

UNIVERSIDAD DE ESPECIALIDADES ESPÍRITU SANTO
FACULTAD DE ESTUDIOS INTERNACIONALES
SYLLABUS
ENGLISH VERSION
FOR DAC 11 VER 12 03 09

SUBJECT Fantasy, Imagination ad Creativity
FACULTY Bernarda Franco, M.A.
CONTACT HOURS 48
YEAR 2009
DAYS Mon- Thursday
ROOM F-203

CODE ULIT335
CREDITS 3
NON-CONTACT HOURS 96
PERIOD Spring I 2010
SCHEDULE 18:50-20:30
DATE Feb., 2010

1. COURSE DESCRIPTION

ULIT 335 Fantasy, Imagination, and Creativity. - Fantasy, Imagination, and creativity are essential elements in Children's Literature. This course seeks to spark creativity in writing for children using several points of departure. From world mythology figures to Walt Disney characters students will discover ways to engage the reader and will produce and critique a series of short stories. The nature of the fantastic in children's literature, from 19th –century classics through Pooh and Oz to Harry Potter.

2. JUSTIFICATION

It is essential that all the students that are pursuing the "Minor in Children's Literature" or those who are interested in writing for kids and adolescents take this course because it will help them understand the importance of fantasy, creative and imagination in Children's Literature and they will also have the opportunity to practice their writing abilities and learn techniques to improve them while reading famous fantasy books.

3. OBJECTIVES

a. GENERAL

- To understand the importance of being creative and imaginative in the process of writing stories.

B. SPECIFIC

- To analyze and critique different classic children's stories in order to be able of selecting the correct stories for being told.
- To get to know the most fantastic stories from diverse cultures and times.

4. COMPETENCIES

- To identify in an effective way the elements of fantasy, creativity and imagination in different literary genres.
- To write short stories applying effectively different writing techniques.

5. COURSE CONTENT OUTLINE

DATES & SESSIONS	SPECIFIC COMPETENCIES	CONTENTS	NON -CONTACT HOURS	ASSESSMENT
Session 1 March 15	The student clearly identifies the importance of imagination and fantasy in children's books.	Unit 1: Fantasy, imagination and creativity. 1.1. Definitions. 1.2. How to develop creativity in children and adults? 1.3. The importance of imagination and fantasy in the process of writing children's stories.	D'Aulaires' Book of Greek Myths: p.9-30	Creates their own definition of fantasy, imagination and creativity.
Session 2 March 16	The student identifies the elements of fantasy and imagination in myths as an expression of imagination and creativity.	Unit 2: Myths 2.1. Definition 2.2. Myths as a way of expressing fantasy and imagination.	D'Aulaires' Book of Greek Myths: p.30-64.	Finds out the why myths are a representation of fantasy and imagination.

Session 3 March 17	The student appropriately recognizes the importance of myths, fables and folktales as a way of expressing beliefs and values of any culture.	2.3. Myths from different cultures.	D'Aulaires' Book of Greek myths: p.64-92.	Analyzes the importance of myths for expressing collective values.
Session 4 March 18		2.3. Myths from different cultures.	D'Aulaires' Book of Greek myths: p.92-124.	Critiques and analyze different myths.
Session 5 March 22		2.4. Myths as a way of expressing collective values.	D'Aulaires' Book of Greek myths: 124-148.	Critiques and analyzes different myths.
Session 6 March 23		2.5. Analysis of different myths.	D'Aulaires' Book of Greek Myths: p.148-189.	Bring different myths to be analyzed in class.
Session 7 March 24		2.5. Analysis of different myths.	More stories to solve: p. 7-23. Stories from around the world: p. 6-32.	Compare myths and folktales.
Session 8 March 25		Unit 3: Folktales 3.1. Definition.	More stories to solve: p. 23-43. Stories from around the world: p. 32-62.	Analyze the relation between folktales and culture.
Session 9 March 29	3.2. Folktales from around the world.	More stories to solve: p.43-61. Stories from around the world: p.62-87.	Bring Ecuadorian folktales.	

