1. KentVision Code and title of the module

ENGL3001 Creative Writing: Connections, Conversations, Collaborations

## Division and School/Department or partner institution which will be responsible for management of the module

Division of Arts & Humanities, School of English

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

15 credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

English Literature and Creative Writing BA

English Literature BA

Also available as an elective module

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

* 1. Make use of a range of innovative and collaborative creative techniques and methods in the production of creative texts, in a range of forms;
  2. Understand the role of the creative writer as editor and critic and the interplay of creative and critical approaches, and produce a range of texts emerging from these perspectives;
  3. Begin to understand the role of the creative writer in responding to, interpreting and shaping broader cultural and creative contexts.

## The intended generic learning outcomes. On successfully completing the module students will be able to:

* 1. Identify and apply strategies of close reading and writing relevant to the material they encounter;
  2. Demonstrate their understanding of a range of creative forms through creative and critical responses;
  3. Participate in group discussions through a variety of methods including creative workshops and forums;
  4. Begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;
  5. Reflect critically on their own creative practice and that of their peers, and understand the choices available to them;
  6. Manage their time and workload effectively.

## A synopsis of the curriculum

How do creative writers emerge from, work within, speak to and challenge their cultural and creative contexts? How do those contexts shape our creative identity and practice? What are the varied professional practices and communities that form part of a creative writer’s work? How do writers engage with a range of media, from broadsheets to podcasts to social platforms? This module will introduce you to a range of creative and critical methodologies and approaches to your own writing that take exchange and conversation, broadly understood, as a starting point, including using interdisciplinary research; intertextual practices such as collage and translation; collaborative and editorial exercises; and reviewing. You will reflect upon and analyse the current literary and publishing landscape, and how your work might respond to it. Your final portfolio of texts may include a range of forms, such as book reviews, manifestoes, and articles, alongside your own poetry, fiction and/or creative non-fiction, and you will be invited to reflect upon the relation between these forms. You will learn professional skills that are essential to the work of a creative writer, and begin to situate your own writing in a ‘creative commons’ of shared intellectual resource and exchange.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 128

Contact Hours: 22

Total: 150

## Assessment methods

* 1. Main assessment methods

## Seminar Participation: 20%

Reflective Journal (1,500 words): 30%

Portfolio (2,000 words or equivalent): 50%

13.2 Reassessment methods

Alternative assessment: 100% Coursework (2,000 words).

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Lectures** |  | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| **Seminar/workshop** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Seminar Participation** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Reflective Journal** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Portfolio** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |

## Inclusive module design

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The crafts and techniques involved in writing prose and poetry are similar the world over, consisting of building blocks of practice, experimentation, and extensive readings of exemplar texts. In this sense the module as a whole is entirely transferable, and easily applied to students’ writing lives, wherever they reside. The module asks students to consider their individual and collective sense of identity within their particular cultural context(s), and invites students to engage with a range of literatures in English and in other languages through techniques such as collage and translation.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New or major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |