



## Graduate Course Syllabus

### MFA 626: Young Adult Fiction Writing II

Center: Online

#### Course Prerequisites

One of the following: ENG-529, MFA-524, -525, -526, or -527

#### Course Description

Continue to explore the conventions, tools, and skills required for writing a successful Young Adult Fiction novel, with emphasis on implementing world building and setting, dialogue, voice, style, and pacing. Compose, workshop, and revise an original scene intended for a novel. Examine ideas that tie scenes together, such as foreshadowing, backstory, flashback, and subplot.

#### Course Outcomes

- Develop young adult fiction story plans that incorporate subplots, secondary characters, and complications to advance a main plot.
- Write scenes that effectively develop character arcs and advance young adult fiction stories.
- Demonstrate control of writing elements, craft elements, and genre tropes through the creation of original young adult fiction works.
- Explain the rationale of integrated feedback and its impact on one's writing and revision process.

#### Required Materials

Using your learning resources is critical to your success in this course. While many of your resources are available for no additional cost, you will have to purchase one text for this course. Materials can be purchased through the [SNHU Online Bookstore](#), through [VitalSource](#), or from a vendor of your choice.

#### *Story Engineering*

Larry Brooks

Writer's Digest Books

January 2011

ISBN: 978-1-58297-998-4

Click the link below to get free access to the following textbook through the Shapiro Library.

[\*Writing Great Books for Young Adults: Everything You Need to Know, from Crafting the Idea to Getting Published\*](#)

Regina Brooks

Sourcebooks

October 2014

### Diversity, Equity, and Inclusion

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### Instructor Availability and Response Time

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

### Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	8	10	80
Journals	2	10	20
Workshops	2	30	60
Plot Outline Assignment	2	45	90
Scene Assignments	2	70	140
Final Project Submission	1	600	600
Thesis Validation	1	10	10
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

### Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

### Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	Introduction to Scenes and Dialogue <i>Writing Great Books for Young Adults</i> , Chapters 4 and 8 <i>Story Engineering</i> , Part One and Chapter 42 1-1 Before You Get Started 1-2 Share Your Work: Plot Outline (Non-graded) 1-3 Discussion: YA Dialogue 1-4 Final Project Review
2	Structure of a Scene and Pacing <i>Writing Great Books for Young Adults</i> , Chapter 5 <i>Story Engineering</i> , Chapters 43 and 44 2-1 Before You Get Started 2-2 Discussion: Structure of a Scene

Module	Topics and Assignments
3	Setting, Action, and Pacing at the Scene Level <i>Writing Great Books for Young Adults</i> , Chapters 6 and 9 3-1 Before You Get Started 3-2 Discussion: Young Protagonist 3-3 Assignment: Scene One
4	Scene Sequences <i>Story Engineering</i> , Chapter 12 4-1 Before You Get Started 4-2 Discussion: Inserting Backstory Into a Scene 4-3 Workshop: Scene One 4-4 Journal: Scene Sequences
5	Secondary Characters and the Antagonist <i>Writing Great Books for Young Adults</i> , Chapter 3 5-1 Before You Get Started 5-2 Discussion: The Antagonist's Perspective 5-3 Assignment: Plot Outline: Secondary Characters
6	Dialogue and Foreshadowing <i>Story Engineering</i> , Part Four and Chapter 29 6-1 Before You Get Started 6-2 Discussion: Revising Dialogue in a Scene 6-3 Assignment: Scene Two
7	Subplots and Complications <i>Story Engineering</i> , Chapter 14 7-1 Before You Get Started 7-2 Assignment: Plot Outline: Subplots and Complications 7-3 Workshop: Scene Two
8	Voice and Style, and the Impact of Workshopping <i>Writing Great Books for Young Adults</i> , Chapter 7 <i>Story Engineering</i> , Chapters 45, 46, and 47 8-1 Before You Get Started 8-2 Discussion: Blending Into the Young Adult Audience as an Adult Writer 8-3 Journal: Workshopping and You
9	Professional Presentation of Work: Editing and Polishing <i>Story Engineering</i> , Chapter 39 9-1 Before You Get Started 9-2 Final Project Submission: Writing in Your Genre II
10	Sensitivity Awareness, and Being a Professional Writer 10-1 Before You Get Started 10-2 Discussion: Sensitivity Awareness 10-3 Thesis Validation 10-4 ePortfolio (Non-graded) 10-5 Course Wrap-Up

**Attendance Policy**

Online students are required to submit a graded assignment/discussion during the first week of class. If a student does not submit a graded assignment/discussion during the first week of class, the student is automatically dropped from the course for non-participation. Review the [full attendance policy](#).

**Late Assignments Policy**

Meeting assigned due dates is critical for demonstrating progress and ensuring appropriate time for instructor feedback on assignments. Students are expected to submit their assignments on or before the due date. Review the [full late assignment policy](#).

**SNHU Student Handbook**

Review the [student handbook](#).

**ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted this policy to provide for prompt and equitable resolution of complaints regarding any action prohibited by Section 504, the ADA, or the ADAAA.

For questions about **support services, documentation guidelines, general disability issues, or pregnancy accommodations**, please visit the [Online Accessibility Center](#) (OAC).

As a student, you must complete an interactive intake process, with supporting documentation, in order to be granted accommodations. Once reasonable accommodations are approved by the OAC, you will receive an accommodations letter. You are then responsible for sharing the letter with your instructor. Accommodations are not retroactive.

If you feel you've been subject to discrimination on the basis of disability, by any party, you may file a complaint or grievance. For more information on the ADA/504 Grievance Policy, go to the [Disability and Accessibility Services](#) website.

**Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

**Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

**SNHU Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).