



LITR19056 *Shakespeare Today*

Term 2 - 2023

Profile information current as at 27/09/2024 10:18 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.

Corrections

Unit Profile Correction added on 30-10-23

Assessment Overview

1. Written Assessment Weighting: 20%
2. Written Assessment Weighting: 50%
3. Written Assessment Weighting: 30%

1 Written Assessment

Assessment Title

ASSESSMENT 1 - FILM REVIEW

Task Description

Word length: 1000 (+/- 10%)

You may select any one (1) film from the Text List for this assessment. Note: The film you select for this assessment cannot be those used for Assessments 2 or 3.

Writing and publishing film reviews can enhance your professional profile, and may be an item you could add to your professional portfolio.

Task Description

Referring to the Writing a Film Review resource below, write a film review that includes the following elements:

Introduction: Include the name of the film, its release date, background information and your thesis (your opinion of the filmmaker's goal and whether they succeeded).

Summary: A concise overview of the content/plot - do not just retell the story.

Analysis of the film: Analyze the plot in terms of themes, context and messages.

Creative elements: Describe how the filmic elements (eg. characters, dialogues, costumes, camera work, mise en scène, POV, use of colours, genre, tone, symbols, etc) aids in developing a deeper understanding and resonance of the film's themes.

Opinion: Support your opinion of the film with scholarly evidence (1-2 sources) and examples from the film.

Conclusion: Conclude with whether the filmmaker succeeded in his/her goal and make a recommendation to viewers.

You must acknowledge your evidence from the film and research in your review using in-text referencing, and include a reference list using the Harvard (Author-Date) style. Please refer to the guidelines and examples in the CQU Harvard Referencing Guides provided. Written submissions should be in 12 point font with 1.5 line spacing.

The word count allows for a variation of +/- 10%. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Week 4 Friday (4 Aug 2023) 11:59 pm AEST

Return Date to Students

Weighting

20%

Assessment Criteria

This assessment task is assessed based on your ability to:

1. Identify and analyse of the film's main themes, context and messages
2. Identify and analyse the film's main creative elements
3. Effectively use direct textual analysis (paraphrases, quotations and descriptions) and academic sources (1-2 scholarly sources) to support both opinion and analysis
4. Express yourself clearly and effectively, writing with correct grammar, spelling and punctuation
5. Appropriately acknowledge of all sources using the Harvard (author-date) referencing style

Referencing Style

Harvard (author-date)

Submission

Online

Learning Outcomes Assessed

Analyse and appraise Shakespeare's exploration of the human condition

Graduate Attributes

Communication

Problem Solving

Critical Thinking

Ethical practice

2 Written Assessment

Assessment Title

ASSESSMENT 2 - REFLECTIVE TASK

Task Description

Length: 2500 words (+/- 10%)

You may select any one (1) film from the Text List for this assessment. Note: The film you select for this assessment cannot be those used for Assessments 1 or 3.

This assessment will allow you to 'try out' some Shakespearean literary and/or filmic elements and techniques, then reflect critically about your experiences. Reflective writing is different to essay writing, so please ensure that you have read the resources provided to understand what is required of you. For arts and education students, you can both get creative and experience alternative assessment designs.

Task description

Choose one of the following tasks:

1. Using the literary elements and techniques you have learned in the unit, write a contemporary adaptation of your chosen Shakespeare play/film as a short story, incorporating at least three markers of the original Shakespearean work (e.g. themes, messages, characterisation, setting, point of view, genre, tone, figurative language, symbols, etc). Accompany your adaptation with a reflective analysis of the specific Shakespearean literary elements and techniques that your story incorporates and an evaluation of whether your approach was successful in conveying these for a contemporary audience. If you choose this option, your story should be up to 1500 words and your reflection in the region of 1000 words, including at least three (3) scholarly sources supporting your choice of techniques.
2. Choose a scene from your chosen film that you believe could be improved with different directorial choices to convey the themes and messages more strongly to a contemporary audience. Using the directorial elements and film techniques you have learned in the unit, write a script for your new scene (or part thereof) incorporating at least three of your own directorial choices (eg. line changes, cuts or inclusions, stage directions, costumes, narrative style, camera work, mise en scene, etc). Accompany your script with a reflective analysis of the specific filmic elements and techniques that your script incorporates and an evaluation of whether your approach was successful in conveying the themes and messages as you intended. If you choose this option, your script should be up to 1500 words and your reflection in the region of 1000 words, including at least three (3) scholarly sources supporting your choice of techniques. (You may need to refer to the play to source character lines for your film script).
Note: You will be marked on the inclusion of appropriate literary and/or filmic elements and techniques and not the quality or format of your story/script.

