



# **MA in Travel and Nature Writing**

*College of Liberal Arts (CoLA), Bath Spa University*



## **Course Handbook 2018-19**

The **MA in Travel and Nature Writing** at Bath Spa University is designed for writers who wish to develop their skills and experience in creative non-fiction, inspired by the natural world and contemporary travelling. This course will explore these topics and students will be immersed in a literature that covers travel writing, nature writing and examples from a range of other genres, to provide a context, backdrop and perspective to their own work. They will also receive practical advice, and do specific assignments, on how to get their work published, from a range of sources including their tutors and other professionals working in the field.

The main purpose of this handbook is to answer any queries you might have about at this MA programme. The Handbook contains essential information about your course structure, support and assessments. Please take time to get acquainted with these pages.

***NOTE:*** *This is a low-residency course and much of the tuition will take place in residential sessions away from campus and through distance learning. However, the course is based at Bath Spa University's historic Corsham Court campus, where we also hold the first residential in early October.*

## **Why Study Travel and Nature Writing as part of a Masters Degree?**

Good writers radiate the authority of first-hand encounters.

**Barry Lopez**

A post-graduate degree provides focused study, builds skills and confidence and helps open doors to a career in the kind of writing described below.

### **If you are interested in**

- Travelogue, memoir & essay
- Blogging on travel and/or nature
- Writing for print and broadcast media
- Rural and urban issues
- The importance of place
- Landscape and description
- Environmental ideas and journalism
- Outdoor activities and lifestyle
- Environmental history

### **If you enjoy....**

- Writing from experience
- Keeping a nature or travel journal
- Travel, exploration and journeying
- Encounters with places, people and wildlife
- The natural world
- Landscapes and environments
- Environmental literature
- New Nature Writing
- Travel literature

### **If you want to be a professional travel and/or nature writer...**

- In newspapers and magazines
- On blogs and websites
- By writing books
- On the radio

## **What will I study?**

Look deep into nature, and then you will understand everything better.

**Albert Einstein**

The programme aims to provide students with an understanding of issues and approaches to the representations of peoples, other species, habitats, places, cultures and environments in various kinds of writing, which can then be applied to their own professional practice.

Students will study:

- A mix of thematic topics represented by a variety of writers
- A balance between historical and contemporary writing
- A range of issues raised by eco-tourism, conservation and environmentalism
- A range of issues related to the experience and representation of people, wildlife and places in specific locations in the UK and elsewhere.

“By covering land and crossing waters, searching yet not always finding, exploration and transplantation, one (re)discovers the world’s remarkable vastness, its natural abundance, the extraordinary diversity of its people and customs. It is this discovery that lures us travel and nature writers. We are seekers. We are researchers. We are lurkers and interlopers. We are gatherers of story. Our questions lead us to more questions, and it is this knowing that there is always more to know that keeps us moving, that leads us to places other than home. (Paradoxically, it is by leaving home we may well see it—and ourselves—most clearly.)”

**Patricia Ann McNair; *Columbia College, Chicago***

**Which modules will I study? (NB: for more detail see pages 20-30 below)**

**FULL-TIME (1 year)**

<b>Trimester 1</b>	<b>Trimester 2</b>	<b>Trimester 3</b>
Writing in the Field (30 credits)	Advanced Travel and Nature Writing (30 credits)	Portfolio & Reflective Journal (60 credits)
Context, History and Genres in Creative Non-Fiction (30 credits)	Professional Skills in Travel & Nature Writing (30 credits)	

**PART TIME (2 years)**

<b>YEAR 1, Trimester 1</b>	<b>YEAR 1 Trimester 2</b>	<b>YEAR 1 Trimester 3</b>
Writing in the Field (30 credits)	Professional Skills in Travel & Nature Writing (30 credits)	Portfolio & Reflective Journal (60 credits)
<b>YEAR 2, Trimester 1</b>	<b>YEAR 2 Trimester 2</b>	<b>YEAR 2 Trimester 3</b>
Context, History and Genres in Creative Non-Fiction (30 credits)	Advanced Travel and Nature Writing (30 credits)	Portfolio & Reflective Journal (continued)

## **What career opportunities are open to me if I study Travel and Nature Writing?**

Want to be a travel writer? Then prepare to be loathed. The idea that someone goes to exotic places for free – and then gets paid to write about them – is too much for many to take.

