

# MINNESOTA WEST COMMUNITY & TECHNICAL COLLEGE

## COURSE OUTLINE

DEPT. ENGL

COURSE NUMBER: 2120

NUMBER OF CREDITS: 3

Lecture: 3 Lab: 0 OJT: 0

<b>Course Title:</b>
Children's Literature

<b>Catalog Description:</b>
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).

<b>Prerequisites or Necessary Entry Skills/Knowledge:</b>
ENGL 0095, ENGL 1101 or placement by multiple measures.

**FULFILLS MN TRANSFER CURRICULUM AREA(S) (*Leave blank if not applicable*)**

☒ Goal 6: The Humanities and Fine Arts: By meeting the following competencies:

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.
5. articulate an informed personal reaction to works in the arts and humanities.

☒ Goal 7: Human Diversity: By meeting the following competencies:

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.
5. demonstrate the communication skills necessary for living and working effectively in a society with great population diversity.

<b>Topics to be Covered</b>
Provide a diverse survey of children's literature
Contextualize children's literature
Define the major distinctions that mark children's literature as a literary genre
Describe the importance of children's literature in teaching and learning

Describe the value of children's literature for equity, access, and inclusion

## Student 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.

Is this course part of a transfer pathway: Yes ☒ No ☐

*\*If yes, please list the competencies below*

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

Revised Date: 4/6/2022