

## MODULE DESCRIPTOR

<b>MODULE TITLE</b>	<b>SHAKESPEARE</b>		
<b>MODULE CODE</b>	EN2902 (L5)	<b>CREDIT VALUE</b>	20 UK / 10 ECTS
<b>SCHOOL</b>	SCHOOL OF BUSINESS AND MANAGEMENT		

### MODULE AIMS

This module aims to:

- Introduce students to a range of Shakespeare's poetry and drama.
- Develop students' close reading skills of Shakespeare's plays; to encourage students to engage with the plays as performance texts.
- Reflect on similarities and divergences between the plays, with particular attention to the implications of genre.
- Situate the plays in relation to a range of historical and critical contexts.
- Consider recent productions and appropriations of Shakespearean texts in a variety of media, including film.
- Develop students' understanding of critical and theoretical approaches to Shakespeare.
- Interrogate questions affecting Shakespeare's wider cultural significance.

### MODULE CONTENT

This module takes in the Sonnets and a selection of Shakespeare's plays: Tragedies, Comedies, Histories, as well as the so-called 'problem plays', are all represented by the selection, and attention is given to the particularities of genre. The poetry and plays are considered in their biographical and historical contexts, and in modern contexts (eg. interpretations of Shakespeare on film). Emphasis is placed on close-reading and on the plays as performance texts.

### INTENDED LEARNING OUTCOMES

On successful completion of this module a student will be able to:	
1.	Understand the usefulness and limitations of the generic terms applied to plays.
2.	Understand the texts studied and respond independently to issues raised by those texts.
3.	Consider the implications of performance and audience.
4.	Identify differences and relations between Shakespeare in early and late modern contexts.
5.	Identify and apply some of the different critical approaches which have been brought to the texts, as well as form and substantiate judgements about the appropriateness of critical methods.
6.	Use, critically and reflectively, an appropriate scholarly discourse.
7.	Produce, with precision and thoroughness, a good standard of written and oral communication through coursework assignments and seminar contribution.

## TEACHING METHODS

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### Learning and Teaching:

Students are expected to come to the lectures having read the designated play or poem for that week, and fully prepared to discuss it in the seminar that follows the lectures. Seminars will often require students to work in groups and to present their

The workshops will expose students to Shakespeare plays on film, which will serve to foster their understanding of the plays as performance texts. The module has often included a trip to Stratford-upon-Avon to see a stage production of one of the plays we are studying, which also consolidates this aim.

In the past the module has included guest lectures from eminent Shakespearean scholars such as Stanley Wells and John Russell Brown. Professor Stuart Hampton-Reeves of UCLan, who has written several books on Shakespeare, usually contributes two lectures to the module. Thomas Day, the module tutor, has published research which touches on Twentieth- and Twenty-First-Century poetic engagements with Shakespeare.

**EMPLOYABILITY SKILLS:** In common with all other English modules, this module is designed to foster an active, participatory, independent approach to learning, to develop critical faculties and to consolidate and develop written and oral communication skills, and to develop a considerate cultural awareness and sensitivity to the backgrounds and beliefs of those around you.

### Specific employability:

This is a module which is particularly recommended for students who wish to go on to do a PGCE in Secondary English teaching, since the study of Shakespeare features at all stages of the national curriculum in English. Students pursuing other careers and professions will benefit from the many transferable skills English Literature students acquire, precise written and oral communication chief among them.

The reading and subject matter on this module is demanding, and the rigorous intellectual and analytical skills required of students on this module are highly valued by many kinds of graduate employer.

### Assessment:

The coursework essay requires students to read around, making use of the considerable body of criticism and scholarship in this area. Part one of the written examination tests the close-reading skills students have acquired over the course of the module.

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## ASSESSMENT METHODS

This module is assessed through an essay (50%) and a written examination (50%).