

Course Outline of Record

1. Course Code: ENG-036
2.
 - a. Long Course Title: Children's Literature
 - b. Short Course Title: CHILDREN'S LIT
3.
 - a. Catalog Course Description:
 This course introduces students to a formal study of literature for children from preschool through young adult, including critical examination of genres, themes, and cultures depicted in these texts; in addition, students will study the professional literary criticism of this literature.
 - b. Class Schedule Course Description:
 Children's Literature
 - c. Semester Cycle (*if applicable*): every other year
 - d. Name of Approved Program(s):
 - ENGLISH Associate in Arts for Transfer Degree (AA-T)
4. Total Units: 3.00 Total Semester Hrs: 54.00
 Lecture Units: 3 Semester Lecture Hrs: 54.00
 Lab Units: 0 Semester Lab Hrs: 0
 Class Size Maximum: 35 Allow Audit: Yes
 Repeatability No Repeats Allowed
 Justification 0
5. Prerequisite or Corequisite Courses or Advisories:
Course with requisite(s) and/or advisory is required to complete Content Review Matrix (CCForm1-A)
 Prerequisite: ENG 001A
6. Textbooks, Required Reading or Software: (*List in APA or MLA format.*)
 - a. Brown, Margaret Wise (2005). *Goodnight Moon 60th Anniversary Edition*. HarperCollins.
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - b. Cofer, Judith Ortiz (2004). *Riding Low through the Streets of Gold: Latino Literature for Young Adults Arte Publico P.*
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - c. Barrett, Judi (1978). *Cloudy With a Chance of Meatballs* Atheneum.
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - d. Curtis, Jamie Lee (2006). *Is There Really a Human Race?* Joanna Cotler Books.
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - e. Geisel, Theodore (Dr. Seuss) (2005). *Green Eggs and Ham Book & CD* Random House Books for Young Readers.
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - f. Hendrickson, Linnea (1987). *Children's Literature, a Guide to the Criticism* G.K. Hall.
 College Level: Yes
 Flesch-Kincaid reading level: *N/A*
 - g. Hiaasen, Carl (2004). *Hoot* Knopf Books for Young Readers.
 College Level: Yes

Flesch-Kincaid reading level: *N/A*

h. Hudson, Cheryl Willis (1990). *Bright Eyes, Brown Skin* Just Us Books.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

i. Jimenez, Francisco (1997). *The Circuit: Stories from the Life of a Migrant Child* Albuquerque U of New Mexico P.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

j. L'Engle, Madeleine (1973). *A Wrinkle in Time* Yearling.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

k. May, Jill P. (1995). *Children's Literature and Critical Theory: Reading and Writing for Understanding* -.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

l. Silverstein, Shel (1964). *The Giving Tree* HarperCollins,.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

m. Paterson, Katherine (1987). *Bridge to Terabithia* : HarperTrophy.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

n. Rowling, J.K (1999). *Harry Potter and the Sorcerer's Stone* Scholastic Paperbacks.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

o. Snicket, Lemony (2000). *The Bad Beginning* Scholastic,.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

p. Potter, Beatrix (2006). *Beatrix Potter The Complete Tale* Warne.

College Level: No

Flesch-Kincaid reading level: *N/A*

q. Grimm (2012). *Grimm's Fairy Tales* CreateSpace Independent Publishing Platform.

College Level: Yes

Flesch-Kincaid reading level: *N/A*

r. Wright, Blanche Fisher (1994). *The Real Mother Goose* Cartwheel.

College Level: No

Flesch-Kincaid reading level: *N/A*

s. Alcott, Louisa May (1983). *Little Women* Bantam.

College Level: No

Flesch-Kincaid reading level: *N/A*

7. Entrance Skills: *Before entering the course students must be able:*

a. Demonstrate basic critical-reading skills

- ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- ENG 001A - Understand how readers' experiences influence the reading of texts.

b. Write 1200-word analytical essays

- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
- ENG 001A - Write essays with varied strategies, including persuasive essays, with a arguable theses and evidence from a variety types of sources.
- ENG 001A - Use a variety of rhetorical strategies to write essays.

c. Employ writing as a process to generate and develop ideas, and to clarify and organize thoughts.

