



Course Prefix/Number/Title: ENGL 238—Children’s Literature

Number of credits: 3 credits

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:

Students will:

1. Identify literary characteristics of children’s books to determine age-appropriateness
2. Identify genres of children’s literature
3. 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:

Monday, Wednesday, Friday 11:00 – 12:00
Thursday 2:00 – 2:30
And by appointment

Phone:

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Lecture/Lab Schedule:

On campus and IVN with an online BlackBoard shell

Textbook(s):

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 for analyzing the "literary characteristics which determine age-appropriateness" in children's literature
- 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 Competency/Learning Outcome

Competency/Goal 7: Evaluates principles of Arts and Humanities

Learning Outcome 1: Creates art

- Performance Indicator 1: Applies knowledge of fundamentals of genres
- Performance Indicator 2: Creates original works of art

Learning Outcome 2: Analyzes art

- Performance Indicator 1: Demonstrates knowledge of art forms
- Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

- Performance Indicator 1: Demonstrates knowledge of systems of aesthetics
- Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

- Performance Indicator 1: Demonstrates knowledge of art forms in cultures
- Performance Indicator 2: Evaluates the impact of art on individuals and society

Learning Outcome 5: Communicates through listening, speaking, reading, and writing in a foreign language

- Performance Indicator 1: Listens to and derives meaning from a variety of foreign language sources
- Performance Indicator 2: Speaks in the foreign language for a variety of purposes and for diverse audiences
- Performance Indicator 3: Reads and derives meaning from a variety of materials written in a foreign language
- Performance Indicator 4: Writes in a foreign language for a variety of purposes and for diverse audiences

Relationship to Campus Focus: Campus Focus: Nature, Technology, and Beyond

The quotation below, attributed to Dr. C.N. Nelson, 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. Both the biosphere, nature, and the technosphere, technology, offer different kinds of potential, but nature and technology also impose limits on human aspirations and action. In addition to the two spheres Nelson identifies, humans also live in a logosphere, logos being a concept that includes “language” and “reason” as part of its definition. Beyond – the third concept in the DCB focus on nature, technology, and beyond – is the logosphere. The logosphere also offers different kinds of potential and also imposes limits, law and religion being the two most well-known examples among very many more. By learning to use language as a tool to reconcile exigencies, DCB students begin learning to use the resources of language for more than recording and reporting information. DCB students learn to use language’s potential to reconcile the technosphere to 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 E-mail 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 and 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.