

COURSE IMPLEMENTATION DATE:	May 2007
COURSE REVISED IMPLEMENTATION DATE:	
COURSE TO BE REVIEWED:	November 2010
(Four years after UPAC final approval date)	(MONTH YEAR)

OFFICIAL COURSE OUTLINE INFORMATION

Students are advised to keep course outlines in personal files for future use.
Shaded headings are subject to change at the discretion of the department and the material will vary - see course syllabus available from instructor

FACULTY/DEPARTMENT:		
ENGLISH 315		3
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UCFV CREDITS
	Writing Children's Literature	
COURSE DESCRIPTIVE TITLE		

CALENDAR DESCRIPTION:

A writing/seminar course detailing the elements specific to the genre of Children's Literature. Samples of popular Children's Literature will be used as models. As a writing-intensive course, students will learn techniques to produce successful children's literature in several genres. Writing produced in the class will be critiqued in a workshop setting. Special emphasis will be placed on learning the skill of constructive critical analysis of new writing.

PREREQUISITES: **Any two 200-level English courses. One of ENGL 211, 212, 213, or 215 recommended.**
COREQUISITES:

SYNONYMOUS COURSE(S)	SERVICE COURSE TO:
(a) Replaces: _____	_____
(b) Cannot take: _____ for further credit.	_____
(Course #)	(Department/Program)
(Course #)	(Department/Program)

TOTAL HOURS PER TERM:	45	TRAINING DAY-BASED INSTRUCTION
STRUCTURE OF HOURS:		LENGTH OF COURSE: _____
Lectures: 20 Hrs		HOURS PER DAY: _____
Seminar: 25 Hrs		
Laboratory: _____ Hrs		
Field Experience: _____ Hrs		
Student Directed Learning: _____ Hrs		
Other (Specify): _____ Hrs		

MAXIMUM ENROLLMENT:	25
EXPECTED FREQUENCY OF COURSE OFFERINGS:	Once every two years
WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

AUTHORIZATION SIGNATURES:

Course Designer(s): _____	Chairperson: _____
John Carroll	(Curriculum Committee)
Department Head: _____	Dean: _____
Jim Andersen	Eric Davis
UPAC Approval in Principle Date: _____	UPAC Final Approval Date: Nov. 24, 2006

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

1. To further develop students' writing skills,
2. To foster an understanding of the creative process applied to Children's Literature,
3. To apply genre-specific writing techniques to individual writing projects,
4. To develop peer critiquing skills,
5. To develop critical reading and analytical skills,
6. To develop a personal artist's statement,
7. To become familiar with various critical approaches to children's literature.

METHODS:

Lecture/seminar/workshop/exercises/writing assignments.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☒ Yes ☐ No

METHODS OF OBTAINING PLAR:

Portfolio assessment

TEXTBOOKS, REFERENCES, MATERIALS:

[Textbook selection varies by instructor. An example of texts for this course might be:]

Sample texts might include a coursepack of writing models in various genres, such as selections from Maurice Sendak, Francis Hodgson Burnett, Lucy Maud Montgomery, Robert Munsch, CS Lewis, Enid Blyton, William Steig, Kit Pearson, Wilson Rawls, J.D. Salinger.

SUPPLIES / MATERIALS:

STUDENT EVALUATION:

[An example of student evaluation for this course might be:]

Portfolio of writing samples covering several genres (35-50 pages approx.)	60%
Writing exercises & assignments	20%
Workshop discussion	20%

COURSE CONTENT:

[Course content varies by instructor. An example of course content might be:]

A course syllabus might be structured as follows:

Week 1: The Tradition: Seeing From a Child's Perspective
Week 2: Fundamentals. The Arc of the Narrative. Theme. Obstacle. Crisis.
Week 3: Genre: The Picture Book. Image Before Word.
Week 4: The Artist Statement. Writing for a Specific Audience.
Week 5: Genre: The Chapter Book. Narrative Voice. Person and Point of View.
Week 6: The Draft. The Art of Constructive Critiquing.
Week 7: Genre: Young Adult Literature. The Hero. Adult vs. Adolescent
Week 8: Analysis of Models. Holden and Harry. Alice and Anne.
Week 9: Genre: Fairy Tales and Folk Tales. The Package. Entertainment or Issue?
Week 10: Workshopping. More Art of Constructive Critiquing.
Week 11: Genre: Fantasy Fiction.
Week 12: Critical Perspectives. Social Engineering vs. Captain Underpants.
Week 13: Inquiries. Agents. Publishers. Journals.