

Short Course Description		This course will provide a comprehensive overview of children's literature, using the case study method to encourage students to think deeply about the stories and messages conveyed in literary works. By the end of the course, students will have developed critical thinking, communication, and creative skills that can be applied to their academic and personal pursuits. This course provides an in-depth exploration of the diverse range of literature available for children, using the case study method to analyze and evaluate various literary works. Through close reading, discussion, and creative projects, students will develop critical thinking skills and an appreciation for the power of story books. The course will cover a variety of literary genres, including picture books, chapter books, and young adult novels. Each class will focus on a specific case study, analyzing the themes, motifs, and literary devices used within the selected work. Case studies will cover a range of topics, including the representation of diversity, the use of humor in children's literature, and the role of imagination in story books.					
References		<p>Main :</p> <ol style="list-style-type: none"> 1. Grenby, Mathew. Children's Literature. Edinburgh University Press: Edinburgh. 2008. 2. Hunt, Peter and Millicent Lenz. Alternative worlds in Fantasy Fiction. Continuum: Longdon. 2001 3. Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998 4. McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011 5. Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963 6. Seuzz, Dr. The Cat in The Hat. Random House: New York. 1985 7. Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969 8. Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003 9. Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004 10. Bradford, Clare. Kerry Mallan, John Stephens, and Robyn McCallum. New World Orders in Contemporary Children's Literature. Palgrave Macmillan: London. 2008 11. Carol, Lewis. Through The Looking Glass. Icon Classic: San Diego. 2005 12. Yausafzai, Malala and Chistina Lamb. I am Malala The Girl who stood up for Education and was shot by the Taliban. Weidenfeld & Nicolson: London. 2013 <p>Supporters:</p>					
Supporting lecturer		Diana Budi Darma, S.S., M.Pd.					
Week-	Final abilities of each learning stage (Sub-PO)	Evaluation		Help Learning, Learning methods, Student Assignments, [Estimated time]		Learning materials [References]	Assessment Weight (%)
		Indicator	Criteria & Form	Offline (offline)	Online (online)		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	<p>1.1. Understanding and comprehending contracts between students and lecturers</p> <p>2.2. Understanding and comprehending regulations from the university and department</p>	<p>1.1. Participation</p> <p>2.2. Identifying the problem</p>	<p>Criteria: Ideally accomplished given task and material</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Offline: Lecture will conduct interaction between instructors and students. 2x50			2%
2	<p>1.1. Being able to understand the difference between child and childhood</p> <p>2.2. Being able to understand the term 'Fantasy.'</p> <p>3.3. Being able to relate with story books such as 'Where the Wild things are, I am Malala, and etc.</p>	<p>1.1. Identifying the terms and concepts of child, childhood and fantasy</p> <p>2.2. Defining the terms and concepts of child, childhood and fantasy</p>	<p>Criteria:</p> <p>1.1. Stating definitions of child, childhood and fantasy</p> <p>2.2. Practice identifying in storybooks</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Offline: Interactive discussion between tutor and students 2x50			2%

3	<p>1.1. Being able to understand the difference between child and childhood</p> <p>2.2. Being able to understand the term 'Fantasy.'</p> <p>3.3. Being able to relate with story books such as 'Where the Wild things are, Charlottes's Web, Madeline and etc.</p>	<p>1.1. Identifying the terms and concepts of child, childhood and fantasy</p> <p>2.2. Defining the terms and concepts of child, childhood and fantasy</p>	<p>Criteria:</p> <p>1.1. Stating definitions of child, childhood and fantasy</p> <p>2.2. Practice identifying in storybooks</p> <p>3.3. constructing a draft analysis</p> <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Offline: Interactive discussion between tutor and students</p>		<p>Material: 1. Child and Childhood Reference: Grenby, Mathew. <i>Children's Literature.</i> Edinburgh University Press: Edinburgh. 2008.</p> <p>Material: Fantasy Reader: Hunt, Peter and Millicent Lenz. <i>Alternative worlds in Fantasy Fiction.</i> Continuum: Longdon. 2001</p>	2%
4	<p>1. Being able to understand the values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss</p> <p>2. Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss</p>	<p>1.1. Stating intrinsic and extrinsic elements</p> <p>2.2. Elaborating themes</p>		<p>Offline: Lecture, Sharing and Discussion, Quiz, and Q and A with reflective practice 2 x 50'</p>	<p>on line:</p>	<p>Material: Simple Structure and methods References: Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. <i>Children's Books in Children's Hands : An Introduction To Their Literature.</i> Allyn and Bacon: Boston. 1998</p> <p>Material: Story book Bibliography: Sandek, Maurice. <i>Where The Wild Things Are.</i> Harper Trophy: New York. 1963</p> <p>Material: Story Book Bibliography: Carle, Eric. <i>The Very Hungry Caterpillar.</i> Philomel Books: New York. 1969</p> <p>Material: Story Book Bibliography: Seuzz, Dr. <i>The Cat in the Hat.</i> Random House: New York. 1985</p>	2%

