

6.1 Module 2: Writing for Screen

Module title			
Writing for Screen			
Module NFQ level	Module number / reference	ECTS Value	Duration
Level 6	CTVPDP02	5 ECTS	12 weeks
Parent programme(s)		Stage of parent programme	Semester No.
Certificate in TV Production and Design Practices		Award	Semester 1
Certificate in Screen Media Production for Small to Medium Enterprises		Award	Semester 1
BA in Film, TV and Screen Media Production		Stage 1	Semester 1
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	35%		
Workplace			
Online	20%		
Other (Identify)	45% (independent study)		
Entry requirements (statement of knowledge, skill and competence)			
Learners must have achieved the programme entry requirements.			
Maximum number of learners per instance of the module	60 learners		
Average (over the duration of the module) of the contact hours per week	3 hours		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	No		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
The requirement is for a fully equipped classroom with optimal internet connection for lectures. This needs to include screening facilities including up-to-date audiovisual screening facilities. The provision of CeltX and Final Draft software is also recommended.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	Qualifications & experience required:		# of Staff with this profile (WTEs)
Lecturer	Lecturers are required to hold at least a NFQ Level 8/ honours degree in film, media, English literature or screen studies or a related discipline. It is an advantage to have completed the Certificate in Education, Learning and Development issued by the College. Related industry experience is preferable.		0.2

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:25	36
Monitoring and small-group teaching	-	-
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		24
Independent Learning (hours)		65
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of marks (within the module)					
	Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total
Percentage contribution	100%	-	-	-	100%

6.1.1 Module aims and objectives

This module aims to demystify the writing process by equipping learners with foundational writing skills aimed at improving their attention to clarity, coherence and detail. Emphasising the importance of expressing concepts clearly on the page, this module introduces learners to the research and presentation skills required to write clear and compelling stories that are essential to the developmental stages of the scriptwriting process.

The objectives of the module

1. The opening weeks of the module are focused on the essential writing skills required for clear and coherent communication.
2. The second section introduces learners to the research process necessary to create development documents for film and TV scripts.
3. The third section of the module teaches oral presentation skills and exposes students to examples of excellent oral presentations (TED.com).

In this module, weekly classes consist of lecture, tutorial, case study and practical writing exercises.

6.1.2 Minimum intended module learning outcomes

Upon successful completion of this module, learners are able to:

- (i) Create clear and coherent research documents.
- (ii) Plan and execute a short story from idea stage to completion.
- (iii) Develop editing skills and apply these skills to both their own writing and those of their peers.
- (iv) Plan and give a clear and coherent oral presentation.

6.1.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

This module aims to demystify the writing process which is foundational to film and TV production. The first step in every film and TV project is to get one's ideas down on paper. The ability to effectively communicate ideas in the written form is central to the success of any project.

By covering the basics of grammar, spelling and punctuation in the opening classes, the rest of the module takes the learners through the process from ideation to a polished short story via research, rough drafts and editing. The module gives the learners a real grounding in the writing skills that are essential in the film and TV industry.

In this way, this module equips learners with the confidence and clarity necessary to express their ideas and intentions across later stages of this programme. The foundational function of this module is to give learners the ability to both write clear and compelling prose and also to present these ideas orally in a way that is engaging and effective. These are skills that will serve them well in later stages of the course and also in their careers after education. The module learning outcomes are aligned with programme learning outcome numbers:12, 13, 14, 15, 16, 17

6.1.4 Information provided to learners about the module

Learners receive a module handbook to include module descriptors, module learning outcomes (MLO), class plan, assignment briefs, assessment strategy and reading materials etc. To ensure that learners are best placed to engage with field trips and presentations, learners are provided with resources to research and help them prepare prior to the event.

It is clearly demonstrated through these materials how this module links in with learning acquired in other modules and with the course as a whole. Moodle is used to provide learners with ongoing access to module related information, from the handbook and module outlines provided in advance of module commencement. This includes lecture material and links to related resources.

6.1.5 Module content, organisation and structure

At the beginning of each module, lecturers inform learners of the module and respective assessment structures to ensure learners can plan accordingly. Sample assessments and detailed assessment briefs are available on Moodle, the College's VLE, and a dedicated assignment forum is set up to ensure learners can have any queries addressed by the lecturer. This dedicated forum can also be used by learners to share useful resources for assignments and helps to reinforce a community of practice. This module includes the following content:

Writing basics I: introduction and overview

- Basic writing skills: clarity
- Organising information
- Sentences and paragraphs
- Progression of ideas: structure tone and style
- Genre and style

Writing Basics II: Types of documents typically encountered/requested

- Briefs
- One Page Pitch
- Outlines/Treatments
- Series Bibles
- Research documents (factual/specific interest programming)
- Scripts
- Importance of flawless spelling and grammar.