Session 10 March 30		3.3. Ecuadorian folktales. 3.4. Analysis of folktales.	Stories from around the world: p. 87-106.	Analyze and critique folktales.
Session 11 March 31			Stories from around the world: 106-123.	Analyzes folktales.
Session 12 April 5		MIDTERM		
Session 13 April 6	The student identifies the differences among myths, fables and folktales in order to classify these different genres in an appropriate way,	Unit 4: Fables 4.1. Definition 4.2. Fables and imagination, fantasy and creativity.	Fables: p-2-21.	Defines the differences and similarities among folktales, myths and fables. Reads fables from different cultures and determine the importance of them as a way of expressing the values and beliefs of a culture.
Session 14 April 7		4.3. Fables from diverse cultures.	Fables: p. 21-31.	Analyzes and critique different fables.
Session 15 April 8		4.4. Analysis of different fables.	Fables: p.31-40.	Brings fables.

Session 21 April 20		5.5. Harry Potter.	Harry Potter: Brief excerpts. Boys and girls forever: p. 125-139.	Finds out in which ways fantasy, imagination and creativity are represented in Harry Potter.
Session 21 April 21	The student creates short children's stories using the elements of fantasy, creativity and imagination.	Unit 6: Creating fantastic and imaginative stories. 6.1. Steps to follow for creating stories for children. 6.2. Promote good values in children through literature.	Writing magic: p. 1-141. You can write children's books: p. 1-56.	Writes short creative, fantastic and imaginative stories.
Session 23 April 22		FINAL EXAM		Prepares for exam: Analysis of any story we've read or a new one related to fantasy, creativity and imagination, or Create your own short story.

6. METHODOLOGY

- Participation in class.
- Questionnaires.
- Practical classes.
- Writing of stories.
- Investigations/Research.
- Use of technological resources.

- Use of educational resources.
- Students have to read the topic of the following class in advanced.
- Cell phones are not allowed.
- Food is not allowed.

NOTE: *The students that don't hand out the homework on time will be allowed to give it on another day (maximum 1 day after the deadline) but it will be graded over 70. There will be no Make up exams.*

7.- EVALUATION

7.1 Assessment Criteria

Individual projects
 Group projects
 Research projects
 Quizzes

7.2 Performance Markers

- Critiques and analyzes different genres of stories.
- Creates creative, fantastic and imaginative stories.

7.3 Weighting

- | | |
|-----------------------|-----|
| • Individual projects | 100 |
| • Group projects | 100 |
| • Practical classes | 100 |
| • Research projects | 100 |
| • Quizzes | 100 |
| • Oral exams | 100 |

8. BIBLIOGRAPHY

8.1. REQUIRED

- Carson, Gail. Writing Magic. Harper Collins Publishers. USA, 2006.
- Crone, Diana and Frank, Jeffrey. The Stories of Hans Christian Andersen. Duke University Press. USA, 2005.
- D'Aulaire, Edgar and Ingri. D'Aulaires's Book of Greek Myths. Doubleday Dell Publishing Group, Inc. USA, 1962.
- Dils, Tracey. You can write children's books. Writer's Digest Books. USA, 1998.
- Grimm's Complete Fairy Tales. Barnes and Noble Books. USA.
- Lobel, Arnold. Fables. Harper Collins Publishers. USA, 1980.
- Lurie, Alison. Boys and Girls forever. Penguin Books. USA, 2003.
- Perrault's Fairy Tales. Dover Publications, Inc. USA, 1969.
- Shannon, George. More stories to solve. Harper Collins Publishers. USA, 1991.

8.2. COMPLEMENTARY

- Manuel, Alberto. The Dictionary of Imaginary Places. USA, 2001.
- Scott, Orson. How to write Science Fiction and Fantasy. USA, 2001.
- Park, Darin. The Complete Guide to Writing Fantasy. USA, 2003.
- Rose, Carol. Giants, Monsters and Dragons. USA, 2001.

8.3. HANDOUTS

Handouts of the definitions of Myths, Fables, Folktales, Legends.

8.4. WEBLIOGRAPHY

EBSCO DATABASE

www.wikipedia.com/

9. FACULTY INFORMATION

NAME: Bernarda Franco Dueñas

ACADEMIC CREDENTIALS-UNDERGRAD: Pre-School Teacher

GRADUATE: Master of Arts in Liberal Studies
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10.

Prepared by: Bernarda Franco

Reviewed by: Dean Mónica Reynoso

Date: February /10

Date: February/10

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