

City University of Hong Kong
Course Syllabus

offered by Department of English
with effect from Semester A 2017/18

Part I Course Overview

Course Title: Shakespeare: Introduction to Genius

Course Code: GE2406

Course Duration: One semester

Credit Units: 3

Level: B2

- Arts and Humanities
 Study of Societies, Social and Business Organisations
 Science and Technology

Proposed Area: X GE English
(for GE courses only)

Medium of Instruction: English

Medium of Assessment: English

Prerequisites: Grade D in HKAL Use of English or Grade 4 in HKDSE or;
successful completion of English Academic Proficiency Courses
(EL0220, EL0222, EL0223 and EL0225 – 6 credits) or;
English for Academic Purposes (EL0200 – 6 credits) or;
English for Academic Purposes 2 (EL0200B – 3 credits) or;
Grade B or above in English for Academic Purposes 1 (EL0200A – 3 credits)
(Course Code and Title)

Precursors: None
(Course Code and Title)

Equivalent Courses: None
(Course Code and Title)

Exclusive Courses: EN2842 Shakespeare: Introduction to Genius
(Course Code and Title)

Part II Course Details

1. Abstract

This course aims to involve students in the study of English through the reading, viewing, performance and analysis of the works of William Shakespeare. Students are provided with background information on Shakespeare's life and times and the analytical tools to explore the themes and techniques used in Shakespeare's work and to discover how these themes relate to their own lives. Students respond to the plays in a range of creative ways, producing written interpretations and adaptations, performances and recitations, digital videos and other multimedia products.

2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

| No. | CILOs [#] | Weighting* (if applicable) | Discovery-enriched curriculum related learning outcomes (please tick where appropriate) | | |
|-----|---|-------------------------------|---|----|----|
| | | | A1 | A2 | A3 |
| 1. | List and describe the major works of William Shakespeare and group them into genres: tragedies, comedies, histories, romances and poems. | | | √ | √ |
| 2. | Explain the social and historical conditions of Elizabethan England as well as the conditions of Shakespeare's life and how these helped to shape his work. | | | √ | √ |
| 3. | Read Shakespeare's work with a high degree of understanding using various reading strategies. | | √ | √ | √ |
| 4. | Discover and interpret various figures of speech and poetic devices in Shakespeare's work and analyze their aesthetic effects. | | √ | √ | √ |
| 5. | Discover and analyse larger thematic issues in Shakespeare's work and discuss how they relate to contemporary life. | | √ | √ | |
| 6. | Creatively interpret a scene or speech from a Shakespeare play in the form of a performance and critically evaluate and debate the merits of other performances of a Shakespeare plays, considering such factors as staging, costumes, music and actors' interpretations of the lines. | | √ | | √ |
| | | 100% | | | |

* If weighting is assigned to CILOs, they should add up to 100%.

Please specify the alignment of CILOs to the Gateway Education Programme Intended Learning outcomes (PILOs) in Section A of Annex.

A1: Attitude

Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.

A2: Ability

Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.

A3: Accomplishments

Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.

3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

| TLA | Brief Description | CILO No. | | | | | | Hours/week (if applicable) |
|-----|---|----------|---|---|---|---|---|----------------------------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | |
| 1. | The instructor delivers interactive multimedia lectures in which the history, biography and work of Shakespeare as well as the use of various literary techniques are explained and illustrated. | √ | √ | | √ | √ | | |
| 2. | Students engage in interactive dramatic readings of Shakespeare's works which integrate dramatic interpretation with analysis. | | | √ | √ | √ | | |
| 3. | Students watch excerpts of films of Shakespeare's plays as well as films about his life and times and discuss these renderings based on their knowledge of the text. | | | | | | √ | |
| 4. | Students discuss and debate various interpretations of Shakespeare's work and the implications of these interpretations. | | | | √ | √ | | |
| 5. | Students present prepared dramatic renderings of a scene from one of Shakespeare's plays and discuss their interpretation to the based on what they have learned about Shakespeare's life and works. Students evaluate their classmates' performances. | √ | √ | √ | √ | √ | √ | |

4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

| Assessment Tasks/Activities | CILO No. | | | | | | Weighting* | Remarks |
|--|----------|---|---|---|---|---|------------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | | |
| Continuous Assessment: 100% | | | | | | | | |
| Creative Writing Exercise Students write a short story, series of diary entries or other piece of creative writing from the point of view of one of the characters in a Shakespeare play they have studied, basing the plot on events that occur during, before or after the play. | √ | | √ | √ | √ | | 30% | |
| Dramatic presentation/Digital video Students work in groups to present a creative interpretation of a scene or monologue from a play they have studied, in the form of a digital video, and discuss why they interpreted the scene the way they did. They then write a brief personal reflection paper on the experience and its challenges. | √ | | √ | | | √ | 40% | 20% individual assessment, 20% group assessment |
| Film review Student's write a short review of a film based on a Shakespeare play, critiquing various thematic and technical aspects of the film. | | | | | √ | √ | 30% | |
| Examination: 0% | | | | | | | | |
| * The weightings should add up to 100%. | | | | | | | 100% | |

