignment:**

Assignments may include:

1. Detailed summaries;
2. Reading response journal;
3. One to two (1 to 2) short critical response papers (500-1,000 words);
4. One (1) paper including extensive library research with complete and correct MLA documentation (1500 to 2000 words);
5. Two to four (2 to 4) short library research assignments;
6. One to two (1 to 2) personal response papers in reaction to readings, videos, lectures, novels, and literary criticism;
7. One (1) group or individual presentations about particular works, authors, schools of criticism, time periods, or literary styles;
8. Readings of varying lengths, including novels and literary criticism (50 to 100 pages per week);
9. Viewing videos outside the classroom setting;
10. Essay examination;
11. Objective examination and quizzes;
12. Participation in class discussions and reading to children;
13. Field trips to see plays or poetry readings.

## Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Summaries; Reading Journals; Analysis/Response Essays; Research/Analysis Paper; Research Exercises

Writing  
60 - 85%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, Matching items, Completion, Essay Exams

Exams  
5 - 25%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Attendance & class participation; reading to children; storytelling; individual or group project

Other Category  
10 - 15%

## Representative Textbooks and Materials:

The Norton Anthology of Children's Literature. Ed. Jack Zipes et al. Norton, 2005.

A Critical Handbook of Children's Literature, 9th ed. Rebecca Lukens, Allyn & Bacon, 2012.

The Tales of Peter Rabbit. Beatrix Potter. Frederick Warne & Co., 1902. (Classic)

Little Women. Louisa May Alcott. Puffin, 1868. (Classic)

Green Eggs and Ham. Dr. Seuss (Theodor Seuss Geisel). Random House, 1960. (Classic)

The Water Babies. Charles Kingsley. Puffin, 1863. (Classic)

The Planet of Junior Brown. Virginia Hamilton. Pocket Books, 1986. (Classic)

The Bridge to Terabithia. Katherine Paterson. Harper Trophy, 1987. (Classic)

Harry Potter and the Sorcerer's Stone. J. K. Rowling. Scholastic, 1997.

Instructor prepared materials