### **Advice on *Wanderlust* website**

This MA has been designed for those seeking a professional career in travel and nature writing. This may involve working as a freelance writer, or perhaps for a company or organisation in a relevant field. However, the emphasis throughout this course will be on applying experience, scholarship and skills to the professional practice of creative non-fiction writing.

“Travel and nature writing are deceptively easy but surprisingly hard disciplines to master. As Bill Bryson said, one of the most basic errors many writers make is to assume that everybody is interested in what they have to say. Sadly, the opposite is true. Use this as a starting point and you are heading in the right direction.” *Sophie Stafford*, Former Editor, BBC Wildlife

We would also expect graduate destinations to include:

- Higher Research degree programmes, public and private sector research careers, freelance writing for radio, journalism, feature writing and books.
- Environmental careers such as advocacy, communications, conservation, environmental and development charities, statutory and public sector bodies, education and internships.
- Tourism and Heritage sector including travel agencies, adventure holidays, ecotourism, tour leaders/guides, in-house magazines, charities and trusts, visitor centres, galleries and museums, public relations, reserves, estates, government, management.
- Creative industries, such as radio, TV, book publishing, web media, news and magazine publishing.

*Bath Spa Careers* can help you in a variety of ways including careers advice, jobs and employer information, a checking service for CVs and job applications and providing advice on further study, working and studying abroad, and voluntary opportunities. They can also offer you help and guidance on finding and supporting both paid and unpaid placements. For further information, visit [www.bathspa.ac.uk/careers](http://www.bathspa.ac.uk/careers)

## **Course structure – FULL TIME (1 Year)**

- **Trimester One:** A Bath Spa University residential workshop; the core module: Writing in the Field; and the background module, Context, History and Genres in Creative Non-Fiction. Initial work on the Portfolio and Reflective Journal.
- **Trimester Two:** A residential workshop, usually overseas; Advanced Travel and Nature Writing; Professional Skills in Travel & Nature Writing, including understanding relevant markets and producing publishable work.
- **Trimester Three:** A residential workshop, usually in the UK, and the completion of the Portfolio and Reflective Journal.

## **Course structure – PART TIME (2 Years)**

### **YEAR 1:**

- **Trimester One:** A Bath Spa University residential workshop; the core module: Writing in the Field.
- **Trimester Two:** Professional Skills in Travel & Nature Writing, including understanding relevant markets and producing publishable work. Continuing work on the Portfolio and Reflective Journal.
- **Trimester Three:** Continuing work on the Portfolio and Reflective Journal.

**You are also expected to attend one of the two residential workshops in either Trimester Two or Three.**

### **YEAR 2:**

- **Trimester One:** A Bath Spa University residential workshop (5 days); the background module, Context, History and Genres in Creative Non-Fiction.
- **Trimester Two:** Advanced Travel and Nature Writing.
- **Trimester Three:** The completion of the Portfolio and Reflective Journal.

**You are also expected to attend one of the two residential workshops in either Trimester Two or Three.**

### ***Learning environment***

Face-to-face seminars during intensive residentials, individual tutorials and one-to-ones, directed study in writing and rewriting, online group tutorials and peer critiques. Students will read extensively and are expected to be familiar with subject and contextual literature. You should expect to work a total of 300 hours for each of the six 30-credit modules, which works out as 1800 hours for the whole course, including the portfolio (an average of 36 hours a week full-time, or 18 hours a week part-time, including reading and fieldwork).

### ***Assessment***

Students are assessed by a combination of continuous evaluation through essays, proposals, short pieces of creative writing and a final portfolio of work.

### ***Work experience opportunities***

Students will be encouraged to produce written pieces of a publishable standard and submit them to a range of media outlets for publication or broadcast, during and after the course.

### ***Project work***

Students will keep a journal of their professional submissions and amass a portfolio of creative work.

### ***Added value***

Bath Spa University can draw on the experience of professional writers, tutors and industry professions of the highest standard to provide:

- Extensive personal support from a friendly and caring staff.
- A good practical and theoretical education.
- Availability of careers advice and support.
- Contact with a wide range of professional writers in different spheres and genres, and industry specialists, including editors, commissioners, publishers and agents.
- Opportunities for unique experiences in the field with peers and mentors.

