

# ENGL M40: CHILDREN'S LITERATURE

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**Originator**

ssims

**Co-Contributor(s)**
**Name(s)**

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**College**

Moorpark College

**Discipline (CB01A)**

ENGL - English

**Course Number (CB01B)**

M40

**Course Title (CB02)**

Children's Literature

**Banner/Short Title**

Children's Literature

**Credit Type**

Credit

**Start Term**

Fall 2022

**Catalog Course Description**

Introduces children's literature, focusing on discussion and literary analysis of the specific features, historical development, basic genres and kinds of children's literature (fairy tale, fantasy, picture book, adventure story, and contemporary realistic fiction). Covers classics from the golden age of children's literature (1846 to 1908), 20th- and 21st-century picture books, poetry, and contemporary books for elementary and middle-grade readers.

**Taxonomy of Programs (TOP) Code (CB03)**

1501.00 - English

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

A (Transferable to both UC and CSU)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Possible library, performing arts, or movie theater.

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

**Is this course part of a family?**

No

**Units and Hours**

**Carnegie Unit Override**

No

**In-Class**

**Lecture**

**Minimum Contact/In-Class Lecture Hours**

52.5

**Maximum Contact/In-Class Lecture Hours**

52.5

**Activity****Laboratory****Total in-Class****Total in-Class****Total Minimum Contact/In-Class Hours**

52.5

**Total Maximum Contact/In-Class Hours**

52.5

**Outside-of-Class****Internship/Cooperative Work Experience****Paid****Unpaid****Total Outside-of-Class****Total Outside-of-Class****Minimum Outside-of-Class Hours**

105

**Maximum Outside-of-Class Hours**

105

**Total Student Learning****Total Student Learning****Total Minimum Student Learning Hours**

157.5

**Total Maximum Student Learning Hours**

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

ENGL M01A or ENGL M01AH

**Advisories on Recommended Preparation**

ENGL M01B or ENGL M01BH

**Entrance Skills****Entrance Skills**

ENGL M01A or ENGL M01AH

**Prerequisite Course Objectives**

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement

of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

## Requisite Justification

### Requisite Type

Prerequisite

### Requisite

English M01A or M01AH

### Requisite Description

Course in a sequence

### Level of Scrutiny/Justification

Required by 4 year institution

### Requisite Type

Recommended Preparation

### Requisite

ENGL M01B or ENGL M01BH

### Requisite Description

Course in a sequence

### Level of Scrutiny/Justification

Content review

**Student Learning Outcomes (CSLOs)**

Upon satisfactory completion of the course, students will be able to:

- |   |   |
|---|---|
| 1 | identify and describe the written and pictorial content, themes, and genres of selected works of children's literature and analyze their effects on the text. |
| 2 | describe the impact of historical context on literary techniques and themes in children's literature.   |

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

- |   |  |
|---|--|
| 1 | appraise the different criteria used to evaluate the field of children's literature.   |
| 2 | identify the different categories of children's literature and different types within those categories.  |
| 3 | apply critical thinking skills in the identification of literary techniques, thematic patterns, and cultural assumptions in the historical development of children's literature. |
| 4 | discuss the content and themes of selected works of children's literature.   |
| 5 | identify the different kinds of pictorial content in picture books and assess the effect of that content upon text.  |
| 6 | demonstrate skill in careful, active reading, interpretation, and criticism.   |
| 7 | demonstrate understanding of the works and a mastery of composition and critical thinking by writing research papers, analytical papers, and essay exams totaling 5000 words.    |
| 8 | demonstrate an understanding and an appreciation of children's literature through class presentations and oral readings.   |

**Course Content****Lecture/Course Content****6.00% - Introduction to course:**

- overview
- techniques of close reading and analysis
- note taking

**6.00% - Defining children's literature:**

- categories of children's literature
- Special issues:
  - evaluation by literary elements as opposed to taste or perceived societal needs
- controversies in children's literature, such as book banning

**6.00% - The beginnings of children's literature (17th to mid 19th century):**

- a discussion on the issue of didacticism

**6.00% - The Golden Age of Children's Literature (1850 to World War I):**

- major authors (Kingsley to Potter)

**6.00% - Major trends in American Children's literature, from didacticism to realism and multiculturalism**

- from Louisa May Alcott to Laura Ingalls Wilder

**6.00% Major works and authors in both English and American children's literature between the two World Wars****12.00% - Picture Books:**

