

Creative writing in practice

Tutor: Rebecca Reynolds, Centre for Excellence in Teaching and Learning through Design (CETLD)

Code no:

No of places: 15

Time: Tuesdays 2-5pm, CETLD room, Grand Parade

Prerequisites

None. Students do not need to have tried creative writing before taking the course.

Type of unit

Eleven weekly (3-hour) sessions in Brighton.

Introduction

If you write ragdon or persent those are nothing, but write dragon or serpent and the thoughts and stories and fears and inventions and colours and stinks and softnesses and violence of human beings everywhere drag and float at the end of them like giant kites sailing from thin strings... (A.S. Byatt, *Babel Tower*). This module will explore the power and uses of creative writing for students. Its overall aim is to improve students' confidence, experience and ability to use words in a variety of creative forms.

'Creative writing' here can include poetry, prose and drama, and all writing which is not normal academic or technical writing.

Aims

Students will:

- Practise creative writing
- Explore and analyse word-object and word-image interaction
- Use a range of approaches to producing writing
- Experiment with a range of literary genres (e.g. drama, prose, poetry)

Content

The course includes these and other activities:

- Group and individual experimentation with different genres of writing
- Close reading of short extracts by different authors
- Discussions with authors
- Trying different ways of producing writing, for example, 'free writing', or using traditional story structures, or breaking prose into poetry
- Use of items in the University of Brighton Design archives (e.g. sketchbooks and cuttings) as a basis for a piece of creative writing

In early course sessions we will study short extracts from poems, novels, biographies and so on, including pieces chosen by students. We will also have workshops practising short pieces of writing, with students feeding back on each others' work in a supportive atmosphere. Sessions will also explore different stimuli to writing, such

as museum collections, images and the immediate environment. We will practise different strategies for ‘getting the words out’.

As the course progresses students will spend more time on their final assessed task, which will draw on strategies and topics covered during the course.

For the final assessed task students will produce a work which includes an extended piece of creative writing.

All tasks during the course can either be written or done in audio format.

Learning outcomes

By the end of the unit students will have:

1. Used a range of approaches to producing writing
2. Experimented with some different literary genres
3. Created a work which includes an extended piece of creative writing

Teaching and Learning Strategies

Workshops based around student work, visits to museums and archives, tutorials, sharing of work in progress and assessed task.

Indicative reading

Burroway, J.	Imaginative writing: the elements of craft (Penguin, 2007)
Short extracts from pieces of writing chosen by the tutor and students.	

Assessment:

Assessment tasks

A folder compiled during the course, containing evidence of work undertaken during study hours and during taught sessions.

A final piece of work which includes an extended piece of creative writing.

Assessment criteria

- Extent of fulfilment of learning outcomes
- Completion of course tasks
- Attendance and participation

Assessment process

Students’ assessment tasks will be marked by the course tutor, and there will be an element of peer and self-assessment.