

## Unit outline for HSW140.8 Writing for Children

<b>Name of unit</b>
Writing for Children (HSW140.8)

<b>Unit description</b>
This unit provides a practical introduction to the highly specialised area of writing for children. It assumes that technique alone will not make a good writer; students will need to read widely in fiction, as well as critical and theoretical resources to understand not only how to write for children and the issues surrounding the field but to also acquaint themselves with the categories of children's literature in the Australian literary market. However, a significant purpose of this unit is to assist students to hone their skills and become writers who can edit their own work and critique the work of others, with a view to professional level writing and publication.

### SECTION 1 – GENERAL INFORMATION (CORE)

#### Administrative details

Associated higher education awards (for example, Bachelor, Diploma)	Duration (for example, one semester, full year)	Level (for example, introductory, intermediate, advanced level, 1st year, 2nd year, 3rd year)	Unit coordinator
Graduate Certificate Graduate Diploma Masters	One semester	Introductory-Intermediate	Dr Rosanne Hawke

#### Core or elective unit

Indicate if the unit is a:

core unit

elective unit

other (please specify below):

## Unit weighting

Using the table below, indicate the credit point weighting of this unit and the credit point total for the course of study (for example, 10 credit points for the unit and 320 credit points for the course of study).

Unit credit points Example: 10 credit points	Total course credit points Example: 320 credit points
6	24 (Grad Cert) 48 (Grad Dip) 96 (Masters)

## Student workload

Using the table below, indicate the expected student workload per week for this unit.

No. timetabled hours per week (1)	No. personal study hours per week (2)	Total workload hours per week (3)
3	6	9

(1) Total time spent per week at lectures, tutorials, clinical and other placements, etc.

(2) Total time students are expected to spend per week in studying, completing assignments, etc.

(3) Sum of (1) and (2) equals workload hours.

For those students requiring additional English language support, how many additional hours per week is it expected that they will undertake?

Additional English language support: 0 hours per week

## Prerequisites and co-requisites

Are students required to have undertaken a prerequisite or co-requisite unit for this unit?

Yes  No

## SECTION 2 – ACADEMIC DETAILS (CORE)

Learning outcomes for the unit On successful completion of this unit students will be able to:
1 Critically discuss children’s literature in terms of the social and developmental characteristics of child audiences, technique and craft, themes, issues and worldviews
2 Critically analyse, synthesise and communicate information about Australian children’s literature (both authors and texts)
3 Apply acquired theoretical knowledge and practical skills to generate original works of children’s literature with a view to publication
4 Research publishing and marketing opportunities within the field of writing for children in order to selectively engage with opportunities for publication

Topics included in the unit
<p>Introduction to children’s literature</p> <p>Character Development</p> <p>First Chapter Books</p> <p>Middle Grade (9-12 years)</p> <p>Middle Grade (11-14years) &amp; YA</p> <p>Editing</p> <p>Issues &amp; Values</p> <p>Publication</p> <p>Being an Author</p>

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Picture Book & Author Reflection 1000 words Prepare a picture book manuscript of approx. 300 words, together with a 700 word reflection outlining considerations of audience/style/content based on lectures and wider reading	Week 6	20	1 & 3

Assessment tasks			
Type (1) (see examples noted below this table)	When assessed – year, session and week (for example, year 1, semester 1, week 1)	Weighting (% of total marks for unit)	Cross reference to learning outcomes
Chapter Book 1000 words Create a short chap book for readers aged 6-10 OR a short story for readers the same age.	Week 9	20	1 & 2
Major Paper 2500 words Submit a major artefact (picture book/short story/opening chapter of approx. 1500 words) together with critical exegesis (1000 words) identifying key sources of creative influence	Week 13	40	1,2, & 3
Publishing Pitch/Presentation Approx. 1000 words Research and present to class potential publishing markets for your work, including a detailed pitch proposal and rationale for selected publisher/s	Week 14	20	1 & 4

(1) Examples of types of assessment tasks include: assignments; examinations; group projects; online quizzes/tests; presentations; work-based projects; and reflective journals. Ensure that details of the types of assessment tasks are included such as specific topics, duration/length/word limit of assessment and any specific formats.

## 2.1 Prescribed and recommended reading

Provide below, in formal reference format, a list of the prescribed and recommended reading for the unit.

### Required Text

Hawke, R. (2019). *Riding the Wind*. Melbourne, Vic: Morningstar Publishing.

### Recommended Texts

Brooks, R. (2009). *Writing great books for young adults*. Naperville, Illinois: Sourcebooks.

