CURRICULUM GUIDELINES

Douglas College

A:	Division:	**ACADEMIC**	Date:	**MARCH, 2002**
B:	Department/ Program Area:	**LANGUAGE, LITERATURE AND PERFORMING ARTS** **English and Communications**	New Course ☐	Revision ☐ **X**

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 lit

M: Course Objectives/Learning Outcomes

<u>Reading</u>

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.

<u>Writing</u>

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

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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.

<u>Writing Competency Bar</u>

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

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