



LIBERAL ARTS DIVISION
1400 TANYARD ROAD, SEWELL, NJ 08080
856-468-5000

ENG240: INTRODUCTION TO CHILDREN'S LITERATURE

SYLLABUS

LECTURE HOURS/CREDITS: 3/3

CATALOG DESCRIPTION

Prerequisite: ENG101 – English Composition I

This survey course deals with the selection, evaluation, and utilization of literary materials for children from pre-school through junior high school age (2-16 years of age). Students read and evaluate literary selections for children in this age range.

TEXTBOOK AND COURSE MATERIALS

It is the responsibility of the student to confirm with the bookstore and/or their instructor the textbook, handbook and other materials required for their specific course and section.

Please see current textbook prices at www.rcgc.bncollege.com

EVALUATION AND ASSESSMENT

Grading Distribution

Individual instructors may include the following assessment(s): <ul style="list-style-type: none">• Exams• Quizzes• Class Discussions• Essays• Book Evaluations and Analysis• Attendance and Participation	Grading to be determined by individual instructors
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Grading Scale

The grading scale for each course and section will be determined by the instructor and distributed the first day of class.

ROWAN COLLEGE AT GLOUCESTER COUNTY CORE COMPETENCIES

(Based on the NJCC General Education Foundation - August 15, 2007; Revised 2011)

This comprehensive list reflects the *core* competencies that are essential for all RCGC graduates; however, each program varies regarding competencies required for a specific degree. Critical thinking is embedded in all courses, while teamwork and personal skills are embedded in many courses.

	RCGC Core Competencies
1	Written and Oral Communication Students will communicate effectively in both speech and writing.
2	Quantitative Knowledge and Skills Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
3	Scientific Knowledge and Reasoning Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
4	Technological Competency Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
5	Society and Human Behavior Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.
6	Humanistic Perspective Students will analyze works in the fields of art, history, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language
7	Historical Perspective Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
8	Global and Cultural Awareness Students will understand the importance of a global perspective and culturally diverse peoples.
9	Ethical Reasoning and Action Students will understand ethical issues and situations.
10	Information Literacy Students will address an information need by locating, evaluating, and effectively using information

ENG240 CORE COMPETENCIES

This course focuses on three of RCGC's Core Competencies:

- Written and Oral Communication
- Humanistic Perspective
- Global and Cultural Awareness

STUDENT LEARNING OUTCOMES: INTRODUCTION TO CHILDREN'S LITERATURE

(Revised 2014)

Successful Completion of ENG240 will help students:	RCGC Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
1. Recognize and apply the principles of effective communication when writing and speaking: <ol style="list-style-type: none"> Develop and organize around one central idea Support central idea and related ideas with detail and evidence Create an easy to follow organization Use precise word choice and correct grammar, punctuation, and spelling 	- Written and Oral Communication	Evaluation Assignment Book Analysis Assignment Essays Observation and Discussion
2. Read, understand, and evaluate works of children's literature in several categories/genres: <ol style="list-style-type: none"> Picture Books Traditional Literature <ul style="list-style-type: none"> Folktales, Myths, Fables and Legends Modern Fantasy Poetry Multicultural Literature Contemporary Realistic Fiction Historical Fiction Biographies/Informational Books 	- Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness	Evaluation Assignment Book Analysis Assignment Essays Exams
3. Develop a specific vocabulary for discussing such literature with peers, children's writers and illustrators, and future students: <ol style="list-style-type: none"> Use appropriate literary and artistic terms such as plot, characterization, rhyme and rhythm, theme, point-of-view, color, and contrast Apply these terms in class discussions and written evaluations of texts 	- Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness	Evaluation Assignment Book Analysis Assignment Essays Exams
4. Evaluate the appropriateness of the literature for different age groups based upon: <ol style="list-style-type: none"> Language Development Cognitive Development Social Development Personality Development 	- Written and Oral Communication - Humanistic Perspective	Evaluation Assignment

STUDENT LEARNING OUTCOMES: INTRODUCTION TO CHILDREN'S LITERATURE
(CONTINUED)

(Revised 2014)

Successful Completion of ENG240 will help students:	RCGC Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
5. Respond thoughtfully to diversity present in the readings	<ul style="list-style-type: none"> - Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness 	Online Discussion Homework
6. Analyze how the elements of children's literature enhance one's enjoyment and understanding of the text: <ul style="list-style-type: none"> a. Analyze and develop a critical understanding of how knowledge of a work's structural components lead to fuller appreciation of the work b. Analyze and develop a critical understanding of how knowledge of a work's structural components lead to a fuller understanding of the work 	<ul style="list-style-type: none"> - Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness 	Online Discussion Self-Survey
7. Work collaboratively by expressing opinions with tact, listening to others, and shouldering an appropriate share of the workload: <ul style="list-style-type: none"> a. Listen and contribute comments to class discussion without dominating the conversation. b. Prepare for peer activities c. In small groups, stay focused on work at hand; offer input that is helpful and insightful; not distract by socializing; and occasionally record and report on the group's conclusions 	<ul style="list-style-type: none"> - Written and Oral Communication - Humanistic Perspective 	Online Discussion Poetry Group Work

