

# UEA MODULE OUTLINE TEMPLATE

Section 1		
General Information		
<b>Module Title:</b> Reading Shakespeare's England		
<b>Module code:</b> LDCL5001S	<b>Credit value:</b> 20	<b>Level (3, 4, 5, 6 or 7):</b> 5
	<b>Total student effort hours:</b> 200	
<b>Academic Year:</b> 2017/18	<b>Semester:</b> Summer 2017	
<b>Related modules (Co-requisites, pre-requisites etc.):</b>		
Students are not required to have specific knowledge or experience. They should bring a love of reading, a willingness to engage with Shakespearean language, and an eagerness to learn about the past.		

Section 2	
Module Description and Learning Outcomes	
<b>Description</b> What is this module about?	<p>This module invites students to read Shakespeare's plays in their original historical and performance contexts. By doing so students will develop an ability to read and analyse the rich language of the plays as well as gaining a more detailed appreciation of how they relate to the peculiarities of the turbulent and dynamic period of history in which they were first written and performed.</p> <p>Students will visit a number of historic sites associated with Shakespeare, illuminating the settings and contexts of both the plays and their creator. Students will also watch performances at the reconstructed Globe Theatre in London and in Stratford-Upon-Avon as we consider the ways in which Shakespeare's theatre functioned.</p>
<b>Learning Objectives</b> What will you learn? (subject specific and transferable skills)	<p>The learning objectives of this module are to:</p> <ul style="list-style-type: none"> <li>• Equip students with the skills, knowledge and confidence to explore and analyse the literary and dramatic qualities of Shakespeare's plays.</li> <li>• Encourage students to develop an appreciation of how the plays respond to the historical circumstances in which they were written.</li> <li>• Develop the students' abilities to read and analyse the scripts for these plays in their original language. We will therefore spend time reading the selected work carefully and closely.</li> <li>• Highlight how these plays work as dramatic entities. We will use these texts to consider the realities and practicalities of staging these works in the context of the Early Modern theatre. However, it is important to note that whilst this module places an emphasis on the performance of each play this is not a practical drama module.</li> </ul>

<b>Learning outcomes?</b> What will you be able to do by the end of the module?	By the end of this module you will be able to: <ul style="list-style-type: none"> <li>• Read Shakespeare’s plays with a greater sensitivity, becoming more adept at exploring the subtleties and nuances of his language and stage-craft.</li> <li>• Better understand the social, political and cultural context in which Shakespeare’s plays were written and performed.</li> <li>• Express an understanding of the materials studied in oral and written formats.</li> <li>• Appreciate Shakespeare’s place within literary tradition to a more advanced and nuanced degree.</li> </ul>
<b>Links</b> Where does this fit in to your programme?	This module will be ideal for those currently studying literature, history or cultural studies.

Section 3		
Module Teaching Team		
<b>Module Organiser</b> (Including brief biographical description)	Ms Elizabeth McDonald	
<b>Co-tutors on the Module</b>	Other staff from the school will be announced closer to the start of the programme.	
Section 4		
Learning Activities and Indicative Student Effort Hours		
Learning Activity	Total effort hours (module)	Indicative Effort hours per week
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	60	15
b) Pre-class preparation and follow-up study	80	20
c) Work-based or Placement Hours		
d) Formative assessments/activities	20	5
e) Feedback/Feed-forwards sessions		
f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	40	10
g) Background reading		
h) Exams/OSCEs		
i) Course Tests		
j) Tutorials (individual or small groups)		
<b>Total effort hours (a + b + c + d + e + f + g + h + i + j) =</b>	<b>200</b>	<b>50</b>

## Section 5

### Teaching Sessions

Lecture Programme (where applicable)– details for each lecture

#### Module outline

Lectures provide contextual information and introduce ideas and questions which will be explored in detail in seminars through a consideration of the set reading.

#### Week 1

Nb. this is the only week where there are two lectures and seminars.

#### (I) Stage and page

**Reading:** extracts will be provided during the first lecture

**Lecture:** An introduction to the course and ways of reading Shakespeare's plays, with emphasis on how the physicality of the stage and the conventions of physical performance in the period should influence how we approach the scripts. We will also consider the place of the theatre and playwright in Early Modern society.

