

# Anoka-Ramsey Community College

## ENGL 2209: Children's Literature

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: 3

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 07 - Human Diversity

(MnTC Goals 6 and 7)

Recommended Skills, Abilities, or Coursework: Successful completion of ENGL 1120 or 1121

This course introduces students to the range of literature for children, to critical and affective responses to it, and to criteria for selecting such literature. The course addresses interests of college students, educators, and parents.

**B. COURSE EFFECTIVE DATES:** 06/01/1998 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. Exposure to a broad scope and variety of children's literature
2. Literary elements and devices as they are used in children's literature
3. Critical and/or analytical writing response to children's literature
4. Critical approaches to literature (may include, but not be limited to, reader-response, feminist, biographical, historical, psychological, deconstruction, archetypal, and new criticism)
5. Main theme identification
6. Relation of literature to child development
7. Fiction as a cultural, historical, political, and personal artifact
8. Race, ethnic group, gender, and class conflicts in literature
9. The contributions of diverse writers to the literary canon

#### **D. LEARNING OUTCOMES (General)**

1. Read, discuss, analyze, and interpret a variety of works of children's literature selected from diverse writers and cultures
2. Understand how literary works reflect the values of the people and time in which they were written
3. Use various writing techniques to analyze literature
4. Select and apply a critical approach (such as biographical criticism, reader-response criticism, feminist criticism, historical criticism, psychoanalytic criticism, etc.) to analyze, interpret, and evaluate selected works of children's literature
5. Use literary terminology such as character, plot, setting, theme, style, point of view, symbol, and metaphor to describe technical elements of children's literature
6. Recognize how race, ethnic group, gender, class, and sexuality differences both inform and are illustrated by literature, and how literature can be used to discuss, understand, and appreciate these differences
7. Recognize the value and contribution of diverse voices and perspectives in literature
8. Appreciate the ways in which literature helps us celebrate differences and better understand ourselves, other people, and the world around us

#### **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

##### Goal 06 - Humanities/Fine Arts

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 an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

##### Goal 07 - Human Diversity

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. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

#### **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

#### **G. SPECIAL INFORMATION**

None noted