

Term: Summer 2021

Course Prefix/Number/Title: ENGL 238 - Children's Literature (online)

Number of credits: 3

Course Description: The study of texts suitable for reading by elementary-aged school children with emphasis on the analysis of literary characteristics which determine age appropriateness.

Pre-/Co-requisites: None

Course Objectives:

Find pleasure and enjoyment in children's literature through reading many children's books.

Show familiarity with the various types of children's literature and learn how each might be integrated into the K-8 school curriculum.

Have read and appreciated some prose and poetry of all kinds and for all levels from preschool through eighth grade.

Know evaluation criteria for children's picture books, fiction, and nonfiction.

Know the elements of fiction, nonfiction, poetry, and illustration as they apply to evaluation and analysis of literature.

Understand developmental stages and types of books appropriate to use within each stage.

Be aware of First Amendment rights of children and how these rights pertain to offering children choice in their reading materials. Be familiar with the difference between selection and censorship.

Be familiar with the historical development of the various genres of children's literature.

Be able to design, role play, and teach lessons which encompass a variety of literature-related activities and purposes, including nature and environmental concerns.

Demonstrate an ability to read orally both prose and poetry in an entertaining fashion and to develop storytelling techniques.

Be able to appreciate the aesthetic quality of illustrations in children's picture books; also perceive the illustrations' contributions to the story.

Be aware of teaching strategies that promote culturally responsive instruction.

Show awareness of the way diverse cultures have been and are portrayed in children's literature.

Be able to locate and use selection aids to identify books that meet the needs of children.

Have begun building a personal library of children's books and professional books in the field.

Be familiar with various Internet sites related to children's literature as well as other literature-related media such as CD-ROMs, DVDs, videotapes, audiotapes, and films.

Be familiar with seminal research studies showing the benefits of reading literature aloud to children, teaching reading with literature (literature-based instruction) and using literature across the curriculum.

Instructor: John Hansen

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Office Hours: By appointment

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Lecture/Lab Schedule: The course is online and located on the learning management system of Blackboard.

Textbook(s) – Please purchase immediately:

Title: Essentials of Children's Literature
Author: Lynch-Brown, C. & Tomlinson, C.M., 6th ed.
Publisher: Allyn and Bacon
Edition/Year: 2008
ISBN-13: 978-0-205-52032-9
Additional information: none
Type: **Required resource**

Title: Charlotte's Web & The Tale of Peter Rabbit
Author: E.B. White and Beatrix Potter
Publisher: Harper Collins and F. Warne & Co.
ISBN: 0-06-441093-5 0-7232-4770-6
Additional information: none
Type: **Required resource**

Title: Where the Wild Things Are
Author: Maurice Sendak
Publisher: Harper Trophy
ISBN-13: 978-06-443178-1
Additional information: none
Type: **Required resource**

Course Requirements:

Complete weekly lessons.

Read a chapter a week and take chapter tests and some open book tests.

Answer essay questions for some of the chapters.

Write 3 essays (based on the 3 children's books mentioned above.)

Complete all assignments by the dates listed.

Tentative Course Outline:

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.

General Education Competency/Learning Outcomes:

Competency/Goal 4: Communicates effectively

Learning Outcome 1: Write effectively

- Performance Indicator 1: Uses the stages of the writing process to develop, organize, and present ideas in writing
- Performance Indicator 2: Recognizes the demands and possible strategies of a writing task, based on topic, purpose, context, and audience-
- Performance Indicator 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.
- Performance Indicator 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.

Learning Outcome 2: Reads at a level that allows participation in collegiate studies and chosen careers

- Performance Indicator 1: Understands the structure and organization of written work
- Performance Indicator 2: Recognizes an author's thesis and forms of support
- Performance Indicator 3: Evaluates the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Performance Indicator 4: Recognizes the connection style and language have to an author's topic, audience, context, and purpose
- Performance Indicator 5: Synthesizes information and ideas from multiple sources

Learning Outcome 3: Integrates information sources effectively

- Performance Indicator 1: Finds a variety of information resources
- Performance Indicator 2: Evaluates the relevance and reliability of sources
- Performance Indicator 3: Uses information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field
- Performance Indicator 4: Synthesizes information effectively in the student's own text

Learning Outcome 4: Collaborates with others

- Performance Indicator 1: Participates in class discussions and in any group projects and activities
- Performance Indicator 2: Participates in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others.

Learning Outcome 5: Demonstrates effective oral communication skills

- Performance Indicator 1: Produces original content
- Performance Indicator 2: Adapts to a variety of speaking and listening situations
- Performance Indicator 3: Uses volume, eye contact, rate of pronunciation, articulation, and gesticulation effectively
- Performance Indicator 4: Uses listening skills to critique, evaluate, and/or assess oral communication

Competency/Goal 6: Demonstrates knowledge of social structures

Learning Outcome 1: Examines the experience of the individual

- Performance Indicator 1: Demonstrates knowledge of mental processes within humans
- Performance Indicator 2: Explains the developmental stages through which the human mind evolves

Learning Outcome: Examines the world of human diversity

- Performance Indicator 1: Examines a variety of cultures
- Performance Indicator 2: Identifies the varieties of human social groupings

Learning Outcome 3: Recognizes human social structures

- Performance Indicator 1: Shows knowledge of the importance of governmental systems
- Performance Indicator 2: Explains the implication(s) of colliding social structures

Relationship to Campus Focus: For one of the assignments, students will define a concept relevant to the campus focus: nature, technology, or beyond.

Classroom Policies:

Regular participation is expected.

All quizzes and exams can be taken on any computer with Internet access.

Students should select an environment conducive for testing (distraction-free area at home, a computer lab at a library, etc.)

Students can take the tests at any time between the given dates and times.

Each test will be available for a limited period of time.

