



THTR12126 Elizabethan Drama: Jonson, Marlowe and Shakespeare

Term 1 - 2024

Profile information current as at 30/04/2024 02:07 pm

All details in this unit profile for THTR12126 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 the plays and performance practices of Ben Jonson, Christopher (Kit) Marlowe and William Shakespeare. You will study these playwrights' use of language and the evolution of words. You will experiment with the playwrights' writing styles and short performance activities to allow a deep investigation of these writers for the stage. You will explore the stories and structure that make up the plots and plays by Shakespeare, Jonson and Marlowe, comparing their use of literary devices and theatrical techniques.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 8

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisite: Minimum of 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 1 - 2024

- 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. **Creative work**

Weighting: 30%

2. **Written Assessment**

Weighting: 40%

3. **Presentation**

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 feedback

Feedback

The unit is working well and it is recommended to continue existing structure and format.

Recommendation

Maintain existing structure and format.

Unit Learning Outcomes

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

1. Explore the language, concepts and playscript devices used by Jonson, Marlowe and Shakespeare
2. Compose text in the style of Shakespeare
3. Explore the theatrical practices of Jonson, Marlowe and Shakespeare through character analysis and performance of specific excerpts from their plays.

N/A

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

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

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
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			

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)
- Microsoft Teams (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Linda Lorenza Unit Coordinator

l.lorenza@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Unit Overview: Meeting the lads		

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Actors are amateur psychiatrists		

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Shivering in the open pit		

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social issues		

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Satire and humour In class viewing of Assessment 1		Nominate your selected playwrights and their plays for Assessment 2 Creative work: Composing a monologue Due: Week 5 Monday (1 Apr 2024) 11:59 pm AEST

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 15 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Royal stories		
Week 7 - 22 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Interpreting script		
Week 8 - 29 Apr 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Interpreting script		
Week 9 - 06 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Interpreting script		
Week 10 - 13 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Interpreting script		Written task Due: Week 10 Monday (13 May 2024) 11:59 pm AEST
Week 11 - 20 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
in class Assessment 3 presentations		
Week 12 - 27 May 2024		
Module/Topic	Chapter	Events and Submissions/Topic
		Presentation: Character study Due: Week 12 Monday (27 May 2024) 11:59 pm AEST
Review/Exam Week - 03 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 10 Jun 2024		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Creative work: Composing a monologue

Assessment Type

Creative work

Task Description

In this task you are the playwright and the actor. You will experiment with language to create one character's perspective of a moment.

Part 1

Think of an event, it can be as simple as walking down the street or as extravagant as the opening ceremony of the Olympic Games.

You need to:

- situate yourself (i.e. the character) in that event.
- tell other characters in the scene, or if you are alone, tell the audience, what you are seeing, hearing feeling, experiencing. Look to examples of monologues and tutorial references explored in Week 2.
- read, rehearse and revise your monologue in contemporary everyday English.

Part 2.

Look back at the tutorial content and references from Week 2 and how Shakespeare used iambic pentameter.

You need to:

- rewrite your monologue in iambic pentameter.
- read, rehearse and revise your monologue in iambic pentameter.

Part 3

Record both monologues.

Present these as an actor to camera, **do not read** your monologues.

From your performance the audience should be able to make assumptions about your character's given circumstances:

- Who you are
- Where you are
- How you are feeling
- What is happening
- How it is happening
- What you want.

Format for your presentation

- This is to be a pre-recorded presentation of both monologues.
- Each monologue may be 1 to 2 minutes in length
- Include your name, student number and title of your monologue in the opening credits of the recording.
- Include a final credits screen which includes a list of references (from Week 2).
- This is a creative task, so please, be creative.

Assessment Due Date

Week 5 Monday (1 Apr 2024) 11:59 pm AEST

word document and link to audiovisual presentation upload via Moodle

Return Date to Students

Week 7 Friday (26 Apr 2024)

assessment will be returned via Moodle

Weighting

30%

Assessment Criteria

- Clear inclusion of given circumstances in both monologues (20%)
- Clearly presented script as a Word doc. for each monologue (10%)
- Effective communication of the character in contemporary English (15%)
- Effective communication of the character in iambic pentameter (15%)
- Ability to communicate each monologue clearly and logically to an audience through audio-visual media (20%)
- Peer assessment (20%)

Peer assessment criteria:

The audience felt they could identify the given circumstances in each monologue:

- Who you are
- Where you are
- How you are feeling
- What is happening
- How it is happening
- What is at stake
- What you want.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

online via Moodle

Learning Outcomes Assessed

- Explore the language, concepts and playscript devices used by Jonson, Marlowe and Shakespeare
- Compose text in the style of Shakespeare

2 Written task

Assessment Type

Written Assessment

Task Description

Did Jonson and Shakespeare or Marlowe and Shakespeare script the same stories in the same way?