- ENG 001A - Develop ideas coherently in writing through the drafting process.
- ENG 001A - Participate in the process of developing texts in collaborative and individual settings.

d. Construct focused theses

- ENG 001A - Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.
- e. Select, develop, and organize ideas in a structured format
 - ENG 001A - Develop ideas coherently in writing through the drafting process.
 - ENG 001A - Incorporate complex sentence-structure and variety of word choice.
- f. Compose essays using combined rhetorical modes
 - ENG 001A - Use a variety of rhetorical strategies to write essays.
- g. Demonstrate awareness of audience by use of appropriate tone and diction in all compositions
 - ENG 001A - Recognize and integrate creative elements of style (metaphor, analogy, voice, tone).
- h. Exhibit proficiency in correct usage of grammar, punctuation, and mechanics in all compositions.
 - ENG 001A - Use writing reference materials and handbooks to perfect documentation skills with few errors.
- i. Analyze, explain, evaluate, and contrast selected prose and poetry, both from text and researched sources
 - ENG 001A - Read, analyze, and interpret varied texts (i.e. literature, digital forms, visual).
- j. Paraphrase, summarize, and quote using MLA documentation for all published sources in all compositions
 - ENG 001A - Correctly use MLA or APA documentation as appropriate both within essays and in works cited entries.
 - ENG 001A - Identify and evaluate appropriate source, incorporating them appropriately quotations, summaries, paraphrases and appropriate facts.

8. Course Content and Scope:

Lecture:

1. Critical examination of representative children's literature ranging from grade levels preschool through high school school.
2. Examination of multicultural issues raised in contemporary children's literature.
3. Evaluation of literary criticism related to children's literature.
4. Analysis of the role of children's literature within the larger scope of literary studies

Lab: (if the "Lab Hours" is greater than zero this is required)

9. Course Student Learning Outcomes:

1.
Analyze the effectiveness of the major techniques in the range of children's literature from infancy to adolescence.
2.
Produce original interpretations of children's literature.
3.
Synthesize literary criticism in order to produce critical essays focusing on analysis of the elements of children's literature.

10. Course Objectives: *Upon completion of this course, students will be able to:*

- a. Read a variety of texts, both fiction and non-fiction, ranging in audience from infancy to adolescence.
- b. Study the historical and cultural contexts of texts and authors.
- c. Discuss in large and small groups a variety of children's literature, including a range of genres and target age-ranges.
- d. Write responses to children's literature in journals, essays, or other forms that assess value and meaning of the literature.
- e. Locate and read literary criticism (primarily using Literature Resource Center database).
- f. Use criticism to better understand difficult or controversial texts.

11. Methods of Instruction: (*Integration: Elements should validate parallel course outline elements*)

- a. Discussion
- b. Distance Education
- c. Journal
- d. Lecture
- e. Self-exploration

12. Assignments: *(List samples of specific activities/assignments students are expected to complete both in and outside of class.)*

In Class Hours: 54.00

Outside Class Hours: 108.00

a. In-class Assignments

- a. Participate in class discussions.
- b. Quizzes and exams

b. Out-of-class Assignments

- a. Read critically course literature, both creative and critical.
- b. Write journals in response to readings.
- c. Research topics and present research in essay form.
- d. The Novel Project (small groups of students study one additional novel in-depth and then present their novel to the class and write a critical essay on their novel).
- e. Book projects--presentations and activities relating around a single book or author

