LITR19056 *Shakespeare: The Movie*
Term 2 - 2019

Profile information current as at 08/05/2024 01:06 pm

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 - 2019

- Online

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.
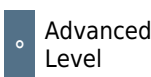
Unit Learning Outcomes

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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 30%	●	●	●	●	●	●	●	●		
2 - Written Assessment - 30%	●	●	●	●	●	●	●	●		

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
There are no required textbooks. 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

Leanne Dodd Unit Coordinator
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Schedule

Week 1 - 15 Jul 2019

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

Week 2 - 22 Jul 2019

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

Week 3 - 29 Jul 2019

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

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Othello		**Short Paper #1** Due: Week 4 Friday (9 Aug 2019) 11:55 pm AEST

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

The taming of the shrew

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 26 Aug 2019

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

Week 7 - 02 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Hamlet		

Week 8 - 09 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Macbeth		**Short Paper #2** Due: Week 8 Friday (13 Sept 2019) 11:55 pm AEST

Week 9 - 16 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Richard III		

Week 10 - 23 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
Henry V		

Week 11 - 30 Sep 2019

Module/Topic	Chapter	Events and Submissions/Topic
King Lear		

Week 12 - 07 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic
The Tempest		**Movie Journal** Due: Week 12 Friday (11 Oct 2019) 11:55 pm AEST

Review/Exam Week - 14 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 21 Oct 2019

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Short Paper #1

Assessment Type
Written Assessment

Task Description
Word length: no less than 1000 words:
Answer one (1) of the following:

1. *Romeo and Juliet* has frequently been described as a comedy that turns into a tragedy. Find some evidence from the text/film that helps explain these two categories and explore the connection between them in terms of the overall significance of the story.
2. In *Much ado about nothing*, Claudio wrongs Hero by accusing her of infidelity, and he unwittingly becomes part of Don John's plot against Don Pedro. Claudio 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 this

question? And how is it resolved?

3. Othello's dying words are: "I pray you, in your letters,/ When you shall these unlucky deeds relate,/ Speak of me as I am; nothing extenuate,/ Nor set down aught in malice: then must you speak/ Of one that loved not wisely but too well" (*Othello,* 5.2). Explore the significance of these comments in the context of the play/film.

(Note: Students must not use the play chosen here for the Short Paper #2).

Assessment Due Date
Week 4 Friday (9 Aug 2019) 11:55 pm AEST

Return Date to Students
Week 6 Friday (30 Aug 2019)

Weighting
30%

Assessment Criteria
The assignment will be evaluated on your ability to:

1. Establish a clear argument which is then supported with relevant direct textual evidence, analysis and critical comment (minimum 3 scholarly sources);
2. Express yourself clearly (including spelling and grammar); and,
3. Acknowledge all your sources using the Harvard (author-date) referencing style.

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 Short Paper #2

Assessment Type
Written Assessment

Task Description
Word length: no less than 1500
Answer ONE of the following (NB: in answering this question, students should not use texts discussed in the Short Paper#1. Please also note that the films chosen MUST be of the plays studied in this Unit.)

1. Many of Shakespeare's plays deal with disruptions to the social order, the sometimes wilful or comedic escalation of these disruptions by naive, clumsy or malicious characters, and the restoration of a changed albeit chastened order after some sort of poetic justice has been meted out. Choose two of Shakespeare's films/plays and explore how the significance of the play/films is affected by this trajectory.
2. 'In Shakespeare's plays, women are portrayed as unruly and uncontrollable or as beautiful and desirable'. Choose at least 2 of Shakespeare's film/plays and explore this statement.
3. Henry IV says: 'Uneasy lies the head that wears a crown" (*Henry IV*, 3.1). Choose two of Shakespeare's royal play/films studied in the Unit (i.e Henry V, Macbeth, King Lear, Hamlet, Richard III) and explore the validity of this seemingly self-serving statement.

Assessment Due Date
Week 8 Friday (13 Sept 2019) 11:55 pm AEST

Return Date to Students
Week 10 Friday (27 Sept 2019)

Weighting
30%

Assessment Criteria
The assignment will be evaluated on your ability to:

1. Establish a clear argument which is then supported with relevant direct textual evidence, analysis and critical comment (minimum 3 scholarly sources);
2. Express yourself clearly (including spelling and grammar); and,
3. Acknowledge all your sources using the Harvard (author-date) referencing style.

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 2100 words
Students are expected to keep a movie journal, which will require watching the films each week and answering no less than 6 (six) of the weekly discussion questions as identified on the Moodle website in a 'journal'. Each answer should be 350-400 words long. The movie journal should be submitted on the due date as a word document through the Moodle online submission system. Further guidelines for the movie journal are available on the Moodle website. Students who post their answers to the relevant weekly forum and respond to the posts of other students will be eligible for a 5% bonus mark (i.e. 5% of 50% = 2.5%).

Assessment Due Date
Week 12 Friday (11 Oct 2019) 11:55 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 weekly question;
2. Acknowledge all sources correctly using the Harvard (author-date) style; and,

3. Edit your answer carefully (including spelling and grammar).

Referencing Style

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

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