University of the West of Scotland

Module Descriptor

Session: 202425

Title of Module: Script Analysis			
Code: FILM08007	SCQF Level: 8 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 20 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Dr J Quinn		

Summary of Module

Script Analysis explores the discipline of writing and analysing scripted drama. The module focuses on the processes and practices of creating and critiquing dramatic formats. Over the course of the module, students will complete two connected learning and teaching blocks, resulting in the completion of a script analysis.
 	
As a part of this experience, students, will critically evaluate creative writing processes, practices, dramatic conventions and contemporary professional practice.
 	
The teaching and learning focus of the module centres on acquiring professional competency related to the development of:
 	
    •   Critical Reading
    •   Screen Narrative Aesthetic
    •   Presentation of Complex Information
    •   Critical Analysis
    •   Scriptwriting

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
☐	☐	☐	☒	☐	☐
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:
☐	☒	☐	☐	☐	☐	Add name

Term(s) for Module Delivery					
(Provided viable student numbers permit).					
Term 1	☒	Term 2	☐	Term 3	☐

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 and work with knowledge of the scope, defining features, and main conceptual areas of scriptwriting practice. (KU)
L2	Critique key professional scriptwriting practices. (Applied)
L3	Synthesise the fundamental elements of dramaturgy. (Cognitive)
L4	Convey complex information to an informed audience via appropriate forms. (Communication)
L5	Use a range of approaches to formulate and critically evaluate (Cognitive)

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)	SCQF Level **8** Demonstrate and/or work with: A discerning understanding of a defined range of core theories, concepts, principles and terminology. Awareness and understanding of some major current issues and specialisms.
Practice: Applied Knowledge and Understanding	SCQF Level **8** Apply knowledge skills and understanding: In using a range of professional skills, techniques, practices and/or materials associated with scriptwriting, a few of which are advanced and/or complex.

	To adapt routine practices within accepted standards.
Generic Cognitive skills	SCQF Level **8** Use a range of approaches to formulate and critically evaluate evidence-based solutions/responses to defined and/or routine problems and issues.
Communication, ICT and Numeracy Skills	SCQF Level **8** Use a wide range of routine skills and some advanced and specialised skills associated with scriptwriting, for example: Convey complex information to a range of audiences and for a range of purposes. Use a range of standard ICT applications to process and obtain data.
Autonomy, Accountability and Working with others	SCQF Level **8** Manage resources within defined areas of work. Take the lead on planning in familiar or defined contexts.
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.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
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

**Indicative Resources: (eg. Core text, journals, internet access)

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Batty, C. (2014) Screenwriters and screenwriting: putting practice into context. Basingstoke: Palgrave Macmillan.

Connor, B. (2014) Screenwriting: creative labor and professional practice. Milton Park, Abingdon, Oxon; New York, NY : Routledge.

Selbo, J. (2016) Screenplay: building story through character. New York: Routledge.

Rabiger, M. (2016) Developing story ideas: the power and purpose and storytelling. New York: Routledge.

Vogler, C. (2007) The writer's journey. Studio City, CA: Michael Wiese Productions.

The Journal of Screenwriting (https://www.ingentaconnect.com/content/intellect/josc)

Click or tap here to enter text.

Click or tap here to enter text.

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 activity.

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 is compatible with the UWS EDI procedures.
(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 ☐No ☒
School Assessment Board	Arts & Media
Moderator	Dr G Jamieson
External Examiner	A. Nevill
Accreditation Details	Screenskills
Changes/Version Number	1

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 Annotated Script 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**
Creative output/ Audiotapes / Videotapes /	✓	✓	✓	✓	✓	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%**	**XX 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)