### ***How we support you***

In addition to your subject tutors you will be assigned a personal tutor who will be available to help you with more general issues or concerns.



## **Course aims and learning outcomes**

You become a better writer by writing. You become a better travel writer by writing about travel.

**Tim Cahill**

### ***What is this course designed to achieve?***

The course is designed to give you the opportunity to explore the workings of various publishing, broadcasting and new media opportunities in travel and nature writing and prepare you for the submission of your own work. It will also equip you with the practical and business skills to operate as a freelance writer.

### ***What will you learn?***

- The techniques and disciplines involved in travel and nature writing through practice, discussion and familiarity with the relevant literature.
- A range of critical and creative skills applied to the issues and concerns of the field.
- To apply knowledge and ideas, together with a practical understanding of how established writing techniques are used to create and interpret travel and nature, in an original way.
- How to clearly articulate personal experience in a variety of media, and in different formats and styles.

### **Thinking skills**

- Deal with complex issues both systematically and creatively.
- Demonstrate self-direction and originality.
- Plan and investigate a research essay.
- Carry through an independent study or project that could form the foundation of further study or employment in writing.

### **Subject-Based Practical skills**

- Writing fluency
- Writing for a range of media outlets
- Narrative structure
- Critical reading
- Discussing ideas and concepts
- Complex and precise description
- Personal organisation

### **Skills for life and work (general skills)**

- The development of your own style of independent learning.
- The ability to communicate ideas and experiences to others and to debate relevant issues
- IT skills
- Communication skills
- Team work
- Time management
- Self-confidence
- Research methodologies

## **The course structure**

### **Brief outline of main areas of course and content**

<b>Module</b>	<b>Full-time</b>	<b>Part-time</b>	<b>Credits</b>
Writing in the Field (CW7505-30)	Trimester 1	Year 1 Trimester 1	30
Context, History & Genres in Creative Non-fiction (CW7506-30)	Trimester 1	Year 2 Trimester 1	30
Advanced Travel and Nature Writing (CW7502-30)	Trimester 2	Year 2 Trimester 2	30
Professional Skills in Travel and Nature Writing (CW7503-30)	Trimester 2	Year 1 Trimester 1	30
Project Portfolio and Reflective Journal (CW7507-60)	Trimesters 1, 2 and 3	Years 1 & 2 Trimester 3	60

The course is run via VLE (using Google Hangouts and Minerva – BSU’s virtual blackboard), with email and telephone / Skype support.

During trimesters one and two, students will write one piece every week or two, and accompany it with a brief account of the target market for the piece, which they will post on the ‘virtual blackboard’ system Minerva. Students will also be expected to critique the work of their peers, providing positive feedback and constructive criticism. Other tutors and industry professionals on a selected basis may also critique pieces. Written critiques will be available for all to view.

## **Residentials**

***NB: for residentials, students meet travel, housing and most subsistence costs.***

### **Residential 1**

October: One-week (5 days) residency – Corsham Court, Wiltshire

Aim: to bond the cohort as a group, to introduce the Distance Learning tools and procedures, to do writing exercises based on short field trips, and to hear from professional writers and editors working in the industry.

Includes:

- Induction, ice breaker workshops
- Taught Modules (from a range of tutors in Travel and Nature Writing)
- 1:1 mentor meetings; Evening social / readings
- Guest sessions from industry figures, writers etc.

### **Residential 2**

March: 7 days (including travel) – Sella, near Alicante, Spain

Aim: to develop the cohort as a group, and to improve and extend your skills and experience as a writer by encountering new locations, subjects and themes.

Includes:

- Writing exercises based on field trips to a range of locations, and the people and wildlife encountered
- Taught modules (from a range of tutors in Travel and Nature Writing)
- 1:1 mentor meetings; Evening social / readings

### **Residential 3**

July: 5 days (including travel) – Hawkwood College, near Stroud, Glos

Aim: to consolidate your experience and skills as a writer, especially in relation to the Portfolio module.

