



## COURSE OUTLINE

CMN246

# Writing for Children and Young Adults

**Course Coordinator:** Paul Williams (pwillia3@usc.edu.au) **School:** School of Business and Creative Industries

2022 | Semester 1

USC Sunshine Coast  
USC Moreton Bay

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Online

**ONLINE**

You can do this course without coming onto campus.

*Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.*

## 1. What is this course about?

### 1.1. Description

This course introduces you to a range of practices and theoretical concepts for children and young adults. Drawing upon genres such as realism, fantasy, dystopian and speculative narratives, you will be encouraged to write original and innovative narratives for a youth audience and gain an appreciation for the elements that make for successful and impactful children's and young adult literature. You will also enrich your creative practice through critical reflection.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Asynchronous online delivery of learning material.	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Synchronous and scheduled face to face workshops.	2hrs	Week 2	10 times
<b>Seminar</b> – Synchronous, face to face seminars (Recorded).	2hrs	Week 1	2 times
<b>Information session</b> – Synchronous online Task Information Sessions (Recorded/ All cohort/ Shared with Online).	1hr	Week 6	2 times
<b>ONLINE</b>			
<b>Learning materials</b> – Asynchronous online delivery of learning material.	1hr	Week 1	13 times
<b>Tutorial/Workshop 1</b> – Synchronous online workshops (Recorded).	2hrs	Week 2	10 times
<b>Seminar</b> – The recorded version of the Blended Mode seminars or Synchronous Online Seminars (Recorded) depending on the size of the online cohort.	2hrs	Week 1	2 times
<b>Information session</b> – Synchronous online Task Information Sessions (Recorded/ All cohort/ Shared with Blended).	1hr	Week 6	2 times

1.3. Course Topics

- Introduction to writing for children
- Early classics
- Childhood Icons
- Mystery and Realism
- Fantasy and Magic
- The Harry Potter Phenomenon
- Introduction to Writing for Young Adults/New Adults
- Sex, Sexuality, Abuse, and Bullying
- Historical and realist Fiction
- Dystopian and Fantasy
- Romance
- Inclusivity
- Publishing your work

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

#### 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Demonstrate essential knowledge of practices involved in writing for children and young adults	Knowledgeable
2 Create creative writing artefacts in alignment with publishing industry standards of professional presentation and communication	Empowered
3 Create creative writing artefacts in response to prescribed texts written for children and young adults	Engaged
4 Demonstrate knowledge of the contemporary, historical and ideological contexts pertaining to writing for children and young adults	Engaged
5 Analyse and reflect upon practices involved in writing for children and young adults, using scholarly conventions and critical thinking	Creative and critical thinker

#### 5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

##### 5.1. Pre-requisites

Not applicable

##### 5.2. Co-requisites

Not applicable

##### 5.3. Anti-requisites

Not applicable

##### 5.4. Specific assumed prior knowledge and skills (where applicable)

At the commencement of this course you are assumed to have foundational knowledge of and skills in narrative writing practice and its scholarship.

#### 6. How am I going to be assessed?

##### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

##### 6.2. Details of early feedback on progress

In Week 3, students will be provided with oral and/or written feedback on their writing and tutorial participation activities.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Artefact - Creative, and Written Piece	Individual	50%	1,000 words (creative piece) 500 words (contextualising paragraph)	Week 6	Online Assignment Submission with plagiarism check
All	2	Artefact - Creative, and Written Piece	Individual	50%	1,500 words (creative piece) 500 words (contextualising paragraph)	Week 13	Online Assignment Submission with plagiarism check

**All - Assessment Task 1:** Narrative and contextualisation paragraph: Children/ Middle Grade

<b>GOAL:</b>	This task requires you to create and edit a creative writing project for children in alignment with publishing industry expectations and standards, as taught in module 1 (Weeks 1-6). The outcome of this task should demonstrate the relationship between critical reading and creative practice.	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>FORMAT:</b>	Your submission will comprise a children's/ middle grade narrative (1,000 words), and a 500 word contextualising essay explaining how your narrative relates to aspects of course content (Weeks 1- 6).	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrating knowledge of practices involved in writing for children through appropriate content and style <b>1</b>
	2	Demonstrating knowledge of practices involved in writing for children through the execution of fundamental narrative elements <b>1</b>
	3	Creating artefacts in alignment with publishing industry standards of professional presentation and communication <b>2</b>
	4	Creating innovative and resonant creative writing artefacts in response to prescribed texts written for children <b>3</b>
	5	Demonstrating knowledge of the contemporary, historical and ideological contexts pertaining to writing for children <b>4</b>
	6	Analysing and reflecting upon practices involved in writing for children, using scholarly conventions and critical thinking <b>5</b>

**All - Assessment Task 2:** Narrative and contextualisation paragraph: Young Adult/ New Adult

<b>GOAL:</b>	This task requires you to create and edit a creative writing project for young adults in alignment with publishing industry expectations and standards, as taught in module 2 ( Weeks 7-12). The outcome of this task should demonstrate the relationship between critical reading and creative practice.	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>FORMAT:</b>	Your submission will comprise a young adult/new adult narrative (1,500 words), and a 500 word contextualising essay explaining how your narrative relates to aspects of course content (weeks 7-12).	

**CRITERIA:**

No.		Learning Outcome assessed
1	Demonstrating knowledge of practices involved in writing for young adults through appropriate content and style	1
2	Demonstrating knowledge of practices involved in writing for young adults through the execution of fundamental narrative elements	1
3	Creating artefacts in alignment with publishing industry standards of professional presentation and communication	2
4	Creating innovative and resonant creative writing artefacts in response to prescribed texts written for young adults	3
5	Demonstrating knowledge of the contemporary, historical and ideological contexts pertaining to writing for young adults	4
6	Analysing and reflecting upon practices involved in writing for young adults, using scholarly conventions and critical thinking	5

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

### 8.1. Prescribed text(s) or course reader

There are no required/recommended resources for this course.

### 8.2. Specific requirements

Nil.

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

## 10.2. Assessment: Additional Requirements

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct.

## 10.3. Assessment: Submission penalties

Late submission of assessment tasks may be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.

- 10% (of the assessment task's identified value) for the third day - 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.

- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task. Weekdays and weekends are included in the calculation of days late. To request an extension you must contact your course coordinator to negotiate an outcome.

## 10.4. SafeUSC

USC is committed to a culture of respect and providing a safe and supportive environment for all members of our community. For immediate assistance on campus contact SafeUSC by phone: [07 5430 1168](tel:0754301168) or using the [SafeZone](#) app. For general enquires contact the SafeUSC team by phone [07 5456 3864](tel:0754563864) or email [safe@usc.edu.au](mailto:safe@usc.edu.au).

The SafeUSC Specialist Service is a Student Wellbeing service that provides free and confidential support to students who may have experienced or observed behaviour that could cause fear, offence or trauma. To contact the service call [07 5430 1226](tel:0754301226) or email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au).

## 10.5. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au).

## 10.6. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email [studentwellbeing@usc.edu.au](mailto:studentwellbeing@usc.edu.au) or call 07 5430 1226.

## 10.7. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email [AccessAbility@usc.edu.au](mailto:AccessAbility@usc.edu.au) or call 07 5430 2890.

## 10.8. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website: <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

## 10.9. Student Charter

USC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

## 10.10.General Enquiries

### In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

**Tel:** +61 7 5430 2890

**Email:** [studentcentral@usc.edu.au](mailto:studentcentral@usc.edu.au)