

STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK

COURSE OUTLINE

ENGL 216 - INTRODUCTION TO CHILDREN'S LITERATURE

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SCHOOL OF BUSINESS AND LIBERAL ARTS
HUMANITIES DEPARTMENT
MAY 2015

ENGL 216 – INTRODUCTION TO CHILDREN’S LITERATURE

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):**

<i>Course Objective</i>	<i>Institutional SLO</i>
a. <u>explain</u> the transition from oral literature to modern literature for children	1.Communication 2.Critical Thinking 4.Inter- Intrapersonal Skills
b. <u>critique</u> representative works of children’s literature	1.Communication 2.Critical Thinking 4.Inter- Intrapersonal Skills
c. <i>argue</i> for specific interpretations of course materials	2.Critical Thinking 1.Communication
f. <i>apply</i> terms common to the humanities	2.Critical Thinking 1.Communication

- 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);

Lynch-Brown, Carol, Tomlinson, Carl M., and Kathy G. Short
Essentials of Children's Literature, 7th ed.
Boston: Allyn & Bacon, 2011.

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

Griffith, John W. and Charles H. Frey, eds.
Classics of Children's Literature, 6th ed.
Upper Saddle River: Prentice Hall, 2004.

(or)

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

L. REFERENCES:

Johnson, Denise. The Joy of Children's Literature, 2nd ed.
United States: Wadsworth, 2012.

Lukens, Rebecca J. A Critical Handbook of Children's Literature, 8th ed.
New York: Allyn and Bacon, 2007.

Russell, David H. Literature for Children: A Short Introduction, 7th ed.
Boston: Pearson, 2012.

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.)