5	<p>1. Being able to understand the values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss</p> <p>2. Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss</p>	<p>1.1. Stating intrinsic and extrinsic elements</p> <p>2.2. Elaborating themes</p>	<p>Criteria: 2</p>	<p>Offline: Lecture, Sharing and Discussion, Quiz, and Q and A with reflective practice 2 x 50'</p>	<p>on line:</p>	<p>Material: Simple Structure and methods</p> <p>References: <i>Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998</i></p> <hr/> <p>Material: Story book</p> <p>Bibliography: <i>Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963</i></p> <hr/> <p>Material: Story Book</p> <p>Bibliography: <i>Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969</i></p> <hr/> <p>Material: Story Book</p> <p>Bibliography: <i>Seuzz, Dr. The Cat in the Hat. Random House: New York. 1985</i></p>	3%
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6	<p>1. Being able to understand the values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss</p> <p>2. Being able to elaborate information of values of Where The Wild Things are by Maurice Sendak, The Very Hungry Caterpillar by Eric Carle and Cat in The Hat by Dr. Seuss</p>	<p>1.1. Stating intrinsic and extrinsic elements</p> <p>2.2. Elaborating themes</p>		<p>Offline: Lecture, Sharing and Discussion, Quiz, and Q and A with reflective practice 2 x 50'</p>	<p>on line:</p>	<p>Material: Simple Structure and methods References: <i>Temple, Charles. Miriam Martinez, Junko Yokota, and Alas Naylor. Children's Books in Children's Hands : An Introduction To Their Literature. Allyn and Bacon: Boston. 1998</i></p> <hr/> <p>Material: Story book Bibliography: <i>Sandek, Maurice. Where The Wild Things Are. Harper Trophy: New York. 1963</i></p> <hr/> <p>Material: Story Book Bibliography: <i>Carle, Eric. The Very Hungry Caterpillar. Philomel Books: New York. 1969</i></p> <hr/> <p>Material: Story Book Bibliography: <i>Seuzz, Dr. The Cat in the Hat. Random House: New York. 1985</i></p>	3%
7	<p>1. Being able to present student's analysis in class</p> <p>2. Being able to construct a positive discussion based on the previous work</p>	<p>1. Fulfilling a standard presentation</p> <p>2. Each presenter conveys a task</p> <p>3. Discussion is based on one of the story books</p>	<p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Offline: lecture, sharing and discussion, Q and A with reflective practice 2 x 50%</p>		<p>Material: Ideas and contexts References: <i>McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011</i></p> <hr/> <p>Material: Theories and Methods References: <i>Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004</i></p>	3%

8	Being able to complete the test given	Submitting assigned tasks	<p>Criteria: Submitting assigned tasks</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Offline: Mid term test 2 x 50		<p>Material: Child and Childhood Bibliography: <i>Grenby, Mathew. Children's Literature. Edinburgh University Press: Edinburgh. 2008.</i></p> <p>Material: Fantasy Reader: <i>Hunt, Peter and Millicent Lenz. Alternative worlds in Fantasy Fiction. Continuum: Longdon. 2001</i></p> <p>Material: Context Bibliography: <i>McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011</i></p>	20%
9	1. Being able to construct a strong analysis 2. Being able to develop an appreciation of Charlotte's Web by EB White	1. Creativity and Originality 2. Story and Plot 3. Identification of Key Themes and Elements	<p>Criteria: 1. Participation and Activity 2. Students are able to present research papers written by other scholars confidently and give relevant and critical assessment on others' presentations</p> <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Online: Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A 2 x 50		<p>Material: Fantasy for young adults Bibliography: <i>Gates, Pamela S., Susan B. Steffel and Francis J. Molson. Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003</i></p> <p>Material: Contemporary topics Bibliography: <i>McCulloch, Fiona. Children's Literature in Context. Continuum: New York. 2011</i></p> <p>Material: Story book Bibliography: <i>Coats, Karen. Looking Glasses and Neverlands. University of Iowa Press: Iowa. 2004</i></p>	3%

