

Department:

Library Science

Course Description:

This course is designed to introduce students to the field of children's literature. The course will cover the theories, history, and types of children's literature. Emphasis will be on giving students the ability to evaluate and select appropriate literature for various ages of children and share it in a creative, entertaining manner.

The course is recommended for elementary education and library science majors, and, at some institutions, is a requirement for those majors. Course material will be broad enough to accommodate anyone with an interest in the field of children's literature.

Course Competencies:

Upon completion of this course, students should be able to:

1. Find enjoyment in children's literature by reading a wide variety of children's books.
2. Define children's literature and explain its personal and educational value in children's lives.
3. Understand key literary elements as they apply to the evaluation and analysis of children's literature.
4. Understand the defining features of the various genres as they apply to evaluation and analysis of children's literature.
5. Understand visual elements as they apply to evaluation and analysis of picturebooks.
6. Express an evidence-based personal response to a children's book.
7. Develop a broad knowledge of various genres of children's literature and how each might be integrated into the K-8 curriculum.
8. Demonstrate an ability to read orally in an entertaining fashion and to develop storytelling techniques.
9. Understand the importance of children's First Amendment rights and how these rights relate to children's independent selection of materials. Be aware of the difference between selection and censorship.
10. List the determinants of children's reading interests and preferences.
11. Explain how children's physical, cognitive, language, moral, and personality development influence their response to literature.
12. Trace in general terms the development of literature specifically for children from the 17th century to the present.
13. Design literature engagements that encompass a variety of literature experiences and purposes.
14. Be aware of notable children's books, authors, illustrators and awards.
15. Recognize how diverse cultures have been and are portrayed in children's literature.
16. Be familiar with various Internet resources related to children's literature.
17. Be familiar with seminal research studies showing the benefits of reading literature aloud to children, teaching reading with literature and using literature across the curriculum.
18. Use software programs to write and revise papers that meet page format and source documentation required by the instructor.

Course Content:

- A. Learning about Story and Literature
- B. Learning about Children and Literature
- C. Learning about Literature
- D. Illustration and Visual Elements
- E. Picturebooks and Graphic Novels
- F. Poetry
- G. Traditional Literature
- H. Fantasy and Science Fiction
- I. Realistic Fiction
- J. Historical Fiction
- K. Nonfiction: Biography and Informational Books
- L. Literature for a Diverse Society
- M. Literature in the Curriculum
- N. Engaging Children with Literature

Learning Assessments:

Competencies may be evaluated by multiple measures, including unit projects, quizzes, papers, in-class assignments and presentations, midterm exam, final project, and final exam.

Instructional Materials:

Textbook: Short, K.G., Lynch-Brown, C., & Tomlinson, C.M. (2018). *Essentials of Children's Literature*, 9th ed., Pearson/Allyn & Bacon. ISBN: 978-0-134-53259-2.

Guidelines for Requesting Accommodations Based on Documented Disability or Medical Condition

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the "Disabilities Self-Identification Form" on our [Disability Services website](#).

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.

A Note on Harassment, Discrimination and Sexual Misconduct

Highland Community College seeks to assure all community members learn and work in a welcoming and inclusive environment. Title VII, Title IX, and College policy prohibit harassment, discrimination and sexual misconduct. Highland Community College encourages anyone experiencing harassment, discrimination or sexual misconduct to talk to report to the Vice President for Student Services, the Human Resources Director or complete an [online report](#) about what happened so that they can get the support they need and Highland Community College can respond appropriately.

There are both confidential and non-confidential resources and reporting options available to you. Highland Community College is legally obligated to respond to reports of sexual misconduct, and therefore we cannot guarantee the confidentiality of a report, unless made to a confidential resource. Responses may vary from support services to formal investigations. As a faculty member, I am required to report incidents of sexual misconduct and thus cannot guarantee confidentiality. I must provide our Title IX coordinator with relevant details such as the names of those involved in the incident. For more information about policies and resources or reporting options, please review our [Equity Grievance Policy](#).