



**Course Prefix/Number/Title:**

ENGL 238 Children's Literature

**Number of credits**

3

**Course Description**

The study of texts suitable for reading by elementary-age school children, with emphasis on the analysis of literary characteristics which determine age-appropriateness

**Pre-/Co-requisites**

none

**Course Objectives**

Upon completing this class, students will be able to

Identify literary characteristics of children's books to determine age-appropriateness

Identify 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

**Instructor**

Gary Albrightson

**Office**

Thatcher Addition 2207

**Office Hours**

Tuesday and Thursday 1:00 – 2:00

Monday, Wednesday, and Friday 11:00 12:00



By appointment if the times above do not work

**Phone**

701 228 5602

**Email**

gary.albrightson@dakotacollege.edu

**Lecture/Lab Schedule**

On campus and IVN with an online BlackBoard shell

**Textbooks**

*Norton Anthology of Children's Literature* edited by Jack Zipes and others

*The Tale of Peter Rabbit* by Potter/McPhail

*Charlotte's Web* by EB White

*Anne of Green Gables* <http://www.gutenberg.org/files/45/45-0.txt>

*Harry Potter and the Sorcerer's Stone* by JK Rowling

*Treasure Island* by Robert Louis Stevenson <http://www.gutenberg.org/files/120/120-0.txt>

*Rhetorical Grammar* Kolln/Gray 8 ed.

**Course Requirements**

Literacy Narrative and a progress report

Final essay: in-class writing that identifies and analyzes the "literary characteristics which determine age-appropriateness" in the course readings

Short in-class essays on terms and concepts

Short in-class essays on nature, technology, and beyond in children's books

Quizzes on readings assigned

Demonstrate the ability to use a composing process to read college-level textbooks



Demonstrate the ability to do an introductory level stylistic analysis.

### **Tentative Course Outline**

Children and their literature

Reading and literature

Story and plot

Fairy tales

Fables

Poetry

Novels

Picture books

Nonfiction: biography and informational books

### **General Education Goals/Objectives**

#### **Learning Outcome 2: Analyzes art**

Performance Indicator 1: Demonstrates knowledge of art forms

Performance Indicator 2: Applies base knowledge to critique art works

#### **Relationship to Campus Theme**

The quotation below, attributed to Dr. C.N. Nelson, no date, is published in the atrium of the Nelson Science Center here on the DCB campus.

Man lives in two worlds. The world of the biosphere and the world of the technosphere. To the degree in which man reconciles his imposed technosphere to the requirements of the biosphere will determine whether he becomes extinct, continues to exist, or enjoys enlightened living.

In his concise manifesto, Dr. Nelson uses language to alert people to the necessity of reconciling the technosphere with the biosphere. In addition to living in the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes



“language,” “word,” “concept,” and “Reason” as some aspects of its definition. By studying language to be used for informative or persuasive purposes, spoken or written, DCB students learn to use the resources of a third sphere that has the potential to reconcile the technosphere with the biosphere.

### **Classroom Policies**

Students succeed in this class by attending class and participating. Students should be prepared for unscheduled quizzes on any reading assignment or lecture.

Late work earns no credit. Work submitted anywhere other than the designated assignment space in Blackboard earns no credit. Work submitted in any format other than MS Word .doc or .docx earns no credit.

### **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

**Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.