



Universidad  
de Alcalá

# GUÍA DOCENTE

## **Creative Writing**

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

**Curso Académico 2024/25**  
**2º cuatrimestre**

## GUÍA DOCENTE

Nombre de la asignatura:	<b>Creative Writing</b>
Código:	<b>200408</b>
Titulación en la que se imparte:	<b>Máster Universitario en Enseñanza del Inglés como Lengua Extranjera</b>
Departamento y Área de Conocimiento:	<b>Filología Moderna, Filología Inglesa</b>
Carácter:	<b>Optativa</b>
Créditos ECTS:	<b>4</b>
Curso y Cuatrimestre:	<b>Primer curso, Segundo cuatrimestre</b>
Profesorado:	<b>Silvia García Hernández silvia.garciah@uah.es</b>
Horario de tutoría:	<b>Previa petición de hora</b>
Idioma en el que se imparte:	<b>Inglés</b>

### 1. PRESENTATION

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. COMPETENCES AND LEARNING OUTCOMES

#### Basic and generic competences:

CB7: 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.

CB10: Students should possess learning skills that will enable them to continue studying in a largely self-directed or autonomous manner.

CG2: Apply the knowledge acquired in new or unfamiliar settings within broader contexts (or multidisciplinary ones) related to the teaching of English.

CG3: 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.

### Transversal competences

C1 – Communicative competence in English.

C2 – Ability to think critically

C3 – Manage bibliographic resources

### Specific competences:

CE1.3: Deepen the knowledge of the English language and perfect academic discourse, both oral and written, used in the English classroom.

CE4.1: Participate in debates and group activities related to teaching the English language while developing the ability to think critically and for oneself.

CE5.1: 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.

CE5.4: Pursue ongoing training as teaching professionals by using a suitable bibliography, participating in courses, attending conferences, etc.

### Learning Outcomes:

This course is based on the idea that creative writing can be very beneficial for different aspects of foreign language teaching. On the one hand, it is an effective medium for an innovative approach to teaching through which learners can express themselves in a personal way. On the other hand, it creates a habit of analysing and understanding texts, both in relation to content and form, thus creating a link between writing and reading. Finally, it contributes to making the learning process more motivating and satisfying.

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

#### Knowledge

- View writing as a process and a method of discovery.
- Provide an understanding of the characteristics of creative writing.
- 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.

## Competences

- Provide a framework for language analysis and writing techniques.
- Provide an understanding of ways to help students overcome their fears of writing

## Skills

- Create a greater awareness of purpose and audience.
- Promote a positive learning environment.

## 3. MODULE CONTENTS

Units	Credits
<b>1. Writing as a process; writing as discovery.</b> <ul style="list-style-type: none"> <li>• Techniques for exploratory writing: freewriting, brainstorming, listing, free association, etc.</li> <li>• Writers and the writing process</li> </ul>	<ul style="list-style-type: none"> <li>• 0.5 credits</li> </ul>
<b>2. Creative writing strategies</b> <ul style="list-style-type: none"> <li>• Particularizing events and people: narratives and descriptions</li> <li>• Invention and revision</li> </ul>	<ul style="list-style-type: none"> <li>• 1 credit</li> </ul>
<b>3. Techniques to stimulate creative writing:</b> <ul style="list-style-type: none"> <li>• Writing creative stories</li> <li>• Writing poetry: playing with language</li> </ul>	<ul style="list-style-type: none"> <li>• 1.5 credits</li> </ul>
<b>4. Creative writing projects</b> <ul style="list-style-type: none"> <li>• Design, presentation and evaluation of different proposals to develop Foreign Language skills through the use of creative writing in real classroom contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• 1 credit</li> </ul>

## 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. Methodologies, materials and teaching resources

Methodologies	Materials and didactic resources
Classroom presentations	Digital presentations, individual and group work, reading articles and information on Blackboard or class handouts
Resolution of questions and doubts	Blackboard activities and forums, group discussions, problem-solving activities, peer assessment techniques
Problem-solving modelling	Classroom presentations and debates, both group discussions in class and online forums on Blackboard, micro-teaching activities, problem-solving activities, peer assessment techniques

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.

### Continuous Assessment:

The entire evaluation process will be inspired by the continuous assessment of the student, in such a way that the acquisition of both the contents and the skills of the subject is guaranteed. The evaluation is adapted to the UAH normative on evaluation of the learning.

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.

### Final Assessment:

Students may opt for final assessment for several reasons that will be assessed on a case-by-case basis: the completion of work placements, work obligations, family obligations, health reasons and disability. The fact of studying part-time does not in itself confer the right to opt for final assessment.

In order to opt for final assessment, Master's degree students must apply in writing to the director of the Master's degree within the first two weeks of the course, explaining the reasons that prevent them from following the continuous assessment system. In the case of those students who, for justified reasons, have not formalised their enrolment on the starting date of the course or of the period in which the subject is taught, the period indicated will begin to be calculated from the date of their incorporation to the degree course. The Master's Director must assess the circumstances alleged by the student and make a reasoned decision. If 15 working days have passed without the student having received an express written response to their request, it will be understood that the request has been accepted.

If permission is granted, assessment will be based on the following elements:

- **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 presentation: 20%.** Oral presentation of the project

- **Written final project: 40%.** Students will design and develop a creative writing project.

### Extraordinary sitting:

There will be a resit opportunity at the end of the second semester for students of both continuous and final assessment. This will take the form of a final project which will constitute 100% of the resit mark.

### IMPORTANT:

- **Academic honesty.** Plagiarism or the use of AI tools will not be tolerated and will result in the 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

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