THE CATHOLIC UNIVERSITY OF AMERICA  
School of Library and Information Science  
LSC852: Survey of the Development of Children’s Literature  
Spring, 2009  
Graduate Syllabus (revised January 24, 2009)

3 credit hours

Classroom: Pangborn 303  
Wednesdays, 4:10-6:40 p.m.

Dorothy Warner, MLS, MPS  
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Office hours: by appointment

Course Description:  
Overview of the history and development of children’s literature from early times to the mid-twentieth century. In-depth discussion of representative titles of books of particular periods. The focus will be on literature of Western culture from Greek and Roman origins extending to English language literature of the 1950s. An interdisciplinary understanding of the “child” will be discussed throughout the chronological literary history.

Instructional Methods:  
Interactive learning experiences encouraging consistent student participation. Assignments and Readings will be posted on Blackboard. Blackboard is available at: http://bb.cua.edu

Required Text:  
There is no required text.  
Readings will be recommended in class.

Attendance:  
Attendance is required. Students may have one excused absence.
Assignments:
Assignments are to be word-processed and double-spaced. Specific directions and requirements will also be provided (see the framework noted ahead). All assignments are due in class on the designated dates in the course schedule ahead. Students will be required to read selected children’s books. These need not be purchased, but may be obtained from a library (check the Juvenile Reading Room at Catholic University’s Mullen Library) or, where available, online via sources such as Google Books (http://books.google.com).

Assignments are categorized as:

<table>
<thead>
<tr>
<th>ASSIGNMENT CATEGORY BY GOAL FOR STUDENT LEARNING</th>
<th>DISCUSSION AND/OR ASSIGNMENT WEEKS</th>
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</thead>
<tbody>
<tr>
<td>Develop a knowledge of the history of children’s literature including representative authors and illustrators.</td>
<td>Discussion Weeks 1-14</td>
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<tr>
<td>Assignment Weeks 3, 5-11 (except week 7); final research project</td>
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<tr>
<td>Understand the development of the “child” in relationship to children’s literature.</td>
<td>Discussion Weeks 1-12</td>
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<tr>
<td>Assignment Weeks 3, 5-11 (except week 7)</td>
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<tr>
<td>Recognize the development of the children’s book as an object.</td>
<td>Discussion Weeks 1-12</td>
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<tr>
<td>Recognize the development of the publishing industry for children’s literature.</td>
<td>Discussion Week 1-12</td>
</tr>
<tr>
<td>Recognize the development of library collections for children’s literature.</td>
<td>Discussion Week 12</td>
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Discussion assignments:
Select an Aesop fable and bring the fable to class on Week 3. Be prepared to briefly discuss your response to the fable.

Select readings for each of the following historical periods. (Each student will select a different reading.) The readings may be selected from the bibliography provided by Prof. Warner or be a selection of your choice (check with Prof. Warner first). Read sufficient sections of the readings to provide you with an understanding of the works in relationship to the development of the child.
during the particular period. Apply the framework provided by the professor and be prepared to discuss your reading in relationship to the framework for 5-7 minutes. Readings will be required for:

- **Week 5**: 18th century: Select 1 reading
- **Week 6**: 19th century (prior to the Golden Age): Select 1 reading
- **Weeks 8, 9 & 10**: 19th century Golden Age (@ 1850-1920s): Select 1 reading for each week
- **Week 11**: Mid-20th century (1930s-1950s): Select 1 reading

**FINAL research project** (@ 10 pages; may be longer):
Design a research question related to the history of children’s literature and submit your question to Prof. Warner by **Week 8** (March 18). The results of your research will be presented to the class during one of the final two class sessions in Weeks 13 & 14.

**Grading Criteria:**
Assignments for Weeks 5-11 (except for week 7) will require that the framework for analyzing the reading selections (provided by the professor) be applied. Discussion of the reading selections and submission of the framework will result in the grade. Class participation is inherent. The Course Schedule identifies the points possible for each assignment. Assignments must be submitted on the date assigned.

Accumulated points translated to letter grade:
- A: 94-100
- A-: 90-93.99
- B+: 86-89.99
- B: 82-85.99
- B-: 78-81.99
- C: 70-77.99
- F: Below 70

**Academic honesty:**

The University policy is available at [http://policies.cua.edu/academicundergrad/integrity.cfm](http://policies.cua.edu/academicundergrad/integrity.cfm). Please review this policy.
LSC852: Survey of the Development of Children’s Literature: Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Required Readings</th>
<th>Assignment</th>
<th>Due Date</th>
<th>Points possible for assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: January 14:</td>
<td><strong>INTRODUCTION TO HISTORY OF CHILDRENS LITERATURE &amp; MEANINGS OF THE “CHILD”</strong></td>
<td>No assignment due.</td>
<td>Week 1: January 14 No assignment</td>
<td></td>
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<tr>
<td>Week 2: January 21</td>
<td>CHILDREN &amp; CHILDRENS LITERATURE LEADING TO THE 16TH CENTURY (session 1 of 2)</td>
<td>No assignment due.</td>
<td>Week 2: January 21 No assignment</td>
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<tr>
<td>Week 3: January 28</td>
<td>REQUIRED: Read a fable of Aesop.</td>
<td>Due: Select an Aesop fable and bring the fable to class. (Each student will select a different fable.) Be prepared to briefly discuss your response to the fable.</td>
<td>Week 3: January 28 5 points</td>
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<tr>
<td>Week 4: February 4:</td>
<td>CHILDREN &amp; CHILDRENS LITERATURE IN THE</td>
<td>No assignment due.</td>
<td>Week 4: February 4 No assignment</td>
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February is Library Lovers’ Month, sponsored by Friends of Libraries [www.folusa.org](http://www.folusa.org)
| Week 5: February 11: CHILDREN & CHILDRENS LITERATURE IN THE 18TH CENTURY | **REQUIRED:** Selected Reading for the 18th century | **Due:** Discussion assignment. Select a reading for the following historical period. (Each student will select a different reading.) The reading may be selected from the bibliography provided by Prof. Warner or be a selection of your choice (check with Prof. Warner first). Read sufficient sections of the reading to provide you with an understanding of the work in relationship to the development of the child during the particular period. Apply the framework provided by the professor and be prepared to discuss your reading in relationship to the framework for 5-7 minutes. **Due Week 5: 18th century: Select 1 reading** | Week 5: February 11 | 10 points |