Participation: Participation is a significant part of your grade, and if you are not “present,” then you obviously cannot participate. To be a successful college student, consistent and constructive participation each week of class is essential and expected. Habitual negligence of your coursework can result in a significant negative impact on your overall grade and financial aid status, and **if there has been a significant**

lack of participation or submissions for two weeks or more, you should not expect to pass the course and may be asked to withdraw.

Late Work Policy: All assignments are due as stated on the course calendar (schedule) or as announced via Blackboard. **Late work is not accepted -- no exceptions.** *All unit assignments are due by 11:55 p.m. on Sunday, unless otherwise noted.*

A few things on this topic: You should not wait until Sunday night to begin the week's work nor ask for extra time because your computer or internet connection went out. I will have no way to verify such occurrences. Lastly, students are responsible for meeting all specified deadlines -- no exceptions.

Please be mindful of due dates. Late work is not accepted (i.e. dropbox didn't work, computer crashed, internet/WiFi didn't work, forgot due dates/assignment(s), DCB/Blackboard website didn't work, or explosive diarrhea (yes, I received this as an excuse before), etc. Lastly, if a sickness or a death occurs, I will need verification from the doctor or funeral home -- as many students have used this as an excuse in the past. Part of being a successful student isn't just knowing the material well, but acting in a professional manner by meeting all due dates asked of you).

Professionalism: In this class, you are a professional-in-training and as such will act like one. Remember that professionals are people who earn and give respect based on their actions. I insist on a class that maintains respect regarding others' ideas, thoughts, and perspectives. At any time, if I feel students are not respecting each other or me, I will deal with the situation accordingly. This may require removing the disrespectful student(s) from the class altogether, in which case those students will be required to receive administrative consent before returning.

Formatting Assignments: The body text of all assignments will be formatted in double-spaced, Times New Roman, 12-point font, on a page setup with one-inch margins on every side. Always include your name, my name, assignment name, and due date in the upper left-hand corner. If you make your fonts or your margins bigger, I can tell. Don't do it -- it makes you look lazy and silly. I don't accept .pages or Google docs assignments.

Netiquette: Communication in an online environment can be tricky because physical cues and auditory cues like intonation and loudness to help us decipher the communicator's meaning and intent are absent. Violation(s) of netiquette can result in removal from class. Given that we only have the written word to determine a communicator's intent, here are some guidelines to keep in mind when communicating with the instructor or other students (such as posts on the discussion board):

- When you are posting comments on the discussion board, remember that you are addressing the class as a whole, not just the instructor, so do not say anything that you would not say publicly.
- Read your messages before you send them.
- Avoid using ALL CAPITAL LETTERS BECAUSE MOST PEOPLE INTERPRET ALL CAPITAL LETTERS AS SHOUTING.
- Online discussions can be rather informal, but try to express yourself using proper spelling, capitalization, grammar, and punctuation so that your message can be clearly understood.
- Do not use text and chat abbreviations (e.g., OMG, BTW) because not everyone will know these abbreviations.
- Always respond to other people respectfully; do not attack.

- Avoid offensive language because as a college student you should be learning to express yourself more eloquently than the average person.
- Do not make discriminatory or hurtful comments about anyone based upon race, sex, gender identity, disability, religion, and sexual orientation. Remember, we live in a world that has a lot of diversity of beliefs and customs.
- Be careful when using humor and sarcasm because humor is highly subjective. Consider using emoticons {e.g., :) ;-) :-0 } if you are not sure whether the reader will know you are making a joke. Humorous comments are a great way to help people get to know you, but again, carefully scrutinize the comments you make; many psychologists argue that most humor is a form of aggression because there is typically a victim in a joke. (If you doubt this viewpoint, watch a stand-up comedian on TV or the internet and you will notice that there is typically a victim, i.e. a blonde, redneck, etc., in the jokes; sometimes the victim is the comedian him-/herself.)
- When you send an e-mail message, make sure that the subject line accurately describes what the message is about.

Nondiscrimination in Education: It is the policy of Dakota College at Bottineau not to discriminate on the basis of race, color, national origin, sex, disability, age, sexual orientation, gender identity, creed, religion, and actual or potential parental, family or marital status in its programs, activities, or employment practices as required by state and federal law.

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 and Conduct: 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.

Academic dishonesty, including but not limited to the following below shall be subject to disciplinary procedures:

- cheating
- plagiarism
- knowingly furnishing false information to the college
- forgery
- alteration or misuse of college documents or records
- dual submission

The integrity of the academic program and degree rests on the principle that the grades awarded to students reflect only their own individual efforts and achievement(s). Students are required to perform the work specified by the instructor and are responsible for the content of work submitted, such as papers, reports, examinations, and other work. Violations of academic integrity include various types of plagiarism and cheating.

Plagiarism (including self-plagiarism and dual submission): Plagiarism is presenting the written, published or creative work of another as the student's own work. Whenever the student uses wording, arguments, data, design, etc., belonging to someone else in a paper, report, oral presentation, or other assignment, the student must make this fact explicitly clear by correctly citing the appropriate references or sources. The student must fully indicate the extent to which any part or parts of the project are attributed to others. The student must also provide citations for paraphrased materials. Plagiarism can result in failure of the course or suspension from the college. See the college's policies for more information. Please let me know if you have any questions or concerns about these issues.

Dual-submission is also considered self-plagiarism, which is when you submit the same essay/assignment for credit in another course. Even if it is your own words, the unethical part is that you are trying to receive credit in another course for the same exact essay/assignment that you wrote in a different course.

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.

Disclaimer: The student is expected to have read and understood the information contained in this syllabus and to comply with the requirements as set forth herein. The information contained in this syllabus is subject to change at any time at the discretion of the instructor with notice to the student.