



# **Master of Arts**

Programme Specification and Unit Descriptors

## **Creative Writing and Publishing**

## Contents

Programme Specification.....	3
Unit Descriptors .....	16

## Programme Specification

Programme Summary		
<b>Awarding body</b>	University of Sussex	
<b>Teaching institution</b>	West Dean College	
<b>Programme title</b>	Creative Writing and Publishing	
<b>Final award / FHEQ level</b>	Master's Degree / Level 7	
<b>Mode of study</b>	Part-time block delivery	
<b>Subject leader</b>	Dr Mark Radcliffe	
<b>External reference points/ benchmarks</b>	<p>The UK Quality Code for Higher Education Chapter A1 Qualification Descriptor Level 7</p> <p>QAA Subject Benchmark Statements for Creative Writing are currently “under consideration or in development”</p>	
<b>Criteria for admission to the programme</b>	<p>The following qualifications will be considered for entry on to the MA in Creative Writing and Publishing programme:</p> <ul style="list-style-type: none"> <li>• A good Honours Degree or equivalent qualification in English Literature or Language or a related discipline</li> <li>• Relevant work experience in a related field which demonstrates the ability to study at postgraduate level</li> <li>• Portfolio showing evidence of current practical work and related development and an appropriate level of engagement with current debates in the publishing industry</li> </ul> <p>English language: CEFR (Common European Framework of Reference for Languages) Level B2 or IELTS 6.5</p>	
<b>External Examiner</b>	<b>Name</b>	<b>Date tenure expires</b>
	David Swann	30 September 2019

## Programme Aims

### Practical

- Provide facilities and support through which students can further develop their skills and fluency to an advanced level as accomplished creative writing practitioners, gaining a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- Provide access to facilities, workshops and expertise for the development of work relating to the individual student's approach and intentions
- Develop practical understanding of how established techniques of research and enquiry are used and demonstrate originality in the application and transformation of source material

### Theoretical

- Encourage innovative approaches to writing and publishing through which conceptual ideas are tested and informed by experimentation and practical research in writing and other creative disciplines
- Provide a stimulating environment of theoretical enquiry, which encourages critical evaluation and advanced scholarship and practice in creative writing and publishing
- Foster a climate of critical debate within which theoretical, cultural, historical, philosophical and interdisciplinary perspectives are explored, compared and utilised in order to develop objectivity skills essential to creative writing practice

### Professional

- Evaluate methodologies relating to writing and publishing practice and, where appropriate, propose new and original strategies
- Consolidate a systematic understanding of knowledge and critical awareness of current problems and/or new insights in current writing and publishing practice
- Consolidate students' aptitude for professional practice, research and employment by encouraging independence and self-management in addressing problems, as well as planning and implementing projects
- Educate students to possess independence, self-reliance, as well as promotional enterprise skills, motivated toward future learning, practice or employment

## Learning Outcomes

On successful completion of the programme a student should be able to:

1. Ideas and Intentions – Evidence and deploy a comprehensive understanding of a variety of approaches to creative writing and publishing research and practice.
2. Innovation and Creativity – Demonstrate an objective critical awareness of how diverse resources for creative writing and publishing practice and research are incorporated and evaluated in their own work
3. Contextual Knowledge – Demonstrate a critical understanding of their own work, and the work of other students and practitioners, in the broader context of the current environment, its theory and critical discourse
4. Conceptual Understanding – Apply an advanced understanding of the synthesis between objective analysis and creativity in relation to practice
5. Communication – Demonstrate advanced scholarship and confidence in both writing and other methods for articulating considered ideas and objective analysis to other writers and practitioners from other disciplines
6. Independence and Self-Management – Demonstrate advanced decision-making and organisational skills in independent study through the application of accrued knowledge and considered use of resources. Create a functioning author profile in the public domain.

### **Alignment to External Reference Points**

The Subject Leader and tutors are all members of nationally recognised professional bodies and organisations, including The Society of Authors (SoA), Alliance of Independent Authors (ALLI), English PEN, The Crime Writers' Association (CWA) and National Union of Journalists (NUJ). All tutors have extensive creative writing and publishing experience, contribute features and articles to journals, magazines and national press and are engaged, as authors, with the community. The Programme Leader and all core tutors have postgraduate qualifications and substantial undergraduate and postgraduate teaching experience. Programme Leader, Martine McDonagh has 30 years' experience of artist management, working with musicians, songwriters and other artists to build successful international careers. As a published author, she has a special interest in shared aspects of the music and publishing industries, in terms of creative process, artist development and industry practice.

Tutors are recipients of numerous awards and nominations, e.g. Mary Higgins Clark Award, Theakston's Old Peculiar Crime Novel of the Year, The People's Book Prize for Fiction, Sainsbury's eBook of the year, Booker Prize and RSA First Novel Award.

Core tutors have been recipients of Arts Council England's Grants for the Arts funding support. Visiting tutors and guests are established and award winning publishing industry professionals. The course has strong professional links with publisher Myriad Editions through First Fictions literary festival and the Writer's Retreat Competition held at West Dean College.

## Programme Structure

All units in each year run concurrently over 36 weeks. In each year, the Programme has six 3-day intensive study blocks held once every five weeks during which students attend workshops, seminars and feedback sessions at the College and engage with tutors, their student peer-group, students from other disciplines, professional authors and other industry professionals. Each study block is designed to provide students with techniques, skills and knowledge which may be applied to their individual practice when away from West Dean in order to develop a professional approach to working and each study block is designed to support all the concurrently running units.

