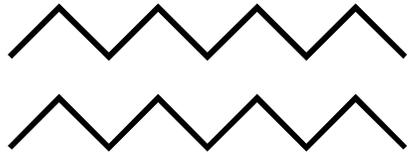


C u r r i c u l u m p l a n n e r

Introducing DSE :

**Literature for Children
and Young Adults**





Details

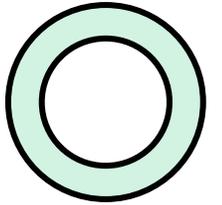
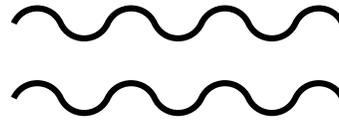
Name of the Teacher: Ms. Gurpreet Kaur Saini

Paper No. : Semester V D5 : Discipline Specific Elective (DSE) Course

Paper Title: Literature for Children and Young Adults

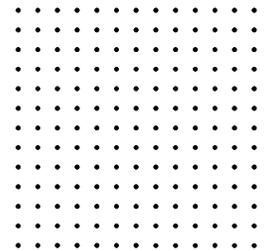
Marks: Internal Assessment (Class Test = 10 marks, Assignment = 10 marks and attendance = 5 marks) Total = 25 marks, Final Examination: 75 marks, Total = 100 marks.

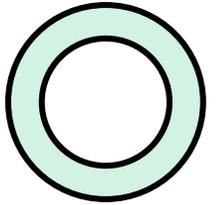
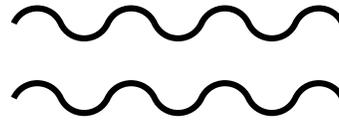
Contact Hours: 5 + 1 (5 lectures + 1 tutorial) per week.



Learning outcomes for Curriculum Framework for Undergraduate Education

- The program aims to introduce many forms and genres of literature for children and young adults from all over the world. It would encourage students to learn about writings for children from varied cultural contexts and promote a sense to research more.
- Learners will be able to familiarize that across the globe how the oral story telling tradition was considered close to the stage of childhood and eventually with the coming of printing, texts were specially designed for children.
- Students will be exposed to societal issues that have been faced by children and young adults across nations and how through literary representations a connection can be formed.

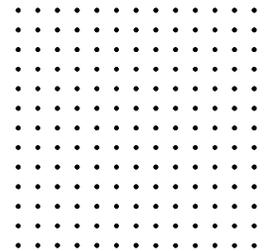




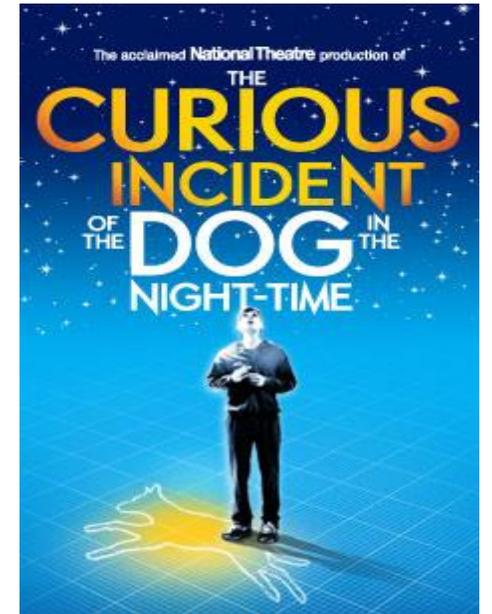
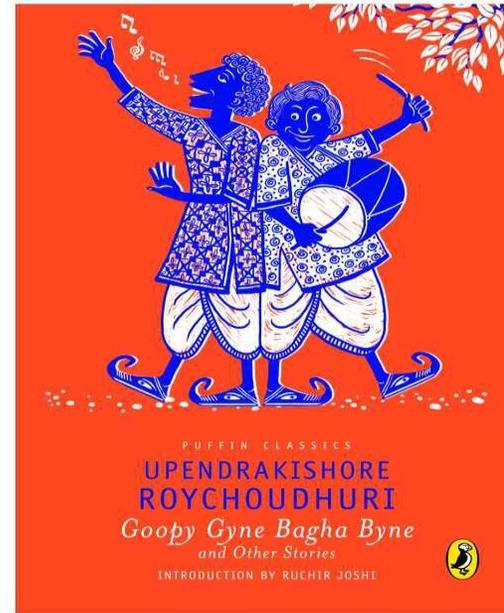
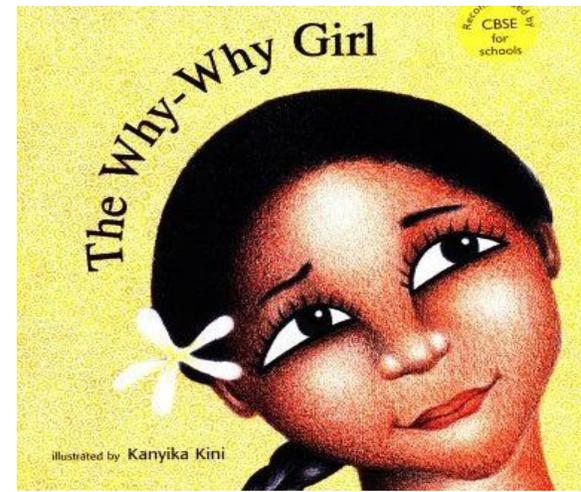
Course Outcomes

