



Universidad
de Alcalá

GUÍA DOCENTE

Creative Writing

**Máster Universitario en Enseñanza del
Inglés como Lengua Extranjera
Universidad de Alcalá**

Curso Académico 2023/24

2º cuatrimestre

GUÍA DOCENTE

Nombre de la asignatura:	Creative Writing
Código:	200408
Departamento:	Filología Moderna
Área de Conocimiento:	Filología inglesa
Carácter:	Optativa
Créditos ECTS:	4
Cuatrimestre:	2º
Profesorado:	Silvia García Hernández
Correo electrónico:	silvia.garciah@uah.es
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course stems from the belief that creative writing can bring substantial benefits in various areas of foreign language teaching. On the one hand, it is an effective means for innovative language practice in which students can express personal meaning; on the other, it creates academic benefits in terms of text analysis and comprehension, both for content and form, thus creating a nexus between reading and writing. Moreover, it can also make the language learning process enjoyable and stimulating. The course will be highly practical; students will do their own creative writing and also become familiar with numerous games and activities to develop in their classes. Since the course is taught in English and students will have to do some creative writing themselves, a high level of English is expected (at least a C1 Common European Framework).

2. AIMS

Basic and generic competences:

- Students should apply the knowledge they acquire and be able to solve problems in new or unfamiliar settings within a broader (or multidisciplinary) context related to their field of study.
- Students should possess learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.
- Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.
- Can integrate knowledge and handle the complexity of making judgments based on information that, while incomplete or limited, includes a series of reflections on the social and ethical responsibilities connected to applying knowledge and judgments.

Specific competences:

- Deepen the knowledge of the English language and perfect academic discourse, both oral and written, used in the English classroom.
- Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.
- Search, obtain, process, and communicate information (oral, printed, audiovisual, digital, or multimedia), transform it into knowledge and apply it in the teaching and learning of English as a foreign language.
- Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

Learning Outcomes

By the end of the course, participants are expected to:

- View writing as a process and a method of discovery.
- Provide an understanding of the characteristics of creative writing.
- Create a greater awareness of purpose and audience.
- Provide a framework for language analysis and writing techniques.
- Acquire practical knowledge on how to generate ideas and develop narrative and descriptive strategies to stimulate writing
- Learn about the importance of drafting, revising and evaluating writing activities.
- Provide an understanding of ways to help students overcome their fears of writing

3. MODULE CONTENTS

Units	Credits
1. Writing as a process; writing as discovery. <ul style="list-style-type: none"> • Techniques for exploratory writing: freewriting, brainstorming, listing, free association, etc. 	<ul style="list-style-type: none"> • 0.5 credits
2. Creative writing strategies <ul style="list-style-type: none"> • Particularizing events and people: narratives and descriptions • Invention and revision 	<ul style="list-style-type: none"> • 1 credit
3. Techniques to stimulate creative writing: <ul style="list-style-type: none"> • Writing creative stories • Writing poetry: playing with language 	<ul style="list-style-type: none"> • 1.5 credits

4. Creative writing projects

- Design, presentation and evaluation of different proposals to develop Foreign Language skills through the use of creative writing in real classroom contexts.

- 1 credit

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Class contact hours	12 hours
Independent study	53 hours
Tasks, activities and readings (compulsory or optional)	25 hours
Preparation of presentations in class	8 hours
Individual tutorials	2 hours

4.2. Learning activities

We will take a workshop approach to creative writing; thus, class attendance and active participation are essential. Participants will be introduced to and have the opportunity to try out a variety of exploratory writing techniques and exercises aimed at stimulating the imagination and developing writing strategies that can be used in an English classroom. They will do their own creative writing and revisions, much in the manner their students would do. Students will also design creative writing activities. There will also be opportunities for participants to share their ideas about writing and their experiments with writing. Students will leave the course with a dossier of creative writing activities for different ages and levels so they can use them later in their classes.

5. ASSESSMENT

Assessment criteria:

Given that this is a post-graduate course, a level C1 student is required to follow the course contents and complete the course assignments satisfactorily.

