



LIT-131: CHILDREN'S LITERATURE

Also listed as: LIT-131H

Effective Term

Fall 2025

BOT Approval Date

12/17/2024

Discipline

LIT - Literature

Course Number

131

Course Title

Children's Literature

Short Title

Children's Literature

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

3.00

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes

Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

LIT-131H

C-ID (Admin Only)

C-ID ENGL 180

CB 00

CCC000600760

Course Title

Honors Children's Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ENGL 180

Catalog Description

This course is a survey of children's literature from picture books to novels including the history of children's literature. Students will examine literary elements developed in poetry and prose for children, visual elements in picture books and graphic novels, genres of children's literature, and literary approaches to analyzing the literature. They will also explore issues such as censorship, social justice, equity, cultural diversity, and identity in a variety of children's texts.

Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

Eligibility for college-level composition as determined by college assessment or other appropriate method.

Recommended Preparation

Recommended Preparation (note that students can enroll in the class even if they haven't take the recommended course)

ENGL-C1000.

Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

23.1405 - Children's and Adolescent Literature.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Compare the relationship of the early history of children's literature to the late 20th century and current trends and issues in children's books.
2. Categorize and evaluate the various genres of children's literature, particularly concept and picture story books, poetry and novels.
3. Analyze individual works with respect to gender, class, culture, race, ethnicity, and sexuality, differences in ability.
4. Analyze individual works and compare and contrast various works of literature, dealing with similar themes or problems, in order to appraise the strengths and weaknesses in each work with regard to such elements as style or language use, plot construction, character development, setting, point of view, theme, tone, and genre.
5. Evaluate the visual elements of picture books and novels when relevant and consider how the elements relate to as well as enhance the narrative and theme(s).
6. Analyze individual works of literature from the lens of social justice to demonstrate the importance of diversity in children's literature.
7. Evaluate controversial topics in children's literature including issues surrounding banned books for children.
8. Compose critical, thesis-based student generated essays without the use of AI on literary elements or evaluation of pictures or narratives in selected works.
9. Examine children's literature through the lens of children's cognitive, social, moral, and emotional developmental theories.

Honors Objectives

1. Demonstrate significant original insight with respect to the genre of children's literature.
2. Analyze a broader selection of children's books with respect to a specific focus or genre.
3. Research scholarship and compose an analytic essay about children's literature themes, ideas, and/or controversies with an emphasis on original scholarship.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will appreciate the beauty and relevance of literary works.
2. Students will use evidence in support of an independent analysis.
3. Students will empathize with diverse points of view in a text.

Program Learning Outcomes

Learning Outcome

1. Students will analyze a variety of literary genres in their social, cultural and historical context.
4. Students will demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.
5. Students will evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.
7. Students will present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

1. Introduction
 - a. What is children's literature?
 - b. What makes good children's literature?
2. History of children's literature
 - a. Early forms of children's literature and concepts of childhood
 - i. Didacticism
 - ii. Religious texts
 - iii. Hornbooks
 - b. 18th Century
 - i. Chapbooks
 - ii. Newbery
 - iii. Enlightenment era