TOPICAL OUTLINE

Selecting Literature for Children

Choosing Literature that Promotes Human Development Including Language Development, Cognitive Development, Social Development and Multicultural Understanding

Responding to Children's Literature

Evaluating Books Written for Children through Plot Development, Characterization, Setting, Theme, Style and Point-of-View

Involving Children in Literary Elements: An Introduction

Sources: Norton, Chapter One – *The Child and Children's Literature*, Chapter Three – *Evaluating and Selecting Literature for Children*

Newbery Award Books, Examples of Books that Promote Human Development and Examples of Books that are Multicultural Literature

The History of Children's Literature

Milestones in the History of Children's Literature

Changes in Attitudes toward Children that Influenced Children's Literature

Milestones in the History of Illustrations for Children

Research in the History of Children's Literature

Changes in the Portrayal of Children and the Family in Children's Literature Published 1856-1903, 1938-1960 and 1969-1992

Sources: Norton, Chapter Two – *The History of Children's Literature*

Examples of the Literature Listed in *Milestones of Children's Literature*

Illustrations in Children's Books: Understanding and Evaluating

The Visual Elements in Books

Line

Color

Shape

Texture

Design

Artistic Media

Artistic Style

Outstanding Illustrators

Criteria for Selecting and Evaluating Various Types of Picture Books

Strategies for Sharing Picture Books with Children

Sources: Norton, Chapter Four – *Understanding Artists and Their Illustrations*; Chapter Five – *Picture Books*

Caldecott Award Books and Examples of Different Types of Picture Books

Traditional Literature

Values, Types and Characteristics of Traditional Tales Including Folktales, Fables, Myths and Legends

Folktales from Different Countries

Mythology from Different Countries

Developing Understanding of the Traditional Literature Genre

Comparing Folktales from Different Countries

Sources: Norton, Chapter Six – *Traditional Literature*

Examples of Traditional Tales from Various Countries and Cultures

TOPICAL OUTLINE (CONTINUED)

Historical Fiction

Values of Historical Fiction
 Criteria for Evaluating Historical Fiction
 Themes in Historical Fiction
 A Chronological Order of Stories and Their Periods of History
 Strategies for Developing Understanding of Historical Fiction Genre
 Sources: Norton, Chapter Ten – *Historical Fiction*
 Examples of Historical Fiction

Contemporary Realistic Fiction

Realistic Fiction as a Mirror of Society
 Criteria for Evaluating Realistic Fiction
 Values of Realistic Fiction for Children
 Controversial Issues and Realistic Fiction
 Realistic Fiction about Special Populations and Subjects
 Strategies for Developing Understanding of Realistic Fiction
 Sources: Norton, Chapter Nine – *Realistic Fiction*
 Examples of Realistic Fiction

Modern Fantasy

Evaluating Authors' Abilities to Suspend Disbelief in Modern Fantasy
 Making Connections between Authors of Modern Fantasy and Their Books
 Developing Understanding of the Modern Fantasy Genre
 Developing Understanding of Bridges between Traditional Literature and Modern Fantasy
 Involving Children with Science Fiction
 Sources: Norton, Chapter Seven – *Modern Fantasy*
 Examples of Modern Fantasy

Poetry

Values of Poetry for Children
 Criteria for Selecting Children's Poetry
 Elements of Poetry
 Forms of Poetry
 Strategies for Developing Understanding of Poetic Elements
 Poetry and Creative Drama
 Interpreting Poetry through Choral Speaking and Creative Writing
 Sources: Norton, Chapter Eight – *Poetry*
 Examples of Poetry that Include the Poetic Elements Discussed in the Book and that are written by Featured Poets

TOPICAL OUTLINE (CONTINUED)

Multicultural Children's Literature

Defining Multicultural Literature

Values of Multicultural Literature

Images of Racial and Ethnic Minorities in Literature from the Past

Evaluating Multicultural Literature

African American Literature

Native American Literature

Hispanic American Literature

Asian American Literature

Developing Understanding of Multicultural Literature

Sources: Norton, Chapter Eleven – *Multicultural Literature*

Examples of African American, Native American, Hispanic American and Asian American Literature

Nonfiction: Biographic and Informational Books

Criteria of Evaluating Biographies

Discussion of Specific Biographical Figures

Criteria for Evaluating Information Books

Discussion of Informational Books in Specific Areas

Strategies for Developing Understanding of Biographies

Strategies for Developing Understanding of Informational Books

Sources: Norton, Chapter Twelve – *Nonfiction: Biography and Informational Literature*

Examples of Biographies and Informational Books

Affirmative Action Statement

The Board of Trustees is committed to providing an educational and workplace environment free from unlawful harassment and discrimination. All forms of employment and educational discrimination and harassment based upon race, creed, color, national origin, age, ancestry, nationality, marital or domestic partner or civil union status, sex, pregnancy, gender identity or expression, disability, liability for military service, affectional, or sexual orientation, atypical cellular or blood trait, genetic information (including refusal to submit to genetic testing) are prohibited and will not be tolerated.