<p>| Week 6: February 18: CHILDREN &amp; CHILDRENS LITERATURE IN THE 19TH CENTURY (prior to the Golden Age) | <strong>REQUIRED:</strong> Selected Reading for the 19th century (prior to the Golden Age) | <strong>Due:</strong> Discussion assignment. Select a reading for the following historical period. (Each student will select a different reading.) The reading may be selected from the bibliography provided by Prof. Warner or be a selection of your choice (check with Prof. Warner first). Read sufficient sections of the reading to provide you with an understanding of the work in relationship to the development of the child during the particular period. Apply the framework provided by the professor and be prepared to discuss your reading in relationship to the framework for 5-7 minutes. | Week 6: February 18 | 10 points |</p>
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<tr>
<th>Week 6: 19th century (prior to the Golden Age): Select 1 reading</th>
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**Spring Recess; no class held on March 4**

Read Across America, sponsored by the National Education Association, is a reading motivation and awareness program that calls for every child to celebrate reading on March 2, Dr. Seuss’s birthday.

**Week 7: March 11: Visit to the Library of Congress**
Meet at the Library of Congress at 3:00 p.m. for a tour given by Sybille Jagusch of the Children’s Book Collection in the Rare Book and Special Collections Division.

**Week 8: March 18:**

**REQUIRED:**
Selected Reading for the 19th century Golden Age (@ 1850-1920s)

**Due:** Research question.

**Due:** Discussion assignment.
Select a reading for the following historical period. (Each student will select a different reading.) The reading may be selected from the bibliography provided by Prof. Warner or be a selection of your choice (check with Prof. Warner first). Read sufficient sections of the reading to provide you with an understanding of the work in relationship to the development of the child during the particular period. Apply the framework provided by the professor and be prepared to discuss your reading in relationship to the framework for 5-7 minutes.

**Due Week 8: 19th century Golden Age (@ 1850-1920s): Select 1 reading**

**Submit the following assignment to Blackboard by midnight.**

**Due:** Discussion assignment.

**Week 9: March 25: NO CLASS (D. Warner at conference)**

**REQUIRED:**
Selected Reading for the 19th century Golden Age (@ 1850-1920s)

**Due:** Discussion assignment.

**Submit the following assignment to Blackboard by midnight.**

**Week 8: March 18**
10 points

**Week 9: March 25**
10 points
<table>
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<tr>
<th>Week 10: April 1: CHILDREN &amp; CHILDRENS LITERATURE IN THE 19TH CENTURY GOLDEN AGE (@1850-1920s) (session 3 of 3)</th>
<th>REQUIRED: Selected Reading for the 19th century Golden Age (@ 1850-1920s)</th>
<th>Due: Discussion assignment. Select a reading for the following historical period. (Each student will select a different reading.) The reading may be selected from the bibliography provided by Prof. Warner or be a selection of your choice (check with Prof. Warner first). Read sufficient sections of the reading to provide you with an understanding of the work in relationship to the development of the child during the particular period. Apply the framework provided by the professor and be prepared to discuss your reading in relationship to the framework for 5-7 minutes (IN ADDITION TO PRESENTING YOUR READING SUBMITTED TO BLACKBOARD LAST WEEK.) Due Week 10: 19th century Golden Age (@</th>
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<tr>
<td>Week 11: April 8: CHILDREN &amp; CHILDREN'S LITERATURE IN THE MID-20TH CENTURY (1930s-50s)</td>
<td>REQUIRED: Selected Reading for the Mid-20th century (1930s-1950s)</td>
<td><strong>Due:</strong> Discussion assignment. Select a reading for the following historical period. (Each student will select a different reading.) The reading may be selected from the bibliography provided by Prof. Warner or be a selection of your choice (check with Prof. Warner first). Read sufficient sections of the reading to provide you with an understanding of the work in relationship to the development of the child during the particular period. Apply the framework provided by the professor and be prepared to discuss your reading in relationship to the framework for 5-7 minutes. <strong>Due Week 11: Mid-20th century (1930s-1950s): Select 1 reading</strong></td>
<td>Week 11: April 8</td>
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<td><strong>National Library Week, sponsored by the American Library Association (ALA), April 12-18</strong></td>
<td><strong>Week 12: April 15:</strong> LIBRARY COLLECTIONS FOR CHILDREN</td>
<td>No assignment due.</td>
<td>Week 12: April 15</td>
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<tr>
<td><strong>Week 13: April 22:</strong> PRESENTATIONS OF RESEARCH BY STUDENTS</td>
<td>Presentations of research</td>
<td>Week 13: April 22</td>
<td>35 points [Research Project]</td>
</tr>
<tr>
<td><strong>Week 14: April 29:</strong> PRESENTATIONS OF RESEARCH BY STUDENTS</td>
<td>Presentations of research</td>
<td>Week 14: April 29</td>
<td>0 points</td>
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<td><strong>Children’s Book Week, sponsored by the Children’s Book Council, May 12-18</strong></td>
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Syllabus changes:
I reserve the right to make changes to the syllabus if necessary. Students will be provided with any such changes.