- c. Colonialism; Postcolonialism; Multiculturalism
 - i. Moralistic Frameworks
 - ii. Caldecott and the rise of the picture books
 - iii. Diversification
- 3. Introduction to various genres
 - a. Traditional Literature and Modern Fairytales
 - i. What they are
 - ii. How they impact historical and contemporary children's literature
 - iii. Traditional literature theories, paradigms, and/or tropes such as the following:
 - 1. Joseph Campbell's hero cycle
 - 2. Vladimir Propp's morphology of the folktale
 - 3. Levi Strauss' structured opposites
 - iv. Representative texts such as "Cinderella," "La Llorona," "Little Red Riding Hood," and "Lon Po Po."
 - b. Picture story books, illustrated books
 - i. Variety of picture books and how to evaluate each
 - 1. Concept books such as "Chicka Chicka Boom Boom," "Bodies are Cool," "Tops and Bottoms"
 - 2. Beginning readers such as "Frog and Toad are Friends," "Henry and Mudge," "Jada Jones"
 - 3. Picture storybooks such as "Eyes That Kiss in the Corner," "Calvin," "Fry Bread," "Where the Wild Things Are," "Too Many Tamales"
 - ii. Visual elements and how they impact the narrative
 - iii. Being mindful of diversity as well as problematic and stereotyped images in illustrations
- 4. Issues in contemporary and historical texts
 - a. Positive role models
 - b. Issues of sexism and finding non-sexist examples
 - c. Issues of racism and finding non-racist examples
 - d. Issues of sexuality and ableism
 - e. Other issues related to diverse literature
 - f. Controversial literature and banned books
- 5. Diversity and Social Justice in children's books
 - a. Culturally responsive vs culturally expansive vs culturally critical curriculum
 - b. Rudine Sims Bishop's windows, mirrors, sliding glass doors
 - c. Introduction to awards that celebrate diverse literature
 - d. Discussing social justice with children through children's literature
 - e. NAEYC (National Association for the Education of Young Children) core beliefs, including the first core principle of doing no harm to children
 - f. Encouraging readers of children's literature to become allies and co-conspirators and to practice Mary Juzwik's "ethics of answerability"
- 6. Elements of Narrative
 - a. Plot
 - b. Character
 - c. Point of View
 - d. Setting
 - e. Style
 - f. Theme
- 7. Novel genres
 - a. Historical fiction
 - i. Definition
 - ii. Evaluation criteria and other aspects of the genre
 - iii. Application to specific texts such as *Inside Out and Back Again*, *Indian No More*, *Number the Stars*, *One Crazy Summer*, *Esperanza Rising*
 - b. Realism
 - i. Definition
 - ii. Evaluation criteria and other aspects of the genre
 - iii. Application to specific texts such as *Efren Divided*, *Frindle*, *Becoming Naomi Leon*.
 - c. Fantasy

- i. Definition
 - ii. Evaluation criteria and other aspects of the genre
 - iii. Application to specific texts such as *Toys Go Out*, *Future Hero: Race to Fire Mountain*, *When You Trap a Tiger*, *Tuck Everlasting*, *The Little Prince*
- d. Nonfiction
 - i. Definition
 - ii. Evaluation criteria and other aspects of the genre
 - iii. Application to specific texts such as *Brown Girl Dreaming*, *Port Chicago 50*, *When Stars Are Scattered*, *The Boy Who Harnessed the Wind*
- e. Graphic Novels
 - i. Definition
 - ii. Evaluation criteria and other aspects of the genre
 - iii. Visual and narrative elements
 - iv. Application to specific texts such as *American Born Chinese*, *El Deafo*, *New Kid*, *Coraline*, *Dog Man*, *Narwhal*
- f. Elements of poetry
 - i. Meaning
 - ii. Figurative language
 - iii. Imagery
 - iv. Sound devices
 - v. Rhythm
 - vi. Form
 - vii. Representative texts such as "Smart" by Shel Silverstein, "Quilt" by Janet Wong, "If I were in Charge of the World" by Judith Voirst, "Harlem" by Nikki Grimes, "Homework" by Jane Yolen, "The Muddy Puddle" by Dennise Lee, "Kindness" by Naomi Shihab Nye
- 8. Theories of development as lenses through which to analyze children's literature
 - a. Piaget - (cognitive)
 - b. Erikson - (psychosocial)
 - c. Kohlberg - (moral and recognition of limitations of their ideas with respect to gender and race)
 - d. Other theories that discuss the impact of racial attitudes in how young children see themselves and how diverse literature can counter that, including but not limited to the following
 - i. Barbara Rogoff and community/culturally based practices
 - ii. Mamie Clark and the doll test
 - iii. Louise Derman-Sparks and anti-bias education
- 9. Other literary theories as applicable to specific texts
 - a. Reader response
 - b. Feminist
 - c. Marxist
 - d. Psychoanalytic
 - e. Mythological
 - f. Structuralist/Deconstruction
 - g. Gender and Queer Theory

Honors Content

LIT 131 Honors students will cover the same general topics as the regular LIT131 class; however, students enrolled in the Honors section of the course will cover the topics in greater depth, breadth, and more rigor than the students enrolled in the regular course. Honors students will examine some of the following topics in more depth. This list is an example of possible topics for this honors course.

