

ENGL127 : Children's Literature

General Information

Author:	<ul style="list-style-type: none">Joanna Parypinski
Course Code (CB01) :	ENGL127
Course Title (CB02) :	Children's Literature
Department:	ENGL
Proposal Start:	Spring 2025
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	Non-Occupational
Distance Education Approved:	No
Will this course be taught asynchronously?:	No
Course Control Number (CB00) :	CCC000542132
Curriculum Committee Approval Date:	05/22/2024
Board of Trustees Approval Date:	07/16/2024
Last Cyclical Review Date:	05/22/2024
Course Description and Course Note:	ENGL 127 introduces students to representative and unique works of children's literature, and develops students' close reading and analytical writing skills. We investigate the artistic and psychological features of literature written for children, and explore the political implications of writing and publishing trends in children's literature. We examine the production of children's literature in historical terms, analyzing tales from the oral tradition, the advent of print, and modern publishing and delivery methods, while also investigating children's reception of and interaction with content and form.
Justification:	Mandatory Revision
Academic Career:	<ul style="list-style-type: none">Credit
Mode of Delivery:	
Author:	
Course Family:	

Academic Senate Discipline

Primary Discipline:	<ul style="list-style-type: none">English
Alternate Discipline:	No value
Alternate Discipline:	No value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

CSU GE-Breadth Area

C2-Humanities

Area

Humanities:
(Literature,
Philosophy,
Languages
Other than
English)

Status

Approved

Approval Date

No value

Comparable Course

No Comparable Course defined.

C-ID

ENGL

Area

English

Status

Approved

Approval Date

09/03/2013

Comparable Course

ENGL 180 - Children's Literature

Cal-GETC

Area 3B: Humanities

Area

Humanities

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

Units and Hours

Summary

Minimum Credit Units (CB07)

3

Maximum Credit Units (CB06)

3

Total Course In-Class (Contact) Hours

54

Total Course Out-of-Class Hours

108

Total Student Learning Hours

162

Credit / Non-Credit Options

Course Type (CB04)

Noncredit Course Category (CB22)

Noncredit Special Characteristics

Credit - Degree Applicable

Credit Course.

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience
 Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	0
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ESL151 - Reading And Composition V

Objectives

- Read and critically analyze various academic readings.
- Summarize readings.

OR

Advisory

ENGL101 - Introduction to College Reading and Composition

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction readings for content, context, and rhetorical merit with consideration of tone, audience, and purpose.

- Apply a variety of rhetorical strategies in writing unified, well-organized essays directed by a well-reasoned thesis statement with persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entry Standards

Entry Standards

Course Limitations

Cross Listed or Equivalent Course

Specifications

Methods of Instruction

Methods of Instruction

Lecture

Methods of Instruction

Discussion

Methods of Instruction

Multimedia

Methods of Instruction

Tutorial

Methods of Instruction

Collaborative Learning

Methods of Instruction

Guest Speakers

Methods of Instruction

Presentations

Out of Class Assignments

- Reading journal
- Selection from library collection of age-appropriate books
- Preparation for oral presentations and group projects
- Essays of analysis, evaluation, argumentation, (e.g. analyze the uses of fairy tale retellings, accounting for influences, such as gender, culture, or economy, most satisfactorily account for such changes and uses)
- Documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument
- Annotated bibliography

Methods of Evaluation

Rationale

Writing Assignment

Essay exams or other writing assignments

Exam/Quiz/Test

Midterm or final examinations

Writing Assignment

Peer review or instructor critique of essay drafts

Activity (answering journal prompt, group activity)

Instructor evaluation of reading journal

Presentation (group or individual)

Oral presentations and storytelling techniques

Activity (answering journal prompt, group activity)

Literature circle activity design

Activity (answering journal prompt, group activity)

Instructor evaluation of participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises

Textbook Rationale

Textbooks include classic texts

Textbooks

Author	Title	Publisher	Date	ISBN
Tatar, Maria	Classic Fairy Tales: Norton Critical Edition	W. W. Norton	2017	978-0-393-60297-5
Carrie Hintz and Eric L. Tribunella	Reading Children's Literature: A Critical Introduction	Broadview Press	2019	9781554814435

Other Instructional Materials (i.e. OER, handouts)

Description

We Need Diverse Books

Author

No value

Citation

"We Need Diverse Books." We Need Diverse Books, diversebooks.org/.

Online Resource(s)

<https://diversebooks.org/>

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Read critically and make arguments about texts for children.

Apply critical theories from a variety of schools of literary theory, such as cultural studies, gender theory, critical race theory, Marxist literary theory, and structuralism to texts produced for children.

Recognize production concerns of children's literature especially as it impacts emerging genre, marginalized voices, and disenfranchised audiences.

Analyze implications of author choices with regard to style, language use, plot construction, character development, setting, point of view, theme, illustration, and tone.

Identify literature, both prose and poetry, appropriate for a variety of different developmental stages, reading abilities, and purposes.

