



Universidad
de Alcalá

GUÍA DOCENTE

Creative Writing

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

Curso Académico 2018/19
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:	Carmen Flys Junquera
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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. The course will also focus on a specific issue to develop through creative writing: sustainability and the environment. Raising awareness through class activities is another form of content teaching through ESL. Given the importance of increasing environmental awareness in students, the course will focus some activities on this aspect as an example.

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

Generic competences:

- To view writing as a process and a method of discovery.
- To provide an understanding of the characteristics of creative writing.
- To create a greater awareness of purpose and audience.
- To provide a framework for language analysis and writing techniques.
- To generate ideas for writing.
- To provide an understanding of ways to help students overcome their fears of writing.

Specific competences:

- Stimulating creativity.
- Making writing enjoyable and meaningful.
- Narrative strategies.
- Descriptive strategies.
- Journals and creative non-fiction essays.
- Guided practice for poetry writing.
- Developing exercises to stimulate writing.
- Drafting and revising.
- Evaluating writing activities.
- Increasing environmental awareness through creative language activities.

3. MODULE CONTENTS

Units	Credits
1. Writing as a process; writing as discovery.	• 0.5 credits
2. Techniques for exploratory writing: freewriting, brainstorming, listing, free association etc.	
3. Writing strategies: invention, revision, narrating and describing. Particularizing events and people.	• 1 credit
4. Techniques to stimulate student writing.	
5. Writing stories and creative essays.	• 1 credit
6. Writing poetry: playing with language.	
7. Creative writing projects	• 1.5 credits

Class timetable

The course will have four sessions to present the materials of the syllabus, and a final session in April to present projects and experiences. There will also be a number of activities carried out on the virtual learning platform and students will be asked to do some creative writing themselves, in order to experience the exercises and techniques. Students should schedule two individual tutorials to discuss their written work and projects.

4. TEACHING AND LEARNING METHODS

4.1. Student workload (100 hours)

Face-to-face seminars	15 hours
Individual tutorials	2 hours
Writing assignments and revision	40 hours
Class presentation	8 hours
Final project	35 hours

4.2. Learning activities

We will take a workshop approach to creative writing; thus, class attendance and active participation is 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 develop an observation journal which will serve as the basis for a creative non-fiction essay. Students will also design and carry out two free creative writing activities with their classes and reflect on the experience. There will also be opportunities for participants to share their ideas about writing and their experiments with writing both in class and through the online platform. 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

The assessment of the course will be based on a combination of participation, written assignments and a final classroom project.

- Class attendance and participation: 15%
- Creative writing assignments: 35%
- Project discussion (tutorials) and oral presentation: 15%
- Final class project: 35%

Those who, due to special and exceptional reasons cannot come to class and request permission to take a final exam, will be expected to do all the written assignments, the two projects and a researched critical paper on creative writing in the ESL classroom. For detailed instruction on the paper, see the professor in a tutorial. The criteria for this exam option will be as follows:

- Creative writing assignments: 35%
- Research paper: 30%
- Final class project: 35%

6. BIBLIOGRAPHY

- Arnold, J., H. Puchta and M. Rinvolucrí. *Imagine That! Mental Imagery in the EFL Classroom*. Cambridge. Helbling Lang. 2007.
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- Copland, Fiona, Sue Garton with Monika Davis, eds.(2012). *Crazy Animals and Other Activities for Teaching Young Learners*. British Council.
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- Viete. 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, Ruth (2003). *Stories. Narrative Activities in the Language Classroom*. Cambridge, CUP.
- Wright, Andrew (1997) *Creating Stories with Children*. Oxford: Oxford UP.
- Zhao, Y. (2011) *L2 Creative Writers: Identities and Writing Processes*. PhD diss. [Online]

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>

ESL Magnetic Wordplay!: It uses theme-based magnetic word boards for creative writing.

<http://www.geocities.com/thusyclept/homeframe.htm>

Writing.Com TF stories and adventures

<http://www.writing.com/main/interact/cid/406301>

Do-it-yourself-comics

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

Teaching Ideas. Creative Writing

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

School Ezines

<http://www.kidsonthenet.com/ezines/index/cfm>

Humandescent Animal Morphs.

<http://www.humandescent.com/>

Dobblemania.

<https://dobblemania.pl/>