Year 1							
Semester 1(18 weeks)				Semester 2(18 weeks)			
	Christmas Vacation		Mid-year Review		Easter Vacation		Summer Assessment
MACW-1 - Authorial Practice 1: Writing a first draft - 40 credits							
MACW-2 - Authorial Practice 2: Critical analysis - 20 Credits							
MACW-3 - Interdisciplinary Practice - 20 Credits							

Year 2							
Semester 1(18 weeks)				Semester 2(18 weeks)			
	Christmas Vacation		Mid-year Review		Easter Vacation		Final Assessment
MACW-4 - Authorial Practice 3: Editorial and Revision - 50 credits							
MACW-5 - Professional Publishing Practice - 50 Credits							

## PROGRAMME CONTENT

### Year 1:

#### **MACW1, MACW2, MACW3**

- Place and Time
- Transforming Material
- Finding the Plot
- Whose Story Is It?
- Experimenting with Narrative
- Experimenting with Style
- Independent study and tutorials
- End of year interdisciplinary event

### Year 2:

#### **MACW4**

- Rewrites, redrafts, revisions
- Independent study and tutorials

#### **MACW5**

- Approaches to publication
- Marketing strategies
- Building an author platform
- Promotional strategies
- Publishing and beyond
- Independent study and tutorials
- Anthology publication and launch

## Distinctive Programme Features

The programme is designed to advance students' capacities in practical, theoretical and professional domains, through the development of immersive independent and collaborative study, leading to the consolidation and realisation of a sustainable professional artistic practice.

In year one, students focus on building a portfolio of written work that demonstrates the use of experimentation and study within a framework of clear methodology, analysis and intent, to create the first draft of a novel. Workshops include collaboration with students and staff from other departments, such as Visual Arts and Clock-making, in scheduled interdisciplinary sessions.



In year two, students develop their work further through the application of advanced revision and editorial skills and techniques. Practical experience of the publishing process is acquired through the production of a West Dean anthology, featuring students' first chapters and published via Edward James's imprint, The James Press.

The programme makes use of the historic house, its archive and extensive grounds in exploring site-specific work and its application. The unique setting at West Dean, with its history of literary and publishing experimentation offers a stimulating and inspiring environment for writers. Its facilities provide an opportunity for collaborative and immersive atelier-style working.

Ongoing exposure to prominent visiting guests and tutors, writers-in residence and publishing professionals provides students with a realistic context for the development of their own professional practice within the publishing industry.

### **Learning and Teaching – methods and strategy**

“Right now, I think we need writers who know the difference between the production of a market commodity and the practice of an art.”

#### **Ursula K. Le Guin at the National Book Awards 2014**

This programme aims to employ a mix of traditional and experimental approaches to writing and publishing to encourage and support writers at West Dean as they explore and develop their own creative process.

Education about the publishing process, and the author's relationship to the publishing industry in general, aims to empower students, both through consideration of current practice and through investigative research of existing and emerging opportunities.

The Learning and Teaching Methods seek to reflect the rationale, aims and learning outcomes of the programme and engage the active participation of a committed group of academic staff and students within practice and text-based academic frameworks. The methods support the practical and scholarly work required at Level 7 of the QAA Quality Code.

#### **Independent study**

This MA progresses through three stages: the student writes a first draft of a novel, revises it to bring it closer to a publishable standard, and learns about the process of publishing itself through direct experience. The teaching approach allows for a high level of student autonomy and self-direction. Students are expected to be self-motivated and to manage their own agreed programme of work. They are also required to work as part of a team and are encouraged to engage in group and peer co-operation, collaboration and support. Extensive, appropriate reading is expected, as is

effective use of learning resources (including Library and IT services), both within and outside the College, for research purposes.

Negotiated learning is central to the MA. It is practised through individual feedback sessions with tutors to discuss monthly submissions, during which the student and academic staff negotiate and agree upon how work will proceed. Other negotiated learning takes place through working in interdisciplinary workshops with students and staff in other departments at West Dean, and also through collaborative publishing experience.

Students are encouraged to develop both self-reliance and group co-operation to a professional standard, and the positive attitude to lifelong learning that is essential in a career as an author.

### **Evaluation and Assessment**

A number of different approaches to evaluation and assessment are used to inform learning and teaching. Tutors give written and oral feedback on each scheduled submission of work, addressing learning outcomes as appropriate, at the start of each study block. We use a series of post study block summative submissions to ensure that students are supported in an on-going and individualised way as they work on the draft of their novel. Written feedback is given in addition to scheduled tutorials. Peer evaluation of students' progress is also employed, with fellow students giving and receiving constructive criticism in order to develop a self-awareness and self-critical attitude to their work. Summative assessment takes place at the end of each year of the course.

### **Workshops and Group Critiques**

Practical teaching is delivered through demonstration, analysis of published texts, tutor review, peer review, experimentation, workshops and group discussion. Workshops and group critiques allow students the opportunity to learn, practise and adapt skills, while gaining valuable insight into collaborative learning and decision-making. All students are encouraged to engage in critical reflection and judgement, offering considered and constructive criticism of the work of their peers.

### **Lectures and Seminars**

A programme of lectures and seminars provide specialist input for students, introducing and reinforcing knowledge of theoretical, historical and critical concerns that inform contemporary practice. Lectures are designed to reflect and further inform students' work, emphasising the key relationship between theory and practice. A range of important themes, ideas and techniques are presented throughout, generating a stimulating climate of exploration and debate. Seminar sessions provide an opportunity for ideas and understanding to be further developed through discussion and collaboration between peers, tutors and guest speakers (including visiting authors, professionals, etc.).

