

University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Introduction to Script Writing					
Code: FILM07006	SCQF Level: 7 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)		
School:	School of Business & Creative Industries				
Module Co-ordinator:	Dr J Quinn				
Summary of Module					
<p>Introduction to scriptwriting introduces students to the discipline of scriptwriting. The module explores the processes and practices of writing for dramatic formats for the screen.</p> <p>Over the course of the module, students complete two formative learning and teaching processes, resulting in the completion of a short creative portfolio.</p> <p>As a part of this experience, students, through a process of ongoing formative assessment, will critically evaluate their creative writing processes and practices in terms of self-appraisal, peer and tutor feedback, dramatic conventions and contemporary professional practice.</p> <p>The teaching and learning focus for the drama portion of the module centres on:</p> <ul style="list-style-type: none"> • The nature of Drama • Characterisation and voice in the short form drama • Narrative structure in the short form drama • Externalising internal thought in the short form drama • Professional formatting 					
Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
See Guidance Note for details.					

Campus(es) for Module Delivery						
The module will normally be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)						
Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	<input checked="" type="checkbox"/>	Term 2	<input type="checkbox"/>	Term 3	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements) These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module. At the end of this module the student will be able to:	
L1	Demonstrate an overall appreciation of the body of knowledge that constitutes the discipline of script writing. (KU)
L2	Apply some of the basic and routine professional skills, techniques and practices associated with script writing. (Applied)
L3	Combine a range of script writing techniques to address routine problems of dramaturgy. (Cognitive)
L4	Convey complex ideas in well-structured and coherent form via dedicated scriptwriting software. (Communication)
L5	Manage limited resources within the parameters of pre-defined creative briefs. (Autonomy)
Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:
Knowledge and Understanding (K and U)	<p>SCQF Level 7</p> <p>Demonstrate and work with:</p> <p>Knowledge that is embedded in the main theories, concepts and principles of script writing.</p>

Practice: Applied Knowledge and Understanding	<p>SCQF Level 7</p> <p>Apply knowledge, skills and understanding:</p> <p>In using some of the basic and routine professional skills, techniques, practices and/or materials associated with script writing.</p>	
Generic Cognitive skills	<p>SCQF Level 7</p> <p>Use a range of approaches to address defined and/or routine problems and issues within familiar contexts.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 7</p> <p>Use a wide range of routine skills and some advanced skills associated with a subject/discipline/sector, for example:</p> <p>Convey complex ideas in well-structured and coherent form.</p> <p>Use a range of forms of communication effectively in both familiar and unfamiliar contexts.</p> <p>Use standard ICT applications to process and obtain a variety of information and data.</p>	
Autonomy, Accountability and Working with others	<p>SCQF Level 7</p> <p>Accept supervision in less familiar areas of work.</p> <p>Manage limited resources within defined areas of work.</p> <p>Work, under guidance, with others to acquire an understanding of current professional practice.</p>	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code:	Module Title:
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.

<p>Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:</p>	<p>Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)</p>
Laboratory/Practical Demonstration/Workshop	36
Asynchronous Class Activity	12
Independent Study	152
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
<p>**Indicative Resources: (eg. Core text, journals, internet access)</p>	
<p>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</p> <p>Selbo, J (2016) Screenplay: building story through character. New York: Routledge.</p> <p>Field, S. (2005) Screenplay. New York: Delta</p> <p>Rabiger, M (2016) Developing story ideas: the power and purpose and storytelling. New York: Routledge.</p> <p>Thurlow, C. (2008) Making Short Films: The Complete Guide from Script to Screen, Second Edition. 2nd edn. New York: Berg Publishers.</p> <p>Vogler, C. (2007) The writer's journey: mythic structures for storytellers and screenwriters. 2nd edn. United States: Michael Wise Productions.</p> <p>Click or tap here to enter text.</p> <p>Click or tap here to enter text.</p>	

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the [Student Attendance and Engagement Procedure](#): Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

Attending workshops and engaging with asynchronous learning materials.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

This module conforms to the UWS EDI procedure.

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Arts & Media
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>

School Assessment Board	Arts & Media
Moderator	S. Langston
External Examiner	A Nevill
Accreditation Details	ScreenSkills
Changes/Version Number	1.0V

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than “essay” / presentation, etc) and keep the detail for the module handbook. [Click or tap here to enter text.](#)

Assessment 1 – Portfolio of Creative Work (100%)

Assessment 2 N/A

Assessment 3 N/A

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Portfolio of practical work	✓	✓	✓	✓	✓	100%	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)