Includes:

- Writing exercises based on field trips to a range of locations, and the people and wildlife encountered
- Taught modules (from a range of tutors in Travel and Nature Writing)
- 1:1 mentor meetings looking ahead to after the course; Evening social / readings

### **The Project Portfolio and Reflective Journal**

Throughout the course students will be aiming to put together the best of their work into a portfolio that clearly demonstrates their range of interests and skills. The portfolio should also include a submissions tracking journal, where students keep a record of what they've sent where, and the results. From June to September the collation and development of this portfolio becomes the main task. Students will be supported by a tutor during this phase. They also keep a Reflective Journal throughout the course, which is submitted as part of the final module, alongside the Portfolio.

**Teaching and Learning Methods:**

Face-to-face seminars during Intensive Residency Weeks

Individual Tutorials: Intensive Residency Weeks

Field Trips during Intensive Residency Weeks

Directed Study: writing and rewriting

Online tutorials

Tutorial Critique

Peer Critique

**Data Management**

It is the responsibility of students to manage their own data, and to ensure that they have adequate storage facilities. They also need to have a desktop/laptop computer, printer, a working broadband connection and headphones with built-in microphone (for the Google Hangout sessions).

## **Other Information**

### **Library and Information Services**

The University's Library & Information Services provide a wide range of online resources for English and Creative Writing courses, including JSTOR, LION (Literature Online), MLA International Bibliography, and Newsbank. Over 13,000 e-journal titles are available.

The Library wing at Corsham Court has a growing collection of research material and reading rooms. Newton Park Library contains a strong humanities-based collection of print books & journals. Sion Hill Library is the specialist Library for art and design subjects.

The inter-library loans service provides access to material held by the British Library and other major research libraries. MA students may request up to 25 inter-library loans per academic year. Many journal articles can now be delivered electronically direct to email. The Library is also a member of the SCONUL Access <<http://www.access.sconul.ac.uk/>> Scheme. This reciprocal scheme enables postgraduate students to use and borrow books from many other UK academic libraries.

All courses are supported by a dedicated School Librarian with subject knowledge in the area. Information skills training is available to help you get the most out of our databases, e-journals, and e-books.

For further information about Library & Information Services, including library catalogues, electronic resources, opening times, and contact details, please see the website: <http://www.bathspa.ac.uk/services/library/>

### ***Credit rating***

The overall credit rating of this course is 180 credits.

### ***ECTS (European Credit Transfer and Accumulation System)***

The Framework for Qualifications of the European Higher Education Area recommends that two UK credits are equivalent to one ECTS credit.

### ***Typical duration***

The duration of this course is one academic year (full-time) or two academic years (part-time).

### ***How the teaching year is divided***

The teaching year begins in late September and finishes in the middle of the following September.

### ***Requirements for gaining an award***

The course totals 180 credits: modules in the first semester account for 60 credits, the second semester also accounts for 60 credits, and the portfolio and journal amassed throughout all three semesters accounts for 60 credits. Part-time students do one 30-credit module in trimesters 1 & 2 of each year.

### ***How we assure the quality of this course***

#### ***Before this course started***

Before the course started, the following was checked:

- There would be enough qualified staff to teach the course;
- Adequate resources would be in place;
- The overall aims and learning outcomes were appropriate;
- The course content and assessment were appropriate;
- The content of the course met with external reference points (such as the Framework for Higher Education Qualifications and appropriate subject benchmark statement);
- The course met any professional/statutory body requirements;
- The proposal met other University quality management criteria, covering a range of issues such as the admissions policy, the teaching, learning and assessment strategy and student support mechanisms.

This is done through a process of course approval, which involves consultation with subject specialists from other institutions.

#### ***How we monitor the quality of this course***

The quality of this course is monitored each year through evaluating:

- External examiner reports (considering academic quality and standards)
- Feedback from our creative director and visiting fellows
- Statistical information (considering issues such as the pass rate)
- Student feedback.



Drawing on this and other information, course teams undertake annual monitoring. The process is monitored by the University's Academic Quality and Standards Committee.

Once every six years an in-depth periodic review of the whole area is undertaken by a panel that includes subject specialists from other institutions. The panel considers documentation and speaks with current and former students and with staff before drawing its conclusions. The result is a report highlighting good practice and identifying areas where action is needed.