### **Individual Tutorials**

Tutorials are an important point of ongoing contact between staff and students. One-to-one sessions aim to foster a climate in which a student-led, in-depth discussion of an individual's development can take place. Feedback and research tutorials occur on the first day of each block of study, monthly during the second half of Semester 2, and at other times if requested by staff / student. Individual personal tutorials are scheduled twice per Semester.

### **Professional Practice**

The course is structured to follow the professional writing cycle from first draft to publication, during which students are encouraged to develop their own professional approach to writing and publishing practice. All tutors on the MA are authors currently working with agents, editors and publishers and are fully engaged with the publishing process from presentation of manuscript to post publication promotional and marketing activity. In addition, students have regular contact with visiting professionals (editors, agents, self-published authors etc.) working within the publishing industry.

### **IT skills**

Familiarity with common information technology skills is assumed. Students are introduced to aspects of specific relevant IT programmes, such as InDesign and WordPress and are encouraged to develop essential technology-related skills in support of their individual career plans and collaborative work.

### **Learning Support**

Students can seek support in relation to language training, study and research skills, including the use of the College Library. There is also provision for English language support and learning difficulties (such as dyslexia).

## **Practical Experience & Work Placement**

### **Literary events include:**

- First Fictions Festival
- Writer's Retreat Competition
- Anthology Launch Event
- Interdisciplinary Event
- Competitions nationwide.

Students are encouraged to attend literary events outside the college and to submit work to competitions and publications as an aid to building their profile as an author.

The first chapter of each student novel is submitted to and published in a collaboratively produced anthology, published by The James Press. Students are required to work as a team producing and publishing this anthology.

Students take part in a public event at the end of the second year to launch and promote the anthology, which involves reading their work and answering audience questions.

### **Assignments and assessment – methods and strategy**

- Work is assessed on a continuous basis by at least two supervisors (normally the programme leader and a programme tutor). This assessment is fed to students informally on an ongoing basis through tutorial feedback and discussion and formally at assessment and review points
- Due to the holistic nature of the work undertaken on the Creative Writing and Publishing course summative assessment occurs at the end of each year of study. Written formative feedback is provided at review points each term and supported by regular written and oral tutorial feedback on an ongoing basis.
- Work is assessed independently and graded according to the unit assessment criteria
- All unit assessment is formalised as grades on a scale of 1-4 as set out in the assessment definitions. Final awards are graded Distinction, Pass or Fail.
- Assessment is reviewed and moderated by the external examiner

Students are assessed on 80 credits in year 1 and 100 credits in year 2 thus there is a weighting toward the work they are producing at the end of the programme.

## **Student Support, Information and Resources**

### **Academic Support and Resources**

#### **Tutorial support**

Each student has a personal tutor who, in some, but not all, cases is their Programme Leader. Tutorial support beyond the delivery of the programme curriculum is intended to foster a climate in which in-depth discussion of individual progress and development can take place. Tutorials take place twice per Semester. Additional tutorials may be scheduled at the request of either staff or students and provide an opportunity to ensure that students' progress and general welfare can be monitored and supported.

#### **Library**

Students have access to a specialist Art and Conservation library. The Library is open 9.00am-5pm weekdays with Library staff on duty within these times, but it is also accessible outside of these hours during evenings and weekends. It has 1,600 items (books, journals, e-books, e-journals and audio-visual materials) and subscribes to 98 periodicals and a number of specialist electronic databases. The Library catalogue can be accessed remotely online.

The Library also provides a range of support and a quality service for students who are not based at West Dean College. While some of our resources and facilities are local in nature, where applicable we highlight alternative options for part time students. Core information on accessing Library services and resources is covered in our extensive Library pages on the VLE – Canvas.

#### **Study Skills Support**

West Dean College offers Study Skills support for Diploma and Degree students. This support is optional and comprises bookable one-to-one 30 minute sessions available on Wednesday afternoons in term time (and during the summer break for students working on dissertations).

The sessions can provide individual support in the following areas:

- Time management and organisation
- Effective reading and note-taking: planning your reading; formats for note-taking and organisation

- Effective writing skills: the writing process; structure and organisation; academic style; clarity; cohesion; types of document (essays; reports; artists' statements; journals; dissertations); proof-reading and editing
- Feedback on your written work
- Effective presentations: organisation and structure; preparing slides; presentation skills
- English language support for international students.

Students may attend sessions on a regular basis (weekly) or from time to time when specific support is required.

Research skills workshops are available by appointment with the Librarian these include: Literature searching: Using Library Catalogues, Searching Specialist Literature and Image Databases and Electronic Resources in Conservation.

### **IT support**

Students have access to IT facilities in a dedicated Computer Suite and the Library. Each student is allocated a West Dean College network account with a personal login, email address and allocated file storage. Students also have access to a virtual learning environment that supports students and provides access to important and helpful information about programmes of study and the facilities and resources available to students. Online submission of assignments is available on the virtual learning environment. IT staff introduce students to the IT facilities during the induction period at the beginning of the academic year and provide support to students as and when required.

### **Programme-specific resources**

Programmes are delivered in dedicated workshops and studios. Each workshop is provided with equipment specific to the discipline, which is under continual review in respect both of its suitability for its purpose, and of health and safety requirements. Tutors are encouraged to bid for new equipment at any time, and funding is allocated by negotiation with the Director of Education. There are also common lecture rooms and workshops used by all programmes.

The workshops have the backup of a team of technicians and a Workshop Manager. They carry out the maintenance of most equipment and providing day-to-day technical backup for all students and staff.

