

TITLE	Shakespearean Drama
SI MODULE CODE	77-5593-00S
CREDITS	20
LEVEL	5
JACS CODE	Q300
SUBJECT GROUP	English
DEPARTMENT	Humanities
MODULE LEADER	Annaliese Connolly

MODULE STUDY HOURS (based on 10 hours per credit)*			
Scheduled Learning and Teaching Activities	Placement (if applicable)	Independent Guided Study	Total Number of Study Hours
36	N/A	164	200

MODULE AIM

This module studies Shakespearean drama in a variety of dramatic genres. It considers the plays from a variety of different perspectives including performance history, genre theory and the wide range of traditional and recent critical and theoretical approaches to reading the Shakespearean text.

SUMMARY OF AIMS

- To explore Shakespeare's plays produced in a variety of different dramatic genres.
- To engage closely with a range of set texts.
- To relate Shakespeare's plays to their social, cultural, religious and generic contexts.
- To approach texts in the light of both Renaissance and modern critical theories.

MODULE LEARNING OUTCOMES

By engaging successfully with this module a student will be able to:

- Display familiarity with a range of Shakespeare's works, including their formal features and generic markers.
- Relate those plays to the various social, cultural, religious and generic contexts in which they were created.
- Make use of a variety of critical methodologies for approaching Shakespeare's plays.

INDICATIVE CONTENT

THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

The module focuses on each of the main dramatic genres, including comedy, history, tragedy, Roman play and romances. The plays will be used to introduce and explore specific concepts and contexts including gender, race, national identity; as well as the early modern theatre as a performance space and commercial enterprise.

1. Introduction: Shakespeare - Debunking Myths
2. The Elizabethan and Jacobean Theatre: Stage and Page
3. Electronic Shakespeare
4. *As You Like It*
5. *Measure for Measure*
6. *Henry V*
7. *Richard III*
8. *King Lear*
9. *Titus Andronicus*
10. *Antony and Cleopatra*
11. *The Tempest*
12. *The Winter's Tale*

LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

There will be weekly contact time in the form of lectures and seminars.

The lecture programme focuses on providing exploration of important concepts, contextual issues and literary themes.

The seminars focus on individual texts, allowing detailed discussion of literary traditions and innovations of the period, and close attention to Shakespeare's use of verse and prose. The set texts will be discussed alongside other Renaissance texts and a selection of critical materials.

THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES:

Assessment will be by means of two pieces of coursework. Further details are as follows:

- An critical commentary of 1500 words on one or more of the texts taught in the first part of the module (40%). The essay will offer a close reading from a selection of extracts and will be accompanied by a bibliography.
- An essay of 2500 words on at least two of the texts taught on the module (60%).
- Both essays will be submitted to Turnitin to help you ensure that you have referenced work correctly, to help prevent plagiarism and collusion, and to help you and your tutor see how you have developed your work between assignments.

Students are required to fill in the standard self-assessment forms when submitting their essays. A copy of these forms, with responses and comments added by the tutor is returned to students when they are given their mark for the assignment. Essays are returned in seminars to enable additional verbal feedback.

In the second assessed essay, students will be expected to demonstrate detailed critical engagement with specific Shakespearean texts, showing awareness of its distinctive concerns, generic affiliations and formal features, and, where relevant, its place in Shakespeare's career and in current critical debate and its relationship to dominant cultural issues. Assessed essays will also need to display evidence of fully assimilated and properly referenced secondary reading.

ASSESSMENT TASK INFORMATION

Task No.*	Short Description of Task	SI Code EX/CW/PR	Task Weighting %	Word Count or Exam Duration**	In-module retrieval available
1	Critical commentary	CW	40%	1500	N
2	Essay	CW	60%	2500	N

FEEDBACK

Students will receive feedback on their performance in the following ways:

- Written feedback will be given on the critical commentary and essay when they are returned. The feedback on the critical commentary will give students the opportunity to develop their work when preparing to write the essay.

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

- A blackboard site that will detail module content, include lecture slides, and provide links to other resources.
- A module handbook.

SECTION 2 MODULE INFORMATION FOR STAFF ONLY

MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

NEW MODULE	Y
EXISTING MODULE - NO CHANGE	N
Title Change	N
Level Change	N
Credit Change	N
Assessment Pattern Change	N
Change to Delivery Pattern	N
Date the changes (or new module) will be implemented	09/2015

MODULE DELIVERY PATTERN

	Module Begins	Module Ends
Course Intake 1	09/2015	01/2016

Is timetabled contact time required for this module?	Y
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Are any staff teaching on this module non-SHU employees?	N
If yes, please give details of the employer institution(s) below	
What proportion of the module is taught by these non-SHU staff, expressed as a percentage?	

MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked	
*Overall PERCENTAGE Mark of 40%	Y
*Overall PASS / FAIL Grade	N

SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module?	N
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FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor)	Task No. 2
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NON-STANDARD ASSESSMENT PATTERNS

MARK 'X' IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg ALL TASKS MUST BE PASSED AT 40%.	
NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.	

REVISIONS

Date	Reason
May 2017	Modification DB3HU33-1718
July 2017	Operational change approved by Humanities Departmental Board 21/06/17