Modesto Junior College
Course Outline of Record
ENGL 169

I. OVERVIEW
The following information will appear in the 2009 - 2010 catalog

ENGL 169  Children’s Literature  3 Units

Prerequisite: Satisfactory completion of ENGL 50.
Advisory: Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

Introduction to literature for children. Includes types of literature and forms drawn from a variety of ethnic and cultural sources, storytelling, ways to promote interest, and criteria for choosing materials. Field trips might be required. Course is applicable to the associate degree. General Education:
CSU-GE - C2
IGETC Category: IGETC - 3B

II. LEARNING CONTEXT
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   a. Related forms of children’s literature, drawn from a variety of ethnic and cultural sources:
      i. folktales, fables, and myth.
      ii. rhymes and poems
      iii. stories, novels, and plays.
      iv. non-fiction works.
      v. illustration.

   b. Historical development of children’s literature.

   c. Methods of helping children enjoy and understand literature:
      i. relating literature to personal experience.
      ii. developing their listening skills through oral reading and storytelling.
      iii. relating literature to analysis of self and others.
      iv. developing critical thinking.
      v. relating literature to art, music, theatre, and dance.
B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**
   
   Satisfactory completion of ENGL 50.

2. **Advisories**
   
   Before enrolling in this course, students are strongly advised to satisfactorily complete ENGL 101.

3. **Requisite Skills**
   
   *Before entering the course, the student will be able to:*
   
   a. Comment on and analyze reading selections in directed class discussions.
   b. Write compositions as assigned, employing sound rhetorical and organizational skills.
   c. Write clear introductions, theses, body paragraphs, and conclusions in essays.
   d. Use a variety of academic sentence structures.
   e. Adhere to the conventions of standard edited English.
   f. Revise and improve essay drafts.

C. **HOURS AND UNITS**

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<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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<tr>
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D. **METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Assign reading of texts and selections of children's literature and supplementary reading in criticism and history.
2. Present lectures on literature for children and related topics.
3. Direct class discussions of children’s literature: sharing of ideas and materials.
4. Assign analytic essays to demonstrate comprehension, retention, and ability to apply ideas presented in lecture and reading.
5. Assign analytic essays about the recurrence of themes, ideas, and techniques in various works, authors, and illustrators of children's literature.
6. Present criteria to choose literary selections for children.
7. Present recordings, films, video presentations, or plays.
8. Present oral reading and storytelling.
9. Assign oral reading and storytelling.
10. Assign creation of a personal reading file or annotated book list of children's literature.
11. Assign journal, short story, and poetry writing.

12. Assign completion of a media project or original response to a theme or work of children’s literature using drama, painting, slides, music, clay work, or some other creative means.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. Weekly reading assignments of children’s literature, as well as supplementary reading in literary criticism or history.
   2. Out-of-class writing assignments, which may include the following: essays, response papers, journal writing, blogging, class projects, and preparation for oral reports and presentations.
   3. Preparation for in-class essays, quizzes and exams, such as a mid-term and final.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. The following is a short in-class quiz question to assess critical thinking after an assigned reading: In the assigned version of "The Three Bears," what is the last thing that happens in the story, and what impact does this ending have on children?
   2. The following is a typical out-of-class writing assignment that assesses the appropriate level of critical thinking for this course: Choose a picture book, state its overall theme, and explain how that theme is conveyed by all aspects of the story and the illustrations.
   3. The following typical in-class writing assignment demonstrates the appropriate level of critical thinking for this course: Choose two folk tales that we have read this semester. Analyze them carefully, explaining what positive qualities children could learn from reading them.

F. TEXTS AND OTHER READINGS (TYPICAL)


III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   Recognize and critically analyze important forms, works, authors, and illustrators of children’s literature as well as techniques for helping children understand and enjoy literature.

B. STUDENT LEARNING GOALS
   Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals
   Upon satisfactory completion of this course, the student will be able to:
   a. Identify the most common forms of literature for children.
   b. Identify major works, illustrators, and authors of children’s literature.
   c. Identify forms and works of children’s literature from a variety of ethnic and cultural sources.
d. Summarize the historical development of children's literature.

e. Describe how literature can affect the emotional and intellectual growth of children.

f. Read children's literature and related critical works with comprehension.

g. Develop criteria for choosing works of literature for children.

h. Exhibit an ability in storytelling and oral reading.

i. Write analytically and critically about assigned reading.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. FORMATIVE ASSESSMENT

1. Evaluation of quizzes

2. Evaluation of homework assignments.


4. Evaluation of midterm exam.

B. SUMMATIVE ASSESSMENT

1. Evaluation of final essay.

2. Evaluation of final exam.

3. Evaluation of presentation.

4. Evaluation of storytelling.

5. Evaluation of oral reading.

6. Evaluation of final project.