



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

10:00 AM Tuesday and Thursday

12:00 PM Monday and Friday



4:00 PM Friday

Phone

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Email

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Lecture/Lab Schedule

On campus with an online BlackBoard shell

Textbooks

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

Charlotte's Web by EB White

Harry Potter and the Sorcerer's Stone by JK Rowling

Course Requirements

Midterm and 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

Competency 7: Understands concepts of arts, languages, humanities, and society

- Learning Outcome 1: Analyzes the interconnectedness of art, literature, society, and culture.
- Learning Outcome 2: Interprets the cultural impact of the Humanities on contemporary society.

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 the third sphere 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.

AI Policy Guidelines

Student Responsibilities

- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.
- Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.
- In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.

Faculty Responsibilities

- Determine if the use of generative AI could enhance student learning in any assignment or project.
- Clearly indicate in all course syllabi if generative AI is allowable for any academic work.
- If allowable, give specific parameters for how and when generative AI may be used.



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COURSE SYLLABUS

- If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.