**Seminar:** We will look in closer detail at visual and written descriptions of Early Modern theatres and the theatre-going experience. We will also explore the oft-repeated conundrum of whether Shakespeare should be encountered on the 'stage or the page'.

#### (II) Love

**Reading:** *Romeo and Juliet* + extracts provided in lecture handouts

**Lecture:** Often lauded as a timeless love story of universal appeal, this lecture will consider the extent to which *Romeo and Juliet* should in fact be read as a product of the society in which it was written and first performed by setting it alongside other Early Modern writings about love, marriage and familial relationships, asking whether the eponymous couple's love should be celebrated.

**Seminar:** We will explore the way in which love is staged in the play at the level of language and gesture. We will extend these considerations outside of the titular figures, providing context to the central love story by studying the intricacies of the other relationships in the play.

#### Week 2

#### Politics

**Reading:** *Richard III* + extracts provided in lecture handouts, including Machiavelli's *The Prince* and the medieval morality play *Mankind*.

**Lecture:** *Richard III* is regarded as one of Shakespeare's most diabolical villains. We will consider the extent to which Shakespeare's depiction is inspired by both earlier dramatic traditions, particularly the vice or devil characters of medieval morality plays, and Early Modern political theory.

However, this play also provides us with an opportunity to consider Shakespeare as a re-writer of history. Scholarly opinion, suggests that the real King Richard, who ruled England from 1483-85, had little resemblance to Shakespeare's 'rooting, bunch-back'd toad' and this lecture will therefore consider Shakespeare's depiction against the backdrop of Tudor politics and the so-called 'Tudor myth'.

**Seminar:** This week's seminar will be an opportunity to test the readings of Richard's character outlined in the lecture, looking at the ways in which Shakespeare adapts or develops the genres upon which he draws.

### Week 3

#### Witchcraft

**Reading:** *Macbeth* + extracts provided in lecture handouts, including *Malleus Maleficarum (The Hammer of Witches)* and *Daemonologie* by King James VI and I

**Lecture:** In many ways *Macbeth* is a play about politics and the pursuit of power and therefore follows neatly on from *Richard III*. However, the struggle for the throne in *Macbeth* is inflected by the presence of the supernatural in the form of the witches who prophesy Macbeth's ascension to the throne. This lecture will therefore explore the influence of the supernatural on the Early Modern imagination and whether we should take the witches seriously. *Macbeth* also provides an opportunity to consider the depiction of gender norms and otherness and we will therefore explore the role of Lady Macbeth and ask why the witches are female.

**Seminar:** We will explore in greater detail the dynamics of Macbeth's rise to power, and descent into madness, setting the supernatural alongside the interpersonal relationships which dominate the play, as well as the complex subjectivity of each character.

### Week 4

#### Travel

**Reading:** *The Tempest* + extracts provided in lecture handouts

**Lecture:** The Early Modern era was one of travel and exploration, with far-flung lands 'discovered' and conquered by Western Europeans. *The Tempest* is often read as emblematic of the troubled relationship between the settlers (Prospero) and their subjugation of indigenous peoples (Caliban) and the lecture will therefore set the play in the context of increasing globalisation and the struggle to represent racial otherness in writing of the era, testing the extent to which this reading can be sustained and what the interest in reading the play in this light reveals about Shakespearean scholarship and trends in criticism.

**Seminar:** *The Tempest* also offers an opportunity to review the themes explored in previous weeks as it features romantic relationships, political intrigue and magic amongst its many dramatic components. We will therefore consider in detail the theatrical dialectics as work in the play and the generic slipperiness which has characterised its reception.

#### Seminar Programme (where applicable) – details for each session

See above.

#### Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Nb. The exact order and dates of trips will be confirmed near the start of the module. It is also important to remember that the plays we will watch at Stratford-Upon-Avon and the Globe will not necessarily be ones studied during the module.

Field trip 1:

Watching a performance at The Globe theatre in London will enable us to think further about the physical and sensory experience of being an audience member in a theatre of this design. We will also visit the excellent visitor centre <http://www.shakespearesglobe.com/>

Field trip 2:

Watching another performance in Stratford- Upon-Avon will enable us to compare the techniques of staging and interpreting Early Modern plays <http://www.rsc.org.uk/> The experience of visiting Stratford also attests to the global tourist phenomenon which surrounds Shakespeare and which raises interesting questions about the role of heritage, consumption and nostalgia in our appreciation of the plays.

