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

<table>
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<tr>
<th>DATES &amp; SESSIONS</th>
<th>SPECIFIC COMPETENCIES</th>
<th>CONTENTS</th>
<th>NON-CONTACT HOURS</th>
<th>ASSESSMENT</th>
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| **Session 1**    | 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?  
| March 16         |                        |          |                  |            |
| **Session 2**    | 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 | Find out the why myths are a representation of fantasy and imagination. |
| March 17         |                        |          |                  |            |
| Session 3 | March 18 | 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. | Analyze the importance of myths for expressing collective values. |
| Session 6 | March 24 | 2.5. Analysis of different myths. | D'Aulaires’ Book of Greek Myths: p.148-189. | Bring different myths to be analyzed in class. |
| Session 10  | March 31 | 3.3. Ecuadorian folktales.  
3.4. Analysis of folktales. | Stories from around the world: p. 87-106. | Analyze and critique folktales. |
| Session 11  | April 2  |  | Stories from around the world: 106-123. | Analyze folktales. |
| Session 12  | April 1  | MIDTERM |  |  |
| Session 13  | April 2  | 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  
Define the differences and similarities among folktales, myths and fables.  
Read fables from different cultures and determine the importance of them as a way of expressing the values and beliefs of a culture. |
| Session 15  | April 7  | 4.4. Analysis of different fables. | Fables: p.31-40. | Bring fables. |
| Session 16  
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<th>April 8</th>
<th>4.4. Analysis of different fables.</th>
<th>Boys and girls forever: 1-63.</th>
<th>Read some Grimm Brothers stories analyzed them and compared them to the new version of their stories.</th>
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| Session 17  
| April 9 | Unit 5: A Journey from Cinderella to Harry Potter  
5.1. Grimm Brothers stories. | Grimm's Fairy tales: 1-140 | Read some Grimm Brothers stories analyze and critique them and determine if they're adequate for small children or if the new version are more appropriate. |
| The student determines in a correct way if the stories classified as children's stories are really appropriate for them. | | | |
| Session 18  
| April 13 | 5.2. Perrault’s stories | Perrault’s Fairy Tales: 2-40 | Read Perrault’s stories and compare them with the new versions. |
| 5.2. Perrault’s stories | | | |
| Session 19  
| The student clearly identifies the differences and similarities between the classic stories and the new versions. | | | |
| Session 20  
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<tr>
<td>Session 23</td>
<td>April 21</td>
<td>REVIEW OF THE MATERIAL</td>
<td>Prepare your exam: Analysis of any story we’ve read or a new one related to fantasy, creativity and imagination, or Create your own short story.</td>
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<td>Session 24</td>
<td>April 22</td>
<td>FINAL EXAM</td>
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<td>Session 25</td>
<td>April 23</td>
<td>REVIEW EXAMS</td>
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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. ASSESSMENT

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

8. BIBLIOGRAPHY

8.1. REQUIRED

- Grimm’s Complete Fairy Tales. Barnes and Noble Books. USA.

8.2. COMPLEMENTARY
• Scott, Orson. How to write Science Fiction and Fantasy. 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

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GRADUATE: Master of Arts in Liberal Studies
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10.
Prepared by: Bernarda Franco          Date: February /09
Reviewed by: Dean Mónica Reynoso     Date: February/09
A day is the approximate time it takes for the Earth to complete one rotation. It is defined as exactly 86,400 seconds. An hour is a unit of time equal to 60 minutes, or 3,600 seconds.

May 18 Sri Lankan Civil War: The LTTE are defeated by the Sri Lankan government, ending almost 26 years of fighting between the two sides. May 19 Sri Lanka announces victory in its 25-year war against the terrorist organisation, Liberation Tigers of Tamil Eelam. May 20 Mexico is the first Latin American country to officially enter recession. May 25 Thailand’s economy shrank more than expected in the first quarter of 2009, contracting the most in a decade and plunging the nation into recession. May 26 NHL Eastern Conference Final: Pittsburgh Penguins beat Carolina Hurricanes, 4 games to 0.