For questions concerning discrimination contact Almarie J. Jones, Executive Director, Diversity and Equity, Affirmative Action/Title IX Officer at 856-415-2154 or ajones@rcgc.edu.

For disability issues, contact Dennis M. Cook, Director, Department of Special Services, ADAAA/504 Officer at 856-415-2265 or dcook@rcgc.edu.

Department of Special Services

The Department of Special Services, located in the Instructional Center, room 425A, welcomes students of all abilities. The staff members in Special Services are committed to providing support services and ensuring equal access to eligible students with documented disabilities as outlined by the Americans with Disabilities Act (ADA) and the Americans with Disabilities Act with Amendments Act (ADAAA).

To maximize the potential of eligible students who self-identify, the Special Services staff provides an array of support services which may include extra time for tests and quizzes, testing in a separate location, advisement, interpreters, scribes, tutors, assistive technology (such as magnification devices and audio amplification), touch screen computers, audio books and note-taking assistance.

As students embark on their academic journey, they are encouraged to meet with staff members to identify, develop and implement support services that are in accord with their individual academic needs. Students are also encouraged to make use of other college support services that are available to all RCGC students currently enrolled in credited academic courses, such as tutoring services and the college library, which offer online information research and other materials needed to complement their studies.

Students registered with the Department of Special Services and who plan to earn an associate degree, further their education and transfer to a four-year institution, or enter the workforce, are encouraged to choose a corresponding program of study (college major) as soon as possible. The Special Services staff assists enrolled students with additional support that focuses on advancing students through their selected programs of study towards a goal of graduating.

Students who request academic support from the Department of Special Services can be assured that confidentiality will always be maintained. Accommodations are provided to address the special needs of individuals with disabilities under Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990 together with the ADA Amendments Act of 2008 (ADAAA). Under these acts, the office advocates a user-friendly campus for accessibility and a learning-friendly campus for academic success.

For more information or to schedule an appointment to meet Special Services staff, please call 856-415-2265 or visit RCGC.edu/SpecialServices.

To Register with Special Services

Students must follow these steps:

- Complete and submit the Student Profile form. Access the [Student Profile Form](#).
- Submit documentation detailing the student's disability. Support services will not be granted without documentation specifying the student's disability. Documentation should include the following information:
 - a. Diagnosis with written evaluation of current disability;
 - b. Date the student was diagnosed;
 - c. Tests used to reach diagnosis;
 - d. Credentials of the medical professional conducting evaluation; and
 - e. How the disability affects daily activities and/or academic performance.
- By clicking on the following links, students can download the [Special Education Records Release Form](#) and/or Medical Release Form to present to their medical care professional.
- Contact the Special Services office to schedule a meeting with a staff member.
 - 1. Students should schedule a meeting after submitting the [Student Profile Form](#), proper documentation and completing the College's placement test. (Click on [Special Accommodations for Placement Testing](#) to determine whether student should arrange his/her placement test through the Special Services office or the general Testing Center.
 - 2. During the meeting, the student and staff member will discuss his or her disability and determine eligible accommodations.

Accommodations

Students who qualify for accommodations are encouraged to register with the Department of Special Services at RCGC before they begin their academic career at Rowan College. This allows students to take advantage of any special accommodations and auxiliary aids that they might need and be eligible to receive.

- **Special accommodations** include but are not limited to extended time on tests, private test rooms to complete tests with the assistance of a reader or scribe, as well as a distraction-free test room.
- **Auxiliary aids** include but are not limited to note takers, tape recorders, large display calculators, interactive calculators, desktop magnifiers, large-screen computer monitors, touch-screen computer monitors, touch-screen laptop computers and JAWS® software. More information about adaptive technology can be found on the [technology](#) link. Students are responsible for identifying which accommodations and auxiliary aids they require for academic support.

Confidentiality

Students who register with the Department of Special Services are assured that their information is kept confidential.

In addition, the student's transcript will not indicate that the he or she is registered with the Department of Special Services. The student's specific special need is not disclosed to the student's instructors. However, accommodation letters are sent to each of the student's professors if the student needs testing accommodations or accommodations in the classroom. It is the student's choice whether or not to disclose the specifics of his or her special need.