

Module Specification: E302A&B (Language and Creativity)

1. Factual information			
Module title	E302A&B Language and Creativity	Level	6
Module tutor	Dr. Yusuf Shudooh	Credit value	16 Credit Hours
Module type	Taught	Notional learning hours	2 hours / week

2. Rationale for the module and its links with other modules	
<p>“Language and Creativity” is planned as a remake of E301, “The Art of English”. This new course forms an important part of the FLS curriculum.</p> <p>The course will be designed to extend and complement students’ work on U214 Worlds of English, which we anticipate will be the main feeder course. (The course will also complement courses in related academic areas. Upon studying this module, students will build on the learning outcomes they achieved in AA100 and EL120 as well as U214.</p>	

3. Aims of the module	
<p>“Language and Creativity” looks at creativity in the English language in the context of globalization: from everyday contexts to ‘high culture’ literary language and the impact of new media. It presents students with instances of creativity in social and artistic life, and examines how these are proliferated and intensified by technology and globalization. It explores the critical potential in creative practice, and investigates the relationships between language and other modes such as image, movement, music and dance.</p> <p>Overall, the focus of E302 is on creativity in the English language: its manifestations, its uses, and the issues it raises. It will give students a firm grounding in stylistic, sociolinguistic and multimodal analysis. This clearly distinguishes it from the alternative Level 3 option, E304 “Exploring English Grammar,” which has as its focus the understanding of English grammar, as theorized from both structural and functional perspectives and enhanced through the use of corpus linguistic tools. Both modules assume a basic knowledge of English Language Studies gained from studying U214.</p> <p>The major aims of E302 are to develop an understanding of:</p> <ul style="list-style-type: none">• the nature of creativity in English in a global context and the ways in which it is used to fulfil a range of social, cultural, artistic and political functions	

3. Aims of the module

- The roles, interests and concerns of different participants in the construction and interpretation of creative texts and practice
- Different theories and debates about the nature and functions of creative language practices in both everyday and literary uses of English
- Different analytical approaches to the study of creativity in English, drawing on linguistics, stylistics and semiotics, and their relative strengths and limitations for the study of creative texts and practices.

4. Pre-requisite modules or specified entry requirements

E302A: U214B Worlds of English (II)

E302B: E302A Language and Creativity (I)

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to demonstrate knowledge and understanding of:</i></p> <p>A1. The nature of creativity in English in a global context and the ways in which it is used to fulfil a range of social, cultural, artistic and political functions.</p> <p>A2. The roles, interests and concerns of different participants in the construction and interpretation of creative texts and practice.</p> <p>A3. Different theories and debates about the nature and functions of creative language practices in both everyday and literary uses of English.</p> <p>A4. Different analytical approaches to the study of creativity in English, drawing on linguistics, stylistics and semiotics, and their relative strengths and limitations for the study of creative texts and practices.</p>	<p>E302 is to be delivered in a mode of study/learning comprising face-to-face instruction/tutoring (25%) and self-learning (75%) that addresses the academic and vocational needs of students.</p> <p>Some of the learning sources include:</p> <ul style="list-style-type: none"> ▪ Online delivery [via the internet] and offline delivery [via computer and other media, e.g. print]. ▪ Audio-Visual Materials: The course is accompanied by different types of AV material and online forums. Such material will encourage and support interactivity and collaboration. Students will be taught adequate skills for multimodal analysis, and will be utilizing and evaluating online and offline multimodal texts. Students will have the opportunity of collecting and analysing their own data for TMA purposes. ▪ Online Support Materials: There are different types of support materials which the student can learn from. They appear on the AOU website. An obvious example is the Specimen Exam Papers (SEP) of actual examinations used in previous years. Each SEP is followed by an Answer Key. There are also some sample TMAs followed by tutors' comments, which constitute a learning experience with regard to text organization and the developments of arguments, and hence improve writing skills.

5. Intended learning outcomes	
A. Knowledge and understanding	Learning and teaching strategy
	<ul style="list-style-type: none"> ▪ Online EFL Sites: There are many sites that deal with various aspects of "English as a Foreign Language", grammar, pronunciation, vocabulary, idioms, writing, etc. Some of these sites are listed on AOU website under <u>English Communication Skills</u>.

B. Cognitive skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>B1. Use appropriate methodologies and related terminology to describe and analyse creative texts across different media</p> <p>B2. Critically evaluate instances of creative texts and practices in relation to appropriate theoretical and analytical approaches</p> <p>B3. Synthesise information and ideas from different sources, including personal research data, in order to reach your own conclusions.</p>	<p>Students are provided with a diversity of learning resources. These comprise the following:</p> <ul style="list-style-type: none"> ➤ course learning packages which consist of printed course materials, and audio-visual aids. These are prepared by the UK Open University for all specialization courses. ➤ supplementary materials prepared by Course Chairs. ➤ A tutorial of two contact hours per week for all specialization courses. ➤ A weekly direct contact with the tutor during his/her office hours. ➤ Writing a TMA and learning from tutors' remarks. ➤ Preparing for the MTA and exams and learning from feedback. ➤ Using e-library, branch resource centres and computer facilities. ➤ Engaging in LMS interaction with tutors. <p>The module is delivered through a blended open learning system, which –</p>

B. Cognitive skills	Learning and teaching strategy
	<p>according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 1. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 2. interactive online learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours.

