

HDEV 0044 - CHILDREN'S LITERATURE

Catalog Description

Also known as ENGL 44
Prerequisite: Eligibility for ENGL 1A
Hours: 54 lecture

Description: Examination of high quality children's literature, both classic and contemporary, including criteria for selection, uses in child development and education, and practices in presentation and analysis. It includes the discussion of the history of children's literature and current issues such as censorship, literacy, multiculturalism, and diversity. This course is intended for prospective and current teachers, preschool aides, early child education (ECE) majors, librarians, parents, and students interested in the field of literature for children ages 0-13. (C-ID ENGL 180) (CSU, UC)

Course Student Learning Outcomes

- CSLO #1: Classify literature and analyze its role in child development.
- CSLO #2: Analyze children's literature using concepts such as theme, plot, character, style, and genre.
- CSLO #3: Evaluate literary qualities of children's literature, including picture books, folktales, fiction, non-fiction, and poetry.
- CSLO #4: Analyze current issues in the field of children's literature, such as censorship, literacy, multiculturalism, and diversity.
- CSLO #5: Analyze literature that meets specific needs of children.

Effective Term

Fall 2018

Course Type

Credit - Degree-applicable

Contact Hours

54

Outside of Class Hours

108

Total Student Learning Hours

162

Course Objectives

1. Define "literature" and explain its role in child development and learning;
2. Analyze examples of children's literature using concepts such as theme, plot, character, style, point of view, and genre;
3. Evaluate books which meet specific needs of children;
4. Analyze cultural and historical influences in children's literature;
5. Read and apply critical criteria to evaluate literary qualities of children's literature, including picture books, nursery rhymes, folktales, fiction, nonfiction, and poetry;
6. Analyze and review works of fiction and non-fiction for children, both in essays and oral reports;

7. Identify and analyze political, multicultural, and censorship controversies associated with criticism of children's literature;
8. Evaluate techniques and media effectiveness in book illustrations; and
9. Explain how children's literature develops psycho-linguistics while learning to read.
10. Evaluate the writing style, genres, awards, and historical backgrounds of various authors of children's literature.
11. Apply effective reading techniques and storytelling practices while reading literature to children.

General Education Information

- Approved College Associate Degree GE Applicability
 - AA/AS - Literature & Language
- CSU GE Applicability (Recommended-requires CSU approval)
 - CSUGE - C2 Humanities
- Cal-GETC Applicability (Recommended - Requires External Approval)
- IGETC Applicability (Recommended-requires CSU/UC approval)

Articulation Information

- CSU Transferable
- UC Transferable

Methods of Evaluation

- Classroom Discussions
 - Example: Evaluate the current Newbery Award winner for the most distinguished contribution to American literature for children. Students respond to questions posed by faculty and/or peers, analyzing the merits of the literary work as well as its cultural significance. Rubric Grading.
- Essay Examinations
 - Example: Select a work of fiction from a class list of books for elementary school children. Write an essay of 750 to 1,000 words, applying critical criteria discussed in class and in assigned critical writings to judge its literary qualities. Discuss the elements of character, plot, theme, setting, point of view, style, and tone. Answer these questions: Does the author use words with skill and artistry? Does this book offer any significant understanding about people and life? Does it introduce new ideas? Describe them. Evaluate the book from a multicultural perspective. Would you recommend this book for young readers? Why or why not? Essay will be evaluated using essay rubric.
- Objective Examinations
 - Example: Using a multiple choice exam, student will identify and match literary terms with their definitions and/or an example of the term. Example Question: Name 2 historical influences in children's literature.
- Projects
 - Example: Write an original picture storybook including both the text and original illustrations/photography, applying the literary elements and visual elements criteria discussed in the textbook and in class. Rubric Grading.
- Skill Demonstrations
 - Example: Conduct a reading session with a group of children at a local day care center, school, or library. Your reading session should be no longer than 20-30 minutes at a time and should be followed by activity time related to the books you read. Try to plan carefully, following the reading techniques and recommendations discussed in class and in your text. Keep a detailed journal of

your experience. Journal will be evaluated using correlating rubric.