### ***The role of the Departmental Board***

This course is represented at the Creative Writing Departmental Board by both staff and students. Student representatives will also be invited to attend or contribute to feedback meetings with course leaders and the Head of Department.

### ***The role of external examiners***

The standard of this course is monitored by at least one external examiner. External examiners have two primary responsibilities:

- To monitor the standard of the programme; to ensure that the assessment practices of the subject are equitable, appropriate, and comparable with those of other universities.

### ***Listening to the views of students***

The following methods for gaining student feedback are used on this course:

- Module evaluations
- Student representation on committees
- Personal tutor, module leader

Students are notified of the action taken through:

- Group emails

### ***Listening to the views of others***

The following methods are used for gaining the views of other interested parties:

- Feedback from former students
- Consultation with industry professionals and businesses
- Liaison with partner institutions nationally and internationally

<b>Final award</b>	MA
<b>Intermediate awards available</b>	PGCert for students who achieve 90 credits
<b>UCAS code</b>	
<b>Details of professional body accreditation</b>	
<b>Relevant QAA Benchmark statements</b>	There isn't an official QAA Benchmark for Creative Writing, but we have referenced the widely used NAWE benchmark ( <a href="http://www.nawe.co.uk/writing-in-education/writing-at-university/research.html">http://www.nawe.co.uk/writing-in-education/writing-at-university/research.html</a> )
<b>Date specification last up-dated</b>	

#### **University policy statement on anonymous marking**

Please refer to <http://www.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/guide-to-the-modular-scheme> p.31

#### **University statement on referencing protocols**

Please follow the guidelines for the **Numeric** system available at <http://www.bathspa.ac.uk/services/library/InfoSkills/>

#### **University policy statement on plagiarism/unfair practice**

Please refer to <http://www.bathspa.ac.uk/services/student-services/current-students/your-course/guide-for-students-course-of-study/guide-to-the-modular-scheme> p.45-49

## **Staff profiles**

### **Course Leader**

**Stephen Moss** is one of Britain's leading nature writers, broadcasters and natural history television producers. A lifelong naturalist, he has travelled throughout Britain and to all seven of the world's continents in search of wildlife. His TV credits include the BAFTA award-winning *Springwatch*, *The Nature of Britain* and *Birds Britannia*, while his books include *Wild Hares and Hummingbirds*, *A Bird in the Bush: a social history of birdwatching*, *Wild Kingdom*, and *Mrs Moreau's Warbler: How Birds Got Their Names*. He writes a regular monthly 'Birdwatch' column for the *Guardian*, and for many other newspapers, magazines and websites, and has also written for, and appeared on, radio and television. He is currently a Visiting Special Professor at the University of Nottingham, where he teaches Environmental History. Originally from West London, Stephen now lives with his family on the Somerset Levels, where he is President of the Somerset Wildlife Trust.

### **Associate Lecturer**

**Gail Simmons** is an experienced travel journalist, blogger and radio broadcaster, specialising in the Middle East region. She writes for many national newspapers and magazines, including the *Observer*, *Telegraph*, *Guardian*, *Sunday Times Travel Magazine*, *Independent* and *Wanderlust*, as well as several international publications such as *TIME magazine*, *Al-Jazeera English*, the *UAE National* and *CNN Traveller*. She has also broadcast on BBC's *Excess Baggage*, and *From Our Own Correspondent*. She has recently had two travel books commissioned, which will be published from 2019 onwards.

**In addition, other guest lecturers also teach on the course on an occasional basis.**

## **Module outlines**

Code	<b>CW7505-30</b>
Title	<b>Module A: Writing in the Field</b>
Subject area	<b>Creative Writing</b>
Pathway	
Level	<b>7</b>
Credits	<b>30</b>
ECTS*	
Contact time	20 hours face to face plus on-line tutorials and discussion groups
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Stephen Moss
<b>Description</b>	
<p>An introduction to writing about place, people, nature and landscapes ‘in the field’, through sensory experiences.</p> <p>This module also sets the foundations for independent study.</p>	
<b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>	
<p>This module is designed to give students a real sense of what travel and nature writing is about. It begins with an intensive residential week of outdoor and indoor workshops focusing on experiential writing, engagement in the landscape and representations of journeying, place, wildlife and people, including talks by visiting writers. These themes are followed by a trimester of on-line seminars based around different approaches to writing, with group tutorials and workshops, and individual discussions and appraisals, via email and other electronic communications.</p>	

