

COURSE IMPLEMENTATION DATE:	May 2007
COURSE REVISED IMPLEMENTATION DATE:	September 2014
COURSE TO BE REVIEWED:	November 2019
(six years after UEC approval)	(month, year)

OFFICIAL UNDERGRADUATE 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 – see course syllabus available from instructor

ENGL 315	College of Arts - English	4
COURSE NAME/NUMBER	FACULTY/DEPARTMENT	UFV CREDITS
	Creative Writing: Children's Literature	
	COURSE DESCRIPTIVE TITLE	

CALENDAR DESCRIPTION:

This writing course details 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: Two 200-level English courses to include one of the following: ENGL 208, 211, 212, 213, or 215.

COREQUISITES:
PRE or COREQUISITES:

SYNONYMOUS COURSE(S):

- (a) Replaces: _____
 (b) Cross-listed with: _____
 (c) Cannot take: _____ for further credit.

SERVICE COURSE TO: (department/program)

TOTAL HOURS PER TERM: 60

STRUCTURE OF HOURS:

Lectures:	30	Hrs
Seminar:	10	Hrs
Laboratory:	_____	Hrs
Field experience:	_____	Hrs
Student directed learning:	_____	Hrs
Other (specify): workshop	20	Hrs

TRAINING DAY-BASED INSTRUCTION:

Length of course: _____

Hours per day: _____

OTHER:

Maximum enrolment: **25**

Expected frequency of course offerings: Once every two years
 (every semester, annually, every other year, etc.)

WILL TRANSFER CREDIT BE REQUESTED? (lower-level courses only)

☐ Yes ☒ No

WILL TRANSFER CREDIT BE REQUESTED? (upper-level requested by department)

☒ Yes ☐ No

TRANSFER CREDIT EXISTS IN BCCAT TRANSFER GUIDE:

☒ Yes ☐ No

Course designer(s): **John Carroll (reviewed by Andrea MacPherson)**

Department Head: **John Pitcher**

Date approved: **March 8, 2013**

Campus-Wide Consultation (CWC)

Date of meeting: **March 15, 2013**

Curriculum Committee chair: **Tetsuomi Anzai**

Date approved: **March 15, 2013**

Dean/Associate VP: **Jacqueline Nolte**

Date approved: **March 15, 2013**

Undergraduate Education Committee (UEC) approval

Date of meeting: **April 26, 2013**

LEARNING OBJECTIVES / GOALS / OUTCOMES / LEARNING OUTCOMES:

Upon successful completion of this course, students will be able to:

1. Identify and discuss the creative elements in children's literature,
2. Use genre-specific techniques to write children's literature,
3. Critique and evaluate peer material,
4. Write an analytical paper evaluating a piece of children's literature,
5. Identify and use key terms in a discussion of critical approaches to children's literature.

METHODS: *(Guest lecturers, presentations, online instruction, field trips, etc.)*

Lecture, seminar, workshop, exercises, and writing assignments.

METHODS OF OBTAINING PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

☐ Examination(s) ☒ Portfolio assessment ☒ Interview(s)

☐ Other (specify):

☐ PLAR cannot be awarded for this course for the following reason(s):

TEXTBOOKS, REFERENCES, MATERIALS:

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

Sample texts might include a course pack 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, or 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 and assignments	20%
Workshop discussion	20%

COURSE CONTENT:

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

Week 1: The Tradition: Seeing from a child's perspective
Week 2: Fundamentals. The arc of the narrative. Theme, obstacle, and 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, and journals.