### Section 6

**Learning Support Materials – If Online Reading lists exist already, please note this in the relevant section(s) below; otherwise, please provide detail of books/other relevant materials as appropriate**

<b>Required (Key) Reading</b>	Students will need to have a copy of each of the plays specified: <i>Romeo and Juliet</i> , <i>Richard III</i> , <i>Macbeth</i> , and <i>The Tempest</i> . Students may wish to purchase individual copies of plays, such as the Arden editions, but it would probably be more economical to purchase a collected works such as the Norton or Oxford. Students are welcome to read the plays electronically on a laptop or e-reader but will need to be able to navigate through the plays so will need to download a version with Act, Scene and Line numbers. Printed copies of other texts, extracts and visual materials will be provided to students at the start of the course along with recommendations for further reading. It is expected that students will have read the relevant play and any other specified materials before each lecture and will bring a copy to both lectures and seminars.
<b>Recommended further reading</b>	
<b>Other relevant study materials</b> (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	

### Section 7

#### Formative Assessment

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feedback feed-forwards
<b>Formative</b>	13 <sup>th</sup> July 2018	Electronic	Week 3	In class	Students will receive written feedback on this which should inform your preparation for the assessed course paper. There will also be the opportunity to discuss your work in person during office hours.

**Assignment detail (e.g. title and type, word limit, presentation length)**

Students will have the opportunity to explore their own responses to the staging and practices undertaken at The Globe Theatre by producing a written piece of 700 words.

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative	20 <sup>th</sup> July	In class	17 <sup>th</sup> July	In class and electronic ally	Students will receive active engagement with their arguments in class as well as written feed-forward on their research methodology and use of critical works.

**Assignment detail (e.g. title and type, word limit, presentation length)**

Students will have the opportunity to explore and extend their research methodologies by giving a short presentation on the historical and cultural context for this week's play, *Macbeth*.

*Please copy and paste the above box for additional elements of formative assessment*

**Section 8**

**Summative Assessment**

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	100	26 <sup>th</sup> July		Sept. 2018	Detailed written feedback	2500	Choose an item.

**Assignment title and further details (e.g. presentation length):**

An essay of 2,500 words to be submitted by 26<sup>th</sup> July that will be a scene analysis of a Shakespeare play, chosen from a given selection, by the student.

## Section 9

### Mapping Assessment to Module Learning Outcomes

Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
	<p><b>Assessment:</b> Students are assessed through a variety of practically and theoretically informed methods, including a written essay and participation in seminars and field trips.</p> <p><b>Seminars</b> are designed to promote oral and aural skills of argument, debate and the coherent presentation of ideas. Whether in group work or with individual class presentations, students will encounter some form of seminar task based upon their ability to present and communicate their ideas orally. Group work in class also fosters collaborative learning and initiative. Particular care is taken to encourage students to develop transferable skills including presentation of written work and the use of library and electronic resources. The work promotes initiative, intellectual autonomy and effective intellectual collaboration.</p> <p><b>Key skills</b> are assessed in the context of wider aspects of learning rather than being assessed separately. Students are given carefully directed advice as to how they develop transferable and study skills in order to meet the required standards and successfully progress as undergraduates. Written and verbal feedback enables students to understand, and act upon, advice given as part of the assessment process.</p>			

