

**City University of Hong Kong
Course Syllabus**

**offered by Department of English
with effect from Semester A 2016/2017**

Part I Course Overview

Course Title: Creative Writing for Children & Young Adults

Course Code: EN3578

Course Duration: 1 Semester

Credit Units: 3 credits

Level: B3

Arts and Humanities

Study of Societies, Social and Business Organisations

Proposed Area: Science and Technology
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Nil
(Course Code and Title)

Precursors: Nil
(Course Code and Title)

Equivalent Courses: Nil
(Course Code and Title)

Exclusive Courses: Nil
(Course Code and Title)

Part II Course Details

1. Abstract

(A 150-word description about the course)

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.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting* (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
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
...					
		100%			

* If weighting is assigned to CILOs, they should add up to 100%.

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 self-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.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
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.	X	X	X				
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	X	X	X				
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.	X	X	X				
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.	X	X	X				

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting*	Remarks
	1	2	3					
Continuous Assessment: 100%								
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.	X	X					20%	
Portfolio of three works, each from different genres.			X				60%	
Written critique of a creative work that describes and analyzes various techniques and in relation to children and young adult audiences	X	X	X				20%	
Examination: ____% (duration: _____, if applicable)								
* The weightings should add up to 100%.							100%	

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Criteria: Portfolio

Grade	
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.
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.
C	Works demonstrate average but competent application of elements of craft specific to the chosen form and genre of the work(s) produced.
D	Works demonstrate weak application of elements of craft specific to the chosen form and genre of the work(s) produced.
F	Works lack competent application of elements of craft specific to the chosen form and genre of the work(s) produced,

Assessment Criteria: Class Participation

Grade	
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.
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.
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.
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.

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.
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Assessment Criteria: Critique

Grade	
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.
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.
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.
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.
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 (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

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

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	
2.	
3.	

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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> . (4 th 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.