



Course Specification

— (Bachelor)

Course Title: Children's Literature

Course Code: ENG 4333

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours:					
3					
2. Course type					
A.	<input type="checkbox"/> University	<input type="checkbox"/> College	<input checked="" type="checkbox"/> Department	<input type="checkbox"/> Track	<input type="checkbox"/> Others
B.	<input type="checkbox"/> Required		<input checked="" type="checkbox"/> Elective		
3. Level/year at which this course is offered:					
The course can be taken at any level in the last two years of the program after passing the requirements.					
4. Course general Description:					
<p>This course aims at (i) introducing, reading, discussing and analyzing a survey of classic and contemporary Children's Literature works from Aesop to Rowling. It will provide a rich and exhilarating study across centuries, continents, and genres to learn and discover how, and why, we first fell in love with the written word. Complete with an array of topics on numerous fundamental issues from canon formation to critical theories, students will (ii) analyze a variety of different genres such as fables, poems, myths, fairy tales, picture books, and novels with themes such as justice, evil, escape, individuality, and the demands of society. Critical approaches such as historicism, reader response, psychoanalysis, and feminism may be discussed and applied to texts for further aesthetic appreciation.</p>					
5. Pre-requirements for this course (if any):					
Literary Criticism in Practice					
6. Co-requirements for this course (if any):					
None					
7. Course Main Objective(s):					
<p>To familiarize students with the roots and historical development of Children's literature in Britain and America from its early years until the twenty-first century and establish a connection between the intellectual climate of an era and the ideas, themes and issues raised in its literary genres. Respectively, to gain a deeper understanding of the global socio-cultural concept of the child as exemplified in children's literature.</p>					

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> ● Traditional classroom ● E-learning 		





No	Mode of Instruction	Contact Hours	Percentage
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
Total		30 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the forms, modes and key texts associated with children's literature from its oral roots till the twenty-first centuries.	K2	- Traditional lecturing. - Reading critical articles. - Seminars.	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	- Traditional lecturing. - Reading critical articles. - Engaging with other art forms in class and online.	- Quizzes and exams. - Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	K3	<ul style="list-style-type: none"> Traditional lecturing. Engaging with other art forms in class and online. 	- Quizzes and exams. - Class discussion. - Online discussion.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> Reading critical articles. 	
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	<ul style="list-style-type: none"> - Traditional lecturing. - Class discussion. - Online discussion. - Reading analytical essays. - Seminars. -Interactive workshops. 	<ul style="list-style-type: none"> - Open-book quizzes. - Analytical exam questions. - Analytical essay assignment. -Class discussion
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> - Traditional lecturing. - Reading analytical essays. - Research seminars. -Interactive workshops 	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts.	S3	<ul style="list-style-type: none"> - Class discussion. -Exposure to creative content online or in class. -Reading analytical essays. - Reading creative content. -Interactive workshops. 	<ul style="list-style-type: none"> - Analytical essay assignment. - Analytical exam questions. -Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	<ul style="list-style-type: none"> - Analyzing or engaging with other art forms in class or online. - Reading critical articles. - Watching documentaries and critical content. -Interactive workshops. 	<ul style="list-style-type: none"> - Class discussion. - Online discussion. - Analytical assignment. -Creative assignment.
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all	V1	Traditional lecturing	-Class discussion.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	professional, personal and academic contexts.		Reading scholarly articles.	- Assignments - Projects
3.2	Work responsibly and autonomously when performing a task individually or within a team.	V2	Traditional lecturing Class discussion. Watching documentaries.	

C. Course Content

No	List of Topics	Contact Hours
1.	What is Children's Literature? Historical Development of Children's Literature	3
2.	Defining Children's Literature Controversy: Why do we need "children's" literature?	3
3.	Reading, Discussing and Interpreting Children's Literature. Qualities and Characteristics. Picture Books Controversy: If it doesn't have words, is it literature?	3
4.	Childhood and Children's Literature: Psychological Perspectives + Quiz	3
5.	A Timeline of Children's Literature: The Story of Doctor Dolittle Controversy: Literature from the Child's Perspective (Sendak, et al)	3
6.	Critical Sub-genres: Imagination, Fantasy, Fairy Tales, Fiction Storytelling/Puppets and Puppetry. Controversy: Multiculturalism and Children's Literature + Midterm	3
7.	Myths and Legends, Selected Readings from Favorite Folktales Controversy: Fantasy and Children's Literature.	3
8.	Fables and Parables, Selected Readings from Favorite Folktales The Amazing Maurice and his Educated Rodents Controversy: Harry Potter	3
9.	Children's Poetry/Children's Songs. Controversy: Gender and Children's Literature	3
10.	The Graphic Novel Controversy: Children and Comics.	3
Total		30



D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p>Midterms or Quizzes: The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	6	30%
2.	<p>Assignments or Quizzes: - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. -Topics, guidelines and deadlines should be specified at the beginning of the course. -Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.</p>	9	10%
3.	<p>Discussion in class and online: Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.</p>	Weekly	10%
4.	<p>Final Exam The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	Final Exam Period	50%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources





Essential References	<p>Lerer, Seth. <i>Children's Literature: A Reader's History from Aesop to Harry Potter</i>. University of Chicago Press, 2008.</p> <p>Some Extracts on Texts</p>
Supportive References	<p>Hunt, Peter. <i>An Introduction to Children's Literature</i>. Oxford, Oxford UP, 1994.</p> <p>---, <i>Children's Literature: The Development of Criticism</i>. London: Routledge, 1990.</p> <p>Tucker, Nicholas. <i>The Child and the Book: A Psychological and Literary Exploration</i>. Cambridge: Cambridge UP, 1991.</p> <p>Whalley, Joyce Irene, Tessa Rose Chester. <i>A History of Children's Books Illustrations</i>. London: Murray, 1988.</p>
Electronic Materials	
Other Learning Materials	<p>Macleod, Anne Scott. <i>A Moral Tale: Children's Fiction and American Culture, 1820-1860</i>. Hamden: Archon, 1975.</p> <p>Knowles, Murray, Kirsten Malmkjar. <i>Language and Control in Children's Literature</i>. London: Routledge, 1996.</p> <p>Francis, Elizabeth A. "American Children's Literature 1646-1880." Ed Joseph M Hawes and N. Ray Hiner. <i>American Childhood: A Research Guide and Historical Handbook</i>. Connecticut: Greenwood P, 1985. 185-233.</p> <p>Darton, F.J. Harvey. <i>Children's Books in England</i>. Cambridge: Cambridge UP, 1982.</p> <p>Carpenter, Humphrey, Maria Pichard. <i>The Oxford Companion to Children's Literature</i>. Oxford: Oxford UP, 1990</p>

2. Required Facilities and equipment

Items	Resources
<p style="text-align: center;">facilities</p> <p>(Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)</p>	Classrooms
<p style="text-align: center;">Technology equipment</p> <p>(projector, smart board, software)</p>	Data Projector
<p style="text-align: center;">Other equipment</p> <p>(depending on the nature of the specialty)</p>	



F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022
DATE	2023 - 1445