A. Controversial issues with respect to children's literature.

1. Censorship

Possible Reading: "Censorship and Children's Literature." EJM Knox. 2022

2. Diverse representation, including LGBTQ content

Possible Reading: "And Tango Makes Three." Justin Richardson. 2005

3. Controversial books

Possible Reading: "The Baby Tree." Sophie Blackall. 2022

4. Other controversial Issues in Children's Literature

- a. Sexuality
- b. Drug Use
- c. Non-traditional families
 - d. Historical fiction which includes controversies in history.
 - e. Realistic fiction which includes controversies in realistic children's stories.
- B. Exploring a theme, genre, or author of children's literature in more depth including literary research.
 - Possible Reading: *Children's Literature in Place: Surveying the Landscape of Children's Culture*. Z. Flegar and J. Miskec. 2023.
- C. Literary approaches to children's literature
 - "The Precarious Life of Children's Literature Criticism." Perry Nodelman. 2007.

Methods of Instruction

Method

Discussion

Integration

Class discussions and group activities will allow students to apply knowledge of genre within children's literature (such as historical fiction, fairy tales, and picture books). Students will then discuss problems and theories in children's literature to apply to specific works of literature.

DE Adaptations for MOI

Class discussions will take place in the course management system using guided questions and protocols from the instructor. Students will interact with each other and the instructor on topics surrounding genre, problems and theories in children's literature as they apply to specific works of literature. A social justice lens will be emphasized in discussions.

Method

Critique

Integration

Critiques of children's literature will give students the opportunity to practice identifying critical elements of literature to specific children's texts as well as evaluating how specific books fit within their appropriate genre. For example, students will use content specific knowledge to critique diversity in children's picture books.

DE Adaptations for MOI

Critiques will be completed using slide presentations, and then presentations will be uploaded to the course management system for student and instructor discussion and debates. Critiques will ask students to explore genres, visual elements, diversity, and other relevant topics.

Method

Lecture

Integration

Lectures will introduce students to history, values, and criteria of various genres, to concepts of diversity and social justice for and about children, and to literary elements and approaches to children's literature. The concept of Windows and Mirrors within children's literature will be introduced using a lecture format.

DE Adaptations for MOI

Lecture will be accomplished using instructor prepared, web-based lectures and links to appropriate reference sites or through in-class presentations. Lectures will give students further insight into children's interactions with literature, choosing appropriate theories of children's literature, analysis of literature, social justice topics, book banning and controversies in literature. All materials will be ADA compliant and include closed captioning, closed captioned videos, written explanations of visuals, and modified assignments as needed for vision impaired students. Lectures will explore history, values, diversity, social justice, literary elements, and criteria to evaluate the various genres of children's literature.

Method

Papers and Reports

Integration

Essays will give students experience with analyzing specific works of children's literature to evaluate the elements, genre, and diversity of the text(s). Essays will allow students to form individualized ideas about the literature they are reading in the course using the knowledge and skills presented in the classroom.

DE Adaptations for MOI

Essays, critiques, and analysis of children's literature will be submitted via the course management system and graded according to the MSJC English Department grading standards for essays. All materials will be ADA compliant and include closed captioning, closed captioned videos, written explanations of visuals, and modified assignments as needed for vision impaired students. Essays will give students the opportunity to explore various children's literature from a social justice lens exploring a variety of elements and ways of critiquing.

Method

Individual Projects

Integration

Projects will give learners an opportunity to demonstrate an understanding of children's literature and an ability to apply the concepts studied in class to a specific assigned text or to an individually-chosen text of children's literature. Projects will give students an opportunity to take ownership in their own learning and may allow them to explore texts from a culture or gender or sexuality that is similar to or different from their own. Sharing projects about major concepts in children's literature (such as social justice in children's literature, or censorship of children's literature) in class will enable other students to experience a broader range of children's literature from diverse student perspectives.

DE Adaptations for MOI

Student presentations will be prepared and uploaded into the CMS using accessible video software to allow students the opportunity to take ownership in their own learning, and also students will be able to learn from each other via in class projects and presentations. All materials will be ADA compliant and include closed captioning, closed captioned videos, written explanations of visuals, and modified assignments as needed for vision impaired students. Student presentations topics will vary to explore controversies and themes in children's literature studies.

Additional Methods of Instruction for Honors

In addition to the regular Methods of Instruction for LIT 131 the following methods may be used:

Small group meetings (at least monthly) will allow students to have small group inquiry discussions or Socratic seminars on the honors material and reflection activities. Further, during small group meetings, discussion of student projects should be a part of each meeting. Students may opt to present their projects to the group for feedback before presenting to the class as a whole.

One-on-one meetings with the instructor will allow for individualized instruction and analysis based on the student's individual needs and interests.