**Section 10**  
**Attribute development**

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

<b>Academic excellence</b>		<b>Critical thinking &amp; problem solving</b>		<b>Learning &amp; personal development</b>		<b>Digital literacy and IT</b>	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	<input type="checkbox"/>	A capacity for independent, conceptual and creative thinking	<input type="checkbox"/>	A commitment to developing professional values, self-insight and capabilities	<input type="checkbox"/>	Confidently employ a range of digital technologies for academic and professional/ career development purposes	<input type="checkbox"/>
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	<input type="checkbox"/>	A capacity for informed argument and logical reasoning	<input type="checkbox"/>	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	<input type="checkbox"/>	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	<input type="checkbox"/>
The ability to analyse and critically engage with a wide range of concepts and ideas	<input type="checkbox"/>	A capacity for problem identification and problem-solving	<input type="checkbox"/>	Self-confidence and an ability to exercise own 'voice'	<input type="checkbox"/>	The ability to critically evaluate and engage with the information obtained	<input type="checkbox"/>
<b>Self-management &amp; professionalism</b>		<b>Team working and leadership</b>		<b>Communication</b>		<b>Applied numeracy and technical proficiency</b>	
A capacity for taking responsibilities and ownership of actions	<input type="checkbox"/>	An ability to co-operate and collaborate with others, including working to shared aims	<input type="checkbox"/>	An ability to communicate in written form for different purposes, audiences and contexts	<input type="checkbox"/>	An ability to perform routine calculations in daily tasks and in applied contexts	<input type="checkbox"/>
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	<input type="checkbox"/>	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	<input type="checkbox"/>	An ability to communicate in person for different purposes, audiences and contexts	<input type="checkbox"/>	An ability to analyse and interpret data and evidence	<input type="checkbox"/>
An understanding of work cultures and practices, including work place professionalism	<input type="checkbox"/>	An ability to motivate and lead others, including taking the initiative and delegating when required	<input type="checkbox"/>	An ability to network effectively with others for specific purposes	<input type="checkbox"/>	Proficiency in skilled techniques used for academic and professional purposes	<input type="checkbox"/>
<b>Career management</b>		<b>Commercial awareness</b>		<b>Innovation and enterprise</b>		<b>Citizenship and stewardship</b>	
A capacity to reflect on and articulate qualities, strengths and attributes	<input type="checkbox"/>	A knowledge of the link between academic subjects and their commercial applications	<input type="checkbox"/>	The confidence to introduce and establish something new	<input type="checkbox"/>	An understanding of your place within local and global communities	<input type="checkbox"/>
The ability to research specific job and career areas	<input type="checkbox"/>	An understanding of business priorities and the needs of graduate employers	<input type="checkbox"/>	The potential to take an idea through to its practical application	<input type="checkbox"/>	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	<input type="checkbox"/>
An ability to present your experience and attributes positively to graduate employers	<input type="checkbox"/>	The ability to understand and prioritise customer needs	<input type="checkbox"/>	The potential to apply an enterprising mind-set to situations	<input type="checkbox"/>	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	<input type="checkbox"/>

## Section 11

### Module Enhancements

Changes made to this module in the light of student feedback and Module Review

## Section 12

### Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

[General Regulations](#)

[Attendance and Engagement & Progression \(General Regulation 13\)](#)

[Coursework Submission Process](#)

[Plagiarism and Collusion Policy](#)

[Extenuating Circumstances Policy](#)

[Senate Marking Scales \(UG and PGT\)](#)

[Support for Students with Specific Learning Difficulties \(SpLDs\)](#)

[Learning Enhancement Team \(DOS\)](#)

[Link to past examination papers](#)

Other useful links and sources of information, guidance and policies can be found in the LTS Document Library.

Click this [Link](#)

## Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

### Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

### Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

### Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

### Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

**Note:** Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

### Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

### Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. **Information does not need to be recorded here if an Online Reading List is made available via Talis Aspire (Reading Online).** Please indicate if this is the case. Suggested wording:

“The reading list for this module is in [Reading Online](#) and can be accessed via the Reading List link in Blackboard, or by searching for the module code or title from the front page.”

The Talis Aspire Reading List software (Reading Online) is a self-service system designed to be used by academic staff or their representatives and should be regarded as the ‘tool of choice’ for reading lists where appropriate. It is also the mechanism whereby academics, or their representatives can request scans of book chapters from the library. Contact [lib.reading@uea.ac.uk](mailto:lib.reading@uea.ac.uk) for advice.

Otherwise, this information, along with any accompanying reading list, should also be forwarded to the Library to ensure resources are in place, ideally 8 weeks prior to the start of each semester so that materials can be on the shelves in time.

### **Section 7 – Formative Assessment**

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student’s level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

### **Section 8 – Summative Assessment**

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet. Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%. All items which have a percentage attached must be listed individually.

### **Section 9 – Mapping Assessments to Module Learning Outcomes**

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module’s Learning Outcomes.

### **Section 10 – Attribute Development**

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g.

effective communication, team-working). Individual modules are not expected to include all attributes.

### **Section 11 – Module Enhancements**

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have acted upon the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example, students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

### **Section 12 – Useful Links**

Staff may add other hot links to this section that they feel are particularly useful for students.

V1- Approved by LTC 3/12/14 -Minute 50

V2-minor amendments to Section 6 and guidance notes to include reference to online reading lists  
Feb 2016