



LITR19056 *Shakespeare: The Movie*

Term 2 - 2017

Profile information current as at 04/05/2024 08:36 am

All details in this unit profile for LITR19056 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

This unit aims to introduce students to the study of Shakespeare in a contemporary context and to provide them with opportunities to explore different ways in which the Bard can and has been read/watched. The works of Shakespeare do not produce universal truths so much as generate culturally determined possibilities, both of the time of writing and of reading. Students will explore recent filmic renderings of Shakespeare's plays as generative instances of these possibilities. Students will also explore issues raised by the films/plays including those associated with comedy, tragedy, race, gender, class, notions of divine being, war, authority, ambition, death, subjectivity, identity and (post) colonialism.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Nil

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 30%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 40%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student feedback.

Feedback

Lecturer keeps the lessons interesting. Good variety of films. The course had a lively selection of varied interpretations of Shakespeare's plays and generally the questions were well considered. It assisted me in rediscovering Shakespeare. Overall was a interesting class.

Recommendation

Continue with unit.

Feedback from Student feedback.

Feedback

John explained everything very well and gives fantastic feedback in a short time frame.

Recommendation

Continue with unit.

Feedback from Student feedback.

Feedback

The aspect of the course I enjoyed the most was the feedback given on my assignments from my lecturer. Unfortunately my other course's lecturer gave no helpful feedback whatsoever, so it was great to have some helpful feedback on this course - especially considering this was my first uni term ever.

Recommendation

The assessment sheet is updated each time the course is run.

Feedback from Student feedback.

Feedback

The word limit [movie journal] hardly gave any ability to do justice to the question in relation to the original play, never mind actually explore the altered structure, style of the cinematographic interpretation.

Recommendation

Point taken. Movie journal parameters will be reviewed for the next iteration of the unit.

Feedback from Student feedback.

Feedback

Due to my location as a distance ed student (regional VIC) I found it extremely hard sometimes to access books and readings. Many of the books I wanted and needed to read were only available in QLD libraries and I could not rent them for long enough. This lack of access made it very frustrating to get my work done sometimes.

Recommendation

Where possible, linked URLs are provided. Key readings are also provided as CROs.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. articulate the ways in which Shakespeare in film generate interpretative possibilities relative to the times of writing, reading, performance and/or filmic production; and,
2. analyse and evaluate issues raised by the plays/films, including comedy, tragedy, race, gender, class, notions of divine being, war, authority, ambition, death, subjectivity, identity and (post) colonialism.

Nil

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level • Introductory Level • Intermediate Level • Graduate Level • Professional Level • Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes	
	1	2
1 - Written Assessment - 30%	•	•
2 - Written Assessment - 30%	•	•
3 - Written Assessment - 40%	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes	
	1	2
1 - Communication	•	
2 - Problem Solving	•	•
3 - Critical Thinking	•	•
4 - Information Literacy		
5 - Team Work		
6 - Information Technology Competence		
7 - Cross Cultural Competence		•
8 - Ethical practice	•	•
9 - Social Innovation		
10 - Aboriginal and Torres Strait Islander Cultures		

Alignment of Assessment Tasks to Graduate Attributes

[illegible]

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
3 - Written Assessment - 40%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Readings will be provided in Moodle.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ann-Marie Priest Unit Coordinator
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Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: Shakespeare in love		

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
William Shakespeare's Romeo + Juliet		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Much ado about nothing		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Othello		Short Paper Due: Week 4 Friday (4 Aug 2017) 11:45 pm AEST

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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The taming of the shrew

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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A midsummer night's dream

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Hamlet

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Macbeth

Essay Due: Week 8 Friday (8 Sept 2017) 11:45 pm AEST

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Richard III

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Henry V

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
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King Lear

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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The Tempest

Movie Journal Due: Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

You are required to watch the 12 films set for the unit, which are usually available to rent through streaming services such as iTunes, online video services or in hard copy from your local library.

Assessment Tasks

1 Short Paper

Assessment Type

Written Assessment

Task Description

Word length: no less than 1200 words:

Answer one (1) of the following

1. One of the major themes in *Romeo and Juliet* concerns the role of fate. For example, Romeo makes statements like: "I fear, too early: for my mind misgives, Some consequence yet hanging in the stars" (Act 1, Scene 4, Line 113); and "I am fortune's fool" (Act 3, Scene 1, Line 139). Are Romeo and Juliet prisoners of fate (or other supernatural forces outside of their control)? Or do they have some responsibility and control over their own destiny? Use examples from the play/film to support your view.
2. In *Much ado about nothing*, Claudio wrongs Hero by accusing her of infidelity, and unwittingly becomes part of Don John's plot against Don Pedro. He uses words like honour and virtue to slander her reputation. Contrasted to this tragedy is the comic relation between Benedick and Beatrice: he is arrogant and chauvinistic; she is feisty and guileless. Between the two plots, the question to be resolved hangs in the balance: what is the 'much ado' about? Explore possible answers to this 'question' and consider its significance using examples from the play/film.
3. Alvin Kernan argues that in *Othello*, each of Iago's dupings is the explanatory image of the other: 'he plays on and teases to life some hitherto controlled and concealed dark passion in his victim' (Kernan, A 1963, 'Introduction', *Othello*, Signet, New York, p. xxv.). Explore examples of this idea in the play/film and discuss its significance for our understanding of the themes of the play/film.

