

## **Dakota College at Bottineau Course Syllabus**

### **Course Prefix/Number/Title**

ENGL 238H Introduction to Children's Literature Honors

### **Number of credits**

1

### **Course Description**

The course description for ENGL 238 says Introduction to Children's Literature is "The study of texts suitable for reading by elementary-age school children, with emphasis on the analysis of literary characteristics which determine age-appropriateness." This honors course extends "the analysis of literary characteristics" by teaching students to research and create an informational text for young readers.

### **Pre/Co-requisites**

ENGL 238

### **Course Objectives**

Students who successfully complete this course will learn to adapt information for children, to research for publication, and to query publishers.

### **Instructor**

Gary Albrightson

### **Office**

Thatcher Addition 2207

### **Office Hours**

To be arranged with students' schedules

### **Telephone**

701-228-5602

### **E-mail**

[gary.albrightson@dakotacollege.edu](mailto:gary.albrightson@dakotacollege.edu)

### **Lecture/Lab Schedule**

To be arranged with students' schedules

## **Textbooks**

The textbooks required for ENGL 238 will be used in this class.

## **Course Requirements**

Meet weekly with the instructor at a time and place that works with all participants' schedules to discuss the ongoing process of writing and publishing an informational text for children.

## **Tentative Course Outline**

Finding a topic

Locating published research

Choosing a frame

Researching published work

Drafting the informational book

Querying publishers

## **General Education Goal/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

## **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**

### **Grading**

ENGL 238H is a one credit course graded S/U. To earn a Satisfactory a student should submit the proposal and either the presentation or the written final essay.

100 points each for a proposal, a presentation, and a written final draft. The proposal, the presentation, and the written final draft are parts of a process that produces a final product. Each part must be submitted by the deadlines announced in class.

### **Late Policy**

In all communication situations--professional, workplace, and academic--writers and speakers must meet deadlines. Any student who knows in advance he or she will not be able to speak on the day appointed or take a test on the day appointed should send the instructor an email informing him of the class to be missed. Once that is completed, the student and the instructor can work together to submit the work. In all other cases, work submitted late earns half credit and no credit if not submitted within a week of the original due date. Late submissions for the credit hour assignments earn no points.

### **Non-discrimination**

Alternative viewpoints are welcome in this classroom. There will be no discrimination in this class, no discrimination based on race, color, age, religion, national origin, sexual orientation, sex, marital status, disability, status as U.S. military or US veteran, or on any other basis not listed above.

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.

