COURSE OUTLINE

ENGL 216 - INTRODUCTION TO CHILDREN'S LITERATURE

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Revised By: Linda Bertrand March 2015

SCHOOL OF BUSINESS AND LIBERAL ARTS
HUMANITIES DEPARTMENT
MAY 2015
A. **TITLE:**  Introduction to Children’s Literature

B. **COURSE NUMBER:**  ENGL 216

C. **CREDIT HOURS:**  3

D. **WRITING INTENSIVE COURSE:**

E. **COURSE LENGTH:**  15 weeks

F. **SEMESTER(S) OFFERED:**  Fall

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 hours lecture per week

H. **CATALOGUE DESCRIPTION:**

   This is a survey course of traditional and modern literature written for young children. Emphasis is on critical appreciation and understanding of literary qualities appealing and valuable to children. Three lecture hours per week.

I. **PRE-REQUISITES/CO-COURSES:**  Credit for English 101 or 102

J. **GOALS (STUDENT LEARNING OUTCOMES):**

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
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<tbody>
<tr>
<td>a. explain the transition from oral literature to modern literature for children</td>
<td>1. Communication 2. Critical Thinking 4. Inter-</td>
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<td></td>
<td>Intrapersonal Skills</td>
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<tr>
<td>b. critique representative works of children’s literature</td>
<td>1. Communication 2. Critical Thinking 4. Inter-</td>
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<tr>
<td></td>
<td>Intrapersonal Skills</td>
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<tr>
<td>c. argue for specific interpretations of course materials</td>
<td>2. Critical Thinking 1. Communication</td>
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<tr>
<td>f. apply terms common to the humanities</td>
<td>2. Critical Thinking 1. Communication</td>
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K. **TEXTS:**

1. A survey text of children’s literature—describing the relationship between children and children’s literature and explaining the features of the major genres—such as the following (or equivalent):


2. An anthology of children’s literature—such as the following (or equivalent):


   (or)

   An instructor-selected collection of poetry and story books representing all the major genres (see attached sample)

L. **REFERENCES:**


M. **EQUIPMENT:** X-TRON Desk or large screen Monitor and DVD player for films and presentations.

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:**
   Measurement criteria include (but not limited to):
   class participation
   essays
   quizzes/reflections
   oral presentations
   written exams
   comprehensive final exam

P. **TOPICAL OUTLINE:** Attached.

Q. **LABORATORY OUTLINE:** N.A.
TOPICAL OUTLINE

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TOPICS

I. History of Children’s Literature:
   an overview of children’s literature from the early oral traditions (beginning in the 6th c. B.C.) up to the modern literature of the 21st century.

II. Relationship between Children and Children’s Literature
   A. Personal and Academic Values of Literature to Children
   B. Relationship between Children’s Development (physical, cognitive, linguistic, and moral) and their Literature

III. Elements of Children’s Literature
   A. Verbal Elements (methods writers use to develop plots, characters, settings, themes, and styles)
   B. Visual Elements (methods illustrators use to develop line, color, shape, texture, and styles)

IV. Categories of Children’s Literature
   A. Poetry and Plays
   B. Picture Books
   C. Traditional Literature (myths, epics, legends, tall tales, folktales, fables, and religious stories)
   D. Modern Fantasy
   E. Realistic Fiction
   F. Non-fiction (biography and information books)
   G. Historical Fiction
   H. Multi-cultural and International literature

V. Current Topics (censorship, social issues, rewriting of classics, movie & TV versions, etc.)