

Course: CHILDREN'S LITERATURE**Department: English****Course Description:** Children's literature examines the reading interests of children from the pre-school years through the elementary grades with emphasis on the contribution that reading can make toward the process of growth. Topics include history of literature for children, illustrators, folk tales, fiction, poetry and books in special fields. Prerequisites: none. 3 credits.

Course Outcomes	Learning Activities	Assessment Tools
Upon successful completion of this course students should:	To achieve these outcomes students may engage in the following activities:	Student learning may be assessed by:
1. Read a significant sampling of the writings that constitute the children's literature canon	<ul style="list-style-type: none"> • reading assigned selections thoughtfully (R¹, CT) 	<ul style="list-style-type: none"> • quizzes and objective questions on readings (CT, OC,) • mid-term and final examinations on readings, with objective and essay questions (W,CT)
2. Become familiar with, or at minimum identify, the generally accepted major writers and works of children's literature	<ul style="list-style-type: none"> • attending class lectures regularly, taking notes (CT, W) • discussing assigned readings as a whole class (R, OC, CT) • discussing assigned readings in small groups (R, OC, CT) • completing reading logs that respond to assigned readings (W, R, CT) • evaluating children's area at library (CT, W, TS, OC) 	<ul style="list-style-type: none"> • responses to study questions (CT, W, OC) • reading logs (R, W, CT) • tests and quizzes on readings (R, W, CT)
3. Critically evaluate literature for children	<ul style="list-style-type: none"> • evaluating texts (CT, W, R) • evaluating Caldecott and Newbery winners (CT, W, R) 	<ul style="list-style-type: none"> • completion of evaluation sheets, e.g. theme, plot, characters (W, R, CT)
4. Utilize reading strategies to facilitate the reading process	<ul style="list-style-type: none"> • previewing reading passages (R, CT) • summarizing a reading (R, CT, W, OC) • taking notes from a lecture or reading 	<ul style="list-style-type: none"> • assignment demonstrating pre, during, and post reading activities such as SQ3R, mapping, outlining, Venn diagrams, semantic feature analysis,

¹ Indicate the Core Competencies that apply to the outcomes activities and assessment tools: Critical Thinking (CT); Technology Skills (TS); Oral Communications (OC); Quantitative Skills (QS); Reading (R); Writing (W).

	(R, CT)	summary etc. (R,CT,OC,W,TS,QS)
5. Use the skills learned in other English courses to continue the discussion of literary terms and themes in an academic setting	<ul style="list-style-type: none"> • using literary terms to describe and analyze text (W, CT, R) • completing criteria questionnaire using literary terms and elements of Standard English (W, R, CT) 	<ul style="list-style-type: none"> • evidence of literary terms in assigned papers, and identification of thematic patterns in assigned readings (R, CT, W)
6. Articulate general principles about emergent literacy	<ul style="list-style-type: none"> • selecting appropriate literature based on emergent literacy principles (R, CT, TS) 	<ul style="list-style-type: none"> • research papers that demonstrate evidence of critical thinking about emergent literacy (CT, W) • annotated bibliography (W, R, CT)
7. Articulate elements of effective literature for children	<ul style="list-style-type: none"> • selecting appropriate literature based on effective elements (R, CT, TS) 	<ul style="list-style-type: none"> • annotated bibliography (W, R, CT)
8. Instill in children a desire to read on a regular basis with increased speed, comprehension, and confidence	<ul style="list-style-type: none"> • sustaining silent reading (R, CT) • engaging in literature circles (R, CT) • engaging in class discussions (R, CT, OC) • reading aloud to children (R, OC) 	<ul style="list-style-type: none"> • reading attitude survey (R,CT, QS) • open-ended comprehension questions (R,CT,OC,TS) • reading journal (R,CT,W,TS) • reading log (R,CT,W,TS,QT) • presentations of analysis of read-aloud projects (CT, OC, R, W)
9. Strengthen Core Competencies** in order to increase success in this and other courses and in the workplace.	<ul style="list-style-type: none"> • referenced above 	<ul style="list-style-type: none"> • referenced above