In-depth research or library sessions will give students the opportunity to go deeper into research with the instructor or a librarian as the guide. These workshops for honors students may include seeking and exploring primary children's literature sources and/or scholarly articles about topics in children's literature.

Honors writing workshop sessions will provide students the opportunity to read, learn from, and critique each other's written work at an honors level of writing and critical peer feedback. Metacognitive reflections will give honors student scholars the opportunity to reflect on their growth and understanding of children's literature topics.

Methods of Evaluation**Method**

Papers

Integration

Essays and papers will be evaluated in terms of content, organization, and mechanics as well as specific information related to the genres and elements of children's literature. Rubrics will be used. The rubric will evaluate students ability to understand the children's literature, understand the broader implications of the children's literature, connect the children's literature to social and behavioral research, and understand college level writing, literature analysis, research, and reading skills.

DE Adaptations for MOE

Essays will be assigned in the CMS then graded using the a rubric in the CMS and the comment feature within the CMS. Papers will be returned within 14 days. Papers, essays, and other writing assignments will be evaluated on student's ability to evaluate children's literature for diversity and inclusion, analysis of children's literature using the lens of social justice, comparing works, and evaluating controversial topics in children's literature.

Method

Class Participation

Integration

Class participation will be evaluated based on student's ability to effectively discuss and analyze children's literature and make connections to literary theories and course content related to genre, elements, diversity, and social justice. Students will be evaluated on their ability to connect the concept of Windows and Mirrors as well as diversity, equity and inclusion in children's literature to classroom discussions.

DE Adaptations for MOE

Class participation will be evaluated based on student participation in discussion boards, submission of projects and assignments, and attendance during face-to-face or real-time sessions. Students will be scored using a rubric on their participation in class discussions and discussion boards. Feedback will be giving within 7 days. Class participation will give students the opportunity to work with a community of learners to evaluate the genres of children's literature, analyze the literature from a social justice lens, critique literature for diversity and inclusion, and demonstrate basic understanding of child development theories.

Method

Exams/Tests

Integration

Exams will be evaluated on students' ability to synthesize materials read and discussed in class and to apply the knowledge learned to specific works of literature (e.g., how well does a specific text meet the criteria for its genre; how a children's literature text demonstrates culturally critical or culturally expansive curriculum; compare various versions of a traditional literature story such as "Little Red Riding Hood" and discuss how the different details suggest something about the culture or time period of the version and how that alters the messages of the versions). These tests will be evaluated by student's understanding of the historical, social, and political contexts of the children's literature.

DE Adaptations for MOE

Exams and tests will be administered via the course management system and evaluated according to completion and appropriate analysis of the children's literature to meet all of the Learning Objectives using a rubric. Tests will be evaluated within 14 days of submission. Tests will be evaluated for student's ability to evaluate the visual elements of texts, consider the history and genres of children's literature, and explore literature for diversity, inclusion, and equity.

Method

Projects

Integration

Children's literature projects will be evaluated based on an ability to select literature and present ideas that demonstrate students' knowledge of children's literature elements and genres; projects will be evaluated based on clarity of ideas showing an understanding of the rationale behind why we study children's literature, creativity in how the information is portrayed, clarity of the ideas about the contexts of the children's literature, and strength of the literary analysis.

DE Adaptations for MOE

Projects will be posted online to the course management system for peer and instructor observation and evaluation of presentation, ideas, creativity, and analysis. Projects will be graded using a metacognitive student tool and instructor rubric. Projects will be evaluated within 14 days of submission. Students will discuss instructor led topics about the projects which will support discussions of controversies in children's literature, genres, and equity minded evaluation of works.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors supplemental assignments (including, but not limited to, participation in out-of-class discussions, essays and research).

The supplemental essay assignments and written assignments will be assessed according to standards for LIT 131 students in organization, content and mechanics first. In addition, honors students will be evaluated on the depth of their analysis and/or application of theories and techniques covered in regular class and supplemental instruction (based on individual topics), the types and utilization of sources (including children's texts and research sources, as applicable to topic), and the effectiveness of communication, displayed through diction and syntax.

Additional reflection assignments, learning logs, or discussion boards may be used to evaluate student learning of course and Honors objectives and to encourage more insightful analysis of texts. Reflection logs will be evaluated on metacognitive thought, analysis of ideas, complexity of reflection, and thoroughness of coverage. Originality of ideas in reflection logs will be encouraged.