Browne, R. & King, D. (1993). *Self-editing for fiction writers*. New York: HarperCollins.

Cowley, J. (2011). *Writing from the heart*. Honesdale, Pennsylvania: Boyds Mills Press.

Crook, M. (2016). *Writing for children and young adults* (3<sup>rd</sup> edn). North Vancouver, BC: Self-Counsel Press.

Dixon, D. (1996). *Goal, motivation and conflict*. Memphis, Tennessee: Gryphon Books for Writers.

Dunn, I. (2002.). *The writer's guide: a companion to writing for pleasure or publication*. Crows Nest, NSW: Allen & Unwin. (Or an Australian Style Manual for authors, latest edition.)

Edwards, H. & Alexander, G. (1998). *The business for writing for young people*. Marrickville, NSW: Southwood Press.

Elsheimer, J. (2001). *The creative call*. Colorado Springs, CO: WaterBrook.

Frey J. (2000). *The key: how to write damn good fiction using the power of myth*, New York: St Martin's Griffin.

Gleeson, L. (1999). *Writing Hannah: on writing for children*. Sydney: Hale & Iremonger.

Gleeson, L. (2003). *Making picture books*. Lindfield, NSW: Scholastic.

Hunt, G. (1989). *Honey for a child's heart*. 3<sup>rd</sup> edn. Grand Rapids, Michigan: Zondervan.

Klein, C.B. (2016). *The magic words: writing great books for children and young adults*. NY: W.W. Norton.

L'Engle, M. (1980). *Walking on water, reflections on faith and art*. Wheaton, IL: Harold Shaw.

Lukeman, N. (2000). *The first five pages*. New York: Simon and Schuster.

Lyons, E. (2008). *Manuscript makeover*. New York: Penguin.

Marsden, J. (1993). *Everything I know about writing*. Sydney: Pan Macmillan.

Melrose, A. (2002). *Write for children*. New York: Routledge Falmer.

Nilsson, E. (1992). *Writing for children*. Ringwood, Victoria: Penguin. (Sadly out of print. Try to buy this 2<sup>nd</sup> hand or from the internet).

Paterson, K. (1988). *A sense of wonder*. New York: Penguin.

Schaeffer, F. (1973). *Art and the Bible*. Downers Grove, IL: IVP.

Seuling, B. (2005). *How to write a children's book and get it published*. 3<sup>rd</sup> ed. New Jersey: Wiley.

Southall, I. (1975). *A journey of discovery: on writing for children*. London: Penguin.

Strunk, W. Jr. & White, E. B. (1979). *Elements of style*. New York: Macmillan.

Suen, A. (2003). *Picture writing*. Cincinnati, Ohio: Writers' Digest.

Vogler, C. (1992). *The writer's journey*. London: Pan Books.

Wagner, J. (1992). *On writing books for children*. St Leonards, NSW: Allen & Unwin.

Zinsser, W. (1998). *Worlds of childhood: the art and craft of writing for children*. New York: Houghton Mifflin.

### **Recommended Journals**

*Magpies* – talking about books for children and YA. <https://www.magpies.net.au>

*Reading Time* – The Children’s Book Council Journal <http://readingtime.com.au>

*The Literature Base* <https://www.magpies.net.au/the-literature-base>

*Pass It On* – Australia’s premier children’s book industry e-zine <https://jackiehoskingpio.wordpress.com>

*School Magazine*, a literary magazine for Children. <http://theschoolmagazine.com.au>

*The Book Curator: The Librarian’s Guide to Books for Kids & Teens*. <https://www.bookcurator.com.au>

### **Recommended Websites**

Australian Centre for Youth Literature <http://www.slv.vic.gov.au/learn/centre-youth-literature>

*Buzz Words* at [www.buzzwordsmagazine.com](http://www.buzzwordsmagazine.com)

Hosking, J. See [www.pass-it-on-blog.blogspot.com](http://www.pass-it-on-blog.blogspot.com) for publishing and poetry resources.

Inside a Dog [www.insideadog.com.au](http://www.insideadog.com.au)

Jill McDougal has an E-book: *Become a Children’s Writer*. [www.jillmcdougall.com.au](http://www.jillmcdougall.com.au)

Lowe, V. Information about writing picture books: <http://createakidsbook.alphalink.com.au> *School Magazine*, a literary magazine for Children. <http://theschoolmagazine.com.au>

McAlister, M. [www.writing4success.com](http://www.writing4success.com) Marg generously gives tipsheets.