

## **Dakota College at Bottineau Course Syllabus**

Course Prefix/Number/Title:  
ENGL 238 Children's Literature

Number of credits:

3

Course Description:

The study of texts suitable for reading by elementary-aged schoolchildren with emphasis on the analysis of literary characteristics that determine age-appropriateness. The course will include an introductory survey of picture books, poetry, folklore, fantasy, realistic fiction, biography, and informational books for children from infancy to Grade 6.

Pre-/Co-requisites:

none

Course Objectives: Upon completing this class, students will be able to

- Analyze texts to identify literary characteristics of children's books to determine age-appropriateness
- Identify specific instances of genres of children's literature
- Discuss, analyze, and write about children books with the concepts and terminology used by professionals who study, create, catalog, or review children's literature
- Use a process to develop and write analytical essays for college English courses
- Use MLA guidelines accurately to cite sources.

Instructor:

Gary Albrightson

Office:  
Thatcher Addition 2208

Office Hours:

10:00 Mon, Wed, Friday

Phone:

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Lecture/Lab Schedule:

On campus with an online moodle shell

Textbook(s):

A Critical Handbook of Children's Literature by Rebecca J. Lukens

Norton Anthology of English Literature edited by Jack Zipes and others

Charlotte's Web by E.B White

The Tale of Peter Rabbit by Beatrix Potter

Where the Wild Things Are by Maurice Sendak

Narratology: Introduction to the Theory of Narrative by Mieke Bal

Course Requirements:

- Essay of no less than 1,500 words analyzing a Caldecott winner and runner ups for a single year
- Essay of no less than 1,500 words analyzing Newberry Award winner and runner ups for a single year
- Quizzes in class on reading (open and closed book)
- Quizzes on lectures
- Posts to class moodle shell
- In class participation grade

Tentative Course Outline:

- Children and their literature
- Reading and literature
- Learning about literature
- Fairy tales
- Poetry and plays

- Animal fables
- Classical myths
- Legends
- Religion: Judeo-Christian stories
- Picture books
- Science fiction
- Traditional literature
- Modern fantasy
- Realistic fiction
- Historical fiction
- Nonfiction: biography and informational books

#### General Education Goals/Objectives:

- Demonstrates effective communication
- Demonstrates ability to create and analyze art; evaluate aesthetics; and synthesize interrelationships among the arts, the humanities, and society

#### Relationship to Campus Theme:

Explore the DCB campus theme—nature, technology, and beyond—by identifying and annotating multicultural and international children’s books as well as biography and informational books

#### Classroom Policies:

Late work submitted before next class begins earns half credit. Late work submitted after next class begins earns no credit.

#### Academic Integrity:

The discussion below comes from the Council of Writing Program Administrators at <http://www.wpacouncil.org/node/9>.

In instructional settings, plagiarism is a multifaceted and ethically complex problem. However, if any definition of plagiarism is to be helpful to administrators, faculty, and students, it needs to be as simple and direct as possible within the context for which it is intended.

Definition: In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source.

This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers.

Most current discussions of plagiarism fail to distinguish between:

1. submitting someone else's text as one's own or attempting to blur the line between one's own ideas or words and those borrowed from another source, and
2. carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources.

Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. A student who attempts (even if clumsily) to identify and credit his or her source, but who misuses a specific citation format or incorrectly uses quotation marks or other forms of identifying material taken from other sources, has not plagiarized. Instead, such a student should be considered to have failed to cite and document sources appropriately.

#### Disabilities and Special Needs:

Any student with disabilities or special needs should inform the instructor, who will make accommodations so students can meet their educational goals.