

Faculty Senate Curriculum Committee

Approval Form

12/12/83
12/12/83



Proposal Title: WRITING CHILDREN'S STORIES

Sponsor(s): Kathleen Stevens Dept.: Communications

Check one: Course Specialization Concentration Achievement Certificate
 Certification Program Major Program Minor Change
(please name: deletion or credit/title/catalog change)

Undergraduate Graduate 3 Credit Hours

<p>Step 1 (Department)</p> <p><input checked="" type="checkbox"/> Approved <u>12/83</u> Date</p> <p><input type="checkbox"/> Not Approved</p> <p><u>[Signature]</u> Dept. CC Chairperson</p> <p><input checked="" type="checkbox"/> Reviewed _____ Date</p> <p><u>[Signature]</u> Chairperson, Dept.</p>	<p>Step 2 (Receipt)</p> <p>SCC# _____</p> <p>Proposal Received <u>12/14/83</u> Date</p> <p><u>[Signature]</u> Chairperson, SCC</p>	<p>Step 3 (School CC)</p> <p>Reviewed <u>12/14/83</u> Date</p> <p><input checked="" type="checkbox"/> Approved <input type="checkbox"/> Not Approved</p> <p>Comments:</p> <p><u>[Signature]</u> Chairperson, School Curr. Comm.</p>
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Step 4 (Academic Dean) Comments:

Reviewed 1/15/85
Date

[Signature]
Signature, Dean of School

Step 5 (SCC)

Open Hearing 1/15/85
Date

Approved by Senate Curriculum Committee _____
Date

Returned to sponsor(s) for the following reasons:
[Handwritten text]

Step 6 (Faculty Senate)

Presented to Faculty Senate : 1/15/85
Date

Approved Not Approved

Notification to Vice-President Academic Affairs 1/15/85
Date

[Signature]
Signature, SCC Chairperson

Step 7 (Vice-President for Academic Affairs)

Received 3/6/05
Date

Approved Yes No

If no, reasons are as follows:

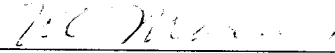
Student credit hours 3

Faculty load hours 3

Equalized credit hours 3

Official copy and approval sheet filed _____
Date

Signature



Vice-President for Academic Affairs

Registrar

Approved course description received _____
Date

Hegis Taxonomy and Course Number assigned _____

Signature _____
Registrar

_____ Date

Notification forwarded: Senate Curriculum Committee Chairperson, Department Chairperson(s), Academic Dean(s), Registrar, Sponsor(s).

UNIVERSITY OF MASSACHUSETTS - BUNCE HALL

SUBMITTED BY: KATHLEEN STEVENS, COMMUNICATIONS DEPARTMENT
BUNCE HALL
GLASBORO STATE COLLEGE

1. Details

- a. Course Title: Writing Children's Stories 302
- b. Sponsor: Kathleen Stevens, Communications Department
- c. Course level: Junior-senior
- d. Curricular effect: Free elective
- e. Prerequisites: Creative Writing I (or permission of instructor.)
- f. Implementation: A single section of the course will be scheduled every few semesters in rotation with other electives in the Creative Writing Concentration.
- g. Adequacy of present resources: Faculty presently teaching courses in the Creative Writing concentration will be able to teach this course. Classes will take place in a conventional classroom setting. Savitz Library already contains extensive resources in children's literature and receives relevant periodicals such as The Horn Book and Cricket.
- h. The course has never been offered before.

2. Rationale

The Communications Department offers a concentration in Creative Writing. To complete the concentration, students must take Creative Writing I and II, plus four specialized writing courses (such as Advanced Poetry Writing.) This course, Writing Children's Stories, will expand the range of specialized writing courses available within the concentration. In addition, the course will appeal to other students who simply want to learn to write stories for young readers. Juvenile and young adult fiction constitute a distinct and active genre in contemporary publishing. By focusing on the special requirements and opportunities in this field, Writing Stories for Children adds an important dimension to the bank of offerings available to students interested in creative writing.