10	<p>1. Being able to construct a strong analysis</p> <p>2. Being able to develop an appreciation of Charlotte's Web by EB White</p>	<p>1. A topic is stated</p> <p>2. 1000 words essay</p> <p>3. based on an opinion stated</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements 3. Participation and Activity <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A 2x50</p>		<p>Material: Fantasy for young adults</p> <p>Bibliography: Gates, Pamela S., Susan B. Steffel and Francis J. Molson. <i>Fantasy Literature for Children and Young Adults.</i> The Scarecrow Press, Inc.: Oxford. 2003</p> <p>-----</p> <p>Material: Contemporary topics</p> <p>Bibliography: McCulloch, Fiona. <i>Children's Literature in Context.</i> Continuum: New York. 2011</p> <p>-----</p> <p>Material: Story Book</p> <p>Bibliography: Carol, Lewis. <i>Through The Looking Glass. Icon Classic: San Diego.</i> 2005</p>	3%
11	<p>1. Being able to construct a strong analysis</p> <p>2. Being able to develop an appreciation of Light in the Attic by Shel Silverstein</p>	<p>1. A topic is stated</p> <p>2. 1000 words essay</p> <p>3. based on an opinion stated</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Story and Plot 3. Identification of Key Themes and Elements <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A 2x50</p>		<p>Material: Fantasy for young adults</p> <p>Bibliography: Gates, Pamela S., Susan B. Steffel and Francis J. Molson. <i>Fantasy Literature for Children and Young Adults.</i> The Scarecrow Press, Inc.: Oxford. 2003</p> <p>-----</p> <p>Material: Contemporary topics</p> <p>Bibliography: McCulloch, Fiona. <i>Children's Literature in Context.</i> Continuum: New York. 2011</p> <p>-----</p> <p>Material: Story book</p> <p>Bibliography: Coats, Karen. <i>Looking Glasses and Neverlands.</i> University of Iowa Press: Iowa. 2004</p>	3%

12	<p>1. Being able to construct a strong analysis</p> <p>2. Being able to develop an appreciation of Light in the Attic by Shel Silverstein</p>	<p>1. A topic is stated</p> <p>2. 1000 words essay</p> <p>3. based on an opinion stated</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Identification of Key Themes and Elements <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>		<p>Online: Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A 2 x 50</p>	<p>Material: Fantasy for young adults</p> <p>Bibliography: Gates, Pamela S., Susan B. Steffel and Francis J. Molson. <i>Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003</i></p> <hr/> <p>Material: Contemporary topics</p> <p>Bibliography: McCulloch, Fiona. <i>Children's Literature in Context. Continuum: New York. 2011</i></p> <hr/> <p>Material: Story Book</p> <p>Bibliography: Carol, Lewis. <i>Through The Looking Glass. Icon Classic: San Diego. 2005</i></p>	5%
13	<p>1. Being able to construct a strong analysis</p> <p>2. Being able to develop an appreciation of I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban by Malala Yousafzai</p>	<p>1. A topic is stated</p> <p>2. 1000 words essay</p> <p>3. based on an opinion stated</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Story and Plot 3. Identification of Key Themes and Elements <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>		<p>Online: Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A 2 x 50</p>	<p>Material: Fantasy for young adults</p> <p>Bibliography: Gates, Pamela S., Susan B. Steffel and Francis J. Molson. <i>Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003</i></p> <hr/> <p>Material: Contemporary topics</p> <p>Bibliography: McCulloch, Fiona. <i>Children's Literature in Context. Continuum: New York. 2011</i></p> <hr/> <p>Material: Story Book</p> <p>Bibliography: Yousafzai, Malala and Chistina Lamb. <i>I am Malala The Girl who stood up for Education and was shot by the Taliban. Weidenfeld & Nicolson: London. 2013</i></p>	10%