**Short courses**

Students are encouraged to take part in an extensive and varied programme of short courses at West Dean, and all full-time students are entitled to participate, free of charge, in a specified number of short courses in each academic year.

**Student support and guidance**

The College endeavours to ensure the welfare of all its students. A professional counselling service is offered to students individually, by appointment, at specified times and connections can be made with other specialist support services outside the College wherever necessary. The students' views are sought with regards to the pastoral and welfare provision through the Student Association. The President of the Association reports to the Chair of the Academic Board on a termly basis on academic and non-academic issues.

The obstruction of a student's academic progress is avoided wherever possible. If a significant period of absence from study is unavoidable due to illness or other circumstances, the option to intermit is generally available.

The College acknowledges the importance of students having access to appropriate advice and guidance on the careers and opportunities available to them following graduation. Professional and business skills seminars are arranged during the spring term covering CVs and letters of application, interview techniques, time management, self-employment and finance. The College acknowledges the importance of students having access to appropriate advice and guidance on the careers and opportunities available to them following graduation. Employability skills seminars are incorporated into the course, including preparation of CVs, letters of application and interview techniques.

**Methods for Evaluating and Improving the Quality and Standards of Learning**

West Dean College is quality assured by the Office for Students, through the designated quality body, the QAA.

The College operates an annual monitoring process to ensure ongoing enhancement of its courses. Recommendations and feedback from external examiners, programme advisors and students (via an annual questionnaire) are incorporated into course, school, college and institution level action plans. Implementation of these action plans is monitored through a committee structure, incorporating student representation, at both Conservation School and College levels.

The programme has an external examiner who visits twice a year.

## Unit Descriptors

Unit Title	Authorial Practice I: Writing a first draft
Unit Code	MACW-I
Level	7
Duration	36 weeks
Credit Value	40
Total Learning Hours	400

Date of first approval	June 2015
Date of this version	October 2018

### Unit Aims

1. To enable the development of practical, analytical and creative writing skills to an advanced level
2. To promote an understanding of current and historical practice in relation to authorship and publishing
3. To foster and develop the unique authentic creative authorial voice of each student through synthesis of applied theory and creative skills
4. To provide a broad understanding of technical aspects of writing together with the vocabulary and confidence to discuss them
5. To work independently and collaboratively on a range of creative and analytical tasks
6. To enable the development of research techniques and the evaluation and application of sourced information

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate an understanding of their own practice in the context of current authorship and publishing practice and offer a contextual evaluation of it
- LO2 Demonstrate an understanding and application of advanced authorial techniques and practice
- LO3 Demonstrate an ability to gather and evaluate researched material
- LO4 Show a development of ideas through application of researched material
- LO5 Offer an independent objective analysis of own work and the work of others



- LO6 Demonstrate an ability to process third-party analysis and synthesise into own work and development of own critical skills
- LO7 Offer a clear written and verbal presentation of their decision-making process in developing a cohesive narrative

## Content

This unit will consist of independent study, lectures, skills seminars, individual and group feedback sessions, and guest talks. Students explore varied approaches to creative development and practice through reference to recommended course texts and the experience of established practitioners, leading to the submission of a 45-60,000 word first draft of a novel.

## Teaching and Learning Methods

No. of hours scheduled activity	40
No. of hours independent activity	360
Comprising: <ul style="list-style-type: none"> <li>– Lectures</li> <li>– Seminars</li> <li>– Group discussions</li> <li>– Individual tutorials and feedback sessions</li> <li>– Practitioner guest visits</li> </ul> On site sessions will be supported by guided learning tasks, reading and independent study undertaken off site.	

## Assessment Requirements

	% of assessment
Portfolio comprising complete first draft of novel (45-60,000 words)	60% (week 30) Year I
Practical skills assessment comprising incorporation of specific skills and techniques and researched material into portfolio	30% (week 30) Year I
Oral presentation of work in individual and group feedback sessions	10% (week 23) Year I
<b>Comprising:</b> <ul style="list-style-type: none"> <li>– Participation in lectures, seminars, group discussions and other programmed sessions</li> <li>– Written and oral presentation of monthly 3,000 word submissions</li> <li>– Independent working and self-evaluation</li> </ul>	

- Collaborative working and peer-group feedback sessions
- Submission of first draft of novel (45-60,000 words)

A detailed assignment brief will be provided at the beginning of the unit.

### Assessment Criteria

Category			LO
<b>Practical</b>	Ideas and Intentions	Ideas test and inform the creative limitations and boundaries of the work	1,2,4,7
	Materials and Methods	Awareness of techniques and employment of those appropriate to task; organisation of work and handling of researched material	1,2,3,4
	Innovation and Creativity	Demonstration of independent critical insight and originality of thought in development of writing style and narrative	2,5,6,7
<b>Theoretical</b>	Contextual Knowledge	Demonstrated understanding of how individual work fits within the broader context of current and historical theory and practice	1,2
	Conceptual Understanding	Degree of critical reflection and self-assessment; recognition of the limits of knowledge in relation to artistic ambition	5,6,7
	Research and Enquiry	Employment of a range of apposite and proportionate research methods which contribute to understanding of appropriate sources and evaluation of their relative merits in the support of an advanced argument; demonstration of relevant extensive reading	2,3,4,6,7
<b>Professional</b>	Communication	Efficacy of verbal skills and writing ability in the organisation, presentation and communication of ideas and criticism	4,5,6,7

	Professional Standards	Evidence of professionalism in conduct and communication of intent; use of IT software, presentation of work	1,5,7
	Independence & Self-Management	Time management and planning; ability to meet deadlines	1,2,7

### Indicative Reading

Extensive reading is an essential factor in writing development and students are expected to be able to discuss their ongoing reading practice and its relevance to their own work. Students are expected to attend literary events and other relevant talks, symposia etc., as well as keeping up to date with professional developments through trade press and other media.

