

| Module Details |   |
|----------------|---|
| Module Title   | Story and Scriptwriting                   |
| Module Code    | FAM4018-B                                 |
| Academic Year  | 2023/4                                    |
| Credits        | 20  |
| School         | Department of Media Design and Technology |
| FHEQ Level     | FHEQ Level 4                              |

| Contact Hours                  |       |
|--------------------------------|-------|
| Type                           | Hours |
| Practical Classes or Workshops | 12    |
| Seminars                       | 12    |
| Directed Study                 | 176   |

| Availability |                                     |
|--------------|-------------------------------------|
| Occurrence   | Location / Period                   |
| BDA          | University of Bradford / Semester 2 |

| Module Aims  |
|--|
| Provide a supportive learning environment for the development of student skills in writing scripts for film or television. Students will learn how to develop compelling stories and communicate meaningfully from pitching initial ideas to full outlines and a draft script for a 10minute short film. |

| Outline Syllabus   |
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| The syllabus explores elements of a story, narrative structure, conventions and genre. How to write a script, the process of creating scripts, revision -develop innovative ways to handle dialogue, action, visual effect and overall structural control in your script writing. In addition, the syllabus will include presenting ideas effectively in a script-revise and edit creative writing to a professional standard. |

| Learning Outcomes |  |
|-------------------|--|
| Outcome Number    | Description  |
| 01                | LO1: Identify and evaluate narrative structure, character development and effective use of dialogue to create potential script ideas, using content and genre research |
| 02                | LO2: Apply knowledge and understanding of scriptwriting techniques in the production of an original 10-minute script   |

| Learning, Teaching and Assessment Strategy   |
|--|
| <p>Classroom activity will be aimed at exploring the interaction of script and performance, as well as devoted to the basic analysis of how scripts work. Teaching methods include:</p> <p>Analysis of theatrical material for group discussion</p> <p>Managed discussion of student scripts</p> <p>Seminar discussion of the principles of script writing</p> <p>Learning activities include:</p> <p>Providing detailed feedback to student scripts that have been read in advance</p> <p>Studying published scripts</p> <p>Writing drafts for both performance and seminar discussion</p> <p>Formative Assessments:</p> <p>Classroom presentation of work in progress in the form of plot outlines, character sketches and scripts</p> <p>Tutorial discussion of drafts</p> <p>Summative Assessments:</p> <p>A story outline.</p> <p>A 10-minute script (10-12 pages) for film or television. While this may be a complete short work, it can (and likely will) be part of a longer piece. i.e., the beginning of a pilot TV episode; the opening of Act 2 of a stage play, etc</p> <p>A collection of submitted feedback reports evaluating the work of peers from developmental reviews during the semester.</p> |

| Mode of Assessment |              |                          |           |
|--------------------|--------------|--------------------------|-----------|
| Type               | Method       | Description              | Weighting |
| Summative          | Coursework   | Story Outline and Script | 70%       |
| Summative          | Coursework   | Critical peer feedback   | 30%       |
| Referral           | Coursework   | Story Outline and Script | 100%      |
| Formative          | Presentation | Work in progress         | N/A       |

## Reading List

To access the reading list for this module, please visit <https://bradford.rl.talis.com/index.html>

*Please note:*

*This module descriptor has been published in advance of the academic year to which it applies. Every effort has been made to ensure that the information is accurate at the time of publication, but minor changes may occur given the interval between publishing and commencement of teaching. Upon commencement of the module, students will receive a handbook with further detail about the module and any changes will be discussed and/or communicated at this point.*

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