A presentation to honors students (or the entire class) will be evaluated using a rubric. The rubric will cover categories such as: clarity of ideas; originality; clarity of presentation materials; depth and breadth of materials presented; inclusion of diverse perspectives; ability to respond to student driven questions after the presentation.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Using the rubric your group created in class to analyze the picture books, choose, read and analyze 10 diverse picture books with respect to the following: apply the criteria for selecting a high quality picture book and discuss how the books meet those criteria. You may want to consider the following areas we discussed in class as you complete these readings: allegory, angle, body language, composition, color (including tone and hue), contrast, framing, layout, omissions, orientation (point of view), positioning, symbolism, text style, texture, title, tone, and even vectors.

How assignment will be adapted in online format

Using the CMS discussion board, analyze several picture books with respect to the following: apply the criteria for selecting a high quality picture book and discuss how the books meet those criteria. Feedback will be given throughout the week as the instructor engages in the discussion board responses about the reading with our class. Grades for your discussion board post will be posted at the end of the week using the established rubric.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

After reading *Holes* by Louis Sachar, write a thesis-based essay analyzing the book with respect to its genre and themes. Pay special attention to how the book addresses struggling readers - in particular, male struggling readers. Don't only discuss the content, themes, and story - also pay attention to and discuss HOW the book is written and formatted to help struggling readers.

How assignment will be adapted in online format

Using the CMS, students will choose a children's novel and write a thesis-based essay analyzing the book with respect to its genre and other aspects of children's literature. The assignment will be submitted via the course management system and graded using the attached rubric. Feedback will be given via comments on the paper as well as a rubric within 14 days of submission.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read *Change Sings* by Amanda Gorman and discuss how it functions as a social justice book. You will need to research using scholarly sources and define social justice to complete this assignment. Compare the themes of this literature with 1 or 2 other social justice children's literature readings.

How assignment will be adapted in online format

This assignment can be completed via the discussion board feature or as a small group collaboration in the CMS. Group points will be given for engaging appropriately in the discussion using the guide for scholarly discourse. The instructor will give feedback on the discussion within 72 hours after class time or immediately in the classroom. No submission will be collected, but groups will be asked to share the highlights of their findings with the class and the instructor.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Read 3 traditional literature stories from another culture and write a paper discussing what they have in common and what aspects of the culture are apparent from the details of the tales. Follow the guidelines for a comparative literary analysis as you complete this writing assignment.

How assignment will be adapted in online format

Students can find traditional literature stories Online, and write this paper via a word based document. This assignment can then be submitted via the CMS. It will be graded using a rubric and comments on the paper. The assignment will be returned to student with feedback within 14 days.

Assignment Type

Reading

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Choose one children's verse novel to read and complete 10 evidence charts as you read the novel. As you take notes, emphasize how well the book functions as both poetry and fiction. Consider which elements of children's literature poetry are emphasized and which elements of children's literature fiction are emphasized. What is lost or gained by combining the genres?

How assignment will be adapted in online format

Students can use the Online library to find a verse novel (or an accessible link to one will be provided), the students can discuss the poetry/fiction elements via a guided discussion board on the CMS. The discussion board will be evaluated throughout the week as the instructor engages with the students in the CMS discussion board. After the week, the instructor will use the discussion board rubric to assess participation within 72 hours of completion of the week.

Assignment Type

Reading

In-class and/or outside of class

In-class

Outside of class

Formative or Summative

Formative

Assignment

Read a graphic novel for children and discuss how the illustrations and narrative function together to demonstrate its theme.

How assignment will be adapted in online format

Accessible versions of graphic novels will be provided via a link (or purchased/obtained by students) and students will discuss via a real-time class discussion or via an instructor led discussion board in the CMS.

Honors Assignments**Assignment**

Honors students will complete the regular section course requirements and be graded first in accordance with the criteria used for the rest of the class. In addition, to receive honors credit, each student must complete the assignment under area A and one of the options under area B; students may also complete one of the assignments under area C at the discretion of the instructor. Area D emphasizes an additional reading requirement for Honors students.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Students in the Honors section will be expected to complete all regular course work and additional honors assignments that are more rigorous and require research and possibly additional children's literature reading.

Assignment

A. Students will present their research to the whole class or to the group of honors student scholars. This presentation will be a conference-style presentation of at least ten minutes in length and may include a Q and A session. It may be presented via video, slides, lecture, or in a variety of other forms determined via instructor and student conference.