Repeatable

No

Methods of Instruction

- Lecture/Discussion
- Distance Learning

Lecture:

1. Following an instructor lead lecture, student's share analysis of literary elements in a picture book with the class; instructor facilitate discussion.
2. Analyze cultural and historical influences in children's literature in an essay analysis; instructor provides significant response to student writing.

Distance Learning

1. Students will read an assigned Newbery Award winning children's book and using LMS or social media discuss the elements of character, plot, theme, setting, point of view, style, and tone. Answer these questions: Does the author use words with skill and artistry? Does this book offer any significant understanding about people and life? Does it introduce new ideas? Describe them. Evaluate the book from a multicultural perspective. Would you recommend this book for young readers? Students respond to questions posed by faculty and/ or peers, analyzing the merits of the literary work.

Typical Out of Class Assignments

Reading Assignments

College level reading regularly assigned. Actual novels may vary semester to semester, but collegiate text is required. 1. Read selections from *Island of the Blue Dolphins* by O'Dell and *Harriet the Spy* by Fitzhugh in *The Riverside Anthology of Children's Literature*. Compare the authors' uses of connotation and imagery as devices of style. 2. Read one novel from the following list. Evaluate the following: character, plot, historical accuracy, and emotional truthfulness. *Walk Two Moons*, by Sharon Creech *The Slave Dancer*, by Paula Fox *Julie of the Wolves*, by Jean Craighead George *Island of the Blue Dolphins*, by Scott O'Dell

Writing, Problem Solving or Performance

Papers analyzing various children's books regularly assigned. Research essay on author(s) or genre assigned. Journal to document student's practice reading to children assigned. Lesson plan based on a single piece of literature assigned. 1. Journal Entry: Discuss the power of *Julie of the Wolves*, by Jean Craighead George, to engage your emotions and imagination. How does it succeed or fail in deepening your sympathetic understanding of humans? 2. Read "I See Myself In There: Experiencing Self and Others in Multiethnic Children's Literature," by Candy Dawson Boyd. Then select a picture book for 3- and 4-year-old children from an inner city neighborhood, keeping in mind that children who view literature as irrelevant to life outside school are less motivated to invest time and effort in learning to read. Share the book with the class and explain the rationale for your choice.

Other (Term projects, research papers, portfolios, etc.)

Present literary analyses to class. Complete exams and quizzes. Complete a final project directly related to children's literature. Complete and present group project on literature-based activity. Examples: 1. Using ideas from "I See Myself In There: Experiencing Self and Others in Multiethnic Children's Literature," by Candy Dawson Boyd, compare two stories for children: *Feast for Ten* by Cathryn Falwell and *Charlotte's Web*, by E.B. White. Discuss your ideas in a small group. 2. Write a list of open-ended questions to support inferential thinking in preschoolers, as if you were preparing to read *A Rose for Abby*, by Donna Guthrie, with a group of four-year-olds.

Required Materials

- *Children's Books in Children's Hands*
 - Author: Temple, Martinez & Yokota
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 5th
 - Classic Textbook?:
 - OER Link:
 - OER:
- *Through the Eyes of a Child*
 - Author: Norton & Norton
 - Publisher: Pearson
 - Publication Date: 2014
 - Text Edition: 9th
 - Classic Textbook?:
 - OER Link:
 - OER:
- *Children's Literature, Briefly*
 - Author: Tunnell, Jacobs, Gregory
 - Publisher: Pearson
 - Publication Date: 2015
 - Text Edition: 6th
 - Classic Textbook?:
 - OER Link:
 - OER:

Other materials and-or supplies required of students that contribute to the cost of the course.

Harry Potter and the Sorcerer's Stone, J.K. Rowling, 1997 *Charlotte's Web*, E.B. White, 1985 *James and the Giant Peach*, Roald Dahl, 2000 *House of Lead*, Avi *Dragonfly*, Heard *Roll of Thunder*, Hear my Cry, Mildred Taylor, 1991 *Crispin: The Cross of Lead*, Avi, 2002 *Holes*, Louis Sachar, 2000 *Everything on a Waffle*, Polly Horvath, 2001 *Walk Two Moons*, Sharon Creech, 1996 *The Slave Dancer*, Paula Fox, 1974 *Julie of the Wolves*, Jean Craighead-George, 1972