In this written task you will compare the writing and theatrical devices used by Jonson and Shakespeare or by Marlowe and Shakespeare.

Word limit: 2000 words

In your essay you must:

1. Identify the two playwrights you have chosen and explain why you have chosen them
 2. Identify the plays you have chosen to compare
 3. Explain why you have chosen these plays
 4. Your argument must:
 - Give examples of the writing and theatrical devices evident in excerpts from each play
 - Consider the social and political contexts that may have influenced the playwrights and be reflected in the plays
 - Analyse these examples to compare and/or contrast the work of the two playwrights
 5. Your conclusion should summarise and clarify your position in response to the question.
- Student must not use the same plays and must nominate their selected playwrights and plays in Week 5.

Assessment format

- Use 12 point Times New Roman font for the body of the essay.
- 1.5 spacing throughout
- You may use sub-headings if you wish to organise your assignment. These may be in a different colour or different size font.
- Include in-text references (citations) throughout the assignment.
- Include your name and student number in the header of the document
- Include page numbers in the footer of the document
- Include a Reference List at the end of the assignment in APA style, 7th edition.
- You should have a minimum of 5 references for this assignment, including the two plays
- Do **NOT** cite from Wikipedia or other websites that do not have an acknowledged author.
- Include in your reference list all images, authoritative websites, music scores used, Youtube sources, as well as books, academic journal articles, and articles from library databases.

Assessment Due Date

Week 10 Monday (13 May 2024) 11:59 pm AEST

Word doc uploaded via Moodle

Return Date to Students

Week 11 Friday (24 May 2024)

Assessment will be returned via Moodle

Weighting

40%

Assessment Criteria

- Clear introduction and conclusion (10%)
- Accuracy of information and depth of treatment of the topic (25%)
- Detailed discussion on the primary source examples (25%)
- Ability to write clearly and logically (15%)
- Correct spelling, grammar, punctuation and clear lay-out (10%)
- Correct use of APA style for the in-text referencing and reference list (15%)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

submit online via Moodle

Learning Outcomes Assessed

- Explore the language, concepts and playscript devices used by Jonson, Marlowe and Shakespeare

3 Presentation: Character study

Assessment Type

Presentation

Task Description

In this assessment you are the actor. You are presenting your study of your chosen character to your peers, who are also actors.

Select one character from a play by Shakespeare, Marlowe or Jonson that particularly interests you. As an actor you will explore this character's journey in the play and find examples of the script that help you explore the character's given circumstances and their journey in the play.

Part 1

In your recorded presentation you will share your discoveries about your character.

Refer to excerpts from the script to show what you have learned about the character from the script.

You need to use script excerpts to show:

- Who your character is
- Where your character is
- How your character is feeling
- What is happening
- How it is happening
- What is at stake
- What does your character want

Part 2

Select a monologue by this character which demonstrates what you have discovered in your character study. Learn and rehearse your performance of the monologue to perform at the end of your presentation.

Record your presentation and performance of the monologue to camera.

Format for your presentation

- This is to be a pre-recorded presentation of both your character study and your chosen monologue
- The character study may take up to 5 minutes
- The monologue may be up to 2 minutes duration
- Include your name, student number and title of your character study in the opening credits of the recording.
- Include a final credits screen which includes a list of references.
- You need to be visually present on screen in both the presentation and the monologue performance. In the presentation you may incorporate visual aids by using presentation tools such as Adobe creative cloud, Powerpoint, Prezi, Camtasia, iMovie or another presentation tool.
- Your submission must be accessible by a link to your Onedrive or youtube which you will upload to Moodle.

Assessment Due Date

Week 12 Monday (27 May 2024) 11:59 pm AEST

submission of the Onedrive or Youtube link for your presentation via Moodle

Return Date to Students

Exam Week Friday (14 June 2024)

assessment will be returned via Moodle

Weighting

30%

Assessment Criteria

- Clear identification of the character and why you chose them (5%)
- Effective analysis of the script to demonstrate given circumstances (15%)
- Effective analysis of the script to demonstrate understanding of the character (20%)
- Ability to share your character study clearly and logically to an audience through audio-visual media (15%)

- Ability to communicate the monologue clearly and logically to an audience through audio-visual media (15%)
- Correct use of APA style for the in-text referencing and reference list (10%)
- Peer assessment (20 %)

Peer assessment criteria:

The audience felt you gave them effective insight into your character. They could identify:

- Who your character is
- Where your character is
- How your character is feeling
- What is happening
- How it is happening
- What is at stake
- What does your character want
- what you had discovered about the character in the selected monologue.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

online via Moodle

Learning Outcomes Assessed

- Explore the theatrical practices of Jonson, Marlowe and Shakespeare through character analysis and performance of specific excerpts from their plays.

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