

Module Code:	ARD539
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Module Title:	Writing for Children
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Level:	5	Credit Value:	20
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Cost Centre(s):	GADC	JACS3 code:	W800
		HECoS code:	100046

Faculty:	Arts, Science and Technology	Module Leader:	Sue Thornton
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Scheduled learning and teaching hours	40 hrs
Guided independent study	160 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) / MDes Children's Books	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Pre-requisites
None

Office use only

Initial approval: 01/05/2018

Version no: 1

With effect from: 01/09/2019

Date and details of revision:

Version no:

Module Aims

To introduce students to the range of content and diversity within children's books and the international children's publishing market, and introduce various genre and writing styles.

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem-solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

At the end of this module, students will be able to

Key Skills

1	Demonstrate an understanding of markets and varied genre within children's publishing.	KS1	
		KS5	
		KS9	
2	Identify factors that influence written and visual content of children's books within different age categories.	KS1	KS7
		KS5	
		KS6	
3	Demonstrate exploration and critical self-evaluation of visual storytelling, through verse, fiction and non-fiction.	KS1	KS8
		KS2	
		KS3	

Transferable skills and other attributes

- ability to manage an independent workload
- organise and collate information from a broad range of resources
- contribute proactively to group critique and discussion
- note-taking; recording, referring and responding to information

Derogations

None.

Assessment:

Indicative Assessment Tasks:

Students will produce a body of research that demonstrates their understanding of the international children's publishing market, genres and relevance of child development. Tasks will be set that will focus on individual research, identifying varying formats and styles of writing.

Coursework will be presented as a mixture of written and visual assignments, with extended research identifying student's individual interests in genre, audience or purpose. Attendance and contribution to debates and critiques will be taken into consideration when assessing the student's performance. Critical self-evaluation and the organisation and presentation of material will also be assessed.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration (if exam)	Word count (or equivalent if appropriate)
1	1-3	Coursework	100%		

Learning and Teaching Strategies:

- Contextualising information introducing the children's publishing industry, audience and styles of writing, will be delivered as a keynote lecture/s.
- Research assignments will combine with written tasks attached to particular genres, audiences and methods of visual communication.
- Tutorial guidance, group critique and student seminars will form the basis of the conceptual development and understanding of the student.

Syllabus outline:

Students will research the international children's publishing market, its audience and range of commercial application. They will be required to reflect on social, ethical and cultural issues, and varying styles of writing and content; from fiction, non-fiction and verse, to books designed for babies. They will create, develop and produce visual narratives appropriate for their target audience/purpose.

Consideration of educational contexts and age-related material will be integral to the discussion and production of ideas of themes and stories. Projects will enable the development of the students understanding of the appropriate uses of artwork, language and content to satisfy or challenge approaches within the various publishing markets.

Indicative Bibliography: Total
Essential reading
Booker, C., 2004. <i>The Seven Basic Plots: why we tell stories</i> . London: Continuum. £18.99 Newbery, L., 2013. <i>Writing Children's Fiction, a writers and artists companion</i> London: Bloomsbury £18.72
Other indicative reading
Alphin, E.M., 2000. <i>Creating Characters Kids Will Love</i> Cincinnati, Ohio: Writers Digest Jordan, L., 2010. <i>How to Write for Children and Get Published</i> . London: Paitkus. McCannon, D., Thornton, S., Williams, Y., 2008. <i>The Encyclopedia of Writing and Illustrating Children's Books, from creating characters to developing stories a step-bystep guide to making magical picture books</i> Philadelphia, Penn.: Running Press Owen, A. (ed.), 2017. <i>Children's Writers' and Artists' Yearbook 2018</i> London: Bloomsbury
Online Resources
<u>Society of Children's Book Writer and Illustrators</u>