3. Shakespeare today is as much a brand and industry as historical figure, and there are many ways to approach his works and the depictions of his life as found in media genres such as: memes, podcasts, comics, advertisements, short stories, novels, TV dramas, documentaries, sitcoms, skit shows, feature films, and of course the plays and poems. Choose a selection of texts and devise your own topic, reflecting on what Shakespeare means to you (and culture more broadly) while integrating some of the themes, issues, and quotations that his plays are famous for. Your piece should take the form of a reflective blog (2500 words) and may include images (screenshots, etc.) Use at least three (3) scholarly sources to support your ideas.

Assessment Due Date

Week 9 Friday (15 Sept 2023) 10:59 pm AEST

Return Date to Students

Weighting

50%

Assessment Criteria

This task will be assessed according to the extent to which it demonstrates:

1. Evidence of appropriate markers incorporated into the task (themes, messages, literary and/or filmic elements and techniques)
2. A coherent reflection with analysis and evaluation of the literary and/or filmic elements and techniques incorporated in the task.
3. Effective use of a range of academic sources to support the literary and/or filmic elements and techniques incorporated in the task (minimum of 3 credible scholarly sources)
4. Clear and effective expression, writing with correct grammar, spelling and punctuation
5. Appropriate acknowledgment all sources using the Harvard (author-date) referencing style

Referencing Style

Harvard (author-date)

Submission

Online

Learning Outcomes Assessed

Analyse and appraise Shakespeare's exploration of the human condition

Articulate ways in which contemporary critical practices have shaped our interpretations of Shakespeare's works.

Graduate Attributes

Communication

Problem Solving

Critical Thinking

Ethical practice

3 Written Assessment

Assessment Title

ASSESSMENT 3 - ESSAY

Task Description

Length: 1500 words (+/- 10%)

You may select any two (2) films/plays from the Text List for this assessment. Note: The films/plays you select for this assessment cannot be those used for Assessments 1 or 2.

This assessment will allow you to pull together all the skills you have learned this term in exploring a topic of interest to you in relation to Shakespeare Today.

Task Description

Referring to the analysis and essay writing resources provided, write an essay on one (1) of the following topics. You

should compare and contrast the films/plays alongside contemporary issues and how they impact on the reading of the film/play in your response.

1. '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 two (2) of Shakespeare's plays and their filmic renderings.
2. 'All's Well That Ends Well or is it?' Explore the ways in which gender issues/roles are portrayed in two (2) of Shakespeare's plays and their filmic renderings that end in marriage. Consider if or why gender issues/roles are re-coded in the films.
3. 'When the age is in, the wit is out' (*Much Ado About Nothing*). Explore the ways in which at least two (2) of Shakespeare's plays and their filmic renderings deal with old age and mortality. Are these views still prevalent in today's society?
4. 'Being ambitious was something to dislike or even fear, thus it was used with a negative connotation in the Elizabethan age.' With reference to at least two (2) of Shakespeare's plays and their filmic renderings, explore the significance of this view and how it compares with contemporary views of ambition and power.
5. Many of Shakespeare's plays have meta-theatrical aspects: play within a play, theatrical references, etc. Is this simply a case of the Bard following the timeless advice to "write about what you know" or is there some deeper philosophical significance to the blurring of art and life. Discuss using a relevant selection of excerpts from Shakespeare's texts.
6. Students may consult with the lecturer to create your own essay topic in relation to the Shakespearean films/plays studied in this unit, and discuss with reference to your two selected plays and filmic renderings. Please email the unit coordinator for approval of your topic. Topics must be approved at least one week before the due date for this option.

The essay must include in-depth analyses of your chosen films/plays as well as references to a range of scholarly sources (minimum of 4). You should compare and contrast the plays and the films in your response.

Please note that all references need to be academic (i.e. peer-reviewed journal articles and/or scholarly books), obtained using academic databases and/or library resources. Wiki and other non-scholarly references from the Internet will not be counted in the minimum requirement. You should acknowledge all sources using the Harvard (author-date) referencing style. Please refer to the guidelines and examples in the CQU Harvard Referencing Guides below. Written submissions should be in 12 point font with 1.5 line spacing.

