

EFFECTIVE: SEPTEMBER 2004 CURRICULUM GUIDELINES

Α.	Division:	Education	Et	fective Date:		September 2004		
В.	Department / Program Area:	ENGLISH LANGUAGE, LITERATURE AND PERFORMING ARTS	Re	evision	X	New Course		
				Revision, Section(s) evised:		C, J		
				ate of Previous Revision		June 1995		
C:	ENGLISH 1112	D: AN INTRO		ate of Current Revision ION TO CHILDREN		February 2002 E: 3		
	0.110.0	LITERATU		. Tria				
F:	Subject & Cour		Descri	ptive Title		Semester Credit	S	
r:	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.							
G:	Allocation of Contact Hours to Type of Instruction / Learning Settings Primary Methods of Instructional Delivery and/or Learning Settings:		H:	±				
			A minimum score of Writing Skills Review on the Douglas College Writing Assessment or equivalents as listed in the College calendar.					
	Classus am Dala	Classroom Related Number of Contact Hours: (per week / semester for each descriptor)		I: Course Corequisites:				
	Classroom Rela			None				
	for each descript			J: Course for which this Course is a Prerequisite				
	4 Number of Weeks per Semester: 15		In combination with another 1100-level English					
				or CRWR course or with English 1200 (as per College calendar requirements), this course is a				
				prerequisite for any 2300-level English course.				
			K:	: Maximum Class Size:				
			11.		·•			
				35				
L:	PLEASE INDIC	CATE:	•					
	Non-Credit	t						
	College Cr	edit Non-Transfer						
	X College Cr	College Credit Transfer:						
	SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bctransferguide.ca)							

M: Course Objectives / Learning Outcomes

Reading

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.

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R:	Prior Learning Assessment and Recognition: specify whether course is open for PLAR					
	No.					
Cours	e Designer(s)	Education Council / Curriculum Committee Representative				
D	(D)	D				
Dean /	Director	Registrar				

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