Module Code:	HUM646

Module Title:	Writing for Children: Extended Practice

Level:	6	Credit Value:	20

Cost Centre(s):	GAHN	JACS3 code:	W800

Faculty:	Arts, Science And Technology	Module Leader:	Dr Mike Miles

Scheduled learning and teaching hours	24 hrs
Guided independent study	176 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) Creative Writing	✓	☐
BA (Hons) Creative Writing and English	✓	☐
BA (Hons) Social and Cultural History and Creative Writing	☐	✓

Pre-requisites
None

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

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	Analyse and evaluate detailed knowledge of the form and structure of various literary modes and demonstrate confidence in the ability to exploit the possibilities inherent within a selected genre.	KS3	KS5
2	Demonstrate 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

Transferable skills and other attributes
Communication skills enabled by group discussion and presentation of material to others. Management of time and resources leading to production of work. Development of analytical skills through analysis and production of texts. Creative thinking and problem solving through planning and completing written work. Writing skills developed through research and writing of assignments.

Derogations
None

Assessment:

Indicative Assessment Tasks:

1. Essay on a specified topic e.g. comparing and contrasting two authors' styles
2. 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, 4	Essay	50		2000
2	2, 3, 5	Case Study	50		2000

Learning and Teaching Strategies:

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

Syllabus outline:

A study of five children's authors and their writing methods:

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

Indicative Bibliography:

Essential reading

Almond, David. (2004) *The Fire Eaters.* London: Hodder Children's Books.
Dahl, Roald. (2007) *Matilda* (London: Puffin.
Higson, Charlie. (2005) *Silverfin.* London: Puffin.
Morpurgo, Michael. (2003) *Private Peaceful* (London: Harper-Collins Children's Books.
Rowling, J.K. (2000) *Harry Potter and the Goblet of Fire.* London: Bloomsbury.

Other indicative reading

Selected extracts provided by tutor