Aristotle. *Poetics* (Penguin Classics, 1996)

Booker, C. *The Basic Seven Plots: why we tell stories* (Continuum, 2010)

Cowan, A. *The Art of Writing Fiction* (Longman, 2011)

Doughty, L. *A Novel in a Year* (Pocket Books, 2008)

Goldberg, N. *Writing Down the Bones: Freeing the Writer Within* (Shambala, 1986)

Kelman, J. *How Late it was, How Late* (Vintage, 1998)

King, S. *On Writing*. (Hodder and Stoughton, 2001)

Kundera, M. *The Art of the Novel*. (Faber and Faber, 2005)

McKee, R. *Story: substance, structure, style, and the principles of screenwriting* (Harper Collins, 1997)

Nothomb, A. *Hygiene and the Assassin* (Europe Editions, 2010)

### Journals:

*MsLexia*. Newcastle Upon Tyne: MsLexia Publications Limited - Quarterly

*The Paris Review*. New York: The Paris Review Foundation – Quarterly

Unit Title	Authorial Practice 2: Critical analysis
Unit Code	MACW-2
Level	7
Duration	36 weeks
Credit Value	20
Total Learning Hours	200

Date of first approval	June 2015
Date of this version	October 2018

### Unit Aims

1. To enable the development of practical, analytical and creative skills to an advanced level
2. To foster an approach to the giving and receiving of criticism, which is clear, constructive and appropriate
3. To develop the unique authentic creative authorial voice of each student through experimentation with and application of objective appraisal of their own work and the work of others
4. To provide a broad understanding of technical aspects of writing together with the vocabulary and confidence to discuss them
5. To work independently and collaboratively on a range of creative and analytical tasks
6. To encourage the student to process received constructive feedback and synthesise with their own ideas and those formed as a result of their research

### Learning Outcomes

On successful completion of this unit a successful student should be able to:

- LO1 Demonstrate an understanding and application of advanced analytical skills in the context of current theory and practice
- LO2 Offer clear, constructive, written and verbal criticism of general and specific aspects of aspects of own work and work of others, with suggestions for viable alternative approaches, which demonstrate a clear understanding of advanced authorial techniques
- LO3 Analyse and evaluate different working practices and synthesise into own practice
- LO4 Listen to, evaluate and process feedback from others and evaluate own decision-making process in the incorporation or rejection of given suggestions
- LO5 Show a development of ideas through critical analysis of researched material

## Content

Critical and analytical skills are an intrinsic part of creative writing and publishing practice and as such are not taught separately, but incorporated into every aspect of the course. Students develop the core skill of objective analysis through the appraisal of their own work and the work of their peers, the study of published texts and research into broader authorial and publishing practice. The ability to listen, evaluate and apply critical feedback from peers, staff and others is key to the writer's development of an analytical approach to their own work.

## Teaching and Learning Methods

No. of hours scheduled activity	20
No. of hours independent activity	180
<b>Comprising:</b> <ul style="list-style-type: none"><li>– Lectures</li><li>– Seminars</li><li>– Group discussions and feedback sessions</li><li>– Individual tutorials and feedback sessions</li><li>– Interdisciplinary workshops</li><li>– Practitioner guest visits</li></ul> <p>On site sessions will be supported by guided learning tasks, reading and independent study undertaken off site.</p>	

## Assessment Requirements

	% of assessment
Portfolio comprising written critical commentary showing development and analysis of first draft	70% (week 30) Year I
Oral Presentation comprising self- and peer-evaluation in individual and group feedback sessions	30% (week 23) Year I
<b>Comprising:</b> <ul style="list-style-type: none"><li>– Participation in lectures, seminars and other programmed sessions</li><li>– Delivery of written commentary showing analysis of and intent behind monthly 3,000 word submissions</li><li>– Written and oral self- and peer-evaluation in individual and group feedback sessions</li></ul> <p>A detailed assignment brief will provided at the beginning of the unit.</p>	

## Assessment Criteria

Category			LO
<b>Practical</b>	Ideas and Intentions	Clear and consistent understanding of intent of both author and critic through critical appraisal	1,2,3,4
	Materials and Methods	Application of appropriate forms of written and verbal presentation of analysis	1,2
	Innovation and Creativity	Demonstration of independent critical insight and originality of thought in development and application of objective analytical viewpoint	2,3,4
<b>Theoretical</b>	Contextual Knowledge	Understanding of historical and theoretical contexts for individual concerns and ability to employ knowledge to support arguments for change	1,2
	Conceptual Understanding	Degree of critical reflection and self-assessment; recognition of the limits of knowledge in relation to ambition of work; application of theoretical and ethical perspectives towards the individuals own practice and that of others	1,2,3,4,5
	Research and Enquiry	Ability to make critical decisions informed by developed research and analysis	3,4,5
<b>Professional</b>	Communication	Clarity and consistency in the organisation and communication of ideas	2,3,4,5,
	Professional Standards	Evidence of professionalism in the clear and consistent presentation of ideas and consideration of criticism	1,2,3,4,5
	Independence & Self-Management	Professional approach to time management and deadlines	1,2,4

## **Indicative Reading**

Extensive reading is an essential factor in writing development and students are expected to be able to discuss their ongoing reading practice and its relevance to their own work. Students are expected to attend literary events and other relevant talks, symposia etc., as well as keeping up to date with professional developments through trade press and other media.