The word count allows a +/- 10% variation and is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Week 12 Friday (6 Oct 2023) 11:59 pm AEST

Return Date to Students

Weighting

30%

Assessment Criteria

The assignment will be evaluated on your ability to:

1. Develop a convincing and coherent argument in response to the essay question
2. Analyse the chosen films/plays, supported by direct textual and film analysis (paraphrases, quotations and descriptions)
3. Effectively use of a range of academic sources (minimum of 4 scholarly sources) to support both argument and analysis
4. Express yourself clearly and effectively, writing with correct grammar, spelling and punctuation
5. Appropriately acknowledge of all sources using the Harvard (author-date) referencing style

Referencing Style

Harvard (author-date)

Submission

Online

Learning Outcomes Assessed

Analyse and appraise Shakespeare's exploration of the human condition

Articulate ways in which contemporary critical practices have shaped our interpretations of Shakespeare's works.

Graduate Attributes

Communication

Problem Solving

Critical Thinking

Ethical practice

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 - 2023

- 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: 20%

2. **Written Assessment**

Weighting: 30%

3. **Written Assessment**

Weighting: 50%

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 Evaluations

Feedback

Student feedback recommended more student interaction with peers.

Recommendation

Investigate ways to foster further student interaction - consider introducing Microsoft Teams meetings.

Feedback from Student Evaluations

Feedback

Student feedback was appreciative that unit content connects to real world applications.

Recommendation

Continue providing innovative assessments that connect Shakespeare's works with current issues/themes.

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



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	•	•

Graduate Attributes	Learning Outcomes	
	1	2
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

Stephen Butler Unit Coordinator
s.butler@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction <i>Shakespeare in Love</i>	Read: Study Guide Wk1: Introduction Watch: <i>Shakespeare in Love</i>	Meet & Greet Zoom session and queries (check the Virtual Classes tile for time and link). Do: Topic section 1: Introduction

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Film Techniques <i>Romeo and Juliet</i>	Read: Study Guide Wk2: Film Techniques Watch: <i>Romeo + Juliet</i>	Do: Topic section 2: <i>Romeo and Juliet</i>

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Film Analysis <i>Much ado about nothing</i>	Read: Study Guide Wk3: Film Analysis Watch: Choose a film from the Text List for Assessment 1 (Film/Play 1)	Zoom Drop In - Assessment 1 queries (check the Virtual Classes tile for time and link). Do: Topic section: Film/Play 1 Begin film analysis for Assessment 1 - Film Review

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Film Review <i>Othello</i>	Read: Study Guide Wk4: Writing a Film Review	Do: Topic section: Film/Play 1 cont' ASSESSMENT 1 - FILM REVIEW Due: Week 4 Friday (4 Aug 2023) 11:59 pm AEST

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Literary Elements and Techniques <i>Taming of the shrew</i>	Read: Study Guide Wk5: Literary Elements/Techniques Watch: Choose a film from the Text List	Do: Study Guide Wk5 activities

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Directorial Elements and Techniques <i>Macbeth</i>	Read: Study Guide Wk6: Directorial Elements/Techniques Watch: Choose a film from the Text List	Do: Study Guide Wk6 activities

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Reflective Writing
Hamlet

Read: Study Guide Wk7: Reflective Writing
Watch: Choose a film from the Text List

Do: Study Guide Wk7 activities

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Film/play 2 <i>King Lear</i>	Read: Study Guide Wk8 Watch: Choose a film from the Text List Then choose one film watched in Wk 5-8 for Assessment 2 (Film/play 2)	Zoom Drop In - Assessment 2 queries (check the Virtual Classes tile for time and link). Do: Topic section: Film/play 2 Begin Reflective Task - Assessment 2

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Film/play 2 <i>The tempest</i>	Read: Study Guide Wk 9	Do: Topic section: Film/play 2 cont' ASSESSMENT 2 - REFLECTIVE TASK Due: Week 9 Friday (15 Sept 2023) 10:59 pm AEST

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Film/play 3 <i>A midsummer night's dream</i>	Read: Study Guide Wk 10 Watch: Choose a film from the Text List for Assessment 3 (Film/play 3)	Do: Topic section: Film/play 3

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Film/play 4 <i>Henry V</i>	Read: Study Guide Wk 11 Watch: Choose another film from the Text List for Assessment 3 (Film/play 4)	Zoom Drop In - Assessment 3 queries (check the Virtual Classes tile for time and link). Do: Topic section: Film/play 4 Begin Essay - Assessment 3

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Conclusion <i>Richard III</i>	Read: Study Guide Wk 12: Essay Writing	ASSESSMENT 3 - ESSAY Due: Week 12 Friday (6 Oct 2023) 11:59 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 ASSESSMENT 1 - FILM REVIEW

Assessment Type

Written Assessment

Task Description

Word length: 1000 (+/- 10%)

You may select any one (1) film from the Text List for this assessment. **Note:** The film you select for this assessment cannot be those used for Assessments 2 or 3.

