

A: Division: ACADEMIC **DATE:** June 1995
B: Department: English and Communications **New Course:**
Revision of Course
information form: X
DATED: November 1987
C: ENGLISH 112 **D: An Introduction to Children's Literature E** **F: 3**
Subject & Course No. Descriptive Title Semester Credit
F: Calendar Description:

This course introduces students to significant works of literature specifically intended for children. In addition, it examines such traditional sources of children's literature as fable, folk and fairy tales, and myth.

Summary of Revision:
 (Enter date & section)

95.06
F, O, P, Q, R
Type of Instruction: Hours Per Week/

Lecture	<u>4</u>	Hrs.
Laboratory	<u> </u>	Hrs.
Seminar	<u> </u>	Hrs.
Clinical Experience	<u> </u>	Hrs.
Field Experience	<u> </u>	Hrs.
Practicum	<u> </u>	Hrs.
Shop	<u> </u>	Hrs.
Studio	<u> </u>	Hrs.
Student Directed Learning	<u> </u>	Hrs.
Other	<u> </u>	Hrs.

TOTAL 4 **HOURS**
L: College Credit Transfer X
College Credit Non-Transfer
G: Course Prerequisites:
None
I: Course Corequisites:
None
J: Course for which this course is a pre-requisite:
All second year level English courses
K: Maximum Class Size:
35
M: Transfer Credit:

 Requested

 Granted X

 Specify Course Equivalents or Unassigned Credit as Appropriate
 U.B.C. = Engl (1.5 - Does not meet ENG 100 requirements at UBC
 S.F.U. = Engl (3)
 U.Vic. = Engl (100 level) (1.5)
 OTHER:


 COURSE DESIGNERS


 DIRECTOR/CHAIRPERSON


 DIVISIONAL DEAN


 REGISTRAR

N: Textbooks and materials to be purchased by students
(Use Bibliographic Form):

Sample reading list:

Hallett & Karasek, Folk & Fairy Tales
Macdonald, The Princess and the Goblin
Lewis, The Lion, the Witch and the Wardrobe
Paterson, Bridge to Terabithia
Lowry, The Giver
Craddock, Secret of the Cards

Complete Form with Entries Under the Following Headings: O. Course Objectives; P. Course Content; Q. Method of Instruction; R. Course Evaluation

O. COURSE OBJECTIVES

Reading

The student will learn the relation between the particulars of a work of literature and the meaning of the whole work by learning to

- 1) read attentively and receptively;
- 2) read with a sensitivity to language, including a recognition and understanding of the difference between denotation and connotation;
- 3) read with an awareness of and sensitivity to the intended child audience
- 4) recognize and understand in reading fiction
 - a) literary precursors and variants;
 - b) narrative structure, including various points of view; and
 - c) setting.
- 5) recognize and understand in reading poetry figurative language, including metaphor, simile, imagery, and symbolism.

Writing

The student will learn the process of writing a critical essay on a portion of a work, a whole work, or more than one work of literature by learning to

- 1) pre-write by using devices such as informal and formal outlines;
- 2) develop an essay through multiple drafts and respond effectively to commentary on his or her written work;
- 3) develop and use a thesis;
- 4) develop a unified and coherent essay;
- 5) comprehend the nature of literary evidence and use this type of evidence effectively and correctly; and
- 6) write with a thematic focus.

P. COURSE CONTENT

Selected literary texts (see sample list)

A significant portion of the course will be devoted to instruction in writing critical essays on literary subjects.

Q. METHOD OF INSTRUCTION

Some or all of the following methods will be used

- lecture/discussion
- interviews
- group work and peer editing
- commentary on student's written work

R. COURSE EVALUATION

- A minimum of two academic essays, with a combined value of at least 40% of the course grade.
- At least three other evaluations, such as writing assignments, tests, and oral reports.
- At least 15% of the course grade will be based on in-class writing.

A student must achieve a grade of C- or better (on first submission) on at least one of the academic essays in order to achieve a grade of better than P for the course.

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