



## Course syllabus

Faculty of Arts and Humanities

Department of Film and Literature

1KS102 Att skriva barnlitteratur, 30 credits

Writing children's literature

### **Main field of study**

Creative Writing

### **Subject Group**

Creative Writing

### **Level of classification**

First Level

### **Progression**

G1N

### **Date of Ratification**

Approved 2012-12-05

Revised 2022-03-08 by Faculty of Arts and Humanities.

The course syllabus is valid from autumn semester 2022

### **Prerequisites**

General entry requirements for university studies.

## Objectives

After completing the course, the student should be able to

- account for the history of children's literature and today's main trends in the field
- develop their own independent writing in the field of children's literature.

### **Module 1, Children's literature as a genre: its history, theory and terminology, 5 credits**

After completing the module, the student should be able to

- independently and critically account for relevant parts of the history, theories and terminology of children's literature and relate this to their own writing
- independently formulate and present reflections and critical approaches to writing children's literature.

### **Module 2, Writing for children: specified exercises, 10 credits**

After completing the module, the student should be able to

- use the Swedish language in a personal and creative way in genres for children and young adults
- artistically master technical aspects of writing, such as writing dialogues and describing characters and settings
- write correct Swedish, but also to experiment with language rules to adjust their language in a personal and creative way to what the text is meant to convey.

Modules 1 and 2 run in parallel during the autumn semester.

**Module 3, Writing for children: process writing, 15 credits**

After completing the module, the student should be able to

- conduct a major fiction project for children
- use the Swedish language in a way that is personal and artistically conscious, in fiction writing.

## Content

**Module 1: Children's literature as a genre: its history, theory and terminology, 5 credits**

This module has a theoretical approach, aiming to give the students a basis for their own artistic writing. The module focuses on the history, theory and terminology of children's literature. The students also read books written for children and young adults, of which several are chosen by the students to support their own writing. The module includes compulsory meetings on campus, where the students meet authors and representatives from publishers specialising in children's literature.

**Module 2: Writing for children: specified exercises, 10 credits**

This module focuses on the students' own writing. The students write a number of short fiction texts for children, based on specified thematic and technical assignments. The student gets to practice the various techniques used in fiction writing and try out thematic approaches to writing. The aim of the module is to develop the student's artistic and technical awareness in preparation for their own up-coming literary project.

**Module 3: Writing for children: process writing, 15 credits**

This module focuses on the students' own writing. They write a long, fictive, artistic text for children or young adults in consultation with the teacher and other students. Children's and young adult literature is a broad field, and different individual specialisations are therefore possible. In consultation with their supervisor, the student chooses and reads fiction related to the genre that they are writing in, and submit continuous reflections on their reading.

## Type of Instruction

The teaching is distance-based and delivered in the form of lectures, seminars, assignments and discussions on an online learning platform and through online meetings, as well as meetings on campus. The students also critically and constructively comment on each other's texts, and self-critically reflect on their own texts. The students are also offered individual supervision in the various parts of the course, focusing on the student's own writing.

## Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Module 1 is assessed with the grades Fail (U) or Pass (G). Modules 2 and 3 are assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG). In order to receive the grade of Pass, the student must achieve the objectives. Grading criteria for the grade of

Pass with Distinction will be specified in writing when the course starts. In order to receive the grade of Pass with Distinction for the course as a whole, the student must have received this grade for module 3.

Module 1 is examined through analytical written assignments and discussions about fiction texts and contexts, focusing on the form, content and theoretical and historical significance of the texts, as well as through a continuous reading log in which the student's reading of literary texts is related to their own writing.

Modules 2 and 3 are examined through the fiction texts that the student writes, as well as through contributions to discussions on the online learning platform on their own and the other students' writing.

Repeat examination is offered in accordance with Local regulations for courses and examination at the first and second-cycle level at Linnaeus University. If the university has decided that a student is entitled to special pedagogical support due to a disability, the examiner has the right to give a customised exam or to have the student conduct the exam in an alternative way.

## Course Evaluation

During or shortly after the course, a course evaluation is conducted. Results and analysis of the course evaluation are promptly communicated to the students who have taken the course. Students who are taking the course when it is offered the next time are informed of the results at the start of the course. The evaluation is anonymous.

## Required Reading and Additional Study Material

### **Module 1: Children's literature as a genre, its history, theory and terminology**

Ehriander, Helene (ed). 2019. *Att skriva barn och ungdomslitteratur*. 247 p. ISBN: 978-91-44-12808-5

Kåreland, Lena. 2009. *Barnboken i samhället*. Studentlitteratur. 182 p. ISBN 9789144084459

Kåreland, Lena. 2015. *Skönlitteratur för barn och unga: historik, genrer, termer, analyser*. Gleerups. 248 p. ISBN 9789144086767

Nikolajeva, Maria. 2017. *Barnbokens byggklossar*. Studentlitteratur. 393 p. ISBN 9789144114675

Articles in accordance with instructions by the teacher, ca 100 p.

Fiction chosen in consultation with the teacher, ca 1,500 p.

### **Modules 2 and 3: Writing for children: specified exercises and process writing**

Andersson, Ami. 2003. *Att skriva för barn*. Ordfront. 191 p. ISBN 9789173249393

Granwald, Therése. 2019. *Kreativt skrivande: Grundbok i litterärt skapande*. Studentlitteratur. 200 p. ISBN 9789144126005

Karlsson, Ylva & Katarina Kuick, ill. Lundberg, Sara. 2009. *Skriv om och om igen*. X Publishing. 144 p. ISBN 9789185763061

Norin, Elisabet. 2011. *Tre enkla regler finns inte. En romanskola*. Isaberg förlag. 352 p. ISBN 9789176948446

Rhedin, Ulla. 2004. *Bilderbokens hemligheter*. Alfabeta. 222 p. ISBN 9789150104240

*Svenska skrivregler*. 2008. Språkrådet/Liber. 263 p. ISBN 9789147084609

Wallin Carlsdotter, Ylva. 2013. *Så skriver du för unga*, Ordfront förlag, 213 p. ISBN 9789174418675

Articles in accordance with the teacher's instructions. ca 100 p.

Fiction chosen in consultation with the teacher, ca 1,500 p.