

Master Course Syllabus

Course Discipline and Number: ENGL 220

Course Title: Literature for Children

Year: 2024-2025

Credit Hours: 3

Attendance Policy: *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

Services for Students with Disabilities: *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

Course Description

Literature for Children presents a study of the poetry and prose available for children from preschool through junior high school. Students examine the characteristics of children's books including picture, folk, fantasy, biography, historical fiction, information books, contemporary realistic fiction, and poetry. Topics include evaluation of children's books, principles of book selection, illustrations in books, cultural diversity in children's literature, and motivating children's responses to books. ENGL 220 fulfills the SUNY General Education requirement in the Humanities. Prerequisites: ENGL 102; prior completion or concurrent enrollment in RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Fall and spring semesters.

Course Context/Audience

This course is required in the Early Childhood Program because it provides students with the skills needed to evaluate and select books appropriate to children's levels and needs. The course includes a study of cultural and social diversity in literature and how it is presented in children's books. Further, the course requires that students consider ways to motivate readers to respond to literature. At the end of the course, students will have developed a resource file of forty books from which to draw as they begin their careers.

Basic Skills/Entry Level Expectations

Writing: WC College level writing skills are required. See course co-requisites or pre-requisites.

Math: M0 Very limited or no math skills required.

Reading: R3 Course may be taken concurrently with RDNG 116.

Course Goals

Upon successful completion of this course, students will be able to:

1. Critically evaluate literature for children in each of the genre studied: picture, folk, fantasy, biography, historical fiction, contemporary realistic fiction, information books, and poetry.
2. Select excellent works of children's literature to present to children from preschool through junior high school.
3. Recognize and appreciate excellent works of culturally and socially diverse children's literature.
4. Stay current with the evolving issues and trends in children's literature.
5. Use a variety of means to motivate children to respond positively to books.

Course Objectives/Topics

Objective/Topic	% Course
Students will study, analyze, select, and evaluate the various genre of literature for children, resulting in a 40 book resource file.	55%
Students will learn the important elements of excellent culturally and socially diverse children's books.	20%
Students will learn how to promote good reading experiences for children.	20%
Students will learn the history of issues and trends in children's literature and how to stay current with important evolving issues and trends in children's literature.	5%

General Education Goals - Critical Thinking & Social/Global Awareness

CRITICAL THINKING OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<p>Students will be able to</p> <ul style="list-style-type: none"> ➤ develop meaningful questions to address problems or issues. ➤ gather, interpret, and evaluate relevant sources of information. ➤ reach informed conclusions and solutions. ➤ consider analytically the viewpoints of self and others. 	<p>As students complete forty book evaluations, a diversity report, two genre project reports, and an issues and trends presentation, they will:</p> <ul style="list-style-type: none"> • learn to ask specific questions about the ability of individual children's book authors to deal with societal problems and issues fairly. Book evaluation forms will have questions regarding how individual books deal with societal problems and issues. • gather, interpret and evaluate relevant sources of information in every assignment. • learn to support all conclusions they draw with well-developed support from the course text, children's books, and outside sources. • analyze and evaluate socially and culturally diverse books in each genre. Students will be required to complete an analysis of diversity in eight book evaluations (one from each genre). The Diversity Report will also focus on this outcome.
SOCIAL/GLOBAL AWARENESS OUTCOMES	HOW DOES THE COURSE ADDRESS THE OUTCOMES (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> ➤ Students will begin to understand how their lives are shaped by the complex world in which they live. ➤ Students will understand that their actions have social, economic and environmental consequences. 	<p>Students will be exposed to excellent children's books that demonstrate how the global population is interconnected. Students will have the opportunity to analyze the interconnections within the global population while evaluating literature for the book file and/or by writing a diversity report based on the same concept. <i>Example: Compare three different versions of the Cinderella tale from around the world.</i></p> <p>Students will be exposed to excellent children's books that demonstrate that human actions have social consequences. They will have the opportunity to analyze how human actions have social consequences while evaluating</p>

	<p>literature for the book file. <i>Example: <u>Talking Eggs</u> is an excellent work of folk literature.</i></p> <p>Students will be exposed to excellent children's books that demonstrate that human actions have economic consequences. They will have the opportunity to analyze how human actions have economic consequences while evaluating literature for the book file. <i>Examples: <u>A Chair for My Mother</u>, <u>The Ant and the Grasshopper</u></i></p> <p>Students will be exposed to excellent children's books that demonstrate that human actions have environmental consequences. They will have the opportunity to analyze how human actions have environmental consequences while evaluating literature for the book file. <i>Examples: <u>The Lorax</u> or <u>Going Bush</u> (winner of 2008 Environment Award for Children's Literature)</i></p>
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Instructional Methods

The following instructional methods should be included in the course: lectures aimed at providing students with necessary background and disciplinary knowledge, discussions, hands-on application of course concepts, theories and methods, research, formal and/or informal collaborative work; guest speakers and/or videos.

Methods of Assessment/Evaluation

Method	% Course Grade
Students will complete two written genre reports.	30-40%
Students will select, read, and evaluate, based on stated guidelines, 40 children's books from all genre.	40-50%
Students will study the various kinds of books designated as culturally and socially diverse and measure the impact of these books in various genre.	10%
Students will research various issues and trends in children's literature and share their analyses and resources through discussion or presentation.	10%

Text(s)

Literature for Children: A Short Introduction, Russell, David L., 76th Edition. c 2007 Pearson Education, Inc.

Bibliography

Du Bolton, Lesley. (c 2003). The EVERYTHING Guide to Writing Children's Books. Adams Media Corporation.

Campbell, Joseph. (c 2008). The Hero with a Thousand Faces. (3rd edition). New World Library.

Cianciolo, P.J. (c 1997). Picture Books for Children. (4th edition). Chicago: American Library Association.

Galda, L., Rayburn, & Stanza, L.C. (c 2000). "Looking through the faraway end: Creating a literature-based reading curriculum with 2nd graders." Newark, DE: International Reading Association.

Sims Bishops, R. (c 1997). "Kaleidoscope: A multicultural booklist for grades K-8." Urbana, IL: National Council of Teachers of English.

Silvey, Anita. (c 2005). 100 Hundred Best Books for Children. Boston: Houghton Mifflin Books.

Other Learning Resources

Audiovisual

No resources specified

Electronic

Stauffer, Marilyn H., ed. Children's Reading Interests Related to Book Elements. University of Florida.

<http://www.cas.usf.edu/lis/lis6585/readinterests.html>

Plimoth Plantation: The Official Site <http://www.plimothplantation.com/index.htm>

Other

Hade, Daniel. "Storytelling : Are Publishers Changing the Way Children Read?" The Horn Book Magazine, September/October 2002.

Hearne, Betsy. "Once There Was and Will Be: Storytelling the Future." The Horn Book Magazine, Nov 2000v 76i6p712.