STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Writing Fiction: Contemporary Practice in Context					
Module Code	UPNN6F-30-1		Level	1	Version	1
UWE Credit Rating	30	ECTS Credit Rating	60	WBL module?	No	
Owning Faculty	ACE		Field	Linguistics		
Department	Arts and Cultural Industries		Module Type	Project		
Contributes towards	BA (Hons) Creative and Professional Writing					
Pre-requisites	n/a		Co- requisites	n/a		
Excluded Combinations			Module Entry requirements			
First CAP Approval Date	*22/03/2016*		Valid from	September 2016		
Revision CAP Approval Date			Revised with effect from			

Review Date	

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students should be able to demonstrate: • Knowledge of a range of approaches to fiction writing, of different forms used by fiction writers, and of some of the fundamental techniques involved. [Component A1, A2] • Awareness of the importance of contextualising their own work within past and present writing traditions. [Component A1, A2] • Understanding of the critical importance of reading to their own creative practice. [Component A1] • The ability to engage, through their writing, with different styles and forms, showing evidence of flexibility in their approach to the content, tone and linguistic detail of their work. [Component A2] • Knowledge of a range of library search techniques and the accurate use of referencing and bibliographical conventions. [Component A3]
Syllabus Outline	This module will develop students' ability to contextualise their own work within the fiction-writing traditions that precede and surround them, and enable them to develop the crucial skill of 'reading as a writer'. It will also introduce some of the fundamental

	techniques involved in writing fiction, and develop students' knowledge of the range of forms fiction can take, as well as their understanding of the characteristic demands that different forms make on the writer. Students will be required to read analytically – from the writer's perspective – across a range of canonical and contemporary fiction, and will explore what each text can teach them as writers. Texts studied will cover a variety of lengths and forms (which may range, for example, from full-length novels to flash fiction, from literary fiction for adults to short stories for children) and different approaches to such elements as storytelling, structure and characterisation will be investigated. The assignments set may require reflective and imitative writing as well as the writing of original creative pieces, and may for example be designed to illuminate the changing conventions in fiction of different eras, as well as to encourage students' engagement with elements such as style, setting and point of view. The crucial relationship between students' reading and their own creative practice will be examined: contemporary and canonical fiction as sources of inspiration will be discussed, and students will begin to be able to assess their own preferences in the context of a growing awareness of different traditions and approaches to fiction-writing.
Contact Hours	A minimum of 72 hours contact time is provided for this module.
Teaching and Learning Methods	**Scheduled learning** Workshops and seminars are at the core of this module, with the contact model consisting of one three-hour session. This allows a flexible approach to be taken to combining workshop and seminar sessions, and to combining lecturer input with practical work. This flexible approach also enables students to develop the skills necessary to engage with different modes of learning. Students will develop a module workbook, which may contain for example completed exercises, original notes, outline and plans. The module will require students to work both independently and in small groups on a variety of tasks. Guidance on work briefs and set reading or tasks will be available either in the module handbook, via the module information on UWE online or through any other vehicle deemed appropriate by the module/programme leaders. **Independent learning** Independent study may include a variety of tasks such as written exercises, assignment preparation, and recommended further reading. It will be guided by a clear syllabus outline in the module handbook and preparation questions and/or tasks communicated via Blackboard.
Key Information Sets Information	Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	✅

The table below indicates as a percentage the total assessment of the module which constitutes a -

	Written Exam: Unseen written exam, open book written exam, In-class test **Coursework**: Written assignment or essay, report, dissertation, portfolio, project **Practical Exam**: Oral Assessment and/or presentation, practical skills assessment, practical exam Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Coursework assessment percentage	100%
Practical exam assessment percentage	0%
	100%

Reading Strategy	**Core reading** Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be required to purchase a set text, be given a study pack or be referred to texts that are available electronically or in the Library. Module guides will also reflect the range of reading to be carried out. **Further reading** Further reading is advisable for this module, and students will be encouraged to explore at least one of the titles held in the library on this topic. A current list of such titles will be given in the module guide and revised annually.
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via the module guide or Blackboard pages. **Indicative reading list** Achebe, C. (1958) *Things Fall Apart*. Reprint, 2006. London: Penguin. Armitage, S. (2007) *Sir Gawain and the Green Knight*. London: Faber. Bausch, R., ed. (2015) *The Norton Anthology of Short Fiction.* Shorter Eighth Edition. New York: W.W. Norton & Co. Boyd, B. (2009) *On the Origin of Stories: Evolution, Cognition and Fiction*. Cambridge, Mass.: Harvard University Press. Campbell, J. (2008) *The Hero With a Thousand Faces*. Third edition. San Francisco: New World Library. Dante. (2006) *Inferno*. Translated from the Italian by Robin Kirkpatrick. Penguin Classics Edition. London: Penguin. Ness, P. (2015) *The Rest of Us Just Live Here*. London: Walker. Tempest, K. (2013) *Brand New Ancients*. London: Picador. Thurber, J. (1950) *The Thirteen Clocks*. Reprint. New York: NYRB, 2009. Zipes, J. (2012) *The Irresistible Fairy Tale – The Cultural and Social History of a Genre*. Princeton: Princeton University Press

Part 3: Assessment

Assessment Strategy	**Assessments:** • Workbook (40%) Typically this will contain responses to set reading, completed exercises and tasks, original notes, outlines or plans for the fiction work the student has focused on during the year.

	• Portfolio (50%) Students are required to submit a portfolio of work that will include the outcomes of tasks set during the module. These tasks will be designed to enable students to demonstrate, for the purposes of assessment, the acquisition of skills, knowledge, understanding and/or experience that meets the learning outcomes for the module. The word count will be determined by the nature of the tasks set, and a clear indication of word count limits will be included in the module handbook. • Library assessment (10%) The Library workbook and online test assesses students' ability to conduct basic research via the library catalogue and to observe referencing conventions.

Identify final assessment component and element	**Component A2**	
	A:	**B:**
% weighting between components A and B (Standard modules only)	**100**	

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Workbook	40%
2. Portfolio	50%
3. Library Assessment	10%

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Workbook	40%
2. Portfolio	50%
3. Library Assessment	10%
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.	