Brande, D. *Becoming a Writer* (Papermac, 1993)

Mullan, J. *How Novels Work* (Oxford University Press, 2007)

Wood, J. *How Fiction Works* (Vintage, 2009)

Unit Title	Interdisciplinary Practice
Unit Code	MACW-3
Level	7
Duration	36 weeks
Credit Value	20 credits
Total Learning Hours	200

Date of first approval	June 2015
Date of this version	October 2018

### Unit Aims

1. To provide the student with an opportunity to experience and experiment with new approaches to creative practice
2. To encourage the evaluation, synthesis and application of new methods and information to ongoing projects
3. To develop the unique authentic creative authorial voice of each student through objective appraisal of their own work and the work of others in the light of an altered context
4. To foster the development of a vocabulary and confidence to discuss work with practitioners of other creative disciplines

### Learning Outcomes

On completion of this unit a successful student should be able to:

- LO1 Demonstrate an ability to collaborate with practitioners working in other creative disciplines and communicate verbally and in writing how varying approaches impact on own practice
- LO2 Evaluate the impact of collaborative working with artists in other disciplines on the development of own analytical and technical skills
- LO3 Experiment with and evaluate new approaches to working and synthesise into own practice
- LO4 Demonstrate a broadened field of research and interest and evaluate this in the context of assimilation into own practice



## Content

This unit will consist of a series of collaborative workshops jointly hosted by the Visual Arts and Creative Writing departments, in which creative writing students work closely with students from other disciplines from across all disciplines at West Dean. Workshops are designed to foster experimentation and sharing of different approaches to creative practice in general and applications of written work in particular. Themed practice allows for the close examination of subject matter and research opportunities usually unavailable to writers.

## Teaching and Learning Methods

No. of hours scheduled activity	21
No. of hours independent activity	179
Comprising: <ul style="list-style-type: none"><li>- Collaborative interdisciplinary workshops with practitioners in other creative disciplines</li><li>- Group discussion</li><li>- Practitioner guest visits</li></ul> <p>On site sessions will be supported by guided learning tasks, reading and independent study undertaken off site.</p>	

## Assessment Requirements

	% of assessment
Written coursework assessment comprises work produced in collaboration with students from other disciplines	25% (Week 30) Year I
Portfolio assessment comprises application of interdisciplinary work to individual creative practice (first draft)	25% (Week 30) Year I
Practical skills assessment comprises participation in Interdisciplinary Workshops	25% (Week 30) Year I
Oral Presentation comprises joint presentation of collaborative work with students from other disciplines	25% (Week 30) Year I
Comprising <ul style="list-style-type: none"><li>– Participation in Interdisciplinary workshops</li><li>– Participation in group discussions</li><li>– Presentation of collaborative work</li><li>– Application of interdisciplinary research and work to individual creative practice</li><li>– Submission of a portfolio of work produced through interdisciplinary collaborative practice</li></ul>	

A detailed assignment brief will be provided at the beginning of the unit.

### Assessment Criteria

Category		Demonstrated through	LO
<b>Practical</b>	Ideas and Intentions	Ideas test and inform the creative limitations and boundaries of individual and collaborative practice	1,3
	Materials and Methods	Materials, media and techniques are used with the prospect of advancing knowledge and refining skills to a high level. Innovative lines of enquiry are employed demonstrating a comprehensive understanding of techniques available to personal research and advanced scholarship	1,2,3
	Innovation and Creativity	Demonstration of independent critical insight and originality of thought in development of collaborative and individual work	2,3,4
<b>Theoretical</b>	Contextual Knowledge	Understanding and evaluation of historical and theoretical contexts outside the sphere of creative writing and publishing	2,4
	Conceptual Understanding	Degree of critical reflection and self-assessment; recognition of the limits of research appropriation in relation to ambition of writing process	2,3,4
	Research and Enquiry	Employment of a range of research methods which contribute to understanding of their relative	2,3,4

		merits in the support of an advanced argument; effective use of learning resources (Library, IT) utilisation of research to be apposite and proportionate	
<b>Professional</b>	Communication	There is evidence of ability to deal with complex issues both systematically and creatively, to make sound judgements and to communicate clearly and fluently	1,2,3,4
	Professional Standards	Evidence of professionalism in close collaborative creative working and information sharing	1,3,4
	Independence & Self-Management	The ability to evaluate and apply new techniques, methods and information to individual creative work	1,2,3,4

### Indicative Reading

Extensive reading is an essential factor in writing development and students are expected to be able to discuss their ongoing reading practice and its relevance to their own work. Students are expected to attend literary events and other relevant talks, symposia etc., as well as keeping up to date with professional developments through trade press and other media.

