

Course discipline/number/title: ENGL 2297: Children's Literature**A. CATALOG DESCRIPTION**

1. **Credits:** 3
2. **Hours/Week:** 3
3. **Prerequisites (Course discipline/number):** None
4. **Other requirements:** None
5. **MnTC Goals (if any):** Goal 6/Humanities-the Arts, Literature and Philosophy, Goal 7a/Human Diversity

B. COURSE DESCRIPTION: This course serves as an introduction to the traditions of and issues within children's literature, as well as to the literature itself. Books for children approximately ages 0-12 will be surveyed in terms of text, illustrations, and multi-media interpretations; standards and criteria for evaluating good literature will evolve through reading, discussion, research, and writing. A variety of literature will be explored in the areas of fantasy, realistic fiction, nonfiction, and poetry. A common thread will be equity and inclusion, with a focus on representation: who tells the stories for children, about whom, and how.

C. DATE LAST REVISED (Month, year): February, 2025

D. OUTLINE OF MAJOR CONTENT AREAS:

1. Types of books for children (picture books, chapter books, graphic novels, participation books, etc.) as well as genres (traditional fantasy, modern fantasy, realistic fiction, nonfiction/informational, poetry, historical fiction)
2. Criteria for selecting quality literature based on developmental stages, ages, and interests.
3. Applying literary analysis to children's literature.
4. History of literature for children.
5. The effects of unequal representation in both the production and publication of children's literature as well as in its expression.
6. Successful change agent/leader behaviors in promoting reading and literature for children, with a focus on inclusion.

E. LEARNING OUTCOMES (GENERAL): The student will be able to:

1. Identify and describe a variety of literary works for children from different genres and for different developmental levels.
2. Develop and apply criteria for selecting and evaluating children's literature.
3. Explain the role of literature in stimulating children's interest in language and discuss ways to foster a lifelong love of reading.
4. Review and explain the significance of milestones in the history of children's literature.
5. Summarize the history of exclusion in the publishing and expression of children's literature, assess the effects of the lack of equity, and propose micro and macro solutions to the situation.
6. Appraise the effects of multi-media interpretations of children's literature.

F. LEARNING OUTCOMES (MNTC):

Goal 6/ The Humanities and Fine Arts

1. Understand works as expressions of individual and human values within a historical and social context.
2. Respond critically to works in the arts and humanities.
3. Articulate an informed personal reaction to works in the arts and humanities.

Goal 7a/Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. 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.
3. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

- G. METHODS FOR EVALUATION OF STUDENT LEARNING:** Methods may include but are not limited to:
1. Portfolio of projects
 2. Exams and Quizzes
 3. Written Assignments
 4. Presentations
- H. RCTC CORE OUTCOME(S).** This course contributes to meeting the following RCTC Core Outcome(s):
- Critical Thinking.** Students will think systematically and explore information thoroughly before accepting or formulating a position or conclusion.
- Global Awareness and Diversity.** Students will demonstrate an understanding of and respect for human diversity through their words and actions.
- I. SPECIAL INFORMATION (if any):** None