C. Practical and professional skills	Learning and teaching strategy
<p><i>At the end of the module learners will be expected to:</i></p> <p>C1. Demonstrate autonomy through planning and undertaking a small-scale independent language-focused investigation demonstrating an awareness of the ethical dimensions of research and appropriate rigour in analysis.</p>	<p>Students are provided with a diversity of learning resources. These comprise the following:</p> <ul style="list-style-type: none"> ➤ course learning packages which consist of printed course materials, and audio-visual aids. These are prepared by the UK Open University for all specialization courses. ➤ supplementary materials prepared by Course Chairs. ➤ A tutorial of two contact hours per week for all specialization courses. ➤ A weekly direct contact with the tutor during his/her office hours. ➤ Writing a TMA and learning from tutors' remarks. ➤ Preparing for the MTA and exams and learning from feedback. ➤ Using e-library, branch resource centres and computer facilities. ➤ Engaging in LMS interaction with tutors.

C. Practical and professional skills	Learning and teaching strategy
	<p>The module is delivered through the blended open learning system, which – according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 1. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 2. interactive online learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours.

D Key transferable skills	Learning and teaching strategy
<p><i>At the end of the module, learners will be expected to:</i></p> <p>D1. Identify and ask questions appropriately to explore issues within the field of English language studies.</p> <p>D2. Construct coherent academic arguments, clearly relevant to the task and supported by linguistic evidence.</p> <p>D3. Communicate complex information, arguments and ideas effectively using appropriate style and academic conventions.</p> <p>D4. Find, critically evaluate and accurately use information and linguistic data in complex contexts.</p>	<p>Students are provided with a diversity of learning resources. These comprise the following:</p> <ul style="list-style-type: none"> ➤ course learning packages which consist of printed course materials, and audio-visual aids. These are prepared by the UK Open University for all specialization courses. ➤ supplementary materials prepared by Course Chairs. ➤ A tutorial of two contact hours per week for all specialization courses. ➤ A weekly direct contact with the tutor during his/her office hours. ➤ Writing TMAs and learning from tutors' remarks.

D Key transferable skills	Learning and teaching strategy
<p>D5. Select and use appropriate ICT tools to analyse data and extend your learning.</p> <p>D6. As an independent learner, plan, monitor and evaluate your own learning and seek ways to improve your performance.</p>	<ul style="list-style-type: none"> ➤ Preparing for the TMA and exams and learning from feedback. ➤ Using e-library, branch resource centres and computer facilities. ➤ Engaging in LMS interaction with tutors. <p>The module is delivered through a blended open learning system, which – according to the AOU regulations – consists of two complementary modes:</p> <ol style="list-style-type: none"> 3. face-to-face interactive tutorials, constituting 25% of course credit hours, and; 4. interactive online learning delivered through specially designed teaching and support materials that are conducive to self-learning, constituting 75% of course credit hours.

6. Indicative content.
<p>The course is relevant to anyone with a general interest in the English language and how it is used by speakers, writers and producers of multimodal texts such as illustrated books and film; or in specific areas of language study such as language and literature; language and media and the politics of language and creativity. It is also relevant to teachers and others with a professional interest in English. Unless you have previous experience of studying the English language, or linguistics, language and literature or some other branch of language studies, you are advised to take this course after studying the University's second level course U214 <i>Worlds of English</i>.</p> <p>The main content of the course is described below. The course is divided into two main sections, organised as three main teaching texts and a set book [Stylistics], with accompanying module guide and online and offline material. The module guide will link all the components of the course, including audio visual activities. The course also makes use of one set book [Stylistics], the details of which are given below.</p> <p><i>Creativity in Language</i> - The first part of the course looks at both written and spoken language, drawing on the perspectives of stylistics and discourse analysis; it includes practitioners' approaches in terms both of creative writing and translation; and it extends out to consider other forms of semiotic creativity, looking in particular at visual communication and the way it combines with the verbal mode. Underpinning all the</p>

6. Indicative content.

topics that this book covers is the conviction that creativity, in one form or another, is central to human activities.

It examines how speakers use forms of language often associated with literary texts in their everyday talk, metaphorical imagery, and everyday performances in interaction with others. It also examines creativity and creative writing and translation. Moreover, it looks at words as images and metaphor and creative genres.

Course book chapters:

Chapter 1: What is linguistic creativity?