Evaluate individual wordless books, concept books, picture storybooks, folk or fairy tales, and novels (in both the literature of fantasy and realism) in terms of their impact on the child listener/reader/audience.

SLOs

Recognize major authors, works, genres, themes, and theorists of children's literature.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading. Demonstrate increased knowledge the principles of Creative Writing.
<i>ILOs</i> Core ILOs	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	describe the history of a field of study

Analyze and interpret themes found in the literature and intellectual movements of children's literature.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
	Communicate clearly, ethically, and creatively; listen actively and engage respectfully with others; consider situational, cultural, and personal contexts within or across multiple modes of communication.
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading. Demonstrate increased knowledge the principles of Creative Writing.
<i>MCOMM</i> Mass Communications Certificate	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>MCOMM</i> Mass Communications AS	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms

Utilize appropriate academic discourse and the conventions of critical literary analysis.

Expected Outcome Performance: 70.0

<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
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<i>ILOs</i> Core ILOs	Demonstrate depth of knowledge in a course, discipline, or vocation by applying practical knowledge, skills, abilities, theories, or methodologies to solve unique problems.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms apply examples of theories and criticism associated with a field of study

Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts, including historical exclusions of authors of color, LGBTQIA+ authors, and other marginalized writers of children's literature.

Expected Outcome Performance: 70.0

<i>ILOs</i> Core ILOs	Analyze and solve problems using critical, logical, and creative thinking; ask questions, pursue a line of inquiry, and derive conclusions; cultivate creativity that leads to innovative ideas.
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research

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<i>MCOMM</i> Mass Communications AS	Research and explain the historical influences of dominant communication technologies on society, culture, and human behavior.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon
<i>ILOs</i> General Education	analyze and synthesize diverse works of writing, art, music, and other cultural forms apply examples of theories and criticism associated with a field of study describe the history of a field of study
Examine controversies surrounding content of, and book banning movements related to, children's literature.	
Expected Outcome Performance: 70.0	
<i>MCOMM</i> Mass Communications Certificate	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
<i>MCOMM</i> Mass Communications AS	Analyze and differentiate the primary influences of dominant mass media on major cultural practices and social and political institutions
<i>ENGL</i> English - A.A. Degree Major	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> English - AA-T	Apply literary and rhetorical concepts in order to critically read, write, think, and research
<i>ENGL</i> Creative Writing	Demonstrate creative and critical thinking as it applies to writing and reading. Demonstrate increased knowledge the principles of Creative Writing.
<i>ILOs</i> Core ILOs	Reflect and act upon personal responsibility as local and global citizens; respect and appreciate social and cultural diversity and recognize the complexity of the world; value and articulate the significance of environmental sustainability and social justice.
<i>ENGL</i> English: Creative Writing A.A. Degree Major	analyze and critically read a variety of texts and various forms of media from contemporary literature and the literary canon develop analytical and creative writing that demonstrates an understanding of literary concepts, genre, and ethical use of sources

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content**Lecture Content****Literary Terminology & Conventions (12 hours)**

- Middle Grade applications - Contexts for production of Children's Lit:
 - Contexts (historical, psychological, political, social, aesthetic, philosophical) that determine construction of and access to children's stories and published literature.
- Introduction of industry standards and suppositions about readers that suit capitalistic goals.
- Investigating production elements of Children's Literature and how this contributes to the exclusion of swaths of people/readers.
- Interviews with authors who are self-published and those who are industry-published: perceived and real constrictions on Children's Literature (e.g. "sensitivity readers")

Conventional and Developing Genres, Notably Marginalized Authors, and Themes from Antiquity to the Present (12 hours)

- Who's in the canon? Who and what have been excluded or omitted? What stories are allowed to be told (e.g. LGBTQIA+)?
 - The representation of diverse characters
 - Literature written by diverse and marginalized authors
- Literature as normalizing experience for children - impact of emerging themes/new stories.

Children's Lit Audiences (10 hours)

- Who is being written to and how is it being received?
- Contexts for encounters with Children's Lit.
- Where do children encounter literature?
 - What about made up stories by caregivers or peers?

Critical Lenses (12 hours)

- Contexts (historical, cultural, psychological, political, social, aesthetic, philosophical)
- How do we as literary analysts understand the literature?
- Critical lenses (different ways of analyzing a text)

Writing Strategies (8 hours)

- Writing as a means to demonstrate learning
- Writing as means to demonstrate creativity
- Writing projects

Total hours: 54**Additional Information**

Is this course proposed for GCC Major or General Education Graduation requirement? If yes, indicate which requirement in the two areas provided below.

Yes

GCC Major Requirements

No Value

GCC General Education Graduation Requirements

Arts, Foreign Language, Literature, and Philosophy

Repeatability

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Resources

Did you contact your departmental library liaison?

Yes

If yes, who is your departmental library liaison?

Susie Chin (Biology, English, Health Sciences)

Did you contact the DEIA liaison?

Yes

Were there any DEIA changes made to this outline?

Yes

If yes, in what areas were these changes made:

- Course Description
- Course Content
- SLO's

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value