

Identification	Subject(code, title, credits)	LIT 201 Child Literature 3KU/6ECTS
	Department	English Language and Literature
	Program(undergraduate, graduate)	Undergraduate
	Term	Fall, 2023
	Instructor	Konul Hajiyevea
	E-mail:	konul.hajiyevea@khazar.org
	Phone:	
	Classroom/hours	4 hours
	Office hours	As scheduled
Prerequisites	None	
Language	English	
Compulsory/Elective	Compulsory	
Required textbooks and course materials	<p>Hintz, Carrie and Eric L. Tribunella. <i>Reading Children's Literature: A Critical Introduction</i>. 2nd edition. Broadview Press</p> <p>Lynch-Brown, Carol and Carl M.Tomlinson. <i>Essentials of Children's Literature</i>. 3rd edition. Allyn and Bacon. 1999</p> <p>Temple, Charles et al. <i>Children's Books in Children's Hands: A Brief Introduction to Their Literature</i>. 6th edition. Pearson. 2018</p> <p>Handouts</p>	
Course outline	This course is a survey of children's literature during which we will explore, through reading and discussion, a wide range of genres and issues related to children's books.	
Course objectives	<ul style="list-style-type: none"> • to encourage and develop in every student the desire to read and literature critically, to analyze and appreciate literature itself as well as to know and to consider what has been written about literature; • to interpret literature as a combination of writers' personal ideas and the historical and cultural context; • to familiarize students with the characteristics of the literature written for children and the requirements for a quality, age appropriate content selection; • to explore teaching and learning strategies for using children's literature to help students recognize, question, and interpret ideas from a variety of perspectives. 	
Learning outcomes	<p>Upon successful completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • critically read, analyze, and respond to literature; • recognize and select high quality current, multicultural literature in a wide variety of genres to share with a diverse student population; • understand the theoretical base of a critical reader response approach to analyzing and teaching literature. • enhance their language and analytical skills through reading and interpretation. 	
Teaching methods	Mini Lectures	+
	Group Discussion	+
	Individual Presentations	+

	Case analysis		+
	Simulation		+
	Group work		+
	Role plays		
Evaluation	Methods	Date/deadlines	Percentage (%)
	Midterm Exam	November	30
	Quizzes	During Semester	10
	Project Presentation	December	10
	Reading Chapters	During Semester	5
	Activity	During Semester	5
	Participation	During Semester	5
	Final Exam	January	35
	Total		100%
Policy/ Assessment	<p>Class Participation and Activity</p> <p>This course cannot be successful without your regular participation. Besides, you will be expected to contribute to discussions in each class, demonstrating an enquiring approach to the topics under discussion. You are also expected and highly encouraged to ask questions, make comments, or disagree with what your fellow students or instructor is saying. Following these rules, you can get 10 points (maximal).</p> <p>Quizzes</p> <p>Quizzes play an important part in your semester grade. Besides, you will have 2 quizzes during the semester (before and after midterm exam). In case you succeed, you can get 10 points (maximal). Each quiz will be administered at the start of class and if you are absent or tardy on the day of a quiz, you will not have the opportunity to take it and those points will be lost.</p> <p>Response Papers</p> <p>You will be reading several children's chapter books over the course of the semester. You will formally respond them as a reader. Individual response should be a written response, such as a letter. You should submit a "thoughtful response" to the assigned text(s) and submit a hard copy at the beginning of class. Your response should include the following elements: 1) Summary (What is this text about?), 2) Significance (What is important here, and why is it important?), 3) Connections (Identify central ideas across multiple texts and make connections), and 4) Questions (Now that you have read, what questions do you have that will support your further learning? How will you explore the answers to those questions?). Your responses should indicate thorough, thoughtful engagement with the text, not just provide evidence that you read it.</p> <p>Presentation</p> <p>Begin your presentation with a short written description of your artistic piece, including a statement about how it represents your interaction with the book. Responses will be presented to the whole class. Responses are due on the date when the book is discussed in class.</p> <p>Reading Chapters</p>		

