

CMN246

# Writing for Children and Young Adults

School: School of Business and Creative Industries

2026 | Trimester 1

 UniSC Sunshine Coast  
 UniSC 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, unless your program has specified a mandatory onsite requirement.

Please go to [unisc.edu.au](http://unisc.edu.au) 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> – Interactive online learning activities.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Scheduled face to face workshops.	2hrs	Week 1	12 times
<b>ONLINE</b>			
<b>Learning materials</b> – Interactive online learning activities.	1hr	Week 1	12 times
<b>Tutorial/Workshop 1</b> – Scheduled online workshops (Recorded).	2hrs	Week 1	12 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 (mature content)
- Historical and realist Fiction
- Dystopian and Fantasy
- Romance
- Inclusivity
- Publishing your work

### 1.4. Mature Content

Sex/Sexual references

## 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

**COURSE LEARNING OUTCOMES**

On successful completion of this course, you should be able to...

**GRADUATE QUALITIES**

Completing these tasks successfully will contribute to you becoming...

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

Refer to the [UniSC 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.

### 5.5. Microcredential Information

Not applicable

## 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

From Week 2, students will be provided with weekly oral and written feedback on their Task 3 weekly writing and workshop 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	40%	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	40%	1,500 words (creative piece) 500 words (contextualising paragraph)	Week 12	Online Assignment Submission with plagiarism check
All	3	Oral and Written Piece	Individual	20%	2000 words	Throughout teaching period (refer to Format)	Online Self and Peer Assessment

**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>AUTHORSHIP STATEMENT:</b>		
<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>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy	

### 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>AUTHORSHIP STATEMENT:</b>		
<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).	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Demonstrating knowledge of practices involved in writing for young adults through appropriate content and style <b>1</b>
	2	Demonstrating knowledge of practices involved in writing for young adults 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 young adults <b>3</b>
	5	Demonstrating knowledge of the contemporary, historical and ideological contexts pertaining to writing for young adults <b>4</b>
	6	Analysing and reflecting upon practices involved in writing for young adults, using scholarly conventions and critical thinking <b>5</b>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy	

### All - Assessment Task 3: Workshop activities

<b>GOAL:</b>	The goal of this formative task is to give you an opportunity to develop your creative writing craft skills in writing for children and young adults. This task will provide opportunity to develop original ideas that align with publishing industry standards and experiment with form and content in preparation for Task 1 and 2.	
<b>PRODUCT:</b>	Oral and Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	You are required to read, engage with, and discuss the set material each week. Each week you will complete short creative writing exercises in workshops (200-400 words) that demonstrate scaffolding of knowledge in workshop activities which will prepare you, and may provide the basis, for your Task 1 and Task 2 submission.	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation	

## 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. 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

#### **Eligibility for Supplementary Assessment**

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

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

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 submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

#### 10.4. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

#### 10.5. Student Charter

UniSC 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.

#### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)