Writing and publishing film reviews can enhance your professional profile, and may be an item you could add to your

professional portfolio.

Task Description

Referring to the *Writing a Film Review* resource below, write a film review that includes the following elements:

- Introduction: Include the name of the film, its release date, background information and your thesis (your opinion of the filmmaker's goal and whether they succeeded).
- Summary: A *concise* overview of the content/plot - do not just retell the story.
- Analysis of the film: Analyze the plot in terms of themes, context and messages.
- Creative elements: Describe how the filmic elements (eg. characters, dialogues, costumes, camera work, mise en scène, POV, use of colours, genre, tone, symbols, etc) aids in developing a deeper understanding and resonance of the film's themes.
- Opinion: Support your opinion of the film with scholarly evidence (1-2 sources) and examples from the film.
- Conclusion: Conclude with whether the filmmaker succeeded in his/her goal and make a recommendation to viewers.

You must acknowledge your evidence from the film and research in your review using in-text referencing, and include a reference list using the Harvard (Author-Date) style. Please refer to the guidelines and examples in the CQU Harvard Referencing Guides provided. Written submissions should be in 12 point font with 1.5 line spacing. The word count allows for a variation of +/- 10%. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Week 4 Friday (4 Aug 2023) 11:59 pm AEST

Return Date to Students

Weighting

20%

Assessment Criteria

This assessment task is assessed based on your ability to:

1. Identify and analyse of the film's main themes, context and messages
2. Identify and analyse the film's main creative elements
3. Effectively use direct textual analysis (paraphrases, quotations and descriptions) and academic sources (1-2 scholarly sources) to support both opinion and analysis
4. Express yourself clearly and effectively, writing with correct grammar, spelling and punctuation
5. Appropriately acknowledge of all sources using the Harvard (author-date) referencing style

Referencing Style

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

Submission

Online

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Ethical practice

Learning Outcomes Assessed

- Analyse and appraise Shakespeare's exploration of the human condition

2 ASSESSMENT 3 - ESSAY

Assessment Type

Written Assessment

Task Description

Length: 1500 words (+/- 10%)

You may select any two (2) films/plays from the Text List for this assessment. **Note:** The films/plays you select for this assessment cannot be those used for Assessments 1 or 2.

This assessment will allow you to pull together all the skills you have learned this term in exploring a topic of interest to you in relation to Shakespeare Today.

Task Description

Referring to the analysis and essay writing resources provided, write an essay on one (1) of the following topics. You should compare and contrast the films/plays alongside contemporary issues and how they impact on the reading of the film/play in your response.

1. '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 two (2) of Shakespeare's plays and their filmic renderings.
2. '*All's Well That Ends Well* or is it?' Explore the ways in which gender issues/roles are portrayed in two (2) of Shakespeare's plays and their filmic renderings that end in marriage. Consider if or why gender issues/roles are re-coded in the films.
3. 'When the age is in, the wit is out' (*Much Ado About Nothing*). Explore the ways in which at least two (2) of Shakespeare's plays and their filmic renderings deal with old age and mortality. Are these views still prevalent in today's society?
4. 'Being ambitious was something to dislike or even fear, thus it was used with a negative connotation in the Elizabethan age.' With reference to at least two (2) of Shakespeare's plays and their filmic renderings, explore the significance of this view and how it compares with contemporary views of ambition and power.
5. Students may consult with the lecturer to create your own essay topic in relation to the Shakespearian films/plays studied in this unit, and discuss with reference to your two selected plays and filmic renderings. Please email me at l.dodd@cqu.edu.au for approval of your topic. Topics **must** be approved at least one week before the due date for this option.

The essay **must** include in-depth analyses of your chosen films/plays as well as references to a range of scholarly sources (minimum of 4). You should compare and contrast the plays and the films in your response.

