



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

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

Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> • An awareness of theories concerning self, identity and storytelling (Component A) • An understanding of the significance of storytelling in human evolution and cognition (Component A) • An awareness of the way in which creative work can aid self-reflection and self-development (Components A and B) • An understanding of the relationship between creative writing and the self from a practical and theoretical point of view (Components A and B) • An increased depth and strength to their creative thinking and writing (Component B)
Syllabus Outline	<p>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 identity, and 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 1.5-hour examination on theoretical aspects of the module as well as a single piece of coursework which will involve both creative and reflective writing.</p>
Contact Hours	<p>A minimum of 72 hours contact time is provided for this module.</p>
Teaching and Learning Methods	<p>Workshops and seminars are at the core of this module, with the contact model consisting of one three-hour session per week. 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. Seminars/workshops may involve students in hands-on experiential learning, e.g. through discussions, presentations, mini-projects and so on. Students will be provided with an indicative</p>

	<p>bibliography to help them explore the background to the module and prepare for seminars and practical sessions.</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="475 398 1385 788"> <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> <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 1191 1279 1429"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td>25%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>0</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	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	Total assessment of the module:		Written exam assessment percentage	25%	Coursework assessment percentage	75%	Practical exam assessment percentage	0		100%
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Reading Strategy	<p>The module handbook will make clear which readings are essential. Students will be encouraged to read more widely to supplement essential readings. A select bibliography will offer guidance on a range of additional materials. Guidelines on how to use and resource readings will be provided in the module handbook, in lectures and seminars. Links to further readings available online (including those available through ejournals), will be built in to the UWE Blackboard provision. All listed texts will be held on appropriate loan terms in the library, or will be accessible via the library's ejournal subscriptions. Assessments are specifically designed to enable students to exploit the full potential of the library holdings and online databases and to develop their ability to research resources effectively.</p>																														
Indicative Reading List	<p>Books and articles: Bolton, G. 2005. <i>Reflective Practice: Writing and Professional Development</i>. London: Sage. Eakin, P.J. 1999. <i>How Our Lives Become Stories: Making Selves</i>. London: Cornell University Press. 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. <i>Auto/Biography</i>, 9, 89-94.</p>																														

Hunt, C. and F. Sampson (eds.). 1998. *The Self on the Page*. 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. *Discourse Analysis*. Oxford: Blackwell Publishing.

Linde, C. 1993. *Life Stories: The Creation of Coherence*. Oxford: Oxford University Press.

Ochs, E. and L. Capps. 2001. *Living Narrative: Creating Lives in Everyday Storytelling*. Cambridge, MA: Harvard University Press.

Part 3: Assessment	
Assessment Strategy	<p>Teaching block 1 content focuses on the relationship between creative writing and the self from a practical and theoretical point of view, and knowledge of this area is assessed at the end of this teaching block by means of an examination (controlled conditions). The rationale for an examination is that students have the opportunity to reflect on their own experiences as well as carry out focused independent reading in this area prior to the examination, and time is allowed for formative feedback on their ideas for the examination. Summative feedback is provided following the examination, and In this way a solid foundation is laid for the related work in the following teaching block.</p> <p>The focus of teaching block 2 is the summative assessment (4000 word coursework, submitted at the end of the teaching block) This component is weighted so heavily as it draws on the content of both teaching blocks This coursework will include both creative and reflective writing, and will 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. Further details of the coursework and the assessment criteria are provided in the module handbook.</p>

Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25%	75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1.5 hour seen examination	100%	
Component B Description of each element	Element weighting (as % of component)	
Written coursework of 4000 words FINAL	100%	

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

1.5 hour seen examination	100%
Component B Description of each element	Element weighting (as % of component)
Written coursework of 4000 words	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.

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First CAP Approval Date	<i>26th March 2013</i>			
Revision CAP Approval Date <i>Update this row each time a change goes to CAP</i>	<i>31st May 2017</i>	Version	<i>3</i>	<i>RIA 12296</i>