



CHRISTIAN HERITAGE COLLEGE

**EL216**

## **THE WORKS OF SHAKESPEARE**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	EL216						
<b>Unit name</b>	The Works of Shakespeare						
<b>Associated higher education awards</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)						
<b>Duration</b>	One semester						
<b>Level</b>	Intermediate						
<b>Core/elective</b>	Elective						
<b>Weighting</b>	Unit credit points: 10 Course credit points: <table> <tr> <td>Bachelor of Education (Primary)</td><td>320</td></tr> <tr> <td>Bachelor of Education (Secondary)</td><td>320</td></tr> <tr> <td>Bachelor of Arts/Bachelor of Education (Secondary)</td><td>320</td></tr> </table>	Bachelor of Education (Primary)	320	Bachelor of Education (Secondary)	320	Bachelor of Arts/Bachelor of Education (Secondary)	320
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Bachelor of Arts/Bachelor of Education (Secondary)	320						
<b>Delivery mode</b>	Face-to-face on-site						
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b> Students requiring additional English language support are expected to undertake an additional one hour per week.						
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Prerequisite:</i> 20 credit points of 100-level English units						
<b>Rationale</b>	<p>The works of William Shakespeare are at the very centre of the Western literary tradition and the age in which he lived constitutes one of the richest periods in the history of Western literature. This unit focuses on the characteristics and conventions of poetry and drama in the Elizabethan and Jacobean eras. With regard to drama, representative tragic, comic and historical Shakespearean plays will be explored, in addition to a special emphasis on the Shakespearean sonnet.</p> <p>This unit not only delves into some of the masterpieces of the English literary tradition, but also offers the opportunity to develop an advanced understanding of the traditions and development of poetry and drama. Students will also explore how Shakespeare reflects and/or challenges a Christian worldview in his literary works.</p>						
<b>Prescribed text(s)</b>	Abrams, M.H. (Ed.) (2012). <i>The Norton anthology of English literature: In 2 volumes</i> . (9th ed.). New York, NY: Norton. Shakespeare, W. <i>Romeo and Juliet</i> . Any edition. Shakespeare, W. <i>Macbeth</i> . Any edition. Shakespeare, W. <i>A Midsummer Night's Dream</i> . Any edition. Shakespeare, W. <i>As You Like It</i> . Any edition. Selected readings will be available via the Moodle™ site for this unit.						

<b>Recommended readings</b>	<p><b>Books</b></p> <p>Brown, J.R. (2011). <i>Studying Shakespeare in performance</i>. New York, NY: Palgrave Macmillan.</p> <p>Carson, C. &amp; Karim-Cooper, F. (2008). <i>Shakespeare's Globe Theatre: A theatrical experiment</i>. Cambridge, UK: Cambridge University Press.</p> <p>Hunt, M. (2004). <i>Shakespeare's religious allusiveness: Its play and tolerance</i>. Aldershot, UK: Ashgate.</p> <p>Schoenfeldt, M. (2010). <i>The Cambridge introduction to Shakespeare's poetry</i>. Cambridge, UK: Cambridge University Press.</p> <p>Wells, R.H. (2009). <i>Shakespeare's politics: A contextual introduction</i>. New York, NY: Continuum.</p> <p><b>Journals and Periodicals</b></p> <p><i>Shakespeare and the Classroom</i></p> <p><i>Shakespeare Bulletin</i></p> <p><i>Shakespeare Quarterly</i></p> <p><i>Shaksper: the Global Electronic Shakespeare Conference</i></p> <p><b>Websites</b></p> <p><a href="http://www.ShakespeareMag.com">http://www.ShakespeareMag.com</a></p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	<p>Nil</p>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. Shakespeare and his literature: The life and times of a Renaissance writer</li> <li>2. Shakespearian sonnets</li> <li>3. Shakespeare's comedies – a choice from: <i>A Midsummer Night's Dream</i>; <i>As You Like It</i>; <i>The Merchant of Venice</i></li> <li>4. Shakespearian tragedies – a choice from: <i>Macbeth</i>; <i>Hamlet</i>; <i>Romeo and Juliet</i></li> <li>5. Shakespearian historical plays – a choice from: The Henries; The Richards; <i>King John</i>; <i>Pericles</i></li> <li>6. Shakespeare in the 21st century – the spin-offs, the re-imaginings and the tragedy of teachers</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. discussed Shakespearian literature within its historical and cultural contexts;</li> <li>2. identified and analysed the main characteristics and conventions of Shakespearean poetry and drama;</li> <li>3. critically analysed and evaluated the themes, characters, imagery and plots of Shakespearean drama, comparing and contrasting the views evident in these with modern society and with Christian worldview perspectives;</li> <li>4. critically analysed a range of poetry and discussed elements such as form, structure, imagery and poetic devices;</li> <li>5. utilised strategies to explore appropriate ways to interpret renaissance poetry and drama through reading and performance, including Christian worldview perspectives;</li> <li>6. reflected on and critically evaluated the importance of Shakespeare and his contemporaries to the western literary tradition; and</li> <li>7. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>

<b>Assessment tasks</b>	<p><b>Task 1: Reflection Log</b></p> <p>Word Length/Duration: 300 words (weekly)</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Weeks 2-9</p> <p><b>Task 2: Seminar Presentation</b></p> <p>Word Length/Duration: 10-15 minutes</p> <p>Weighting: 30%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Weeks 3-10</p> <p><b>Task 3: Essay</b></p> <p>Word Length/Duration: 2500 words</p> <p>Weighting: 50%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 16</p>
<b>Unit summary</b>	<p>Shakespeare and his works lie at the centre of the Western literary canon. Students will explore Shakespeare's works by examining the context, characteristics and conventions of poetry and drama in the Elizabethan and Jacobean eras. This unit also provides opportunities for students to explore how Shakespeare reflects and/or challenges a Christian worldview in his literary works.</p>