- the function of illustrations in picture books
- style and media
- visual elements
- major illustrators, such as Caldecott Award winners
- trends in picture books (1920's to present)

**6.00% - Children's poetry:**

- forms of poetry
- major children's poets and samples of their work

**15.00% - Multicultural Fantasy:**

- definition and examples of types (fairy tale, folk tales, tall tales, fables, myths, epics, ballads, and legends)
- origin of the modern fairy tale

--Latin American folktales (such as La Llorona, Cucarachita Martina), Asian folktales (such as the Monkey King), African-American folktales (such as Uncle Remus tales)

- the works of Perrault, Grimm, and Andersen
- the Disney influence

**25.00% - Contemporary, multicultural chapter books**

--for elementary, middle grade, and young adult readers with examination of the sub-genres and types

(modern fantasy, realism, historical, graphic novels, and biography)

–major authors, such as Newbery Award winners

**6.00% - An introduction to international writers of children's literature**

–winners of the Hans Christian Andersen Award

–the state of children's publishing today

**Laboratory or Activity Content**

n/a

**Methods of Evaluation**

**Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):**

Written expression

**Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):**

Essay exams

Group projects

Individual projects

Journals

Objective exams

Oral presentations

Quizzes

Reports/papers

Research papers

Written analyses

Written compositions

Written creation (poem, screenplay, song)

Written homework

Other (specify)

Classroom Discussion

Projects

Participation

Reports/Papers/Journals

**Other**

Lesson plans

**Instructional Methodology**

**Specify the methods of instruction that may be employed in this course**

Audio-visual presentations

Class activities

Class discussions

Collaborative group work

Computer-aided presentations

Distance Education

Field trips

Group discussions

Guest speakers

Instructor-guided interpretation and analysis

Instructor-guided use of technology

Internet research

Large group activities

Lecture

Modeling

Observation

One-on-one conference

Readings

Small group activities

Web-based presentations

**Describe specific examples of the methods the instructor will use:**

- Lecture by instructor with slides on history/context and author biographies
- Whole-class and small-group discussion of books and illustrations

- Essays analyzing chapter books
- Peer review of student essay rough drafts
- Group and individual presentations on poetry, picture books, and special topics in children's literature

## Representative Course Assignments

### Writing Assignments

- Journals in response to readings of children's poems and fairy tales.
- Notes, outlines, summaries, and analyses of readings.
- Essays on appropriate topics such as the Golden Age of Children's Literature (1850 to World War I) or modern Newbury Award-winning titles.

### Critical Thinking Assignments

- Debate key issues of the course, such as different methods for evaluating children's literature.
- Analyze how historical context shapes a book's theme.
- Analyze written information on the subject of the rise of the young adult novel.
- Determine which picture books had the greatest impact over a set period of time and why.
- Compare and contrast the evidence in support of one interpretation of a middle-grade children's novel over another.

### Reading Assignments

- Read scholarly article on the historical significance of children's literature.
- Read nursery rhymes and poetry for children.
- Read middle grade novels such as *A Wrinkle in Time*.
- Read biographies, novels, short stories, picture books, critical reviews.
- Read Golden Age children's literature, such as *Winnie-the-Pooh* and *The Tales of Peter Rabbit*, and/or *Alice in Wonderland*.
- Read graphic novels, such as *Captain Underpants* or *Diary of a Wimpy Kid*.

### Skills Demonstrations

n/a

### Other assignments (if applicable)

n/a

## Outside Assignments

### Representative Outside Assignments

- Attendance at theater, film, music, art performances/showings directly related to a course assignment.
- Cooperative group planning for oral presentations and group projects.
- Assigned readings from an anthology of historical children's literature as well as modern Newbury award-winning books.
- Attendance at a children's literature reading/storytime event.

## Articulation

### C-ID Descriptor Number

ENGL 180

### Status

Approved

### Equivalent Courses at 4 year institutions

University	Course ID	Course Title	Units
CSU Channel Islands	ENGL 212	Children's Literature in a Diverse World	3
UC Santa Cruz	LIT 61 N	Introduction to Children's Literature	5
Cal Poly San Luis Obispo	ENGL/LS 255	Children's Literature in a Diverse Society	4
CSU Bakersfield	CAFS 2800	Multicultural Children's Literature	3

