LITR19056 *Shakespeare Today*
Term 2 - 2020

Profile information current as at 20/04/2024 01:14 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

In this Unit, you will investigate Shakespeare's insights on what it is to be human by analysing a selection of contemporary versions of his works. You will also investigate a range of issues relevant to the contemporary study of Shakespeare. The Unit is suitable for those with no prior knowledge of Shakespeare and for those studying to be English teachers.

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

18 credit points
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 - 2020

- 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: 40%
3. **Written Assessment**
Weighting: 30%

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 response (unit evaluation)

Feedback

The support and feedback throughout the unit was amazing. The lecturers genuinely had an interest in seeing you exceed and this was evident in their feedback and communication throughout the term

Recommendation

Unit coordinator continue to provide students with a supportive and positive learning experience.

Feedback from Student response (unit evaluation)

Feedback

I do believe, with the movies, the links need to be updated and there should be more ways to access these for free so we do not have to pay a load of money on movies. I also do believe that some of the content needs to be updated, just so we are recent as the lecture notes are all from about 2010, which was nearly 10 years old. overall though it was a great detailed unit, I quite enjoyed it.

Recommendation

Content needs to be updated to cover the most recent versions of the movies, which is what many students were watching. Provide better access/links to movies (although cost is reasonable given there are no set textbooks).

Unit Learning Outcomes

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

1. Analyse and appraise Shakespeare's exploration of the human condition
2. Articulate ways in which contemporary critical practices have shaped our interpretations of Shakespeare's works.

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 - 20%	●	
2 - Written Assessment - 30%	●	●
3 - Written Assessment - 50%	●	●

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 - 20%	•	•	•					•		
2 - Written Assessment - 30%	•	•	•					•		
3 - Written Assessment - 50%	•	•	•					•		

Textbooks and Resources

Textbooks

There are no required textbooks.

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
l.dodd@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction: *Shakespeare in love*	*Shakespeare in love* 1998, (Dir. John Madden), motion picture, Universal Pictures. - [YouTube](#); [iTunes](#)	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
William Shakespeare's Romeo + Juliet	*William Shakespeare's Romeo + Juliet* 1996 (Dir. Baz Luhrmann), motion picture, Twentieth Century Fox. + [YouTube](#); [iTunes](#)	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Much ado about nothing	*Much ado about nothing* 1993 (Dir. Kenneth Branagh), motion picture, Renaissance Films. + [YouTube](#); [iTunes](#)	

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Shakespeare Today	- Shakespeare's relevance today - Film versions, adaptations, novelisations	**Short Paper** Due: Week 4 Friday (7 Aug 2020) 11:55 pm AEST

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Othello	*Othello* 1995 (Dir. Oliver Parker), motion picture, Castle Rock Entertainment. + [YouTube](#); [iTunes](#) **Optional:** Tracey Chevalier, *[New Boy: A Novel](#)* - William Shakespeare's *Othello* retold, Hogarth Shakespeare.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Macbeth	*Macbeth*, 2015, (Dir - Justin Kurzel), See-Saw Films. + [YouTube](#) ; [iTunes](#) **Optional:** Jo Nesbo, *[Macbeth](#)* - William Shakespeare's Macbeth retold, Hogarth Shakespeare.	

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

| King Lear | King Lear 2018, (Dir. Richard Eyre), motion picture, Playground Entertainment. + [YouTube](#) King Lear 1970, (Dir - Peter Brook), motion picture, Orion Pictures. + [iTunes](#) **Optional:** Edward St Aubyn, [Dunbar: A Novel](#) - William Shakespeare's King Lear retold, Hogarth Shakespeare. | |

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Tempest	The Tempest 2010 (Dir. Julie Taylor), motion picture, Miramax. + [YouTube](#); [iTunes](#) **Optional:** Margaret Atwood, [Hagseed: a novel](#) - William Shakespeare's The Tempest retold: Hogarth Shakespeare.	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
The Taming of the Shrew	The Taming of the Shrew 1967 (Dir. Franco Zaffirelli), motion picture, Columbia Pictures. + [YouTube](#): [iTunes](#) **Optional:** Anne Tyler, [Vinegar Girl: A novel](#) - William Shakespeare's The Taming of the Shrew retold.	**Reflective Journal** Due: Week 9 Friday (18 Sept 2020) 11:55 pm AEST

