



CURRICULUM GUIDELINES

A: Division: **ACADEMIC** Date: **MARCH, 2002**

B: Department/ **LANGUAGE, LITERATURE AND** New Course | | Revision | |
 Program Area: **PERFORMING ARTS** | | | | **X**
English and Communications

If Revision, Section(s) Revised: **H, J, M, O, R**

Date Last Revised: **JUNE 1995**

C: ENGLISH 112 D: AN INTRODUCTION TO CHILDREN'S LITERATURE E: 3

Subject & Course No. Descriptive Title Semester Credits

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.

<p>G: Allocation of Contact Hours to Types of Instruction/Learning Settings</p> <p>Primary Methods of Instructional Delivery and/or Learning Settings:</p> <p>Classroom related</p> <p>Number of Contact Hours: (per week / semester for each descriptor)</p> <p>4</p> <p>Number of Weeks per Semester: 14</p>	<p>H: Course Prerequisites: A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.</p>
	<p>I. Course Corequisites: None</p>
	<p>J. Course for which this Course is a Prerequisite: In combination with another 100-level English or CRWR course or with English 200 (as per College calendar requirements), this course is a prerequisite for any 300-level English course.</p>
	<p>K. Maximum Class Size: 35</p>

L: PLEASE INDICATE:

Non-Credit

College Credit Non-Transfer

College Credit Transfer: Requested Granted

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning OutcomesReading

The successful student should be able 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 successful student should be able 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 a critical essay, with a thematic focus, on a portion of a work, a whole work, or more than one work of literature.

N: 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.

O: Methods of Instruction

Some or all of the following methods will be used

- lecture/discussion
- interviews
- group work and peer editing
- instructor feedback on students' written work

P: Textbooks and Materials to be Purchased by Students

Sample reading list:

Craddock, Secret of the Cards

Hallett & Karasek, Folk & Fairy Tales

Lewis, The Lion, the Witch and the Wardrobe

Lowry, The Giver

Macdonald, The Princess and the Goblin

Paterson, Bridge to Terabithia

Q: Means of Assessment

- 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.

Writing Competency Bar

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.

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

No.

Course Designer(s)

Education Council/Curriculum Committee Representative

Dean/Director

Registrar