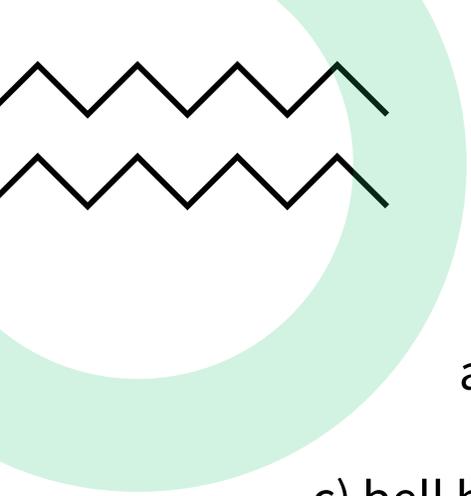
This course aims to

- help students trace the emergence of the genre termed Children’s Fiction and link it to the emergence of other genres as print culture has grown;
- familiarize students with the idea of visual literacy, illustrations, etc., and their application and use in children’s picture books; and
- facilitate an engagement with the concept of Young Adult Literature and issues associated with it.



Course Content





Unit 1

- a) Antoine de Saint-Exupéry, *Little Prince* (New Delhi: Pigeon Books, 2008).
- b) Oliver Jeffers, *Heart in a Bottle* (New York: Harper Collins, 2011).
- c) bell hooks and Chris Raschka, *Happy to be Nappy* (New York: Jump at the Sun, 2017).
- d) Mahasweta Devi, *The Why Why Girl* (New Delhi: Tulika Publishers, 2012).

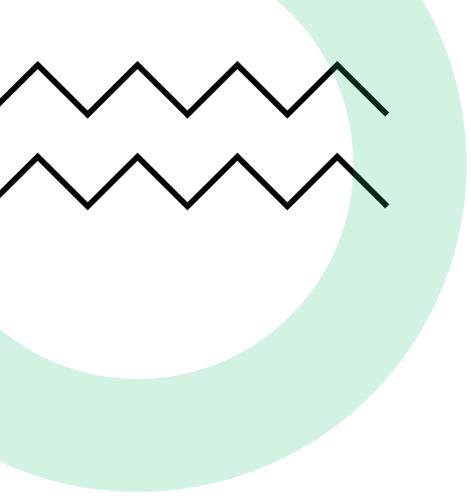
Unit 2

- a) Upendra Kishore Roychowdhury, *Goopy Gyne Bagha Byne* (New Delhi: Puffin Books, 2004) pp. 3-27.
- b) Sulaiman Ahmed, *Amar Ayyar: King of Tricksters*, Chapters 1-6, 51, 67-68 (New Delhi: Hachette India, 2012).
- c) Paro Anand, *No Guns at My Son's Funeral* (New Delhi: India Ink, 2005).

Unit 3

Mark Haddon, *The Curious Incident of the Dog in the Night-Time* (London: Vintage, 2012).





Unit 4

M.T. Anderson, *Feed* (Somerville: Candlewick Press, 2002).

Unit 5 Readings

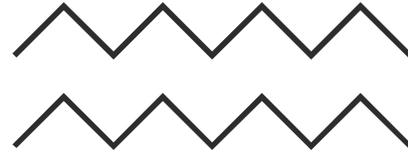
a) Molly Bang, 'Building the Emotional Content of Pictures', in *Picture This: How Pictures Work* (San Francisco: Chronicle Books, 2018) pp. 1-50, with illustrations.

b) Perry Nodelman, 'Defining Children's Literature', in *The Hidden Adult: Defining Children's Literature* (Baltimore: John Hopkins University Press, 2008) pp. 133-37.

