



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Ideation, Platforms and Commercial Writing				
Module Code	UPNN6G-30-2	Level	2	Version	2
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	n/a		Module Entry requirements	n/a	
First CAP Approval Date	22/03/2016		Valid from	September 2017	
Revision ASQC Approval Date	30/05/2018		Revised with effect from	September 2018	

Review Date	September 2023
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students should be able to demonstrate:</p> <ul style="list-style-type: none"> • An understanding of the scope of narrative non-fiction traditions and texts, and their on-going development. [Component A1] • The skills to write in a range of different styles while taking an adaptable and flexible approach to the tone of their work through the use of rigorous editing techniques. [Component A1] • The ability to generate ideas, express thoughts in written words and overcome psychological obstacles such as ‘writer’s block’. [Component A2] • An understanding of a range of copywriting techniques including short and long copy, headline and strapline writing. [Component A1, A2] • An understanding of the different elements and functions of a typical advertising/marketing agency. [Component A2]
Syllabus Outline	<p>This module will take the study of narrative non-fiction to a deeper level, as work continues on the chosen written assignments and students are encouraged to experiment with unfamiliar subjects, an approach that will broaden their skills and knowledge. They will also investigate the relationships between fact, memory and the written word, explore the art of reflective writing, and discuss crucial subjects such as the role of author as character, the function of story in a work of non-fiction, and the responsibility of truth. The study of a range of canonical and contemporary texts will be</p>

STUDENT AND ACADEMIC SERVICES

	<p>an important element of this module, and provide opportunities to develop the skill of close reading while acquiring a deep awareness of the different traditions and approaches to writing narrative non-fiction.</p> <p>Students will also develop their copywriting skills, and in addition to focusing on new concepts and working on a written portfolio, will be encouraged to look beyond their immediate environment as they share their own ideas and sensibilities. This approach reflects the collaborative way in which professional copywriters work, and the habits developed will be ideal preparation for the third level and – ultimately – the world of work. During this module, students will also be encouraged to assess and track their work-in-progress by keeping a creative journal that contains not only their own research and creative ideas, but also reflections on examples of copywriting they have studied.</p>																				
Contact Hours	A minimum of 72 hours contact time is provided for this module.																				
Teaching and Learning Methods	<p>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 may require students to work both independently and in small groups on a variety of tasks.</p> <p>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.</p> <p>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.</p>																				
Key Information Sets Information	<p>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.</p> <table border="1" data-bbox="475 1440 1385 1827"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4">Number of credits for this module</td> <td>30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>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</p>	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
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STUDENT AND ACADEMIC SERVICES

	<p>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:</p> <table border="1" data-bbox="584 349 1278 584"> <tr> <td>Coursework assessment percentage</td> <td>100%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0%</td> </tr> <tr> <td></td> <td>100%</td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> </table>	Coursework assessment percentage	100%	Practical exam assessment percentage	0%		100%						
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<p>Reading Strategy</p>	<p>Core reading Any core reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected 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.</p> <p>Further reading All students are encouraged to read widely using Library Search, a variety of bibliographic and full text databases and internet resources. Many resources can be accessed remotely. Guidance on further reading will be given in the module handbook and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p>												
<p>Indicative Reading List</p>	<p>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 via the module guide or Blackboard pages.</p> <p>Indicative reading list Angelou, M. (1984) <i>I Know Why The Caged Bird Sings</i>. London: Virago. Deary, T. (2008) <i>Horrible Histories – Blood-Curdling Box</i>. Southam: Scholastic. Hemingway, E. (1994) <i>A Moveable Feast</i>. London: Arrow. Krakauer J. (2007) <i>Into the Wild</i>. London: Pan. Macdonald, H. (2015) <i>H Is For Hawk</i>. London: Vintage. Maslen, A. (2009) <i>100 Great Copywriting Ideas</i>. Singapore: Marshall Cavendish. Montaigne, M. (1993) <i>Essays</i>. London: Penguin. Watt, B. (2014) <i>Patient</i>. London: Bloomsbury. Woolf, V. (2002) <i>A Room Of One’s Own</i>. London: Penguin.</p>												

Part 3: Assessment	
<p>Assessment Strategy</p>	<p>Assessments:</p> <ul style="list-style-type: none"> Portfolio 1 (50%) • Portfolio 2 (50%) Students are required to submit two portfolios of work that include the outcomes of tasks set during the module. These tasks will be designed to enable students to demonstrate, for the

STUDENT AND ACADEMIC SERVICES

	<p>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.</p>
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Identify final assessment component and element	Component A Element 2	
% weighting between components A and B (Standard modules only)	A:	B:
	100	
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio 1	50%	
2. Portfolio 2	50%	

Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Portfolio 1	50%	
2. Portfolio 2	50%	
<p>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.</p>		