Children's Literature

Programme(s) in which it is offered: B.A.B.Ed. English

Course Category: Elective	**Schedule of Offering**: Even
Course Credit Structure: 3	**Course Code:** ENG2222
Total Number of Hours: 45	**Contact Hours Per Week:** 3
Lecture: 3	**Tutorial:** 0
Practical: 0	**Medium of Instruction:** English
Date of Revision: 18-3-2021	**Skill Focus:** Life Skills
Short Name of the Course: CL	**Course Stream** *(Only for Minor Courses)*: n/a
Grading Method: Regular	**Repeatable:** Credit/Audit/Repeatable
Course Level: Beginner	

Course Description

This course seeks to give learners a detailed understanding of literature produced for children, the genres and themes of such works, and the way in which such literature plays an important role in defining the ideas of children, their upbringing, and their view of the world.

Course Introduction

This course introduces learners to children's literature, from nursery rhymes to songs to fairy tales, to picture books and comics, and eventually to works for older children. The origin and development of children's literature is discussed, as are major works, writers, and illustrators who work in this area. Genres of children's literature and their characteristics, the nature and function of illustrations in children's literature, and social and cultural issues addressed in children's literature today are also explored. The course will also engage with the problematic aspects of contemporary children's literature, study critical approaches to children's literature, and explore the uses of children's literature in education. A module of the course is also devoted to exploring the development of children's literature in India, and its specific themes and features.

Course Objective
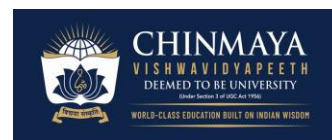
1. To give students an overview of the history of children's literature
2. To familiarise learners with major writers and illustrators in the field of children's literature
3. To introduce learners to the themes and genres within children's literature
4. To examine some of the social issues dealt with in contemporary works of children's literature
5. To describe possible uses of children's literature in the education

Course Outcome

At the end of this course, learners will be able to:

1. Recognise, and appreciate the quality of, famous works and creators of children's literature.
2. Describe the themes of such works.
3. Critically appreciate and analyse the use of language and illustration in the texts studied, and the social issues that they present.
4. Undertake a comparative study of various texts of children's literature.
5. Evaluate texts of children's literature from the perspective of various learning theories.

PO-CO Mapping

PO-CO Mapping Matrix

CO/PO Mapping	PO1	PO2	PO3	PO4	PO5	PO6
CO1						
CO2						
CO3						
CO4						
CO5						

Prerequisites and other constraints

Since this course will be taught in English, students taking this course must be comfortable with reading, writing, listening, and speaking in English, that is, they must be able to read and understand papers and critical essays written in English, and be able to discuss and debate the ideas proposed therein. Students must be willing to actively engage in discussing their reading and their own analyses in class. There are no other prerequisites.

Pedagogy
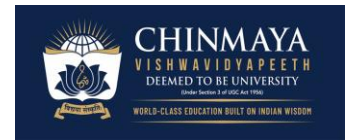
The teaching in this course will be through a combination of lectures and classroom discussions. The instructor will introduce concepts and reading material, drawing attention to various facets of writing style and language in the selected texts, and highlighting the unique features of the texts that make them so successful and celebrated. Students will be expected to read sections of various texts and make presentations in class, followed by individual or group analysis.

Suggested Reading:

Primary Texts:
1. Lerer, S. (2009). Children's literature: A reader's history, from Aesop to Harry Potter. University of Chicago Press.
2. Knowles, M., & Malmkjær, K. (2002). Language and control in children's literature. Routledge.

Recommended Reading:
1. Tomlinson, C. M., & Lynch-Brown, C. (2002). Essentials of children's literature. Boston, MA: Allyn and Bacon.
2. Hunt, P. (Ed.). (2006). Understanding children's literature. Routledge.
3. Hunt, P. (2004). International companion encyclopedia of children's literature. Routledge.

Evaluation Pattern

Analytical and critical ability, as well as the ability to express opinions clearly and concisely, are extremely important for this course, and hence term papers and class presentations constitute a crucial evaluation component here. Individual progress will be further measured through quizzes, assignments, and a mid-term examination.

The evaluation matrix is given on the next page.

Evaluation Matrix

	Component	Weightage	Total	Tentative	Course

Continuous Internal Assessment (CIA) Components *	Type	Percentage	Marks	Dates	Outcome Mapping
	Quizzes (5x)	10% 0f CIA Marks	10	Fortnightly	1, 2, 3, 5
	Mid-Semester Examination	50% of CIA Marks	50	Week 8	1, 4, 5
	Assignments / Presentations (4x)	40% of CIA Marks	40	Weeks 3, 6, 10, 12	1, 2
	CIA Marks	**100 % (To be converted to 60% of course total)**	**100**	---	---
End-Semester University Examination		**100 % (To be converted to 40% of course total)**	**100**	End of Semester	1, 2, 3, 4, 5

 * The assignments involved in CIA will be subject to plagiarism checks. A submission with unexplained similarities exceeding 30% for Undergraduate courses, 20% for Postgraduate courses and 10% for PhD courses will be reverted for resubmission. The final submission is subject to score penalization as defined by the course instructor at the start of the course, with a clear communication of the same to all the registered candidates.