14	<p>1. Being able to construct a strong analysis</p> <p>2. Being able to develop an appreciation of I Am Malala: The Girl Who Stood Up For Education and Was Shot by the Taliban by Malala Yousafzai</p>	<p>1. A topic is stated</p> <p>2. 1000 words essay</p> <p>3. based on an opinion stated</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Creativity and Originality 2. Participation and Activity <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Sharing and Discussion, Volunteer Presentation, Feedback and Reflective Practice, Q & A 2x50</p>		<p>Material: Fantasy for young adults</p> <p>Bibliography: Gates, Pamela S., Susan B. Steffel and Francis J. Molson. <i>Fantasy Literature for Children and Young Adults. The Scarecrow Press, Inc.: Oxford. 2003</i></p> <hr/> <p>Material: Contemporary topics</p> <p>Bibliography: McCulloch, Fiona. <i>Children's Literature in Context. Continuum: New York. 2011</i></p> <hr/> <p>Material: Story Book</p> <p>Bibliography: Yousafzai, Malala and Chistina Lamb. <i>I am Malala The Girl who stood up for Education and was shot by the Taliban. Weidenfeld & Nicolson: London. 2013</i></p>	10%
15	<p>1. Being able to understand the material given</p> <p>2. Being able to fulfill tasks required</p>	<p>1. Discuss the major themes and topics covered in the course</p> <p>2. Allow time for reflection on the case study method and its effectiveness in studying children's literature</p> <p>3. Provide feedback and suggestions for future learning opportunities in the course</p>	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Identification of Key Themes and Elements 2. Connection to course concepts 3. Writing Quality <p>Forms of Assessment :</p> <p>Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	<p>Offline: Discussion, Sharing Ideas and Opinions as well as criticisms, Reflective Feedback, Q & A 2 x 50</p>		<p>Material: All materials covered in the meetings</p> <p>Reader: Anderson, Graham. 2000. <i>Fairytales in The Ancient World.. London: Routledge</i></p> <hr/> <p>Material: All materials in the previous meetings</p> <p>Reader: Grenby, MO 2008. <i>Children's Literature . Edinburgh: Edinburgh University Press.</i></p>	2%

16	<p>1. Being able to think creatively and come up with their own ideas for children's books, drawing on the lessons and examples from the case studies</p> <p>2. Being able to connect themes and ideas across different children's books and case studies, and apply these insights to their own creative work</p>	The final project assignment for a children's literature course with a case study method could involve an activity in which students create their own case study of a children's book	<p>Criteria:</p> <ol style="list-style-type: none"> 1. Identification of Key Themes and Elements 2. Connection to course concepts 3. Writing Quality <p>Forms of Assessment : Participatory Activities, Project Results Assessment / Product Assessment, Portfolio Assessment, Practical Assessment, Practical / Performance, Test</p>	Online: Take Home Exam, Reflective Task, Analysis and Criticism 2 x 50	<p>Material: All materials discussed in previous meetings</p> <p>Library: <i>Grenby, MO 2008. Children's Literature . Edinburgh : Edinburgh University Press.</i></p> <hr/> <p>Material: All materials discussed in the classroom</p> <p>Reader: <i>Seuling, Barbara. 2005. Write A Children's Book and Get It Published. New Jersey: John Wiley & Sons, Inc.</i></p>	35%
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Evaluation Percentage Recap: Case Study

No	Evaluation	Percentage
1.	Participatory Activities	16.65%
2.	Project Results Assessment / Product Assessment	16.65%
3.	Portfolio Assessment	16.65%
4.	Practical Assessment	16.65%
5.	Practice / Performance	16.65%
6.	Test	16.65%
		99.9%

Notes

1. **Learning Outcomes of Study Program Graduates (PLO - Study Program)** are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
2. **The PLO imposed on courses** are several learning outcomes of study program graduates (CPL-Study Program) which are used for the formation/development of a course consisting of aspects of attitude, general skills, special skills and knowledge.
3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
4. **Subject Sub-PO (Sub-PO)** is a capability that is specifically described from the PO that can be measured or observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the course.
5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
6. **Assessment Criteria** are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
7. **Forms of assessment:** test and non-test.
8. **Forms of learning:** Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
9. **Learning Methods:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
10. **Learning materials** are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
11. **The assessment weight** is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
12. TM=Face to face, PT=Structured assignments, BM=Independent study.