c) John Holt, 'Escape from Childhood'. Available online at https://canopy.uc.edu/bbcswebdav/pid-14529539-dt-content-rid39705338_1/courses/16SS_EDST1001005/16SS_EDST1001005_ImportedContent_20151117021819/Course%20Readings/Escape%20from%20Childhood.pdf

d) Rachel Falconer, 'Young Adult Fiction and the Crossover Phenomena', in *The Routledge Companion to Children's Literature*, ed. David Rudd (New York: Routledge, 2010) pp. 87-97

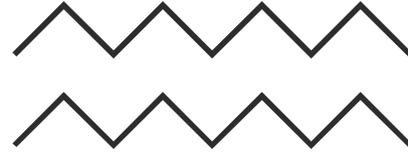




Facilitating the Achievement of Course Learning Outcomes

Unit No.	Course Learning Outcomes	Teaching and Learning Activity	Assessment Tasks
1	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups initiating discussion topics participation in discussions
2	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

Academic Calendar



Dates	Activity
16 August 2023	Commencement of Classes 16 Weeks of teaching (80 lectures + 16 tutorial classes)
6 th December 2023 - 12 th December 2023	Preparatory Break
13 th December 2023	Examinations
1 st January 2024	Semester Break

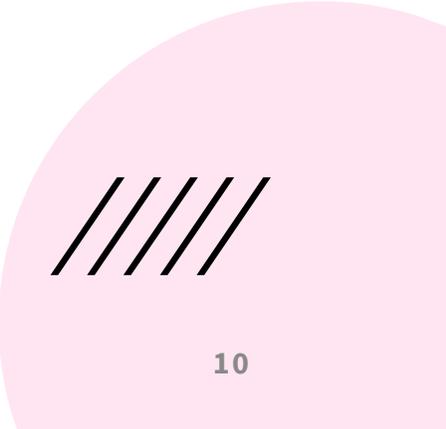


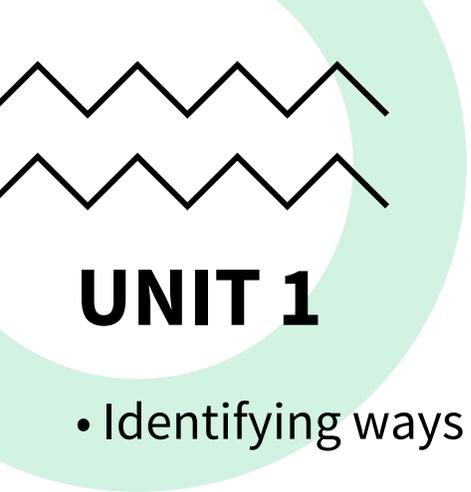
Lesson Plan

(6-10 Lectures)

Background Topics Introducing Children’s Literature and Young Adult Literature

- * Origins of Children’s Literature
 - Historical origins
 - Domestic origins
 - Symbolic origins
- * Children’s books and constructions of childhood
- * Children’s texts and the grown-up reader
- * The making of children’s books
- * Classics and retellings of stories across time and cultures





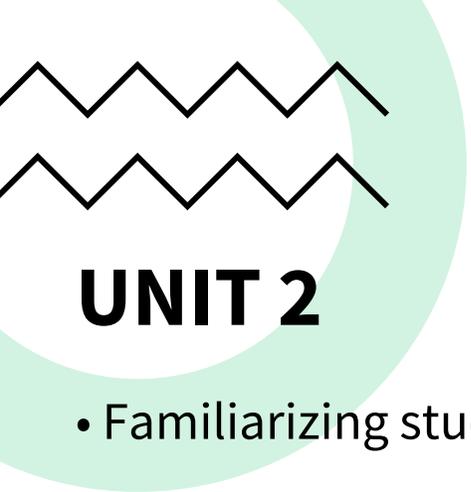
UNIT 1

Lesson Plan

(10-15 Lectures)

- Identifying ways of seeing, reading and understanding picture-book worlds.
- Examining writing styles, tone, settings, fantastical worlds in creation of narratives that have almost become universal in their appeal while catering to varied sections of society.
- Underlining what makes the narratives that are a part of this Unit different from the narratives published for adult readers.
- Focusing on the relevance of themes across cultures such as friendship, human nature, materialism as projected in *The Little Prince* or tribal life, gender issues and struggles that poverty stricken families continue to undergo through as shown in *The Why Why Girl* by Mahasweta Devi, to consider a few.