Module Sessions
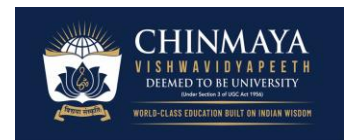**Module 1: Writing for Children				(9 Hours)**

- The problem of defining "children's" literature
- The origin and development of children's literature
- Some theoretical underpinnings
- Using pictures and illustrations
- Textual study: *Tintin; The Jungle Book*

Reading:

1. Audsley, S.M. (2019). *Why Study Children's Literature*. https://www.masterstudies.com/article/why-study-childrens-literature/
2. Lisa, D. (2020). 5 Reasons Why Children's Literature Is Not Just For Children. https://thenerddaily.com/5-reasons-why-childrens-literature-is-not-just-for-

children/

3. Once upon a time: a brief history of children's literature. (2017). https://theconversation.com/once-upon-a-time-a-brief-history-of-childrens-literature-75205

Activities:

a) Discussion 1: Does it matter that it is mostly adults that write for children?

Module 2: Literature for very young children (9 Hours)

- Common themes and genres (including nursery rhymes and fairy tales)
- Famous writers and works: *Dr. Seuss' Surprising Word Book, The Very Hungry Caterpillar, Ammachi's Amazing Machines, Nursery Rhymes (Baa Baa Black Sheep, Humpty Dumpty), Fairy Tales (Hansel and Gretel)*
- Importance of such works to children's linguistic and cognitive development

Reading:

1. Crippen, M. (2012). The Value of Children's Literature. https://www.luther.edu/oneota-reading-journal/archive/2012/the-value-of-childrens-literature/

Activities:

a) Discussion 2: How does one determine age-appropriate reading for young children?

Module 3: Literature for older children (9 Hours)

- Common themes and genres (including fables, folk tales and legends)
- Famous writers and works: *Shel Silverstein – Giving Tree; Enid Blyton – First Term at Mallory Towers, The Secret Seven; Tanu Shree Singh – Darkless; Roald Dahl – Charlie and the Chocolate Factory*
- The use of children's literature in education

Reading:

1. Lopez, X.M. (2014). Exploring Education and Children's Literature. https://www.researchgate.net/publication/260192335_Exploring_Education_and_Children%27s_Literature

Activities:

a) Exercise 1: Identifying lists of works that can be used in an English classroom in India

Module 4: Literature for teenagers
(9 Hours)

- Defining 'young adult' fiction
- Common themes and genres (including fantasy literature)
- Famous writers and works: *J.K.Rowling – Harry Potter and the Philosopher's Stone*; *Satyajit Ray – Feluda (The Golden Fortress); Katherine Paterson – Bridge to Terabithia*

Reading:

1. Singh, V. (2013). *Nation, Identity and Children's Literature in India*. Academia.edu.
2. Jacobus, A. (2011). The Difference Between Children's Lit and Adult Lit, or How to Get a Grip. https://www.annjacobus.com/blog/2011/1/8/the-difference-between-childrens-lit-and-adult-lit-or-how-to.html

Activities:

a) Discussion 3: Should 'young adult' fiction really be considered children's literature?

## Module 5: Children's Literature in India   (9 Hours)

- The history of children's literature in India
- Common themes and genres
- Famous writers and works: *Arundhati Venkatesh – Bookasura; R.K. Narayan – Swami and Friends; Ruskin Bond – Pret in the House; Sudha Murthy – The Magic of the Lost Temple*

Reading:

1. Menon, R. (2000). An Overview of Indian Children's Literature in English. https://www.tulikabooks.com/info/an-overview-of-indian-children-s-literature-in-english
2. Vishwanath, S. (2014). Children's Literature in India: A Fairy-Tale? https://www.thehindu.com/features/metroplus/childrens-literature-in-india-a-fairytale/article6594822.ece
3. Prabhu, R.D. (2019). Children's literature in India undergoes revolution as publishers experiment with regional languages, genres. https://www.firstpost.com/living/childrens-literature-in-india-undergoes-revolution-as-publishers-experiment-with-regional-languages-genres-
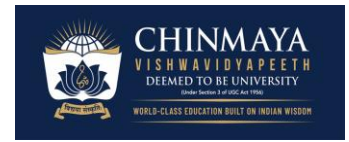
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Activities:

a) Discussion 4: The present and future of children's literature