COURSE INFORMATION FORM

DISCIPLINE: English

COURSE TITLE: Creative Writing: Writing Children’s Literature

CR.HR: 3  LECT HR: 3  LAB HR: 0  CLIN/INTERN HR: 0  CLOCK HR: 0

CATALOG DESCRIPTION
Writing various types of literature for children from preschool to junior high.

PREREQUISITES
ENGL 101

EXPECTED STUDENT OUTCOMES IN THE COURSE

Upon completion of this course, the student will be able to:

1. Recognize forms and trends in children’s literature.
2. Determine appropriate writing audience by studying developmental stages in children.
3. Write for children using existing children’s literature as models.
4. Provide and receive constructive criticism of writing in a workshop setting.
5. Develop and apply criteria for evaluation and revision of children’s literature writing projects.
6. Apply learned writing strategies to produce a final draft portfolio.
7. Prepare and submit manuscripts for professional publication.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. In-class and out-of-class journal exercises (1, 2, 3, 6, 7)
2. Class discussion (1, 2, 3, 6, 7)
3. Written constructive feedback to class members (1, 2, 3, 6, 7)
4. Oral constructive feedback to class members in a workshop setting (1, 2, 3, 6, 7)
5. Instructor feedback (6)
6. Development and listing of evaluation and revision criteria for writing projects (1, 2, 3, 5)
7. Portfolio (1, 7)
8. Oral performance (1, 3)

PROGRAM-LEVEL OUTCOMES ADDRESSED

General Education Outcomes

Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes and assessment measures.

1. Improve written and oral communication
2. Engender a life long love of learning

Occupational Program Outcomes

Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationship between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than on others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allow. An *asterisk can be used to mark an item as optional.

I. Preparation
   A. Library resources
   B. Time line planning
   C. Audience
   D. Difference between writing stories for children and adults

II. Practice
   A. Language
   B. Point of view
   C. Elements of fiction
   D. Elements of poetry
   E. Peer review
   F. Revision and editing

III. Submission
   A. Manuscript preparation and submission
   B. Publication opportunities