

EN3578: CREATIVE WRITING FOR CHILDREN AND YOUNG ADULTS

Effective Term

Semester A 2022/23

Part I Course Overview

Course Title

Creative Writing for Children and Young Adults

Subject Code

EN - English

Course Number

3578

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course gives students a unique opportunity to improve their written English skills by focusing on creative writing for children & young adults for specific communal audiences which takes into account the consciousness of cross-cultural materials. Students will be introduced to a variety of genres, including family stories, local history, myths, fairy tales & fables, mystery stories & fantasy, cross-cultural texts. Classes will be a combination of lectures and student-centered workshops that encourage sharing ideas in a collaborative environment. There will also be a special unit for multimedia projects such as pictures books, digital storytelling, radio or television scripts, oral and public performances.

Course Intended Learning Outcomes (CILOs)

CILOs		Weighting (if DEC-A1 DEC-A2 DEC-A3 app.)			
1	Describe the elements and techniques of fiction, including character, setting, plot, point of view, voice, and diction, and identify these elements and techniques in works of creative writing.		x	x	
2	Evaluate and critique creative writing, pointing out strengths and weaknesses, giving reasoned arguments for their judgments and offering concrete suggestions for revision.		x	x	
3	Apply knowledge of creative writing by composing works of fiction, poetry, and scripts.		x	x	x

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to real-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

Teaching and Learning Activities (TLAs)

TLAs		Brief Description	CILO No.	Hours/week (if applicable)
1	Reading representative works and analyzing and critiquing them in class discussions and in written assignments.	Using relevant concepts and terms, students will analyse and reflect upon an array of texts in small group and whole-class settings.	1, 2, 3	
2	Listening to lectures on the elements and techniques of fiction writing.	Students will actively engage with lecture materials by responding and discussing in various ways	1, 2, 3	

3	Participating in in-class writing exercises designed to develop the mastery of specific techniques.	Evaluating and critiquing the work of classmates and offering suggestions for improvement.	1, 2, 3	
4	Writing and revising works of creative writing including short stories, poetry, and adaptations.	In small peer-review groups, students will read and respond to one another's writing as a way to reflect upon and develop various stages of the writing process.	1, 2, 3	

Assessment Tasks / Activities (ATs)

ATs	CILO No.	Weighting (%)	Remarks (e.g. Parameter for GenAI use)	
1	Class participation, especially in workshop sessions in which students are expected to present cogent arguments regarding their evaluation of classmates' work and offer concrete suggestions for revision.	1, 2	20	
2	Portfolio of three works, each from different genres.	3	60	
3	Written critique of a creative work that describes and analyzes various techniques and in relation to children and young adult audiences	1, 2, 3	20	

Continuous Assessment (%)

100

Examination (%)

0

Assessment Rubrics (AR)**Assessment Task**

1. Portfolio

Excellent (A+, A, A-)

Works demonstrates superior application of elements of craft specific to the chosen form and genre. Demonstrate a mastery of the traditions of the chosen genre or show innovation in a creative reworking or subversion of established traditions, which can be in terms of language or theme or elements of craft.

Good (B+, B, B-)

Works demonstrate good application of elements of craft specific to the chosen form and genre of the work(s) produced. The work produced must encompass an overall artistry, creativity and depth.

Fair (C+, C, C-)

Works demonstrate average but competent application of elements of craft specific to the chosen form and genre of the work(s) produced.

Marginal (D)

Works demonstrate weak application of elements of craft specific to the chosen form and genre of the work(s) produced.

Failure (F)

Works lack competent application of elements of craft specific to the chosen form and genre of the work(s) produced,

Assessment Task

2. Class Participation

Excellent (A+, A, A-)

Contributions to class discussions and workshop demonstrate a thorough and careful reading of the piece under discussion, the ability to insightfully apply knowledge of the craft of fiction in identifying strengths and weaknesses, and useful comments and suggestions for the author. The contribution is expressed in a clear, detailed, tactful and professional manner.

Good (B+, B, B-)

Contributions to class discussions and workshop demonstrate a careful reading of the piece under discussion, the ability to adequately apply knowledge of the craft of fiction in identifying strengths and weaknesses, and useful comments and suggestions for the author. The contribution is expressed in a clear, detailed, tactful and professional manner.

Fair (C+, C, C-)

Contributions to class discussions and workshop demonstrate an adequate though not always careful reading of the piece under discussion, the ability apply knowledge of the craft of fiction in identifying some strengths and weaknesses, and moderately useful comments and suggestions for the author.

Marginal (D)

Contributions to class discussions and workshop demonstrate cursory or incomplete reading of the piece under discussion, and the ability apply some knowledge of the craft of fiction in identifying some strengths and weaknesses, though these may not be accurate, insightful or helpful.

Failure (F)

Contributions to class discussions and workshop demonstrate little understanding of the piece under discussion, and little ability apply knowledge of the craft of fiction in identifying strengths and weaknesses. The contribution may be expressed in an unclear or unprofessional manner.

Assessment Task

3. Critique

Excellent (A+, A, A-)

The critique demonstrates a thorough knowledge of the elements, techniques and traditions of creative writing and the ability to apply this knowledge. The analysis is insightful, convincingly argued and clearly expressed.

Good (B+, B, B-)

The critique demonstrates good knowledge of the elements, techniques and traditions of creative writing and the ability to apply this knowledge. The analysis is relatively insightful, convincingly argued and clearly expressed.

Fair (C+, C, C-)

The critique demonstrates some knowledge of the elements, techniques and traditions of creative writing. There may be some problems with the way the argument is presented or the quality of the language.

Marginal (D)

The critique demonstrates little knowledge of the elements, techniques and traditions of creative writing and little ability to apply this knowledge. There may be major problems with the way the argument is presented or the quality of the language.

Failure (F)

The critique demonstrates no knowledge of the elements, techniques and traditions of creative writing. There may serious problems with structure, grammar or usage.

Part III Other Information

Keyword Syllabus

Writing for children and young adults, Genres, Myth, fable, fairytales, Family stories, local history, Orality & Performance, Storytelling, Discourse registers, Audience

Reading List**Compulsory Readings**

Title	
1	Nil

Additional Readings

Title	
1	Bucher, Katherine T & Hinton, KaaVonia M. (2009). <i>Young Adult Literature: Exploration, Evaluation and Appreciation</i> (2nd edn). New York: Prentice Hall.
2	Cart, Michael. (2010). <i>Young Adult Literature: From Romance to Realism</i> . New York: American Library Association.
3	Giblin, James. (2006). <i>The Giblin Guide to Writing Children's Books</i> . (4th edn). New York: Writer's Institute Publications.
4	Hunt, Peter. (1995). <i>An Introduction to Children's Literature</i> . Oxford: Oxford University Press.
5	Lamb, Nancy. (2001). <i>The Writer's Guide to Crafting Stories for Children</i> . New York: Writers Digest Books.
6	Latrobe, Kathy H. & Drury, Judy. (2009). <i>Critical Approaches to Young Adult Literature</i> . Chicago: Neal-Schuman Publishers, Inc.
7	Lerer, Seth. (2009). <i>Children's Literature: A Reader's History from Aesop to Harry Potter</i> . Chicago: University of Chicago Press.