**Comparable Courses within the VCCCD**

ENGL V18 - Children's Literature and Film  
ENGL R125 - Children's Literature

**District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**C2. Humanities**

Approved

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

**Course is CSU transferable**

Yes

**CSU Baccalaureate List effective term:**

S2001

**CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

**UC TCA**

**UC TCA**

Approved



**IGETC****Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3B: Humanities**

Approved

**Area 4: Social and Behavioral Sciences****Area 5: Physical and Biological Sciences****Area 6: Languages Other than English (LOTE)****Textbooks and Lab Manuals****Resource Type**

Textbook

**Description**Russell, David L. *Literature for Children: A Short Introduction*. 9th ed., Pearson, 2018.**Resource Type**

Textbook

**Description**Zipes, Jack, et al. *Norton Anthology of Children's Literature: The Traditions in English*. W. W. Norton, 2005.**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**Zipes, Jack. *When Dreams Came True: Classical Fairy Tales and Their Tradition*. 2nd ed., Routledge, 2007.**Resource Type**

Other Resource Type

**Description**

Selections from Mid 19th - Early 20th Century Books (Partial List):

Kingsley, Charles. (1863). *The Water-Babies*Carroll, Lewis. (Charles Dodgson) (1865). *Alice's Adventures in Wonderland*. Illust. TennielAlcott, Louisa May. (1868). *Little Women*MacDonald, George. (1871). *At the Back of the North Wind*Collodi, Carlo. (1883). *The Adventures of Pinocchio*Stevenson, Robert Lewis. (1883). *Treasure Island*Kipling, Rudyard. (1894-95). *The Jungle Book*Baum, L. Frank. (1900). *The Wonderful Wizard of Oz*Potter, Beatrix. (1902). *The Tale of Peter Rabbit*Barrie, James M. (1906). *Peter Pan in Kensington Gardens*. Illust. RackhamGrahame, Kenneth. (1908). *The Wind in the Willows*Burnett, Frances Hodgson. (1911). *The Secret Garden*

Milne, A. A. (1926). Winnie the Pooh.

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**Resource Type**

Other Resource Type

**Description**

Selections from Young Adult novels  
Selected Printz and Alex Award winners

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**Resource Type**

Other Resource Type

**Description**

Selections for Poetry Books (Partial List):  
Lear, Edward. (1846). Book of Nonsense  
Stevenson, Robert Louis. (1885). A Child's Garden of Verses  
Silverstein, Shel. (1974). Where the Sidewalk Ends  
Willard, Nancy. (1981). A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers  
Fleischman, Paul. (1988). Joyful Noise: Poems for Two Voices.

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**Resource Type**

Other Resource Type

**Description**

Selections from Elementary and middle grade novels  
Selected Newberry Award winners and Honor books

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**Resource Type**

Other Resource Type

**Description**

Selections from Picture Books  
Selected Caldecott Award winners and honor books

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**Resource Type**

Websites

**Description**

Children's poetry websites such as Poetry Foundation (<https://www.poetryfoundation.org/learn/children>) and the Children's Poetry Archive (<https://childrens.poetryarchive.org/>).

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## Library Resources

**Assignments requiring library resources**

Research using the library's print and online resources.

**Sufficient Library Resources exist**

Yes

**Example of Assignments Requiring Library Resources**

Research in the field of children's literature using the Library's print and online resources on such topics as what picture books had the greatest impact over a set period of time and why.

## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Original posts and replies to classmates in response to questions about assigned readings
Face to Face (by student request; cannot be required)	Conferences about writing, discussion about course content
Other DE (e.g., recorded lectures)	Overview of author biographies and historical context

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Original posts and replies to classmates in response to questions about assigned readings
Face to Face (by student request; cannot be required)	Conferences about writing, discussion about course content
Other DE (e.g., recorded lectures)	Overview of author biographies and historical context

#### 100% online Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Original posts and replies to classmates in response to questions about assigned readings
Other DE (e.g., recorded lectures)	Overview of author biographies and historical context
Video Conferencing	Conferences about writing, discussion about course content

### Examinations

#### Hybrid (1%–50% online) Modality

On campus  
Online

#### Hybrid (51%–99% online) Modality

On campus  
Online

**Primary Minimum Qualification**

ENGLISH

**Review and Approval Dates**

**Department Chair**

03/05/2022

**Dean**

03/06/2022

**Technical Review**

03/17/2022

**Curriculum Committee**

4/5/2022

**DTRW-I**

MM/DD/YYYY

**Curriculum Committee**

MM/DD/YYYY

**Board**

MM/DD/YYYY

**CCCCO**

MM/DD/YYYY

**Control Number**

CCC000428559

**DOE/accreditation approval date**

MM/DD/YYYY