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Hamlet	Hamlet 1996, (Dir. Kenneth Branagh), motion picture, Castle Rock Entertainment. + [iTunes](#) Hamlet 1948 (Dir: Laurence Olivier) - Legendado + [YouTube](#) Hamlet 1951, Radio Play (Starring John Gielgud, Dorothy McGuire & Pamela Brown), radio play, Theatre Guild. + [YouTube](#)	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Hamlet	+ Hamlet explained by [John Gielgud](#) - 16 May 1954 (Radio). + Kenneth Branagh's [interview](#) on Hamlet (1996). + The [making of Branagh's Hamlet](#). + [Harold Bloom interview](#) on Hamlet (2003).	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
A Midsummer Night's Dream	A Midsummer Night's Dream 1999, (Dir: Michael Hoffman), motion picture, Fox Searchlight Pictures. + [YouTube](#); [iTunes](#)	**Essay** Due: Week 12 Friday (9 Oct 2020) 11:55 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Short Paper

Assessment Type
Written Assessment

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

1. According to José Arroyo, Baz Luhrmann's *William Shakespeare's Romeo + Juliet* is a 'kiss, kiss, bang, bang' movie which aims to entertain but also to showcase Shakespeare's language: the words are not the 'raison d'être' of the film and do not 'nullify the mise en scene', but they are there' (Arroyo, J 1997,'Kiss kiss bang bang', *Sight and Sound*, vol. 7, no. 3, p. 6). Find some evidence from the film that helps explain these two categories - Shakespeare's language, and entertainment (Luhrmann style) - and explore the connection between them in terms of the overall significance we attribute to the story.
2. 'Bevington believes that although *Much ado about nothing* is a romantic comedy, the picture it paints of the way that men behave in love is "troublesome"'. Men seem 'overly dependent on women for their happiness and sense of male achievement'. Yet men see women as 'faithless', ready to 'cuckold' them at the slightest provocation'. This is 'why Claudio is putty in the hands of Don John' (Bevington, D 2002, *Shakespeare*, Blackwell, Oxford, p. 102). Do the men in *Much Ado* have any redeeming features? (Draw on evidence from the film).

(Note: Students must not use the films/plays chosen here for the Essay).

Assessment Due Date
Week 4 Friday (7 Aug 2020) 11:55 pm AEST

Return Date to Students
Week 6 Friday (28 Aug 2020)

Weighting
30%

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

1. Establish a clear argument supported by relevant direct textual evidence (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)](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

2 Reflective Journal

Assessment Type
Written Assessment

Task Description
Word length: no less than 2000 words
Students are expected to keep a reflective journal comprising 5 entries of no less than 400 words each. These entries will respond to the reflective journal questions listed on the Moodle site for weeks 5 to 9. The reflective journal should be submitted on the due date as a word document through the Moodle online submission system. Further guidelines for the reflective 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 9 Friday (18 Sept 2020) 11:55 pm AEST

Return Date to Students
Week 11 Thursday (1 Oct 2020)

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 reflective journal 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)

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 Essay

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. Please also note that the films chosen MUST be of the plays studied in this Unit.)

1. Many of Shakespeare's texts deal with the consequences of disruptions to the social order by naive, clumsy or malicious characters. Choose two of Shakespeare's films/plays (or a Shakespearean play/film and a contemporary adaptation or novelisation) and explore the legitimacy and significance of this view.

2. 'In Shakespeare's plays, women are portrayed as unruly and uncontrollable or as beautiful and desirable'. Choose two of Shakespeare's films/plays (or a Shakespearean play/film and a contemporary adaptation or novelisation) and explore the accuracy and significance of this view.
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 (or a Shakespearean play/film and a contemporary adaptation or novelisation) and explore the consequences of this view.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 11:55 pm AEST

Return Date to Students

Essays will be returned to students as soon as practicable after the end of term.

Weighting
30%

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

1. Establish a clear argument supported by 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

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