Barthes, Roland (trans. Briggs, Kate) *The Preparation of the Novel* (Columbia University Press, 2011)

Berger, J. *Ways of Seeing* (Penguin, 1972)

Breton, André *Nadja* (Penguin, 1999) [Lib Ref: 843.912 BRE]

Carrington, Leonora *The Hearing Trumpet* (Virago Press, 1991) [823.912 CAR]

Maroto, David & Zielinska, Joanna *Artist Novels* (Sternberg Press, 2015)

McCarthy, T. *Men in Space* (Alma, 2008)

McLuhan, M. & Fiore, Q. *The Medium is the Message: An Inventory of Effects* (Penguin, 1967)

Tartt, D. *The Goldfinch* (Abacus, 2014)

Unit Title	Authorial Practice 3: Editing and revision
Unit Code	MACW-4
Level	7
Duration	36 weeks
Credit Value	50 credits
Total Learning Hours	500

Date of first approval	June 2015
Date of this version	October 2018

### Unit Aims

1. To enable the development of practical, analytical and creative skills to an advanced level
2. To provide a broad understanding of technical aspects of writing together with the vocabulary and confidence to discuss them
3. To work independently and collaboratively on a range of creative, practical and analytical tasks
4. To foster understanding and evaluation of the role of the author within the broader context of the publishing industry

### Learning Outcomes

On completion of this unit a successful student should be able to

- LO1 Communicate, verbally and in writing, an understanding of the purpose and application of common professional methods of editorial and revision techniques
- LO2 Apply advanced critical and analytical skills in appraisal of own work and work of others at first draft stage
- LO3 Demonstrate clarity of intent and decision-making when approaching complex revision and redrafting tasks
- LO4 Demonstrate the evaluation of, and process of assimilation of, personal and third-party analysis into revision and editorial practice

## Content

In this unit, students focus on the revision of the first chapter of their first draft and develop and practice a range of editing and revision skills to bring their work to a publishable standard. Students learn about the roles of the professional literary agent and editor and their relationship to the author and their work. The ability to evaluate creative work within the context of the broader publishing environment is encouraged. Students experience working to a prescribed publishing schedule as they prepare their first chapters for publication in an anthology published by West Dean's own imprint, The James Press.

## Teaching and Learning Methods

No. of hours scheduled activity	40
No. of hours independent activity	460
Comprising <ul style="list-style-type: none"><li>– Lectures</li><li>– Seminars</li><li>– Group discussions and feedback sessions</li><li>– Individual tutorials and feedback sessions</li><li>– Practitioner guest visits</li></ul> <p>On site sessions will be supported by guided learning tasks, reading and independent study undertaken off site.</p>	

## Assessment Requirements

	% of assessment
Portfolio containing redrafted section of novel of 25,000 words	70~% week 30 Year 2
Practical skills assessment comprising written critical analysis of redrafted first chapter detailing revision and editorial process	20% Week 30 year 2
Oral Presentation comprising participation in programme sessions and public reading of own work	10% week 23 year 2
Comprising: <ul style="list-style-type: none"><li>– Participation in lectures, seminars and other programmed sessions</li><li>– Participation in Anthology launch event</li><li>– Submission of revised first chapter</li></ul>	

- Submission of written critical analysis (2000-3000 words) of redrafted first chapter and process of revision
- Self-evaluation
- Peer group evaluation

A detailed assignment brief will be provided at the beginning of the unit.

### Assessment Criteria

Category			LO
<b>Practical</b>	Ideas and Intentions	Demonstration of clear stylistic and methodological aims within the context of the given schedule	1,2,3,
	Materials and Methods	Practical work and analysis demonstrates effective application of skills and research	1,2,4
	Innovation and Creativity	Ability to demonstrate independent critical insight and originality of thought	2,3,4,
<b>Theoretical</b>	Contextual Knowledge	Understanding of historical and theoretical contexts for individual and group concerns and ability to apply research in light of current knowledge	1,2
	Conceptual Understanding	Degree of critical reflection and self-assessment; recognition of the limitations and challenges to achieving aims	2,3
	Research and Enquiry	Employment of a range of skills and understanding of their relative merits in the support of advanced writing practice; apposite and proportionate use and application of learning resources	2,3,4
<b>Professional</b>	Communication	Ability to verbally articulate complex ideas, intentions, methodology and challenges of written work; professional approach to relationships with peers and experts	1,3,4

	Professional Standards	Evidence of professional understanding and application of editing and revision methodology	1,2,3,4
	Independence & Self-Management	Demonstration of advanced time management skills and ability to meet deadlines	1,2,3,4

### Indicative Reading

Extensive reading is an essential factor in writing development and students are expected to be able to discuss their ongoing reading practice and its relevance to their own work. Students are expected to attend literary events and other relevant talks, symposia etc., as well as keeping up to date with professional developments through trade press and other media.

Butcher, J., Drake, C. & Leach, M. *Butcher's Copy-editing: The Cambridge Handbook for Editors, Copy-editors and Proofreaders*. 4<sup>th</sup> edition. (Cambridge University Press, 2006)

Kaplan, D. *Rewriting: A Creative Approach* (A&C Black, 1998)

Oxford University Press (ed) *New Hart's Rules: The Oxford Style Guide*. 2<sup>nd</sup> edition (Oxford University Press, 2014)

Students are expected to make use of other Library Resources including research databases such as JSTOR and ARSTOR.

