

## **ENGL 238 Children's Literature**

### **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 9:30 – 10:30

Monday, Wednesday, and Friday 11:10 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**

### Expresses ideas through effective writing

- Skill 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
- Skill 2: Analyzes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity
- Skill 3: Demonstrates competent writing that includes a clear, original thesis or claim, appropriate evidence and support, a logical structure, and a style of language that serves the writer's purpose and audience
- Skill 4: Uses Edited Standard Written English in spelling, grammar, punctuation, and syntax, and presents written work in a style and format consistent with the demands of an academic setting

<http://www.dakotacollege.edu/academics/general-education-goals-objective-skills/>

### Reads at a level that allows participation in collegiate studies and chosen careers

- Skill 1: Anticipates and understands the structure and organization of written work
- Skill 2: Recognizes an author's thesis and forms of support
- Skill 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation
- Skill 4: Demonstrates awareness of the connection that style and language have to an author's topic, audience, context, and purpose
- Skill 5: Assimilates and connects information and ideas from multiple written sources

<http://www.dakotacollege.edu/academics/general-education-goals-objective-skills/>

By the end of first-year composition, students should

- Use composing and reading for inquiry, learning, critical thinking, and communicating in various rhetorical contexts
- Read a diverse range of texts, attending especially to relationships between assertion and evidence, to patterns of organization, to the interplay between verbal and nonverbal elements, and to how these features function for different audiences and situations
- Locate and evaluate (for credibility, sufficiency, accuracy, timeliness, bias and so on) primary and secondary research materials, including journal articles and essays, books, scholarly and professionally established and maintained databases or archives, and informal electronic networks and internet sources

- Use strategies--such as interpretation, synthesis, response, critique, and design/redesign--to compose texts that integrate the writer's ideas with those from appropriate sources

<http://wpacouncil.org/positions/outcomes.html>

### **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 uses email as an official form of communication. Instructors recognize a student’s campus-assigned email address as the only address for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity**

The information below, created by the Modern Language Association (MLA), a professional organization for faculty and others who work in language and literature, defines and illustrates plagiarism. The section below comes from a longer discussion that can be read at <https://style.mla.org/plagiarism-and-academic-dishonesty/>.

Plagiarism can take a number of forms, including buying papers from a service on the Internet, reusing work done by another student, and copying text from published sources without giving credit to those who produced the sources. All forms of plagiarism have in common the misrepresentation of work not done by the writer as the writer's own. (And, yes, that includes work you pay for: while celebrities may put their names on work by ghostwriters, students may not.)

Even borrowing just a few words from an author without clearly indicating that you did so constitutes plagiarism. Moreover, you can plagiarize unintentionally; in hastily taken notes, it is easy to mistake a phrase copied from a source as your original thought and then to use it without crediting the source.

Imagine, for example, that you read the following passage in the course of your research (from Michael Agar's book *Language Shock*):

*Everyone uses the word language and everybody these days talks about culture. . . . "Languaculture" is a reminder, I hope, of the necessary connection between its two parts. . . .*

If you wrote the following sentence, it would constitute plagiarism:

*At the intersection of language and culture lies a concept that we might call "languaculture."*

This sentence borrows a word from Agar's work without giving credit for it. Placing the term in quotation marks is insufficient. If you use the term, you must give credit to its source:

*At the intersection of language and culture lies a concept that Michael Agar has called "languaculture" (60).*

In this version, a reference to the original author and a parenthetical citation indicate the source of the term; a corresponding entry in your list of works cited will give your reader full information about the source.

Is it possible to plagiarize yourself? Yes, it is. If you reuse ideas or phrases that you used in prior work and do not cite the prior work, you have plagiarized. Many academic honesty policies prohibit the reuse of one's prior work, even with a citation. If you want to reuse your work, consult with your instructor.

It's important to note that you need not copy an author's words to be guilty of plagiarism; if you paraphrase someone's ideas or arguments without giving credit for their origin, you have committed plagiarism. Imagine that you read the following passage (from Walter A. McDougall's *Promised Land, Crusader State: The American Encounter with the World since 1776*):

*American Exceptionalism as our founders conceived it was defined by what America was, at home. Foreign policy existed to defend, not define, what America was.*

If you write the following sentence, you have plagiarized, even though you changed some of the wording:

*For the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded.*

In this sentence, you have borrowed an author's ideas without acknowledgment. You may use the ideas, however, if you properly give credit to your source:

*As Walter A. McDougall argues, for the founding fathers America's exceptionalism was based on the country's domestic identity, which foreign policy did not shape but merely guarded (37).*

In this revised sentence, which includes an in-text citation and clearly gives credit to McDougall as the source of the idea, there is no plagiarism.

### **Differently Abled and Special Needs**

Any student who identifies as differently abled, or with special needs, should contact the Student Success Center (228-5668 or 1-888-918-5623) as well as inform the instructor, who will make accommodations so all students can meet their educational goals.