



Communication and Creative and Performing Arts Division
1400 Tanyard Road, Sewell, NJ 08080
856-468-5000

ENG 240: Introduction to Children's Literature

Syllabus

Lecture Hours/Credits: 3/3

Catalog Description

Prerequisite: ENG101- English Composition I or ENG 101E

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.

Click here to see current textbook prices at www.rcgc.bncollege.com.

Evaluation Assessment

Online Proctoring

All courses offered at RCSJ, whether they are web-enhanced, hybrid, or fully online, may include assessments that make use of Online Proctoring. To find out more about Online Proctoring, and to learn about the minimum technical requirements, visit rcsj.edu/elearning/online-proctoring.

Grading Distribution

- Exams
- Quizzes
- Class Discussions
- Essays
- Book Evaluations and Analysis
- Attendance and Participation

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 South Jersey 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 RCSJ 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.

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.

ENG 240 Core Competencies

This course focuses on three RCSJ's Core Competencies:

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

Student Learning Outcomes: Introduction to Children's Literature

Successful Completion of ENG240 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
Recognize and apply the principles of effective communication when writing and speaking: <ul 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
Read, understand, and evaluate works of children's literature in several categories/genres: <ul 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
Develop a specific vocabulary for discussing such literature with peers, children's writers and illustrators, and future students: <ul 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
Evaluate the appropriateness of the literature for different age groups based upon: <ol style="list-style-type: none"> a. Language Development b. Cognitive Development c. Social Development d. Personality Development 	- Written and Oral Communication - Humanistic Perspective	Evaluation Assignment
Respond thoughtfully to diversity present in the readings	- Written and Oral Communication - Humanistic Perspective - Global and Cultural Awareness	Online Discussion Homework
Analyze how the elements of children's literature enhance one's enjoyment and understanding of the text:	- Written and Oral Communication	Online Discussion

Successful Completion of ENG240 will help students:	RCSJ Core Competencies	Evaluation / Assessment (Additional means of evaluation may be included by individual instructors)
<ul style="list-style-type: none"> Analyze and develop a critical understanding of how knowledge of a work's structural components lead to fuller appreciation of the work 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"> - Humanistic Perspective - Global and Cultural Awareness 	Self-Survey
<p>Work collaboratively by expressing opinions with tact, listening to others, and shouldering an appropriate share of the workload:</p> <ul style="list-style-type: none"> Listen and contribute comments to class discussion without dominating the conversation. Prepare for peer activities 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 	<p>Online Discussion</p> <p>Poetry Group Work</p>

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

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

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 a work and academic environment that maintains and promotes affirmative action and equal opportunity for all employees and students without discrimination on the basis of certain enumerated and protected categories. These categories are race, creed (religion), color, national origin, nationality, ancestry, age, sex (including pregnancy and sexual harassment), marital status, domestic partnership or civil union status, affectional or sexual orientation, gender identity or expression, atypical hereditary cellular or blood trait, genetic information, liability for military service, or mental or physical disability, including AIDS and HIV related illnesses.

For questions concerning discrimination, contact Almarie J. Jones, Special Assistant to the President, Diversity and Equity/Title IX and Compliance, 856-415-2154 or ajones@rcsj.edu or (Cumberland) Nathaniel Alridge, Jr., JD, Director, Diversity and Equity/Title IX and Judicial Affairs, 856-691-8600, ext. 1414 or nalridge@rcsj.edu. For disability issues or any barriers in the learning or physical environment related to a document condition/disability please contact: Gloucester campus – Dennis M. Cook, Director, Department of Special Services, ADA/504 Officer at 856-415-2265 or dcook@rcsj.edu; or Cumberland Campus – Meredith Vicente, Senior Director, Physical & Learning Disabilities, Center for Academic & Student Success (CASS) at 856-691-6900 ext. 1282 or mvicent1@rcsj.edu

Department of Special Services

The Department of Special Services is located in the Instructional Center, room 425A. The Special Services Department is 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. If you are an eligible student with a documented disability please visit our website at RCSJ.edu/SpecialServices or call the office at 856-415-2265 or 856-415-2247 to speak to the Assistant Director Carol Weinhardt, cweinhar@rcsj.edu.

Reporting Allegations of Sexual Assault and Resource Referrals (8/2020) Gloucester Campus

There are multiple safe places for students to report allegations of sexual assault, both on and off campus. Reports of sexual assault can be made to any of the following offices listed in the chart below.

All students are encouraged to report alleged crimes on campus. Crimes that pose a threat to the campus community must be reported to 9-1-1, Security, the Sheriff's Office or the Deptford Township Police Department. All employees, including Security staff, must report incidents of discrimination, harassment or sexual misconduct to the Title IX Officer.

Service	Resource	Phone Number/Location/Website
Non-Confidential Reporting Local Law Enforcement	Gloucester County Sheriff's Office Deptford Township Police Dept. Gloucester Co. Prosecutor's Office Sexual Assault Response Team	856-681-2200 856-845-2220 856-384-5500 856-384-5555
Non-Confidential Reporting 9-1-1 and Campus Security	9-1-1 Gloucester County Emergency Management Dispatch Campus Security Blue Light Emergency Phones OR ext. 4444 from any campus desk phone	9-1-1 or push RED button on Campus Blue Light Emergency Phones 856-681-6287
Non-Confidential On-Campus Reporting Support Services	Almarie J. Jones Special Assistant to the President Diversity and Equity/Title IX and Compliance John F. Ryder Director Student and Veteran Affairs	856-415-2154 College Center, Room 116 ajones@rcsj.edu 856-468-5000, ext. 6456 College Center, room 202 jryder@rcsj.edu
Confidential On-Campus Counseling and Support Services	Lois Y. Lawson-Bridgell, Ph.D. MSW, LSW, Director Counseling & Wellness Services Center William Leonard, Ph.D. Intervention Teams Consultant Crystal Noboa, LSW, MSW Director, The Center for People in Transition (PIT) Diane Mussoline, EdS, LMFT Director of Behavioral Services	856-464-5236 llawsonb@rcsj.edu College Center, Room 206 856-415-2119 wleonard@rcsj.edu College Center, STEM Office C-168 856-415-2264 cnoboa@rcsj.edu Workforce Development Bldg., room 809 856-494-5665 dmussoli@rcsj.edu College Center, Room 200A
Confidential Off-Campus Full-Service Support	Center for Family Services/ Services Empowering Rights of Victims (SERV)	1-866-295-7378 Camden and Gloucester counties centerffs.org/serv
Hospitals with Sexual Assault Nurse Examiners	Inspira Medical Center Jefferson Washington Township Hospital	700 Mullica Hill Rd. Mullica Hill, NJ · 856-508-1000 435 Hurffville-Crosskeys Rd., Turnersville, NJ · 856-582-2500