

## CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data					
Module Title	Creative Writing	and the Self			
Module Code	UPNQ9V-30-3		Level	3	Version 2.2
Owning Faculty	ACE Field		Field	Linguistics	
Contributes towards	Awards up to BA	A(Hons)			
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements		
Valid From	September 2015		Valid to	September 2019	

## MODULE SPECIFICATION

CAP Approval Date	5 <sup>th</sup> February 2015
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	Part 2: Learning and Teaching
Learning Outcomes	On successful completion of this module students will be able to demonstrate:
	<ul> <li>An awareness of what is meant by the terms 'personal identity' and 'social identity' (Component A)</li> </ul>
	<ul> <li>An understanding of narrative identity, and the way in which life stories seem to be shaped (Component A)</li> </ul>
	<ul> <li>An awareness of how their personal identity can be viewed through their discourse, and an ability to analyse this (Component B)</li> </ul>
	<ul> <li>An understanding of the relationship between creative writing and the self from a practical and theoretical point of view (Components A and B)</li> </ul>
	<ul> <li>An increased depth and strength to their creative thinking and writing (Component B)</li> </ul>
Syllabus Outline	This module will be of interest to students who wish to explore the potential of creative writing for their own self development. We will look at issues around narrative identity, and in particular, the focus will be on personal identity, and on how we appear to shape our life stories in the telling of them. There will be a significant element of personal reflection and opportunities to engage in creative thinking and writing. Assessment will take the form of a one-hour examination on theoretical aspects of the module as well as a single piece of coursework which will involve analysis of and reflection on a personal narrative.
Contact Hours	72 contact hours allocated as follows:
	Lecture time – 24 hours per person Seminar time – 24 hours per person
	Workshop time – 24 hours per person

Teaching and			be taught thro				
Learning Methods	sessions. Lectures will provide the overall framework while seminars/workshops will provide the forum for discussion of issues touched upon in the lectures.						
Mothodo	Seminars/workshops may involve students in hands-on experiential learning, e.g.						
	through discussions, presentations, mini-projec						
		with an indicative bibliography to help them explore the background to the lectures and					
				tical sessions.			
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		Key Inform	nation Set - Mo	odule data			
		Number of	f credits for this	s module		30	
		Hours to	Scheduled	Independent	Placement	Allocated	
		be	learning and		study hours	Hours	
		allocated	teaching				
			study hours				
		300	72	228	0	300	$\checkmark$
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Ellis, C. and A.P. Bochner. 2000. Autoethnography, Personal Narrative, Reflexivity: Researcher as Subject. In: Denzin, N. and Y. Lincoln (eds.). <i>Handbook of Qualitative Research.</i> CA: Sage.
Hunt, C. 2001. Assessing personal writing. Auto/Biography, 9, 89-94.
Hunt, C. and F. Sampson (eds.). 1998. <i>The Self on the Page</i> . London: Jessica Kingsley Publishers.
Hunt, C. and F. Sampson. 2006. Writing: Self and Reflexivity. London: Palgrave Macmillan.
Johnstone, B. 1996. The Linguistic Individual: Self-expression in Language and Linguistics. New York: Oxford University Press.
Johnstone, B. 2007. <i>Discourse Analysis</i> . Oxford: Blackwell Publishing. Linde, C. 1993. <i>Life Stories: The Creation of Coherence</i> . Oxford: Oxford University
Press. Ochs, E. and L. Capps. 2001. <i>Living Narrative: Creating Lives in Everyday</i> <i>Storytelling.</i> Cambridge, MA: Harvard University Press.

## Part 3: Assessment

Assessment Strategy Teaching block 1 content focuses on the rel and the self from a practical and theoretical p this area is assessed at the end of this teach examination (controlled conditions). The rati students have the opportunity to reflect on th carry out focused independent reading in this and time is allowed for formative feedback or Summative feedback is provided following th solid foundation is laid for the related work in The focus of teaching block 2 is the summa coursework, submitted at the end of the tea- engage with from the outset, and on which f regular basis. This component is weighted content of both teaching blocks. Further de assessment criteria are provided in the mod	boint of view, and knowledge of ing block by means of an onale for an examination is that eir own experiences as well as as area prior to the examination, in their ideas for the examination. the examination, and In this way a the following teaching block. tive assessment (4000 word ching block) which students formative feedback is offered on a so heavily as it draws on the tails of the coursework and the

Identify final assessment component and element	Compone	ent B		
		A:	B:	
% weighting between components A and B (Standard modules only)		25%	75%	
First Sit				
Component A (controlled conditions) Description of each element		Element v (as % of co		
1.5 hour seen examination		100	)%	
Component B Description of each element		Element weighting (as % of component)		
Written coursework of 4000 words, in which students record, transcribe and analyse a personal narrative <b>FINAL</b>			100%	

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions)	Element weighting (as % of component)

Description of each element	
1.5 hour seen examination	100%
Component B Description of each element	Element weighting (as % of component)
Written coursework of 4000 words, in which students record, transcribe and analyse a personal narrative	100%

If a student is permitted a retake of the module the assessment will be that indicated by the Module Description at the time that retake commences.