(Note: Students must not use the play chosen here for the Essay).

Assessment Due Date

Week 4 Friday (4 Aug 2017) 11:45 pm AEST

Return Date to Students

Week 6 Friday (25 Aug 2017)

Weighting

30%

Assessment Criteria

This assignment assessed based on your ability to:

1. Develop a coherent argument in relation to the essay question;
2. Analyse the direct evidence from the films/texts and supporting evidence from secondary sources (no less than 3 secondary sources);
3. Acknowledge all sources correctly using the [Harvard \(author-date\) style](#); and,
4. Edit your answer carefully (e.g. expression, spelling and grammar).

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- articulate the ways in which Shakespeare in film generate interpretative possibilities relative to the times of writing, reading, performance and/or filmic production; and,
- analyse and evaluate issues raised by the plays/films, including comedy, tragedy, race, gender, class, notions of divine being, war, authority, ambition, death, subjectivity, identity and (post) colonialism.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Essay

Assessment Type

Written Assessment

Task Description

Word length: no less than 2000 words; no more than 2500 words.

Answer ONE of the following (note: in answering this question, students should not use texts to be discussed in the Short Paper).

Question 1

Choose two film versions of one of Shakespeare's plays and explore the three contexts they represent (i.e. the original play, the first version, and the second version). How are these contexts coded and re-coded within the various versions?

Question 2

Gender and sexuality are areas where many of Shakespeare's plays seem ambivalent, sometimes transgressively so. Choose at least 2 filmic renderings of Shakespeare's plays and explore either or both of these issues.

Question 3

'The study of Shakespeare seems caught between the idea that his works transcend the cultural signs which date them, and the notion that these cultural signs are imprisoned in the context which produced them.' Discuss with reference to at least 2 filmic renderings of Shakespeare's plays.

Assessment Due Date

Week 8 Friday (8 Sept 2017) 11:45 pm AEST

Return Date to Students

Week 10 Friday (22 Sept 2017)

Weighting

30%

Assessment Criteria

This assignment assessed based on your ability to:

1. Engage intelligently with issues raised by the films;
2. Analyse the direct evidence from the films/texts and supporting evidence from secondary sources (no less than 5 secondary sources);
3. Acknowledge all sources correctly using the [Harvard \(author-date\) style](#); and,
4. Edit your answer carefully (e.g. expression, spelling and grammar).

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- articulate the ways in which Shakespeare in film generate interpretative possibilities relative to the times of writing, reading, performance and/or filmic production; and,
- analyse and evaluate issues raised by the plays/films, including comedy, tragedy, race, gender, class, notions of divine being, war, authority, ambition, death, subjectivity, identity and (post) colonialism.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

3 Movie Journal

Assessment Type

Written Assessment

Task Description

Word length: no less than 3500 words; no more than 6,000 words

Students are expected to keep a movie journal during the term. This will require watching the films each week and making entries in the journal. **For each week, the journal MUST address the question identified as a 'Journal Question' on the Moodle website.** Students are encouraged to post their weekly entries on the relevant Moodle discussion forum. Students who are able to provide evidence in their journal that they have posted their own journal entries and responded to the journal entries of other students will be entitled to bonus marks. The Movie Journal should be **submitted on the due date as a word document** through the Moodle online submission system (See Moodle

website for guidelines on Keeping a Movie Journal).

Assessment Due Date

Week 12 Friday (6 Oct 2017) 11:45 pm AEST

Return Date to Students

Movie Journals will be assessed and returned to students as soon as practicable after the end of term.

Weighting

40%

Assessment Criteria

This assignment will be assessed according to the extent to which entries in the journal demonstrate your ability to:

1. Analyse and evaluate issues raised by the plays/films;
2. Think critically and articulate your findings in readable prose using evidence from the plays/films and from secondary sources;
3. Acknowledge all sources correctly using the Harvard (author-date) style; and,
4. Edit your answer carefully (e.g. expression, spelling and grammar).

Referencing Style

- [Harvard \(author-date\)](#)

Submission

Online

Learning Outcomes Assessed

- articulate the ways in which Shakespeare in film generate interpretative possibilities relative to the times of writing, reading, performance and/or filmic production; and,
- analyse and evaluate issues raised by the plays/films, including comedy, tragedy, race, gender, class, notions of divine being, war, authority, ambition, death, subjectivity, identity and (post) colonialism.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem