

SECTION HEADING

ENGL 2120: Children's Literature

Description

Children's Literature analyzes and surveys the history of Children's Literature while teaching methods of evaluation and organization criteria for Children's Literature (early literacy, primary, and intermediate children's books).

Credits

3

Prerequisite

ENGL 0095, ENGL 1101 or placement by multiple measures

Topics to be Covered

1. Provide a diverse survey of children's literature
2. Contextualize children's literature
3. Define the major distinctions that mark children's literature as a literary genre
4. Describe the importance of children's literature in teaching and learning
5. Describe the value of children's literature for equity, access, and inclusion

Learning Outcomes

1. Demonstrate knowledge of major genres and styles in children's literature (Minnesota State English Transfer Pathway Content Area 2) a) Assess different genres, authors, illustrators, and literacy elements (character, imagery, language, metaphor, plot, rhythm, setting, sound, and structure) in children's literature b) Reference national and regional literary children's book review organizations (such as Kirkus, Publishers Weekly, & the Hornbook), award organizations (such as the Caldecott, Coretta Scott King Award, Newberry, Michael L. Printz Award, National Book Awards), and the children's book societies (such as SCBWI) c) Demonstrate a variety of equitable and culturally sensitive strategies for assessing reading level (picture book, early reader, middle grade, and young adult) and for engaging young children in literacy activities
2. Demonstrate knowledge of literature of under-represented populations (Minnesota State English Transfer Pathway Content Area 3) a) Find, document, analyze, and categorize diverse, inclusive, and equitable children's literary works (race, ethnicity, age, religion, gender, LGBTQ+, disability)
3. Demonstrate knowledge of canonical works of children's literature (Minnesota State English Transfer Pathway Content Area 2) a) Document and analyze the works of diverse and some major writers and classify them with their works, genre, cultural significance, and literary periods
4. Demonstrate understanding of canon formation of children's literature as a reflection of historical, social, and cultural contexts (Minnesota State English Transfer Pathway Content Area 3) a) Chronicle the history of modern literacy under the lens of power, privilege, and equity; and present reasons and solutions for addressing the systemic literary oppression of under-served communities
5. Demonstrate knowledge of major periods and historical developments in children's literature (Minnesota State English Transfer Pathway Content Area 2) a) Analyze works in children's literature as expressions of individual privilege within their historical and social context.

Credit Details

Lecture: 3

Lab: 0

OJT: 0

MnTC Goal Area(s): Goal Area 06 - The Humanities and Fine Arts, Goal Area 07 - Human Diversity

Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal Area 06: The Humanities and Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within a historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

Goal Area 07: Human Diversity

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
2. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
3. Analyze their attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.

Section Heading

4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

Transfer Pathway Competencies

ENGLISH TRANSFER PATHWAY

Content Area 2) A Literature Survey course/British/American Literary Traditions Learning Outcomes Students should be able to:

1. Demonstrate knowledge of canonical works of British/American literature
2. Demonstrate knowledge of major genres and styles in British/American literature

Demonstrate knowledge of major periods and historical developments in British/American literature

ENGLISH TRANSFER PATHWAY

Content Area 3) A Diverse Literature course Learning Outcomes

Students should be able to:

1. Demonstrate knowledge of literature of under-represented populations
2. Demonstrate understanding of canon formation as a reflection of historical, social, and cultural contexts