

**I. COURSE INFORMATION**

- A. Composition & Literature 237 Children's Literature
- B. 3 credit hours
- C. Short, Kathy, Carol Lynch-Brown, and Carl Tomlison. *Essentials of Children's Literature*. 9<sup>th</sup> ed. New York: Pearson, 2018
- D. Prerequisites: Enrollment in or completion of COL 101, COL 116, or BUS 261 with a C grade or above
- E. KRSN: EDU 2010 Children's Literature

The learning outcomes and competencies detailed in this course outline or syllabus meet or exceed the learning outcomes and competencies specified by the Kansas Core Outcomes Groups project for this course as approved by the Kansas Board of Regents.

**II. COURSE DESCRIPTION**

Children's Literature is a preparation course for the elementary school teacher. The course focuses on the history, tradition and current trends of children's literature, development of an appreciation and understanding of children's literature in all genres, selection and evaluation of quality books for children, and development of creative techniques for teaching literature.

**III. LEARNING OUTCOMES**

- A. Trace the evolution of children's literature from its historical roots through current trends
- B. Analyze the themes, awards, controversies, censorship, and social contexts impacting children's literature
- C. Identify and evaluate elements of literary and visual style in children's literature in the following areas: structural elements (e.g. plot development, characterization, setting, theme, style, point of view); genres within and across children's literature including stories, poems, prose and drama; and artistic quality (e.g., visual elements and illustrative techniques)
- D. Explain how children's development (including physical, cognitive, language, cultural, moral, emotional, and personality) influences their response to literature
- E. Demonstrate an understanding of the role of children's literature in planning instruction including meeting state standards in curricular/content areas in various learning environments including the criteria of an effective read aloud/oral presentation and the development of reading (emergent through critical thinking)
- F. Identify and interpret the intersection of text, author/illustrator and reader, with specific attention to elements of diversity, equity, and inclusiveness in children's literature past and present

**IV. MAJOR CONTENT AREAS**

- A. History of children's literature
- B. Children's literature genres
- C. Children's literature authors and illustrations
- D. Formal literary approach to children's literature
- E. Current trends in children's literature

**V. ASSIGNMENTS** (may include but are not limited to)

- A. Reading and critical analysis
- B. Reading files and genres notebooks
- C. Literary presentations
- D. Creative writing and illustrating assignments
- E. Author and book presentations

**VI. EVALUATION METHODS** (may include but are not limited to)

- A. Genre notebook
- B. Reading and literary criticism
- C. Group and class participation
- D. Course project
- E. Quizzes and Exams