ENG-2601: LITERATURE FOR CHILDREN AND ADOLESCENTS

Cuyahoga Community College

Viewing: ENG-2601: Literature for Children and Adolescents

Board of Trustees:
May 2019

Academic Term:
Fall 2019

Subject Code
ENG - English

Course Number:
2601

Title:
Literature for Children and Adolescents

Catalog Description:
Reading, discussion, interpretation, and written analysis of a wide variety of literary works written for children and adolescents

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
ENG-1020 College Composition II, or ENG-102H Honors College Composition II, or departmental approval.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.

For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms. Blackboard accessibility information is available athttp://access.blackboard.com.

Eastern (216) 987-2052 - Voice
Metropolitan (216) 987-4344 – Voice. (216) 987-4048 – TTY.
Western (216) 987-5079 – Voice. (216) 987-5117 – TTY.
Westshore (216) 987-3900 – Voice. (216) 987-4048 – TTY.
Brunswick (216) 987-5079 – Voice. (216) 987-5117 – TTY.
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:
• For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
• For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from courses prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College's Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available at http://www.tri-c.edu/student-resources/documents/studenthandbook.pdf You must also comply with the College's Zero Tolerance for Violence on College Property available at http://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf

Outcomes
Course Outcome(s):
Discern and discuss the elements and advances inherent in each phase of the historical and global development of children's literature.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):
1. Compare and contrast early children’s literature with modern children’s literature.
2. Evaluate how/where favorite books fit into the historical and global development of children's literature.

Course Outcome(s):
Analyze, evaluate, and discuss the style, language, content, theme, and subject of diverse picture books, beginner books, and folk literature.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Categorize folk tales, fables, myths, fairy tales, tall tales, and epics according to their distinguishing elements and country of origin.
2. Identify and discuss the important elements and distinguishing characteristics of picture and beginner books.

Course Outcome(s):
Analyze, evaluate, and discuss the literary and creative aspects of works of historical fiction, contemporary realistic fiction, and fantasy written for children and adolescents.

Essential Learning Outcome Mapping:
Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.
Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):
1. Recognize and discuss the elements of historical fiction, contemporary realistic fiction, and fantasy.
2. Evaluate assigned works from diverse cultures and ethnicities according to the criteria for the genre.
3. Propose ideas of how best to enhance young people's understanding of works in each genre.
4. Complete thesis-driven essays analyzing and arguing issues, themes, and characters of two or more chapter books.

Methods of Evaluation:
1. Short answer quizzes/tests
2. Essay exams
3. Study guides
4. Response journals
5. Written appraisals of selected works
6. Thesis-driven analytical/argumentative essays
7. Oral presentations
8. Portfolio project
9. Research project involving primary sources
10. Original children’s book

Course Content Outline:
1. Background on Children's Literature
   a. Definition
   b. History
   c. Value and importance
   d. Classics and awards
2. Beginners' Books
   a. Important elements
   b. Picture books
   c. ABC books
d. Counting books
e. Analysis and evaluation

3. Traditional Literature
   a. Types (folk tales, fables, myths, fairy tales, tall tales, epics)
   b. Distinguishing characteristics
   c. Analysis and evaluation

4. Historical Fiction
   a. Major characteristics
   b. Development over time
   c. Broadening horizons
   d. Representative works
   e. Analysis and evaluation

5. Contemporary Realistic Fiction
   a. Major characteristics
   b. Developments and trends
   c. Relationship to historical fiction
   d. Representative works
   e. Analysis and evaluation

6. Fantasy
   a. Major characteristics
   b. Relationship to high fantasy
   c. Relationship to science fiction
   d. Current trends
   e. Representative works
   f. Analysis and evaluation

Resources


**Resources Other**
7. American Library Association (Newbery Medal, Caldecott Award, and other awards for children's literature: [http://www.ala.org/](http://www.ala.org/)

**Instructional Services**

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