Chapter 2: Creativity in everyday conversation

Chapter 3: Creativity and creative writing

Chapter 4: Creativity in translation

Chapter 5: Word and image, words as image

Chapter 6: Art and language

Chapter 7: Metaphor, creativity and genres

Narrative, Language and Creativity - The second part of the course draws together recent work in language and related fields which demonstrate the foundational role of narrative across a wide spectrum of social activity. The ubiquity of narrative in private and public life is matched by the rich variety of its forms across different media, and of its functions and purposes. Contemporary stories found in such diverse contexts as young children's crib talk, conversation, Facebook updates, the founding myths of commercial companies, verbatim theatre and commemorative quilts transform the raw material of human experience into creative expressions of identity, relationship, suffering, pleasure, hope and aspiration – all of which play a unique and complex part in our lives.

There will be focus on topics such as the role of narrative as a fundamental communication mode for making sense of experience, as well as the role of narrative in childhood, the workplace, illness, creative writing, translation and social media.

Course book chapters:

Chapter 1: Narrative, creativity and performance

Chapter 2: From crib talk to You Tube

Chapter 3: Narratives at work

Chapter 4: Life stories: complex narratives and everyday truths

Chapter 5: Borderlands of fact and fiction

Chapter 6: Narratives of translation and processes of adaptation

Chapter 7: Storytelling and identity performance through social media

6. Indicative content.

The Politics of Language and Creativity in a Globalised World: - The second part of the course explores the many ways in which linguistic creativity is a resource for political activity, and the politics surrounding the production, ownership and evaluation of different kinds of creative activity in contemporary society. It draws on a range of approaches including sociolinguistics, discourse studies and social semiotics to explore creative practices such as the making of advertisements, political speeches, plays, hip hop music and banners in grassroots demonstrations. At the heart of this book is a recognition of the recent explosion of 'production' activity across texts, modes, media and technologies which, in turn, is forcing us to ask questions about what gets counted and valued as 'creative' linguistic and semiotic practice, and why.

Course book chapters:

Chapter 1: Politics, creativity and language

Chapter 2: Creativity in political discourse

Chapter 3: Creativity on sale

Chapter 4: Language, creativity and the politics of value

Chapter 5: Talking and rapping in the globalised world

Chapter 6: Ownership, regulation and production

Chapter 7: Looking back, leaping forwards

7. Assessment strategy, assessment methods and their relative weightings

Module assessment is based on three main types of written work

1. Tutor-Marked Assignment (TMA)
2. Mid-Term Assessment (MTAs)
3. Final Exams (FEs)

The following table shows the distribution of marks for the various types of module assessment in one-semester.

Components		Mark	Total Mark
CONTINUOUS ASSESSMENT	TMA	20	50
	MTA	30	
FINAL ASSESSMENT	FINAL EXAM	50	50
GRAND TOTAL		100	100

(i) Tutor-Marked Assignment (TMA)

7. Assessment strategy, assessment methods and their relative weightings

Students prepare one TMA for the whole semester. This assignment serves to invoke and develop the investigative and research skills of students. The TMA carries 20% of the overall grade of the course.

(ii) Mid-Term Assessment (MTA)

MTAs are viewed to be another contributor to monitoring the progression of students' achievement. They carry 30% of the overall grade of the course. Questions in MTAs typically require short notes/answers/comments: e.g. definitions; exemplification; writing short essays [2–3 paragraphs], etc.

(iii) Final Exams (FEs)

Final exams are typically, but not always, of the essay type and are divided into three Sections/Parts each covering one or two blocks/themes of the module as in the table below: Students are required to answer 3 questions in 3 hours.

8. Mapping of assessment tasks to learning outcomes

Assessment tasks	Learning outcomes																		
	A1	A2	A3	A4		B1	B2	B3		C1	D1	D2	D3	D4	D5	D6			
TMA	X	X	X	X		X	X	X		X	X	X	X	X	X	X			
MTA	X	X	X	X			X					X	X						
Final Exam	X	X	x	X		X	X				X	X	X						

9. Teaching staff associated with the module

Name and contact details

Dr. Yusuf Shedooh

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10. Key reading list

Author	Year	Title	Publisher	Location
	2016	Module Guide	The Open University	Milton Keynes
Zsofia Demjen and Philip Seareant	2016	Creativity in Language - From everyday style to verbal art	The Open University	Milton Keynes
Janet Maybin	2016	Narrative, Language and Creativity – Contemporary approaches	The Open University	Milton Keynes

10. Key reading list				
Author	Year	Title	Publisher	Location
	2016	The Politics of Language and Creativity in Globalised World	The Open University	Milton Keynes
Lesley Jeffries and Dan McIntyre	2016	Stylistics	Cambridge University Press	Cambridge

11. Other indicative text (e.g. websites)
1. Online and offline material.