Intended Learning Outcomes	How assessed**
<p>A systematic understanding of knowledge and a critical awareness of current problems and new insights as they appear in moral and ethical issues affecting the professional practice of travel and nature writing;</p> <p>Originality in the application of knowledge and a practical understanding of techniques applied to creative non-fiction in response to personal experience and recommended texts.</p>	<p>Essay</p> <p>Creative Writing pieces</p>
Assessment Scheme	Weighting %
An essay reflecting based on your experiences of writing in the field (2000-2500 words);	50%
Creative writing from experience, research and response to text, (6-10 x 500-1000 words or equivalent)	50%
Reading Lists/Key Texts & Websites	
<p>NOTE: This is NOT intended as either a prescriptive, comprehensive or compulsory reading list. The idea of the course is for you to be able to bring your own favourites to the discussion table, and to gain inspiration from them, and also to read more widely and explore books and authors you might not otherwise have encountered.</p> <p>Michael Allen (ed), <i>Nature's Tales</i>, (Elliott &amp; Thompson, 2010)</p> <p>Richard Mabey, <i>The Unofficial Countryside</i>, (Collins, 1973)</p> <p>Kathleen Jamie, <i>Findings</i>, (Sort of Books, 2005)</p> <p>Lucy McCauley ed, <i>The Best Women's Travel Writing</i>, (Rough Guide, 2009)</p> <p>Gavin Maxwell, <i>Ring of Bright Water</i> (1960)</p> <p>Kenneth Allsop, <i>In The Country</i> (Little Toller Books, 2011)</p> <p>Stephen Moss, <i>Wild Hares and Hummingbirds</i> (Vintage, 2012)</p> <p>Paul Evans, <i>Field Notes from the Edge</i> (Rider, 2015)</p> <p>Paul Farley &amp; Michael Simmons Roberts, <i>Edgelands</i> (Vintage, 2011)</p> <p>Donald S. Murray, <i>Herring Tales</i> (Bloomsbury, 2015)</p> <p>Melissa Harrison, <i>Clay</i> (Bloomsbury, 2013)</p> <p>Richard Kerridge, <i>Cold Blood</i> (Chatto &amp; Windus, 2014)</p>	

<p>Mark Cocker, <i>Claxton</i> (Jonathan Cape, 2014)</p> <p>Barry Lopez, <i>Arctic Dreams</i> (Vintage, 1999)</p> <p>Helen Macdonald, <i>H is for Hawk</i> (Random House, 2014)</p> <p>Patrick Barkham, <i>The Butterfly Isles</i> (Granta, 2010)</p> <p>Katharine Norbury, <i>The Fish Ladder</i> (Bloomsbury, 2015)</p> <p>Alice Oswald, <i>Dart</i> (Faber, 2002)</p> <p>Robert Macfarlane, <i>Landmarks</i> (Hamish Hamilton, 2015)</p> <p>George Monbiot, <i>Feral</i> (Allen Lane, 2013)</p> <p>Michael McCarthy, <i>Say Goodbye to the Cuckoo</i> (John Murray, 2009)</p> <p>Tony Juniper, <i>What Has Nature Ever Done for Us?</i> (Profile Books, 2013)</p> <p>Jay Griffiths, <i>Wild</i> (Penguin, 2006)</p>
Learning Resources
<p>Library; inter-library loan, periodicals, I-player, travel and nature writing websites and blogs, Bath Spa email, SKYPE, Corsham Court facilities</p>

Code	<b>CW7506-30</b>
Title	<b>Module B: Context, History &amp; Genres in Creative Non-Fiction</b>
Subject area	<b>Creative Writing</b>
Pathway	
Level	<b>7</b>
Credits	<b>30</b>
ECTS*	
Contact time	20 hours face to face plus on-line tutorials and discussion groups
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Stephen Moss
<b>Description</b>	
<p>A contextual module, which aims to provide students with a deeper understanding of the way the various genres of creative non-fiction writing (e.g. Travel Writing, the New Nature Writing, plus other relevant genres such as Popular Science, Environmental Writing etc.) have developed over time, from the past to the present, and how this both reflects and shapes social, cultural, historical and environmental issues in Britain and around the world.</p>	
<b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>	
<p>This module gives students an overview of the history and development of creative non-fiction writing over time, from historical works to the present-day, with a particular focus on the past 50 years. This includes an analysis of the broader contextual framework in which creative non-fiction writing is found: the social, cultural and political changes that have shaped the different genres over time, and in different parts of the world. We also focus more deeply on specific authors and works, which best reflect these changes, and make critical comparisons between authors and works from different times, places and backgrounds.</p>	