		<p>List some important highlights of chapters. Be prepared to discuss chapters assigned.</p> <p>All above mentioned make 35 points maximal. The rest 65 points you can get at midterm and final exams. (30 points for Midterm, 35 points for Final)</p> <p>Course Policy</p> <p>Attendance (Lateness): Attendance is important. Absences can be detrimental to one’s grade due to the number of class activities (presentations and class participation) and complexity of the subject. For every three unexcused absences one (1) point will be deducted from the grade point average. Free participation is discouraged.</p> <p>Missed exams or assignments: Advance notification should be given if the student is unable to attend a scheduled presentation or test. Full class participation and completion of assigned homework are necessary.</p> <p>Academic Dishonesty: Any plagiarism while studying will be severely penalized, including the possibility of receiving a non-pass for the course. Cheating during the tests will be penalized including the possibility of a zero mark on the test.</p>	
Tentative Schedule			
Week	Date/Day (tentative)	Topics	Textbook/Assignments
1		<p>Introduction to Children’s Literature</p> <p>The History of Children’s Literature</p> <p><i>Children in the Middle Ages, in Puritan times, in the Enlightenment, the Golden Age of Children’s literature; Contemporary Children’s Books</i></p> <p>The Genres of Children’s Literature.</p> <p>Censorship in Children’s Literature.</p>	<p>Temple, Charles et al. <i>Children’s Books in Children’s Hands: A Brief Introduction to Their Literature.</i></p> <p><i>Handouts</i></p>
2		<p>Literary Elements in Works for Children</p> <p>Characterization: How do people emerge from the Page?</p> <p>Plots: How do stories happen?</p> <p>Themes: How do stories convey the meaning?</p> <p>Point of view (stories in the first, second and third person)</p> <p>Style (words, images, metaphors, etc.)</p> <p><i>Little Women</i> Louisa May Alcott (Stage 1/A1)</p>	<p>Temple, Charles et al. <i>Children’s Books in Children’s Hands: A Brief Introduction to Their Literature.</i></p> <p><i>Handouts</i></p>
3		<p>Picture Books</p> <p>Categories of picture books</p> <p>How Picture Books work</p>	<p>Temple, Charles et al. <i>Children’s Books in Children’s Hands: A Brief Introduction to Their</i></p>

		<p>Creators of Picture Books</p> <p>Criteria for selecting Picture Books</p> <p><i>The Adventures of Tom Sawyer</i> by Mark Twain</p>	<p><i>Literature.</i></p> <p><i>Handouts</i></p>
4		<p>The Child Reader Responds to Literature</p> <p>Literary meaning making</p> <p>Perspectives on reader response</p> <p>The Prince and the Pauper by Mark Twain</p>	<p>Temple, Charles et al.</p> <p><i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i></p> <p><i>Handouts</i></p>
5		<p>Literature Representing Diverse Perspectives</p> <p>Diverse perspectives in the United States</p> <p>Multicultural literature defined</p> <p>Evolution of multicultural literature</p> <p>Issues related to multicultural literature</p> <p><i>Gulliver's Travels</i> by Jonathan Swift</p>	<p>Temple, Charles et al.</p> <p><i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i></p> <p><i>Handouts</i></p>
6		<p>Traditional Literature</p> <p>The evolution of traditional literature</p> <p>Categories of traditional literature</p> <p>Traditional literature from many cultures</p> <p><i>Little Prince</i> by Harper Lee</p>	<p>Temple, Charles et al.</p> <p><i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i></p> <p><i>Handouts</i></p>
7		<p>Poetry for Children</p> <p>Categories of poetry for children</p> <p>The evolution of children's poetry</p> <p>Elements of poetry</p> <p><i>Don Quixote</i> by Miguel de Cervantes</p>	<p>Temple, Charles et al.</p> <p><i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i></p> <p><i>Handouts</i></p>
8		<p>REVISION</p> <p>QUIZ 1</p> <p>MIDTERM EXAMINATION</p>	
9		<p>Realistic Fiction</p> <p>The evolution of realistic fiction</p> <p>Categories of realistic fiction</p> <p>Criteria for evaluating and selecting realistic fiction</p>	<p>Temple, Charles et al.</p> <p><i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i></p>

		<i>Pinocchio</i> by Carlo Collodi	<i>Handouts</i>
10		Historical Fiction The evolution of historical fiction Categories of historical fiction Major writers of historical fiction <i>Alice's Adventures in Wonderland</i> by Lewis Carroll	Temple, Charles et al. <i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i> <i>Handouts</i>
11		Modern Fantasy and Science Fiction Categories of modern fantasy Criteria for selecting fantasy <i>Charlie and the Chocolate Factory</i> by Roald Dahl	Temple, Charles et al. <i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i> <i>Handouts</i>
12		Informational Books and Biography Categories of informational books and biography Criteria for selecting informational books and biographies <i>Matilda</i> by Roald Dahl	Temple, Charles et al. <i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i> <i>Handouts</i>
13		Inviting Children into Literature The classroom library Reading aloud to children Stories and storytelling <i>Peter Pan</i> by Sir James Matthew Barrie	Temple, Charles et al. <i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i> <i>Handouts</i>
14		<i>Literature Units in the Curriculum</i> <i>The Lion, the Witch and the Wardrobe</i> by Clive Staples Lewis	Temple, Charles et al. <i>Children's Books in Children's Hands: A Brief Introduction to Their Literature.</i> <i>Handouts</i>
15		QUIZ 2 Presentations	
		FINAL EXAMINATION	