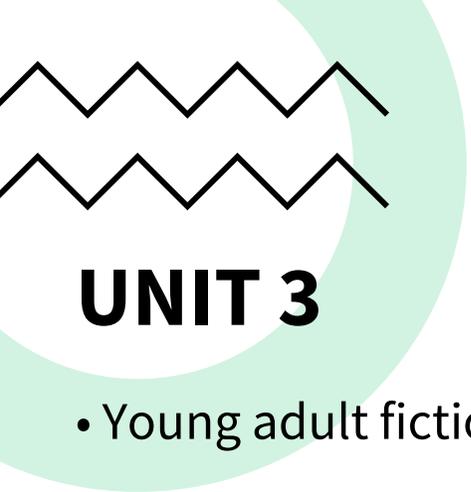
UNIT 2

Lesson Plan

(10-15 Lectures)

- Familiarizing students with the origins of Children’s Literature from the Indian context.
- Introducing students to Bengali children’s literature and tracing its characteristics in connection to the text *Goopy Gyne Bagha Byne* by Upendrakishore Roychowdhury.
- Detailing learners about the story telling tradition- *Dastangoi* in relation to Sulaiman Ahmed’s text –Amar Ayyar: King of Tricksters.
- History and the revival of *Dastangoi* in India.
- Young adult readers and the issue of identity formation.
- Proliferation of texts for young adult readers in India.
- Impact of violence, discrimination and inequality on the growth of young adults.





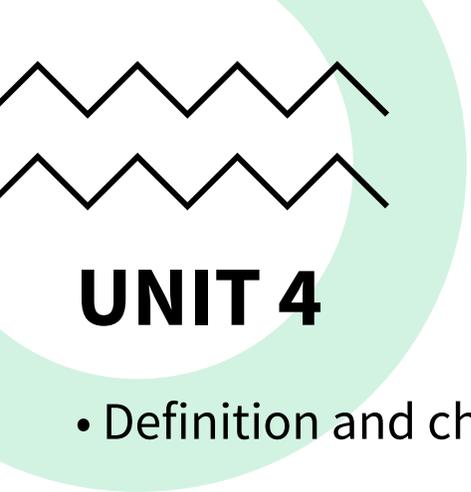
UNIT 3

Lesson Plan

(10-15 Lectures)

- Young adult fiction and subjectivity formation.
- Disability Studies definition and characteristics.
- Meaning of Autism Spectrum Disorder and Asperger syndrome.
- How narratives are forming connection with readers by depicting serious issues and struggles of young protagonists and enabling an identification process.
- Narratives like *The Curious Incident of the Dog in the Night-Time* facilitating readers to widen their understanding about disabilities and offering opportunity for socio-cultural adventure.
- Creation of narrative spaces where images are equally valued or facilitating the understanding of the words written.





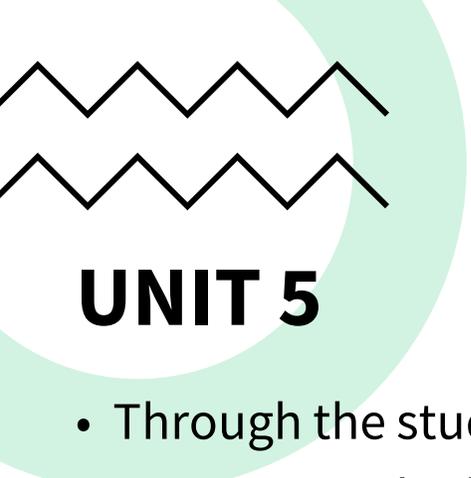
UNIT 4

Lesson Plan

(6-10 Lectures)

- Definition and characteristics of Dystopian, cyberpunk young adult fictions.
- Focus on concepts and ideas such as consumerism, information technology and its impact in contemporary times, corporate power, environmental decay, control over young minds through technology, data mining and its impact.
- Language, writing styles and depiction of youth culture through futuristic setting will be examined.
- Stereotyped gender roles and deteriorating creative social environments will be scrutinized through the study of M.T. Anderson's narrative – *Feed*.
- Aspects of advertising, media manipulation and corporate exploitation will be dealt with at length.





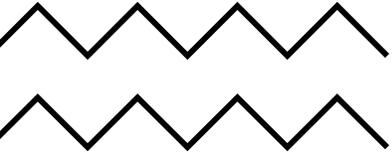
UNIT 5

Lesson Plan

(10-15 Lectures)

- Through the study of background readings connections will be formed with all the narratives studied in the course.
- Materiality of books and the adult buyers.
- Reflections on the subversive ideas presented within the narratives that are challenging the institutionalized status quo and recognizing the potential of children/young adults.
- Natural receptivity of children towards fiction.
- Mythology of childish adult.
- Importance of rhymes, nonsense verse and fiction produced for children/young adults.





**THANK
YOU**