Students are expected to attend all the scheduled seminars. For those students who attend at least 75% of the face-to-face sessions, the assessment of the course will be continuous and based on a combination of the following elements:

- **Class participation: 20%.** This component will be assessed in terms of students' engagement in the face-to-face sessions, the quality of their contributions and their attitude.
- **Creative writing portfolio: 40%.** Analysis, design, development and assessment of creative writing activities. Each assignment will be marked independently and will add to the overall mark of the portfolio.
- **Final project: 40%.** Students will design and develop a creative writing project. The final mark for this part will be based on the submission of the written project and an oral presentation of the project in class.

Should a student, due to special and exceptional reasons, need to opt for final assessment, s/he will have to ask for permission in writing to the director of the programme of study. If permission is granted, s/he will be expected to do the portfolio written assignments (50%), and the final project (50%).

There will be a resit opportunity at the end of the second semester. This will take the form of a final project which will constitute 100% of the resit mark.

IMPORTANT:

- **Academic honesty.** Plagiarism will not be tolerated and will result in automatic failure of this course.

The guidelines set out in the regulations establishing the Rules of Coexistence of the University of Alcalá and the possible implications of any irregularities committed during these tasks, including the consequences of committing academic fraud according to the Disciplinary Regulations for Students of the University of Alcalá, must be followed at all times during the evaluation tasks.

6. BIBLIOGRAPHY

Arnold, J., Puchta, H. and Rinvolucrí, M. (2007). *Imagine That! Mental Imagery in the EFL Classroom*. Cambridge: Helbling Lang.

Baines, L., and Kunkel, A. (Eds.). (1999). *Going Bohemian: Activities that Engage Adolescents in the Art of Writing Well*. Newark, Del: International Reading Association.

Copland, F., Garton, S. and Davis, M. (eds.). (2012). *Crazy Animals and Other Activities for Teaching Young Learners*. British Council.

Holmes, V. L., and Moulton, M. R. (2001). *Writing Simple Poems: Pattern Poetry for Language Acquisition*. Cambridge: Cambridge UP.

MacLusky, J. and Cox, R. (2011). *Teaching Creative Writing in the Primary School: delight, entice, inspire!*. Berkshire: Open University Press-MacGraw Hill

Morgan, J., and Rinvolucrí, M. (1984). *Once Upon a Time. Using Stories in the Language Classroom*. Cambridge: Cambridge UP.

- Peary, A. and Hunley, T. C. (Eds.). (2015). *Creative Writing Pedagogies for the Twenty First Century*. Carbondale. Southern Illinois University Press.
- Reilly, J. and Reilly, V. (2005). *Writing with Children*. Oxford: Oxford University Press.
- Rinoluceri, M. and Frank, C. (2007). *Creative Writing*. Cambridge: Cambridge University Press.
- Smith, C. (2013) Creative Writing as an important tool in second language acquisition and practice. *Journal of Literature and Language Teaching*. Vol. 2.
- Spiro, J. (2004). *Creative Poetry Writing*. Oxford: Oxford University Press.
- Viète. R. (2011) Crafting New Possibilities for Self: The Ethics of Teaching, Creative Writing in EFL. In *Voices, Identities, Negotiations and conflicts: Writing Academic English across Cultures, Studies in Writing*. Vol. 22, 3-21.
- Wajnryb, R. (2003). *Stories. Narrative Activities in the Language Classroom*. Cambridge: Cambridge University Press.
- Wilcox, A. (2018). *Descriptosaurus: Supportive Creative Writing for Ages 8-14*. Third edition. London and New York: Routledge.
- Wright, A. (1997). *Creating Stories with Children*. Oxford: Oxford University Press.
- Zhao, Y. (2015). *Second Language Creative Writers: Identities and Writing Processes*. Bristol, Buffalo, Toronto: Multilingual Matters.

Websites

PIZZAZ!: an online resource with simple creative writing and oral storytelling activities for use with students of all ages.

<http://darkwing.uoregon.edu/~leslieob/pizzaz.html>

Do-it-yourself-comics

<http://pixton.com/es/create>

Teaching Ideas. Creative Writing

<http://www.teachingideas.co.uk/english/creative.htm>