3. Essence of the Course

a. & b. Objectives & Content of the course

- (1.) By examining a variety of professional stories, students will learn the requirements of various forms of juvenile and young adult fiction: picturebooks, storybooks, short novels, and full-length novels.

- (2). By analyzing the texts of professional stories, students will identify the characteristics of fiction appropriate for readers of different age levels.
- (3). By undertaking a series of writing exercises, students will develop competence in the use of the narrative modes: dialogue, thoughts, action, description, exposition.
- (4). By reading and critiquing each other's work, students will sharpen the editorial skills needed to revise their own writing.
- (5). By writing and revising complete stories (or chapters of a longer work), students will develop their skill at writing fiction.
- (6). By preparing finished manuscripts, students will learn the appropriate professional format.
- (7). By submitting work to a magazine or book publisher, students will learn the necessary humility of accepting rejection slips. On occasion, they may also enjoy the encouragement of a personal letter from an editor or even the satisfaction of selling a story.

c. Evaluation

- (1). Evaluation of students and grading procedures for the course:

Most of the student's grade will come from writing assignments. Other credit-bearing assignments may include reports on books and authors, as well as studies of markets appropriate for juvenile and young adult manuscripts.

- (2). Course Evaluation:

In part, the department will monitor the course by looking at enrollment patterns--if the course is not successful, it won't attract students. In addition, students will be asked to fill out evaluation forms to provide an assessment of the substance, methodology, and materials employed.

4. Results of Consultation

- a. List of parties consulted:

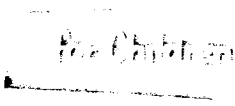
Mr. Richard Ambacher, Communications
Dr. E. Michael Desilets, Communications
Dr. Antoinette Libro, Communications
Dr. Elaine Lee, Elementary/Early Childhood Education
Dr. Joseph Robinette, Speech-Theatre

I have spoken with a number of colleagues regarding this course. Dr. Libro, Mr. Ambacher, and Dr. Desilets, all of whom teach Creative Writing, expressed their support for the course. Dr. Lee, who teaches Children's Literature, called it a "fine course," useful for students in elementary education and library science. Dr. Robinette, who teaches courses in Children's Theatre, said the course was "something that should be offered" and gave it his firm approval.

- b. Additional consultation-See attached letter from
Kent L. Brown Jr., Editor
Highlights for Children

Catalogue description: Writing Children's Stories

This writing course will focus on the specialized field of juvenile and young adult fiction. Students will do considerable writing and will prepare one or more manuscripts for submission to editors.



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March 27, 1984

Ms. Kathleen Stevens
Glassboro State College
Glassboro, NJ 08028

Dear Kathleen:

Forgive me for the long delay in answering your letter. The delay should not mean I did not find your project exciting. I wish that courses such as writing childrens' stories were more widely available. I am sure anyone who took such a course would benefit. I would benefit because I think my pile of free-lance submissions would be much improved. You may know that we are now reading a thousand stories a month to buy six or seven.

Because we so strongly believe in such an effort, we would be happy to aid in any way we could. Connie, John, or I would be happy to visit your class. In addition, there might be a way you could bring the whole group up here for a tour. I know that is a big undertaking, but we would be glad to work with you on it and perhaps defray some of the costs.

Kathleen, you have hit on the formula for childrens' stories. You have realized that it is important for writers to give serious attention to childrens' stories as the distinct genre. I think the biggest failing in the general public is that they do not know the difference between childrens' stories and the wide range of other genres.

The only other suggestion I can offer from here is to review manuscripts that your students write and offer special criticism.

It would be good to see you again. I have been to Glassboro State College this winter visiting Jack Gillespie, Executive Director of the Educational Press Association of America. Perhaps you know him. If not, why not drop by and get acquainted. EDPRESS has as members many childrens' magazine editors. You may also be interested to know that EDPRESS distributes a free list of all publications for youngsters under twelve published in the United States.

Sincerely,

KENT L. BROWN JR.
Editor

Catalogue Description

Writing Children's Stories

(Prerequisite: 1507.290 or Permission of Instructor)

This course will focus on the specialized field of juvenile and young adult fiction. Students will write stories and will prepare one or more manuscripts for submission to book or magazine editors.