



## MODULE SPECIFICATION

| Part 1: Basic Data          |   |                    |                           |                |          |
|-----------------------------|---|--------------------|---------------------------|----------------|----------|
| Module Title                | Narrative Non-fiction and Copywriting       |                    |                           |                |          |
| Module Code                 | UPNN6E-30-1                                 |                    | Level                     | 1              | Version2 |
| 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 2016 |          |
| Revision ASQC Approval Date | 30/05/2018                                  |                    | Revised with effect from  | September 2018 |          |

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| <b>Review Date</b> | September 2022 |
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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"> <li>• Knowledge of a range of different forms of narrative non-fiction, for example history, biography, popular science and memoir. [Component A2]</li> <li>• The ability to analyse texts, understand the techniques used by authors, and the skills to apply these to their own work. [Component A2]</li> <li>• A basic understanding of relevant research and interview techniques, and their creative applications. [Component A1]</li> <li>• Knowledge of the fundamentals of copywriting and the part it plays in contemporary society. [Component A1]</li> </ul> |
| Syllabus Outline              | <p>Narrative non-fiction crosses boundaries, transcends genres and offers writers enormous freedom of expression. This module will nurture that freedom by encouraging students to explore, research, interview and write about a subject (or subjects) of particular interest. This could be – for example – a period of history, a work of art, an interesting life, a personal event, or a scientific discovery. With guidance and assistance from staff, and reference to a number of texts, the choice(s) of subject will be made by the individual student.</p>   |

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|                                   | <p>In this module, students will also be introduced to the world of copywriting, or the written words used by advertisers, marketers, bloggers, website builders, social media posters et al. This will begin with a detailed study of how words are used, and of the effect that trends in semiotics and social media has had on the subject. Students will then start to focus on different forms of copy, the importance of headlines, straps and tags, and their use in recruitment, direct mail, billboards, radio, TV, press releases, brochures and other types of collateral.</p> <p>For both the narrative non-fiction and copywriting elements of the module, students will work in workshops and seminars where discussion and interaction is key. They will also be encouraged to work both individually and in small groups as they develop their own ideas and individual voices.</p>   |                                   |                       |                 |  |  |                                   |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
|-----------------------------------|---|-----------------------------------|-----------------------|-----------------|--|--|-----------------------------------|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| Contact Hours                     | A minimum of 72 hours contact time is provided for this module.   |                                   |                       |                 |  |  |                                   |  |  |  |  |  |  |  |  |    |                       |   |                         |                       |                 |     |    |     |   |     |
| Teaching and Learning Methods     | <p><b>Scheduled learning</b> 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><b>Independent learning</b> 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><tr><th colspan="5">Key Information Set - Module data</th></tr><tr><td colspan="5">Number of credits for this module</td></tr><tr><td colspan="4"></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></table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test<br/><b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project</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 |
| 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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|--------------------------------------|---|----------------------------------|------|--------------------------------------|----|--|------|--|--|--|--|--|--|--|--|
|                                      | <p><b>Practical Exam:</b> 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"> <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> <tr> <td></td><td></td></tr> </table>   | Coursework assessment percentage | 100% | Practical exam assessment percentage | 0% |  | 100% |  |  |  |  |  |  |  |  |
| Coursework assessment percentage     | 100%  |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
| Practical exam assessment percentage | 0%  |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
|                                      | 100%  |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
|                                      |   |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
|                                      |   |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
|                                      |   |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
|                                      |   |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
| Reading Strategy                     | <p><b>Core reading</b></p> <p>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.</p> <p><b>Further reading</b></p> <p>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.</p>  |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |
| Indicative Reading List              | <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><b>Indicative reading list</b></p> <p>Athill, D. (2008) <i>Somewhere Towards the End</i>. London: Granta Books.</p> <p>Bly, R. (2006) <i>The Copywriter's Handbook</i>. 3<sup>rd</sup> ed. New York City: Owl Books.</p> <p>Connors, P. (2012) <i>Fire Season</i>. London: Pan.</p> <p>Greig, A. (2011) <i>At the Loch of the Green Corrie</i>. London: Quercus</p> <p>Jamie, K. (2005) <i>Findings</i>. London: Sort Of Books.</p> <p>Kay, J. (2011) <i>Red Dust Road</i>. London: Picador.</p> <p>King, S. (2012) <i>On Writing</i>. London: Hodder.</p> <p>Moran, C. (2012) <i>How to be a Woman</i>. London: Ebury Press.</p> <p>Shaw, M. (2012) <i>Copywriting: Successful Writing for Design, Advertising and Marketing</i>. Second edition. London: Laurence King Publishing.</p> <p>Seely, J. (2013) <i>Oxford A-Z of Grammar and Punctuation</i>. Oxford: OUP.</p> |                                  |      |                                      |    |  |      |  |  |  |  |  |  |  |  |

### Part 3: Assessment

|                     |   |
|---------------------|---|
| Assessment Strategy | <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Portfolio 1 (50%)</li> <li>Portfolio 2 (50%)</li> </ul> <p>Students are required to submit two portfolios of work that will include the</p> |
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|  | <p>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.</p> |
|--|---|

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

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