13. Methods of Evaluating Student Progress: *The student will demonstrate proficiency by:*

- College level or pre-collegiate essays
- Written homework
- Critiques
- Guided/unguided journals
- Portfolios
- Term or research papers
 - Research materials appropriate to the assigned readings and topics
- Reading reports
 - Successful written work in response to the course readings.
- Presentations/student demonstration observations
- Group activity participation/observation
- Product/project development evaluation
- Self/peer assessment and portfolio evaluation
- Mid-term and final evaluations
- Student participation/contribution
 - Active participation in class.
- Student preparation

14. Methods of Evaluating: Additional Assessment Information:

15. Need/Purpose/Rationale -- *All courses must meet one or more CCC missions.*

CSU/UC Transfer Course

A. Transfers to CSU;UC

UC San Diego, Children's Literature LTWL 114

IGETC Area 3: Arts and Humanities

B: Humanities

CSU GE Area C: Arts, Literature, Philosophy and Foreign Languages

C2 - Humanities

PO-GE C3 – Arts, Humanities, and Culture

Communicate effectively in many different situations involving diverse people and viewpoints.

Analyze the variety of forms of expression and how those are used to communicate social, cultural, and personal ideas, feelings, and concepts;

Effectively communicate and express themselves and make themselves understood through visual, auditory, tactile, and symbolic means.

Understand and appreciate diverse local, national, and world context.

Connect knowledge of self and society to larger cultural contexts.

Articulate the differences and similarities between and within cultures.

PO-GE C4.b - Language & Rationality (Communication & Analytical Thinking)

Gather, assess, and interpret relevant information.

IO - Critical Thinking and Communication

Summarize, analyze, and interpret oral and written texts, with the ability to identify assumptions and differentiate fact from opinion.

16. Comparable Transfer Course

University System	Campus	Course Number	Course Title	Catalog Year
UC	UC San Diego	LTWL 114	Children's Literature	2013-2014

17. Special Materials and/or Equipment Required of Students:

18. Materials Fees: Required Material?

Material or Item	Cost Per Unit	Total Cost
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19. Provide Reasons for the Substantial Modifications or New Course:

Updating SLOs and Objectives. Will also match to new PLOs when they are updated.

20. a. Cross-Listed Course (*Enter Course Code*): *N/A*
 b. Replacement Course (*Enter original Course Code*): *N/A*

21. Grading Method (*choose one*): Letter Grade Only

22. MIS Course Data Elements

- a. Course Control Number [CB00]: CCC000446024
- b. T.O.P. Code [CB03]: 150100.00 - English
- c. Credit Status [CB04]: D - Credit - Degree Applicable
- d. Course Transfer Status [CB05]: A = Transfer to UC, CSU
- e. Basic Skills Status [CB08]: 2N = Not basic skills course
- f. Vocational Status [CB09]: Not Occupational
- g. Course Classification [CB11]: Y - Credit Course
- h. Special Class Status [CB13]: N - Not Special
- i. Course CAN Code [CB14]: *N/A*
- j. Course Prior to College Level [CB21]: Y = Not Applicable
- k. Course Noncredit Category [CB22]: Y - Not Applicable
- l. Funding Agency Category [CB23]: Y = Not Applicable
- m. Program Status [CB24]: 1 = Program Applicable

Name of Approved Program (*if program-applicable*): ENGLISH

Attach listings of Degree and/or Certificate Programs showing this course as a required or a restricted elective.)

23. Enrollment - Estimate Enrollment

First Year: 35
 Third Year: 35

24. Resources - Faculty - Discipline and Other Qualifications:

- a. Sufficient Faculty Resources: Yes
- b. If No, list number of FTE needed to offer this course: *N/A*

25. Additional Equipment and/or Supplies Needed and Source of Funding.

N/A

26. Additional Construction or Modification of Existing Classroom Space Needed. (*Explain:*)

N/A

27. FOR NEW OR SUBSTANTIALLY MODIFIED COURSES

Library and/or Learning Resources Present in the Collection are Sufficient to Meet the Need of the Students Enrolled in the Course: Yes

28. Originator Kimberly S. Dozier Origination Date 05/18/17