



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number ENG 222	Course Title Children's Literature	Credits 3
Hours: Lecture/Lab/Other 3 Lecture	Co- or Pre-requisite Grade of "C" or higher in ENG 102	Implementation Semester & Year Fall 2022

Catalog description:

This survey class focuses on the critical evaluation of literature written for children and the contexts in which they were produced. Works studied may include folk tales, traditional fairytales, picturebooks, canonized fiction, poetry, and contemporary works.

General Education Category:
Goal 6: Humanities

Course coordinator:
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Required texts & Other materials:

- The Norton Anthology of Children's Literature AND/OR texts representative of notable genres, movements, time periods, and authors to include full length texts and excerpts as determined by the professor and/or department. These may include fairy tales, picture books, poetry, nonfiction, and novels.
- Internet access
- Supplemental texts from websites and supplied by instructor via BlackBoard.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course the student will be able to:

1. close read and analyze primary texts. [Supports ILG # 6, 7, 11]
2. close read and analyze secondary texts [Supports ILG # 6, 7, 9, 10, 11]
3. identify the significance of specific authors, scholars, and trends within literary and historical contexts [Supports ILG # 6, 7, 11]
4. explain the ways in which the study of children's literature is essential to understanding the construction of various models childhood throughout history [Supports ILG # 1, 6, 7, 8, 9, 11]
5. present cogent written and verbal analysis of elements of children's literature using credible reference/literary resources [Supports ILG # 1, 6, 10, 11]
6. apply basic conventions of literary studies by correctly formatting written work and source attribution [Supports ILG # 1, 6, 7, 10, 11]
7. synthesize and apply course concepts to create a video or book for children aged 5-12 within peer groups by identifying, researching, and producing a text for children. [Supports ILG # 1, 4, 6, 11]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Units of study in detail – Unit Student Learning Outcomes:

Unit: Overview of Literary Studies [Supports Course SLOs #1, 2, 5, 6]

Learning Objectives

The student will be able to:

- demonstrate MLA formatting in writing assignments,
- explain academic integrity as it applies to college writing,
- distinguish between popular and scholarly sources,
- describe the basic context of studying children's literature,
- define the basic elements of literature,
- use the MCCC Library and Databases to access texts appropriate for literary studies, and
- describe the tools of literary scholarship.

Unit: Children's Literature and Pop Culture [Supports Course SLOs # 1, 2, 3, 5, 6]

Learning Objectives

The student will be able to:

- define "culture
- list and define prevalent genres in children's literature,
- describe the history of adaptation in/of children's literature,
- define common terms used in film analysis,
- use the MCCC Library and Databases to access appropriate secondary sources, and
- respond critically to primary texts.

Unit: "Childhood" and Children's Literature [Supports Course SLOs #1, 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to:

- define "children's literature" and list its functions,
- outline a historical overview of children's literature,
- distinguish between models of childhood,
- define censorship and,
- discuss the relationship between models of childhood, censorship, and children's literature.

At least 4 of the following 6 Units:

Unit: Gender and Sexuality in Children's Literature [Supports Course SLOs #1, 2, 3, 5, 6, 7]

Learning Objectives

The student will be able to:

- distinguish between sex and gender,
- list and describe the genders most often portrayed in children's literature,
- explain how cultural gender norms for children have been typically portrayed in children's literature,
- analyze the portrayal of sexuality in children's literature,
- use the MCCC Library and Databases to access appropriate secondary sources, and
- respond critically to primary texts.

Unit: Race, Ethnicity, and Culture in Children's Literature Literature [Supports Course SLOs #1, 2, 3, 5, 6, 7]

Learning Objectives

The student will be able to:

- outline the history of representation in children's literature as it relates to race, ethnicity, and culture,
- identify the significance of children's book awards that are specific to minority or Othered authors,
- define and discuss key terms and controversies related to race, ethnicity, and culture in children's literature,
- use the MCCC Library and Databases to access appropriate secondary, and
- and respond critically to primary texts.

Unit: Visual Media Literature [Supports Course SLOs #1, 2, 3, 5, 6, 7]

Learning Objectives

The student will be able to:

- define common visual media such as "picturebook" and "graphic novel,"
- explain how words and images relate to each other in children's visual,
- analyze a picturebook or graphic novel according to the artistic choices of its,
- list and describe popular media used in the production of picturebooks and graphic novels,
- define digital media in children's literature,
- use the MCCC Library and Databases to access appropriate secondary sources, and
- respond critically to primary texts.

Unit: Nonfiction Literature [Supports Course SLOs #1, 2, 3, 5, 6, 7]

Learning Objectives

The student will be able to:

- distinguish between nonfiction and informational books,
- list and describe subgenres of nonfiction writing,
- explain critical issues in examining nonfiction,
- use the MCCC Library and Databases to access appropriate secondary sources, and
- respond critically to primary texts.

Unit: Poetry Literature [Supports Course SLOs #1, 2, 3, 5, 6, 7]

Learning Objectives

The student will be able to:

- define key terms in children's poetry,
- demonstrate a method for children's poetry in literary studies,
- use the MCCC Library and Databases to access appropriate secondary sources, and
- respond critically to primary texts.

Unit: Traditional and Non-tradition Fairy Tales and Folk Tales Literature [Supports Course SLOs #1, 2, 3, 5, 6, 7]

Learning Objectives

The student will be able to:

- define “fairy tale” and “folk tale”
- describe the history of fairy tales and folk tales
- explain the social function of fairy tales and folk tales
- describe the function of “retellings”
- use the MCCC Library and Databases to access appropriate secondary and
- respond critically to primary texts.

Evaluation of student learning:

Percentages and categories at Instructor and/or Departmental Discretion:

Class Participation	15%
Quizzes (At instructor’s discretion)	15%
Short Writing Assignments/Homework (At instructor’s discretion)	15%
Information Presentations	15%
Original Texts	15%
Literary Analysis	25%