

University of the West of Scotland

Module Descriptor

Session: 2024/25

Title of Module: Screen Adaptation			
Code: FILM09001	SCQF Level: 9 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Business & Creative Industries		
Module Co-ordinator:	Gill Jamieson		
Summary of Module			
<p>This module provides students with opportunities to develop and extend their research skills with a focus on 'Adaptation'. Theoretical explorations of the relationship between source material and screen adaptations provide a platform for tasks where students workshop ideas and debate some of the key concepts underpinning the adaptation process such as 'fidelity', 'intertextuality', 'authorship' and 'meaning'. Students are encouraged to explore aspects of the adaptation process in their own creative practice, and through research of specific adaptations including engagement with all aspects of the production process including: 'visualization', theme, subtext, narrative economy and narrative complexity, character arcs and character development, point-of-view and chronology.</p> <p>The module sets out to:</p> <ul style="list-style-type: none"> • Develop skills through workshops, lectures and online activities, encompassing reference to narrative, story world, character, theme, subtext and imagery. • Encourage students to engage critically with specific adaptations, and to draw inspiration from these to contextualise their own creative outputs. 			

Module Delivery Method					
Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>Face-To-Face</p> <p>Term used to describe the traditional classroom environment where the students and the lecturer meet synchronously in the same room for the whole provision.</p> <p>Blended</p> <p>A mode of delivery of a module or a programme that involves online and face-to-face delivery of learning, teaching and assessment activities, student support and feedback. A programme may be considered "blended" if it includes a combination of face-to-face, online and blended modules. If an online programme has any compulsory face-to-face and campus elements it must be described as blended with clearly articulated delivery information to manage student expectations</p> <p>Fully Online</p>					

Instruction that is solely delivered by web-based or internet-based technologies. This term is used to describe the previously used terms distance learning and e learning.

HybridC

Online with mandatory face-to-face learning on Campus

HybridO

Online with optional face-to-face learning on Campus

Work-based Learning

Learning activities where the main location for the learning experience is in the workplace.

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	Term 2	Term 3
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<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 understanding of the importance of narrative structure, character, plot, theme and visualization in crafting an adaptation.
L2	Develop skills of research and analysis to support written and oral communication and to articulate ideas as they develop through different stages.
L3	Study how to adapt the works of others sensitively and with appreciation for authorial intention and medium specific strategies of storytelling.

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 9.</p> <p>An understanding of the broad and integrated areas of adapting work from the page to the screen, in particular:</p> <p>genres, practices, literary forms, literary versus screen requirements, research, theories, principles, concepts, terminology, creative processes</p>

	An ability to: Analyse and critically evaluate personally produced work.	
Practice: Applied Knowledge and Understanding	<p>SCQF Level 9 Producing work that demonstrates the principal skills, techniques and practices in adapting a short literary work for the screen.</p> <p>Using a few specialised or advanced skills of communication and expression through the adaptation of prose or poetry to drama.</p> <p>Practicing routine methods of enquiry and research in adapting work from the page to the screen, including integrating a degree of unpredictability into their narrative work.</p> <p>Considering and evaluating their own work in a reflective manner, with reference to professional practice - managing time and resources effectively</p>	
Generic Cognitive skills	<p>SCQF Level 9 Undertaking analysis, evaluation and/or synthesis of ideas, concepts, information and issues which are within the common understanding of adaptation.</p> <p>Using a range of approaches to formulate evidence-based solutions to defined problems in adaptation.</p> <p>Critically evaluating evidence-based solutions to defined problems in adaptation.</p> <p>Delivering work to a given length, format, brief and deadline.</p>	
Communication, ICT and Numeracy Skills	<p>SCQF Level 9. Using a range of routine skills and some advanced and specialised skills in adapting a short literary narrative for the screen.</p> <p>Using a range of appropriate IT applications to support and enhance work and maintain an e-portfolio</p>	
Autonomy, Accountability and Working with others	<p>. Exercising autonomy and initiative in some activities at a professional level</p> <p>Taking some responsibility for the work of others by entering into peer review sessions</p> <p>Practicing ways which take account of own and others' roles and responsibilities. Working under guidance with qualified practitioners.</p> <p>Working in flexible, creative and independent ways that show self-discipline, selfdirection and self reflection.</p> <p>Maintaining an accurate, up-to-date and full e-portfolio in line with PDP</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:
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Learning and Teaching	
Classes are delivered in three-hour blocks on a weekly basis.	
Collaborative learning is promoted through regular group work and workshopping. Students are encouraged to develop into confident communicators through weekly discussion tasks. Peer review and peer support are key components of this process. Discussion of films and scripts encourages students to develop their skills of analysis. Student presentations provide opportunities for students to present ideas and research findings.	
Lectures provide focused content exploring some of the key ideas drawn from craft expertise and film scholarship.	
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)
Lecture/Core Content Delivery	36
Independent Study	168
Asynchronous Class Activity	18
	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:	
Corrigan, Timothy (2012) Film and Literature: An Introduction and Reader. London & New York: Routledge.	
Edgar, Robert & Marland, John (2019) Adaptation for Screenwriters. Bloomsbury.	
McCabe, C., Murray, K. & Warner, R. (eds.) (2011) True to the Spirit: Film Adaptation and the Question of Fidelity. Oxford UP.	
Journal of Adaptation in Film and Performance (Intellect)	
Journal of Adaptation Studies (Oxford Journals)	
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:

On campus attendance.

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](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(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	Art & Media
Moderator	John Quinn
External Examiner	A Nevill
Accreditation Details	ScreenSkills
Changes/Version Number	3.06

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 Develop a portfolio of written work 100% weighting

(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 Written work	✓	✓	✓			100	36

Combined Total for All Components	100%	36 hours
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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 (2024-25)