Intended Learning Outcomes	How assessed**
<p>A clear, critical understanding and appreciation of the historical, social and cultural context of travel and nature writing; and how these contexts inform your own writing.</p> <p>A broader understanding of the crucial place of travel and nature writing in the environmental, social and political context of today; and an understanding of research methods, including new and collaborative ways of working across different disciplines and/or media</p>	<p>Essay</p> <p>Creative Writing piece</p>
Assessment Scheme	Weighting %
<p>An essay on the historical, social and/or scientific context of an aspect of creative non-fiction writing, OR a critical essay comparing two works or authors in a particular field.</p> <p>A longer (2000-3000 words) piece of creative writing written to fit a specific travel or nature writing genre OR a creative project using a range of media (e.g. audio, video, visual art, photography) as well as writing.</p>	<p>50%</p> <p>50%</p>
Reading Lists/Key Texts & Websites	
<p>NOTE: This is NOT intended as either a prescriptive, comprehensive or compulsory reading list. The idea of the course is for you to be able to bring your own favourites to the discussion table, and to gain inspiration from them, and also to read more widely and explore books and authors you might not otherwise have encountered.</p> <ul style="list-style-type: none"> <li>• Key texts: a range of creative and critical works related to non-fiction writing, including <ul style="list-style-type: none"> <li>- Man and the Natural World, by Keith Thomas (Penguin, 1991)</li> <li>- Ecocriticism on the Edge: The Anthropocene as a Threshold Concept, by Timothy Clark (Bloomsbury Academic, 2015)</li> <li>- Nature's Tales, ed. Michael Allen (Elliott &amp; Thompson, 2010)</li> <li>- Psycho Too, by Will Self (Bloomsbury, 2009)</li> </ul> </li> </ul>	
Learning Resources	
<p>Library; inter-library loan, periodicals, I-player, travel and nature writing websites and blogs, Bath Spa email, SKYPE, Corsham Court facilities</p>	



Code	<b>CW7502-30</b>
Title	<b>Module C: Advanced Travel and Nature Writing</b>
Subject area	<b>Creative Writing</b>
Pathway	
Level	<b>7</b>
Credits	<b>30</b>
ECTS*	
Contact time	20 hours face to face plus on-line tutorials and discussion groups
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Stephen Moss
<b>Description</b>	
An advanced approach to travel and nature writing literature, professional practice and independent projects.	
<b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>	
<p>This module is designed to build on students' understanding of what travel and nature writing is about and apply it to the market. It begins with an intensive residential week of outdoor and indoor workshops focusing on how experiential writing and creative non-fiction can be adapted to a variety of media, including talks by visiting editors, broadcasters and writers. These themes are followed up in a semester of on-line seminars based around the set texts and other media with group tutorials and workshops and individual discussions and appraisals via email and other electronic communications.</p>	

Intended Learning Outcomes	How assessed**
<p>A comprehensive understanding of techniques applicable to travel and nature writing through pieces written to a brief;</p> <p>Demonstrate originality in the application of knowledge and creativity, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the field of travel and nature writing;</p> <p>Demonstrate an ability to deal with complex issues both systematically and creatively, making sound judgements in the absence of complete data and communicate ideas and proposals clearly to specialist or non-specialist audiences.</p>	<p>Coursework to brief</p> <p>Creative Writing pieces</p> <p>Pitch &amp; Interview</p>
Assessment Scheme	Weighting %
The production of 3 pieces written to a brief (guideline c.1000 words each);	40%
Creative writing from experience, research and texts for inclusion in portfolio (5 x 300-1000 words or equivalent);	40%
A pitch and interview on an idea for a book or series of articles	20%
Reading Lists/Key Texts & Websites	
See Module A above	
Learning Resources	
<p>Library, inter-library loan, periodicals, I-player, travel and nature writing websites and blogs, Bath Spa email, SKYPE, Corsham Court facilities</p>	