Ideation

- What makes a good story premise?
- Identifying the premise of well-known stories
- The Jungian moment

- Ideating your own premises and selecting most promising
- Pitch your ideas verbally
- Expressing your premise in written form

Research

- Importance of research for both fiction and non-fiction
- Research skills
- Creating a research plan
- Compilation of research portfolio
- How research portfolio should be presented

Editing skills

- How to give/receive feedback
- Most common spelling grammar mistakes
- Importance of proofreading
- Developing objectivity (kill your darlings)
- Importance of feedback from diverse readers (age/gender/ethnicity)
- Keeping the reader in mind

Presentation Skills

- Elements of a good presentation
- Exemplary presentations from TED and elsewhere
- Importance of body language
- Importance of developing rapport
- Importance of pace
- Importance of volume
- Use of supporting visual materials (no death by PowerPoint)

Other topics covered

- The role of the screenwriter in the film & TV industry
- Creative thinking skills/practices.

6.1.6 Module teaching and learning (including formative assessment) strategy

This course is delivered through formal lectures, class discussions and learner-led presentations. Lively debate around key areas of theoretical approach, case study analysis and the interplay of scholastic activity and the lived experience is actively encouraged. These discussions are an essential opportunity to formatively assess learner progress.

6.1.7 Work-based learning and practice-placement

There is no work-based learning or practical placement involved in this module.

6.1.8 E-learning

Moodle, the College's Virtual Learning Environment (VLE), is used to disseminate notes, advice, and online resources to support the learners. The content includes timetables, handbooks, assignment hand-up schedules, class plans, class PowerPoint presentations, Q&A forums, notes, activities, industry samples and support resources. Learners are also given access to LinkedIn Learning as a resource for reference.

6.1.9 Module physical resource requirements

The requirement is for a fully equipped classroom with optimal internet connection for lectures. This needs to include screening facilities including up-to-date audiovisual screening facilities. The provision of CeltX and Final Draft software is also recommended.

6.1.10 Reading lists and other information resources

The following resources are recommended for this module:

Primary reading

King, S. (2012) *On Writing: A Memoir of the Craft*. London: Hodder

Truss, L. (2003) *Eats, Shoots & Leaves: The Zero Tolerance Approach to Punctuation*. London: Harper Collins.

Secondary reading

Field, S. (1994) *Screenplay: the foundations of screenwriting*. New York, Delacorte Press.

Goldberg, N. (1991) *Writing down the bones: Freeing the writer within; Wild mind: living the writer's life*. New York: Quality Paperback Book Club.

Orwell, G. (2021) *Why I write*. London: Renard Press.

Grove, E. (2012) *Raindance Writers' Lab Write + Sell the Hot Screenplay*. Hoboken: Taylor & Francis.

Pinker, S. (2014) *Sense of Style: The Thinking Person's Guide to Writing in the 21st Century*. London, UK: Allen Lane.

Stein, S. (2010) *Sol Stein's reference book for writers*. New York: St. Martin's Griffin.

Online resources

Aristotle, (2008) *Poetics*. Project Gutenberg:

<https://www.amherst.edu/system/files/media/1812/The%252520Poetics%252520of%252520Aristotle%25252C%252520by%252520Aristotle.pdf>

Campbell, J. (2020) *The Hero with a Thousand Faces*:

<http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=2680592>

Oxford Style Guide:

<https://www.ox.ac.uk/sites/files/oxford/University%20of%20Oxford%20Style%20Guide%20%28updated%20Hilary%20term%202016%29.pdf>

The Elements of Style by William Strunk Jr.: <https://www.bartleby.com/141/index.html>

6.1.11 Specifications for module staffing requirements

Lecturers are required to hold at least a NFQ Level 8 degree in English, film, media, or screen studies or a related discipline. It is an advantage to have completed the Certificate in Education, Learning and Development issued by the College. Related industry experience is preferable.

6.1.12 Module summative assessment strategy

Learners are required to write a research portfolio and give a presentation on their finished story. Learners are also required to produce a piece of prose for assessment as part of this module. The assessed work breakdown can be seen in the table below.

No.	Description	MIMLOs	Weighting
1	Assignment 1: Research Portfolio	(i)	25%
2	Assignment 2: Short Story	(i), (ii), (iii),	60%
3	Assignment 3: Oral Presentation	(i), (iv)	15%

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.

6.1.13 Sample assessment materials

Please see sample assessment supplementary document included with this submission.