# **COURSE OUTLINE**

**English 127**

**Children’s Literature**

1. **Catalog Statement**

English 127 is designed to develop the ability of students to select and use literature with children. As students read and discuss a broad range of children’s literature, including both prose and poetry, they develop standards for judging children’s literature and determining the appropriateness of a given literary work for an individual child. Students practice story-telling techniques and prepare activities to help children appreciate literature and grow through exposure to it.

#### Units – 3.0

Lecture Hours – 3.0

Prerequisite: Eligibility for English 120 or ESL 151.

1. **Course Entry Expectations**

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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 as specified by the English 120 rubric.
7. **Course Exit Standards**

Upon successful completion of the required coursework, 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**

A. History of children’s literature 1 hour

B. Children’s needs and their developmental stages 1 hour

C. Elements of poetry 8 hours

1. Nursery rhymes
2. Narratives and ballads
3. Lyric and comic poetry

D. Methods for presenting literature to children and following up 1 hour

E. Books to read with children 4 hours

1. Concept books
2. Wordless books
3. Picture storybooks and illustrated books

F. The value of introducing literature early 3 hours

1. Helping children avoid reading problems
2. Studies regarding the effect of story hour on children’s later

progress in school

1. Recent studies regarding the effect of television and other mass

communication media

 G. Non-sexist and non-racist books for children; positive role models 1 hour

 through literature

 H. Traditional literature from many lands 7 hours

 I. Story-telling techniques and visual aids 1 hour

 J. Element of fiction 4 hours

1. plot structure
2. character development
3. point of view
4. setting
5. style
6. tone
7. theme

K. Fantasy literature 8 hours

1. Recognizing the strong and weak points in books
2. Selecting books for specific children
3. Follow-up activities

L. Realism 8 hours

1. Recognizing the strong and weak points in books
2. Selecting books for specific children
3. Follow-up activities

M. Readability formulas 1 hour

1. **Methods of Presentation**
2. instruction in each unit of study includes discussion of reading assignments completed independently outside of class and evaluation of writing assignments. Both experiences encourage students to analyze, criticize, synthesize, and propose new ideas about the literature studied and its appropriateness for and uses with specific children.
3. writing assignments emphasize support of theses, use and discussion of examples, and formulation of logical conclusions.
4. **Assignments and Methods of Evaluation**
5. four unit essays are administered. In each essay, students must evaluate, analyze, synthesize, and draw inferences from outside readings, lectures, and class discussions.
6. exams are of sufficient length and complexity to require that students independently select and order their information and clearly express their ideas.
7. each exam demands that students must formulate new ideas as part of a thesis, support the thesis through use and discussion of examples, and reach logical conclusions.
8. in addition, students write evaluations of several short works, including both prose and poetry, and write two outside papers analyzing and evaluating one or more novel in each.
9. **Textbook**

Fox, Slave Dancer, 1416971394,Alladin, 2008

Myers, Monster, 0 064407314, Amistad, 2001

Paterson, Bridge to Terabithia, 0060734019, Harper, 2004

Paulsen, Hatchet, 1416925082, Simon & Schuster Publishing, 2007

Tatar, M., The Classic Fairy Tales, 1st edition, 0393972771,Norton, 1999

1. **Student Learning Outcomes**

Upon successful completion, the student will be able to:

1. understand the selection of children’s literature appropriate individual children’s needs.
2. design plans for presenting specific works of literature to children.
3. write thesis-centered essays which analyze and interpret children’s literature.