



MODULE SPECIFICATION

Part 1: Information			
Module Title	Genre and Creative Writing		
Module Code	UPGP6J-30-1	Level	1
For implementation from	September 2017		
UWE Credit Rating	30	ECTS Credit Rating	15
Faculty	Arts, Creative Industries and Education	Field	English
Department	Arts and Cultural Industries		
Contributes towards	Contributes towards: BA (Honours) English Literature; BA (Honours) English Literature with Writing; BA (Honours) English and History; BA (Honours) English Language and Literature		
Module type:	Standard		
Pre-requisites	None		
Excluded Combinations	None		
Co- requisites	None		
Module Entry requirements	None		

Part 2: Description		
<p>This module will introduce students to a range of literary genres, both in prose and in poetry, with blocks of teaching time dedicated to each genre. The genres will be approached both critically and creatively: the teaching will focus on the analysis of literary genres, whilst students will develop their creative writing by practising writing in a variety of generic conventions. Students on the module will study the conventions of these genres and examine how they affect authorial practice and readers' expectations. Genres studied might include detective fiction, romance, science fiction, the sonnet, and performance poetry. The range of genres helps students become familiar with several literary forms, which they can then practise in their writing both individually and collaboratively, fostering independence and team-work respectively. The study and practice of genres also offers students the opportunity to identify and pursue their interest in a particular genre.</p> <p>The delivery format of this module (3 consecutive hours every week in a room where students can access computers) provides the flexibility needed to allow students the opportunity to write consistently and extensively in these genres as well as to engage with them in a critical and scholarly manner. Lecture-style elements, group discussions, individual and collaborative writing are examples of the ways in which the workshop might be used. Throughout the module students will develop their understanding of the requirements of writing within a specific set of conventions. Students will also have the opportunity to receive informal feedback on their writing from peers.</p>		
Part 3: Assessment: Strategy and Details		
<p>Component A consists of a 2.5-hour in-class guided writing test: students will have to write either the beginning or the end of a work in a particular genre (500 words), accompanied by a 500-word reflection on how they have used the conventions of the genre in which they are writing. This assessment allows students to show their familiarity with the conventions of the literary genres studied in semester 1 and the ability to produce creative writing within those conventions; it also invites them to articulate critical and creative reflections on their writing.</p> <p>Component B assesses the students' commitment to their writing as well as reinforcing the understanding of genre to include poetic forms, in both critical and creative pieces in the portfolio. The portfolio will present students with a choice of options, from which they choose 3. The options will range in nature from critical essays to creative pieces in prose and poetry; for example, the portfolio might include a critical essay exploring the conventions of a genre in detail; an original piece of creative writing adhering to the conventions of one of the genres studied; a video recording of poetry performed by the student.</p> <p>The English with Writing programme at UWE aims to develop students who can integrate the critical study of literature with the understanding of the requirements of particular forms of writing. The assessment for this module specifically refines and enhances the students' skills in creative writing. The focus on genre is consistent with the bespoke level 2 and 3 modules, where students develop awareness of professional forms of writing. This module does the same for creative writing.</p> <p>Questions and tasks in all assessment elements will be designed to minimise the possibility of plagiarism by reflecting closely the nature and contents of the module.</p> <p>Students will have the opportunity to receive regular feedback on their writing at key points in the module, both from the teaching staff and from their peers.</p>		
Identify final timetabled piece of assessment (component and element)	Component B element 1	
% weighting between components A and B (Standard modules only)	A:	B:
	30	70
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. 1. In-class test (2.5 hours)	100	

Component B Description of each element		Element weighting (as % of component)																										
1. 1. Creative-critical portfolio (3,000 words)		100																										
Resit (further attendance at taught classes is not required)																												
Component A (controlled conditions) Description of each element		Element weighting (as % of component)																										
1. 1. Exam (2.5 hours)		100																										
Component B Description of each element		Element weighting (as % of component)																										
1. 1. Creative-critical portfolio (3,000 words)		100																										
Part 4: Learning Outcomes & KIS Data																												
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> show familiarity with the conventions of a variety of literary genres in prose and poetry (Component A; Component B) adhere to the conventions of genre in guided writing tasks (Component A) discuss the conventions of genre in a scholarly, critically-informed manner (Components A and B) deploy the conventions of a range of genres in independent writing (Component B) reflect creatively and critically on their writing (Component A; Component B) demonstrate commitment to their writing practice (Component A; Component B) Although not formally assessed, students will also be able to: engage effectively with others in order to improve their own and others' work (in the peer-feedback sessions) 																											
Key Information Sets Information (KIS)	<table border="1"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black;">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>			Key Information Set - Module data										<i>Number of credits for this module</i>				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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Contact Hours	<p>The table below indicates as a percentage the total assessment of the module which constitutes a;</p> <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test</p>																											

Total Assessment	Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)			
	Total assessment of the module:			
	Written exam assessment percentage			30%
	Coursework assessment percentage			70%
Reading List	https://uwe.rl.talis.com/lists/14B8568C-D79B-0C5B-45B4-4617E50D461D.html			
	<p>The reading list for this module (accessible via the link above) includes the texts that will support the students in their learning, but it does not comprise primary readings. These will be either included in a Module Reader (to be purchased from the UWE store) or individual texts the students buy for consistent and detailed use in class and in individual study. For this reason they will need their own copy. Library digitisations will provide access to additional relevant critical sources that will supplement the students' critical and creative work.</p>			
				100%

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First CAP Approval Date	1 st February 2017			
Revision PER Approval Date	24 May 2018	Version	2	Link to RIA 12612