

MODULE SPECIFICATION FORM

Module Title: Writing for Children: Extended Practice	Level: 6	Credit Value: 20
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Module code: HUM603	Cost Centre: GAHN	JACS3 code: W800
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Trimester(s) in which to be offered: 1	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: - Version no: 1
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Existing/New: Existing	Title of module being replaced (if any): N/A
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Originating Academic Department: Creative Industries	Module Leader: Dr Mike Miles
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core
Scheduled learning & teaching hours: 60	
Independent study hours: 140	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) English and Creative Writing BA (Hons) History and Creative Writing	Pre-requisites per programme (between levels): None
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Module Aims:

This module aims to:

- Allow students to demonstrate further their awareness of children as their audience, and their ability to select appropriate language and content
- Examine and critically analyse from a writer's perspective a selection of modern children's literature

Intended Learning Outcomes:

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

1. Show detailed knowledge of the form and structure of various literary modes and confidence in the ability to exploit the possibilities inherent within a selected genre (KS3, KS5)
2. Develop critical understanding of authorship and publishing processes specific to writing for children (KS7)
3. Utilise in their own writing the range of skills deployed by one children's writer (KS1, KS4)

Key skills (KS) for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment One - Essay on a specified topic e.g. comparing and contrasting two authors' styles.

Assessment Two - Case study, including pastiche and critical commentary

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1	1	Essay	50%		2,000
2	2, 3	Case study	50%		2,000

Learning and Teaching Strategies:

- Lectures – on different children’s authors and various aspects of the writing process
- Practical classes and workshops – in which students share their writing experience
- Seminars
- Tutorials
- Guided independent study – to inform case study content and seminar/tutorial discussions

Indicative Syllabus outline:

A study of children’s authors and their writing methods. Authors may include:

- David Almond
- Roald Dahl
- Charlie Higson
- Michael Morpurgo
- J.K.Rowling

Bibliography:

Essential reading

Almond, David, *The Fire Eaters*. (London: Hodder Children’s Books, 2004)

Dahl, Roald, *Matilda* (London: Puffin, 2007)

Higson, Charlie, *Silverfin* (London: Puffin, 2005)

Morpurgo, Michael, *Private Peaceful* (London: Harper-Collins Children’s Books,2003)

Rowling, J.K., *Harry Potter and the Goblet of Fire* London: Bloomsbury, 2000).

Indicative reading

Extracts provided by tutor