Unit Title	Professional Publishing Practice
Unit Code	MACW-5
Level	7
Duration	36 weeks
Credit Value	50 credits
Total Learning Hours	500

Date of first approval	June 2015
Date of this version	October 2018

### **Unit Aims**

1. To enable the acquisition of a critical understanding of current and historical practice in relation to authorship and publication
2. To develop each student's objective editorial competence in relation to the work of others and their own
3. To provide the students with a broad understanding of technical, legal and professional aspects of writing and publishing, together with the vocabulary and confidence to discuss them
4. To encourage the acquisition of professional skills necessary for the revision of texts to the appropriate creative, typographical, topical and marketing standards
5. To offer practical experience of working independently and collaboratively on a range of creative, technical and marketing tasks
6. To use information and communications technology for research, marketing, publication and administrative purposes

### **Learning Outcomes**

On successful completion of this unit a successful student should be able to



- LO1 Demonstrate a clear understanding of all the key roles in professional publishing practice, including the role of the author, professional organisations (e.g. Independent Publishers Group, Society of Authors) and funding agencies (e.g. Arts Council England)
- LO2 Analyse and evaluate the various professional publishing models available to the author, underpinned by an advanced understanding of the complex process involved in each case and knowledge of relevant technology in common usage
- LO3 Demonstrate a clear, practical understanding of the publishing process from delivery of manuscript to publication
- LO4 Demonstrate advanced professional standards in team and collaborative working
- LO5 Analyse and evaluate the various marketing and promotional techniques common in professional publishing practice and develop a feasible marketing and promotional plan in support of their own work
- LO6 Analyse and evaluate the legal position of the author with relation to rights ownership, assignment and contractual exploitation
- LO7 Analyse, evaluate and synthesise the key components essential to the creation of a professional author platform
- LO8 Demonstrate advanced understanding and evaluation of own work within the context of contemporary professional publishing practice

## **Content**

This unit focuses on each aspect of the publishing process, from delivery of manuscript to publication. Working as a team, students gain practical publishing experience - including design, formatting, proofreading, marketing and promotion – through the production of an anthology featuring their own work, while developing an understanding of each of these aspects and their relevance to the author. The legal and professional responsibilities of author, agent and publisher are investigated and evaluated in the context of the modern publishing industry. Individually, students build and develop a functioning author platform to form the basis of future professional activity.

## **Teaching and Learning Methods**

No. of hours scheduled activity	40
No. of hours independent activity	460

**Comprising:**

- Lectures
- Seminars
- Workshops
- Group discussions and feedback sessions
- Individual tutorials and feedback sessions
- Visits from industry professionals and experts
- Production of student Anthology

On site sessions will be supported by guided learning tasks, reading and independent study undertaken off site.

### **Assessment Requirements**

	% of assessment
Portfolio assessment comprising written and oral critical analysis of professional practice portfolio work by self and peer group	20% week 30 year 2
Practical skills assessment comprising professional practice portfolio, including author biography, novel synopses, marketing and promotional strategy, video trailer treatment, sample publication schedule, links to website and social media	60% week 30 year 2
Oral Presentation comprising participation in sessions and team decision-making; contact with visiting industry professionals	20% week 23 year 2
<b>Comprising:</b> <ul style="list-style-type: none"><li>– Participation in lectures, seminars, group discussions and workshops</li><li>– Participation in team decision-making process</li><li>– Submission of professional practice portfolio, incorporating: author biography, novel synopsis, marketing and promotional strategy, links to website and social media sites, video trailer treatment</li><li>– Submission of written critical analysis (2000-3000 words) of portfolio</li><li>– Contact with professionals and experts</li><li>– Self-evaluation</li><li>– Peer evaluation</li></ul> <p>A detailed assignment brief will provided at the beginning of the unit.</p>	

## Assessment Criteria

Category			LO
<b>Practical</b>	Ideas and Intentions	Clear understanding of intent behind publication; contribution of ideas to collaborative process	1,2,4
	Materials and Methods	Knowledge and employment of appropriate computer software and other tools in common professional use	3,5,7
	Innovation and Creativity	Demonstration of independent critical insight and originality of thought in development of portfolio and publication material	1,2,3,5,7
<b>Theoretical</b>	Contextual Knowledge	Understanding of historical and current theoretical contexts for authorship and publication	1,2,3
	Conceptual Understanding	Degree of critical reflection and assessment; recognition of the possibilities and limitations in relation to ambition of publication	1,2,3,5,6,7,8
	Research and Enquiry	Evidence of research and evaluation of context for all aspects of anthology publication; employment of relevant research methods specific to task	1,2,3,5,6,7,8
<b>Professional</b>	Communication	Effective verbal and written articulation of ideas within collaborative process	3,4,7,8
	Professional Standards	Evidence of professionalism in compilation of portfolio materials; clear understanding of roles and relationships	1,2,3,4,5,6,7,8

	Independence & Self-Management	Time management and organisation of tasks in keeping with demands of publication schedule	1,3,4
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## Indicative Reading

Extensive reading is an essential factor in writing development and students are expected to be able to discuss their ongoing reading practice and its relevance to their own work. Students are expected to attend literary events and other relevant talks, symposia etc., as well as keeping up to date with professional developments through trade press and other media.

Baverstock, A. *How to Market Books: The Essential Guide to Maximizing Profit and Exploiting All Channels to Market* (Kogan Page, 2008)

Bullock, A. *Book Production* (Routledge, 2012)

Clark, G. & Phillips, A. *Inside Book Publishing*. 5<sup>th</sup> Edition. (Routledge, 2014)

Guthrie, R. *Publishing: Principles and Practice* (SAGE, 2011)

Owen, A. (ed.) *Writers' and Artists' Year Book*. (Bloomsbury, 2015)

Ritter, R. M. *New Oxford Dictionary for Editors and Writers*. Revised edition. (Oxford University Press, 2014)

Stephenson, N. *Reader Magnets: Build your author platform and sell more books on Kindle* (Kindle only)

Stephenson, N. *Supercharge your Kindle Sales: simple strategies to boost organic sales on Amazon, sell more books and blow up your author mailing list* (Kindle only)

## Journals:

*The Bookseller*. Bookseller Media Limited - Weekly

Students are expected to make use of other Library Resources including research databases such as JSTOR and ARSTOR.