Code	<b>CW7503-30</b>
Title	<b>Module D: Professional Skills in Travel and Nature Writing</b>
Subject area	<b>Creative Writing</b>
Pathway	
Level	<b>7</b>
Credits	<b>30</b>
ECTS*	
Contact time	20 hours face to face plus on-line tutorials and discussion groups
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Gail Simmons
<b>Description</b>	
A module designed to develop business, organisational and writing related skills, enabling the student to have a better chance of being published.	
<b>Outline Syllabus &amp; Teaching &amp; Learning Methods</b>	
<p>This module is designed to apply the experience of the Writing in the Field and Advanced Travel and Nature Writing modules to the student's career plan. Students will undertake an independent trip in the UK or abroad (usually during the Easter vacation) putting what they have learned into practice. With reference to a variety of media, students will work on establishing their own careers as professional writers. They will be encouraged to plan their own professional development through on-line workshops, seminars and tutorials. Students will analyse the travel and nature writing market and plan for their own independent journey and writing project.</p>	

Intended Learning Outcomes	How assessed**
<p>To evaluate critically current research and advanced scholarship and apply this to the market for travel and nature writing, seeking commissions and planning for a self-organised project in the UK or abroad.</p> <p>Demonstrate self-direction and originality in tackling and solving problems and acting autonomously in planning and implementing tasks at a professional or equivalent level;</p> <p>Acquire the qualities and transferrable skills necessary for employment requiring the exercise of initiative and personal responsibility, decision-making in complex and unpredictable situations through a professional development career plan;</p>	<p>Project proposal</p> <p>Project report</p> <p>Coursework</p>
Assessment Scheme	Weighting %
A project proposal with market analysis for a self-organised trip (c. 2,000 words);	20%
A self-development plan including contents including a CV, profile, web presence, recordings (2,000 words or equivalent);	40%
A report on a normally self-organised trip plus a piece or pieces of creative writing, (3,500 words or equivalent);	40%
Reading Lists/Key Texts & Websites	
A variety of media: print, broadcast, film, web and corporate outlets in the public, private and voluntary sectors, negotiated between student and tutor.	
Learning Resources	
Library, inter-library loan, periodicals, I-player, travel and nature writing websites, Bath Spa email, SKYPE, Corsham Court facilities	

Code	CW7507-60
Title	Module E: A Portfolio of Travel and Nature Writing
Subject area	Creative Writing
Pathway	
Level	7
Credits	60
ECTS*	
Contact time	Equivalent to 12 hours individual tuition
Acceptable for	
Excluded combinations	
Core/Optional	Core
Module Co-ordinator	Stephen Moss
Description	
The final collection of creative writing with accompanying reflective journal.	
Outline Syllabus & Teaching & Learning Methods	
This is the creative result of the four course modules and all the residential sessions, workshops, seminars and tutorials. The portfolio normally includes experiential work, observations, descriptions, submissions to media outlets, creative responses to text, audio or film, project-based or general research writing which collectively helps establish a professional career. The contents of the portfolio have been refined through the workshop-tutorial process.	
Intended Learning Outcomes	How assessed**
The demonstration of a systematic understanding of knowledge and a critical awareness of current problems and new insights together with a comprehensive understanding of techniques applicable to travel and nature writing through the production of creative writing to a professional standard;	Portfolio
	Reflective Journal

To demonstrate the independent learning ability required for continuing professional development and a reflective analysis of the overall learning experience, including a critical assessment of contact with markets and outlets.	
Assessment Scheme	Weighting %
<p>Summative: A body of travel and nature writing of c. 20,000 words</p> <p>A journal describing the journey undertaken through the course, including a record of media submissions. (2,000 words or equivalent with accompanying materials)</p>	<p>80%</p> <p>20%</p>
Reading Lists/Key Texts & Websites	
The result of sources from previous modules.	
Learning Resources	
Library; inter-library loan, periodicals, I-player, travel and nature writing websites and blogs, Bath Spa email, SKYPE, Corsham Court facilities.	