Please note that all references need to be academic (i.e. peer-reviewed journal articles and/or scholarly books), obtained using academic databases and/or library resources. Wiki and other non-scholarly references from the Internet will not be counted in the minimum requirement. You should acknowledge all sources using the Harvard (author-date) referencing style. Please refer to the guidelines and examples in the CQU Harvard Referencing Guides below. Written submissions should be in 12 point font with 1.5 line spacing.

The word count allows a +/- 10% variation and is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page and reference list. It includes in-text references and direct quotations.

Assessment Due Date

Week 12 Friday (6 Oct 2023) 11:59 pm AEST

Return Date to Students

Weighting

30%

Assessment Criteria

The assignment will be evaluated on your ability to:

1. Develop a convincing and coherent argument in response to the essay question
2. Analyse the chosen films/plays, supported by direct textual and film analysis (paraphrases, quotations and descriptions)
3. Effectively use of a range of academic sources (minimum of 4 scholarly sources) to support both argument and analysis
4. Express yourself clearly and effectively, writing with correct grammar, spelling and punctuation
5. Appropriately acknowledge of all sources using the Harvard (author-date) referencing style

Referencing Style

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

Submission

Online

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Ethical practice

Learning Outcomes Assessed

- Analyse and appraise Shakespeare's exploration of the human condition

- Articulate ways in which contemporary critical practices have shaped our interpretations of Shakespeare's works.

3 ASSESSMENT 2 - REFLECTIVE TASK

Assessment Type

Written Assessment

Task Description

Length: 2500 words (+/- 10%)

You may select any one (1) film from the Text List for this assessment. **Note:** The film you select for this assessment cannot be those used for Assessments 1 or 3.

This assessment will allow you to 'try out' some Shakespearean literary and/or filmic elements and techniques, then reflect critically about your experiences. Reflective writing is different to essay writing, so please ensure that you have read the resources provided to understand what is required of you. For arts and education students, you can both get creative and experience alternate assessment design.

Task description

Choose one of the following tasks:

1. Using the literary elements and techniques you have learned in the unit, write a contemporary adaptation of your chosen Shakespeare play/film as a short story, incorporating at least three markers of the original Shakespearean work (e.g. themes, messages, characterisation, setting, point of view, genre, tone, figurative language, symbols, etc). Accompany your adaptation with a reflective analysis of the specific Shakespearean literary elements and techniques that your story incorporates and an evaluation of whether your approach was successful in conveying these for a contemporary audience. If you choose this option, your story should be up to 1500 words and your reflection in the region of 1000 words, including at least three (3) scholarly sources supporting your choice of techniques.
2. Choose a scene from your chosen film that you believe could be improved with different directorial choices to convey the themes and messages more strongly to a contemporary audience. Using the directorial elements and film techniques you have learned in the unit, write a script for your new scene (or part thereof) incorporating at least three of your own directorial choices (eg. line changes, cuts or inclusions, stage directions, costumes, narrative style, camera work, mise en scene, etc). Accompany your script with a reflective analysis of the specific filmic elements and techniques that your script incorporates and an evaluation of whether your approach was successful in conveying the themes and messages as you intended. If you choose this option, your script should be up to 1500 words and your reflection in the region of 1000 words, including at least three (3) scholarly sources supporting your choice of techniques. (You may need to refer to the play to source character lines for your film script).
Note: You will be marked on the inclusion of appropriate literary and/or filmic elements and techniques and not the quality or format of your story/script.

Assessment Due Date

Week 9 Friday (15 Sept 2023) 10:59 pm AEST

Return Date to Students

Weighting

50%

Assessment Criteria

This task will be assessed according to the extent to which it demonstrates:

1. Evidence of appropriate markers incorporated into the task (themes, messages, literary and/or filmic elements and techniques)
2. A coherent reflection with analysis and evaluation of the literary and/or filmic elements and techniques incorporated in the task.
3. Effective use of a range of academic sources to support the literary and/or filmic elements and techniques incorporated in the task (minimum of 3 credible scholarly sources)
4. Clear and effective expression, writing with correct grammar, spelling and punctuation
5. Appropriate acknowledgment all sources using the Harvard (author-date) referencing style

Referencing Style

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

Submission

Online

Graduate Attributes

- Communication

- Problem Solving
- Critical Thinking
- Ethical practice

Learning Outcomes Assessed

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

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