Required or Optional

Required

Honors Core ValuesEngagement
Leadership**Justify how the assignment reflects the Engagement Core Value**

Students will be required to engage with peers and their instructor before, during, or after presenting, utilizing their newly developed academic skills aloud and live.

Justify how the assignment reflects the Leadership Core Value

This assignment asks students to present their work as scholars, leading their peers in a discussion of their research and/or analysis.

Assignment

B. Students will also complete an original research project, as explained in B1-B2. Whichever option the student chooses, the Honors project must include secondary sources and present an original argument. The final paper should be at least 8 pages and should cite at least 5 secondary sources. Library workshop visits with the instructor, a librarian or peer-research assistant, and honors peer scholars will give students the opportunity to research more fully an important topic in children's literature. Peer writing workshops led by the instructor will give students the opportunity to critique and receive criticism for the purpose of expanding paper ideas, improving writing, collaboration, and critical thinking.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

Student will conduct original research and may complete additional reading of children's literature and analysis of the texts.

Assignment

B1. Write one additional research paper that addresses an additional outside reading assignment on a specific topic (i.e., historical fiction from a particular period, multiethnic literature, controversial literature, retellings of traditional literature) or of a particular author. At least three children's novels are required, and the paper must incorporate at least five outside sources which may include scholarly articles, literary critiques, primary, and/or secondary sources. Possible specific topics may include, but are not limited to: (and should be narrowed down by student interest): LGBTQ+ children's literature; Cinderella in oral traditions; Native American children's literature of Southern California; children's illustrations of Rafael Lopez; non-fiction children's books by Pam Munoz Ryan.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The honors paper will challenge students' academic and analytic skills, teaching them how to enter a scholarly conversation to extend, challenge, and/or say something new on a topic from the course that is applied to additional reading.

Assignment

B2. Identify one of the issues facing the field of children's literature or the pedagogy of children's literature, and develop a research paper that investigates all sides of this issue and then presents the student's stance on this subject. At least five outside sources which may include scholarly articles, literary critiques, primary, and/or secondary sources are required. This research paper should be both original and innovative.

Sample topics may include (but are not limited to): Book banning by local school boards; debates about children's literature which include discussions of gender and sexuality; new narratives in Black and African American literature.

Required or Optional

Optional

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The honors paper will challenge students' academic skills, teaching them how to enter a scholarly conversation to extend, challenge, and/or say something new on a topic related to the field of children's literature.

Assignment

C. Students may also complete reflection assignments, either individually or with other Honors students, at the discretion of the instructor, as explained in C1-C2.

Required or Optional

Optional

Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

With the reflective assignments, students will be required to engage with peers and their instructor beyond regular class discussion

Assignment

C1. At least five 1-page learning logs will be assigned as metacognitive reflection activities after class meetings and discussions of readings. In these logs, students will reflect on what they have learned and use metacognition to consider how their learning is progressing. Original insights, analysis of the literature, and thorough and thoughtful reflections will be expected as they complete these activities.

Required or Optional

Optional

Honors Core Values

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The learning logs are meant to be spaces where students can be more creative in responding to the concepts from class, take risks in their responses, and expand beyond the ideas in the regular classroom setting.

Assignment

C2. At least five Honors group discussion boards (if there are multiple Honors students enrolled in the class) in which students further reflect on class discussions and readings where students can discuss in more depth and with original insights a more thorough analysis of the literature discussed in class.

Required or Optional

Optional

Honors Core Values

Engagement

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Engagement Core Value

This Honors student-only discussion board will allow the Honors students to engage with each other and their instructor beyond the ideas covered in the whole class.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The discussion boards can be a place where Honors students can discuss more challenging or complex issues with relation to the books the whole class is reading, encouraging them to take more risks with their analysis and ideas in preparation for their Honors papers

Assignment

D. Read one additional challenging children's literature novel that represents new themes and trends in children's literatures (written within the last three years) and that has won at least one major literary award. Keep a metacognitive log of your analytical thoughts about the book as you read it.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The honors students will read an additional book that is current, sophisticated, and has won a major literary award. This will help the honors students to remain current on literary trends in children's literature.

Course Materials**Textbooks**

Charlotte Huck's Children's Literature: A Brief Guide, 4th Edition. (2023) Barbara Kiefer and Cynthia Tyson. (ISBN10: 1264299796 | ISBN13: 9781264299799)

Other Resources

Various children's picture books, plays, and novels as assigned

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion**Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.**

The course takes into consideration diversity and inclusion in children's literature including gender, race, sexuality, religion, mental health, abilities, and learning styles. In the objectives, we focus on the importance of reading books with diverse content from multicultural and intersectional perspectives across all the genres. We explain how children's literature offers opportunities to foster empathy, expose variant interpretations, healthy discussions, and exhibit diverse societal concerns while promoting social justice for and about children. We revised the assignments to emphasize diverse texts as examples and include methods for different learning styles, such as active reading, lecture, discussion boards, and self-reflection. Accessibility and access of children's literature for all ability levels will be discussed and emphasized. The course was designed to allow students more options within readings and assignments so that students can explore diverse aspects of children's literature, controversial topics, and create learning experiences that allow the students to explore gender, culture, race, ability, and sexuality within children's literature in student driven assignments led by the instructor. For example, students will be asked to explore the visual images in children's books to choose anti-racist texts for children to read. Several theories covered in the class (for example: Rogoff, Clark, Derman-Sparks) will emphasize the importance of culturally affirming pedagogy and classroom children's books.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

This course is designed to prepare Literature/English students to understand the implications and importance of reading diverse children's literature. We emphasize the philosophy that children's literature should function as windows and mirrors - allowing students to see themselves and learn about others through the literature chosen and studied. The readings and activities in this course emphasize diversity, social justice, and explorations of gender, race, religion, mental health, learning styles, and ability. Accessibility and access of children's literature for all ability levels will be discussed and emphasized.

Interactions**Explain how the course will incorporate student-to-student interaction.**

Students will collaborate in activities utilizing break-out rooms or small groups to have frequent opportunities to engage in peer-to-peer discussions designed to foster community and encourage students to experience variant interpretations of the children's literature under analysis. In addition, students may be asked to engage in peer writing workshops and/or metacognitive assessments of their writing processes. Students might also work in small groups online or in-class to create presentations on diverse authors, critical literary approaches, and/or socio-historical contexts of literature to draw connections between literature and larger societal concerns; engage in role-play activities such as performing scenes from a play through video-conferencing software or in-class to critically analyze texts through close-reading, and to investigate uncertainty, ambiguity, and variant interpretations. Using the course CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, students will collaborate on group quizzes covering literary terms, critical approaches, and/or the application of literary concepts as formative activities to build understanding and fluency and to form community as they discuss and analyze children's literature

Explain how the course will incorporate instructor-to-student interaction.

Using the CMS discussion forums, breakout rooms in video-conferencing software, and/or in-class, the instructor will participate in class discussions asking students to apply literary analysis and/or theoretical lenses to specific children's texts, clarify concepts, pose questions, and/or encourage students to make connections between children's literature and larger societal concerns, and examine texts through an intersectional lens; will design activities, such as peer review workshops, gallery walks/showcases, or experiential learning activities to help students compose thesis driven literary analysis essays about children's literature, compare literary themes in children's literature, explore socio-historical contexts, encourage students to make connections between children's literature and larger societal concerns, and examine texts through an intersectional lens; will offer lectures on children's literature genres and evaluation, critical approaches, variant interpretations, socio-historical contexts, and composition strategies.

Explain how the course will incorporate student-to-content interaction.

To learn literary terms and concepts specific to children's literature, theoretical approaches, and writing strategies, students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, children's picture books and novels and poetry, etc), written lecture materials or transcripts of lectures about concepts pertaining to children's literature, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content. In addition, students will be asked to annotate and perform close readings of children's picture books and novels to develop foundational skills in literary analysis of children's literature.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course emphasizes thinking flexibly, considering variant interpretations of children's books, and learning how to navigate ambiguity by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multi-cultural perspectives of children's literature. Through discussions and assignments, students are asked to pose questions about children's literature as well as how they approach their assignments and analysis. We ask them to reflect on where they're struggling and succeeding with analysis and interpretation of children's literature, and we ask students to assess what kind of peer and instructor feedback to apply in the essay writing and revision process. Through readings, lectures, activities, and discussions, we encourage students to explore connections between the children's literature and societal concerns to demonstrate how children's literature can be a vehicle for analyzing the contemporary socio-historical context. We also emphasize that the analytical and critical thinking skills they hone by analyzing children's literature in context have broad applications beyond the classroom.