5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

| Assessment Task | Criterion | Excellent (A+, A, A-) | Good (B+, B, B-) | Fair (C+, C, C-) | Marginal (D) | Failure (F) |
|------------------------------|-----------|--|--|---|---|---|
| 1. Creative Writing Exercise | | The story is well-written and proficient, employing elegant and appropriate vocabulary and showing familiarity with the play on which it is based, together with a thorough understanding of the setting and character(s). | The story is clearly written in English appropriate to an independent user. It shows understanding of the play and a sound knowledge of plot and character. | The story is written in clearly intelligible basic English and shows familiarity with the play and its main events. | The story is intelligible and shows some knowledge of the play. | The story is incomprehensible, or shows no effort or understanding. |
| 2. Dramatic Performance | | Able to dramatically render the scene with appropriate phrasing, pronunciation, gestures and movements in a way that demonstrates accurate and insightful interpretation of characters and dramatic action. | Able to dramatically render the scene with appropriate phrasing, pronunciation, gestures and movements in a way that demonstrates thoughtful interpretation of characters and dramatic action. | Able to dramatically render the scene with phrasing, pronunciation, gestures and movements in a way that demonstrates some understanding of characters and dramatic action. | Able to dramatically render the scene with phrasing, pronunciation, gestures and movements. | Unable to dramatically render scene. |

| | | | | | | |
|----------------|--|---|---|---|--|---|
| 3. Film Review | | Able to critically analyze the film by describing and analyzing the director and actors' interpretation of the characters and dramatic action, using appropriate principles, providing ample arguments and evidence, in clear, accurate and proficient English. | Able to critically analyze the film by describing and analyzing the director and actors' interpretation of the characters and dramatic action, using principles, providing arguments and evidence, in clear, accurate English appropriate to an independent user. | Able to critically analyze the film by describing and analyzing the director and actors' interpretation of the characters and dramatic action in clear and moderately accurate basic English. | Able to analyze the film by describing and analyzing some aspects of the director and actor' interpretation of the characters and dramatic action. | Unable to analyze the film and/or to express ideas in accurate English. |
|----------------|--|---|---|---|--|---|

General Criteria for Assessment of Language Proficiency

| | |
|------------------|---|
| Proficient User | Can understand with ease virtually everything heard or read. Can summarise and analyze information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. Can create new and creative insights and texts by reflecting and thinking critically from reading and comprehending texts. |
| | Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices. |
| Independent User | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. Can create new insights and texts by reflecting and thinking critically from reading and comprehending texts. |
| | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| Basic User | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need. Can create insights and texts by reflecting and thinking critically from reading and comprehending texts. |
| | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Part III Other Information (more details can be provided separately in the teaching plan)

1. Keyword Syllabus

(An indication of the key topics of the course.)

1. Shakespeare's life and times 2. Sonnets 3. The Romances 4. The Tragedies 5. The Comedies 6. The Histories 7. Dramatic structure in Shakespeare 8. Understanding Shakespearian language 9. Poetic devices 10. Thematic interpretations 11. Dramatic rendering and performance 12. Evaluating and analyzing dramatic language and performance

2. Reading List

2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

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| 1. | Asimov, I. (2003) A guide to understanding and enjoying the works of Shakespeare. Gramercy. |
| 2. | Bryson, B. (2007) <i>Shakespeare: The world as stage</i> . Eminent Lives. |
| 3. | <i>The Complete Works of William Shakespeare</i> (1997 Wordsworth Edition) |
| 4. | Henry V, (1945). Directed by Lawrence Olivier. |
| 5. | Macbeth, (1948). Directed by Orson Welles (War of the Worlds, Animal Farm, 1984). |
| 6. | Hamlet, (1948). Directed. by Lawrence Olivier. |
| 7. | Othello, (1952). Directed by Orson Welles. |
| 8. | Romeo and Juliet, (1968), directed by Franco Zeffirelli |
| 9. | Macbeth, (1972), directed by Roman Polanski (Bitter Moon) |
| 10. | William Shakespeare's Romeo and Juliet, (1996), starring Leonardo Di Caprio and Claire Danes. Directed by Baz Luhrman. |
| 11. | Hamlet, (1996), starring Kenneth Branagh, Richard Attenborough, Judi Dench, Billy Crystal and Kate Winslet. Directed by Kenneth Branagh. |
| 12. | Twelfth Night, (1996), starring Helena Bonham Carter, Nigel Hawthorne, Ben Kingsley, Imogen Stubbs and Mel Smith. Directed by Trevor Nunn. |
| 13. | Looking for Richard, (1996), directed by Al Pacino. |
| 14. | Shakespeare in Love, (1998), starring Gwyneth Paltrow, Geoffrey Rush and Judi Dench. Directed by John Madden, written by Marc Norman and Tom Stoppard. Loosely inspired by Cesario / Viola of Twelfth Night Or What You Will and Romeo and Juliet. |
| 15. | A Midsummer's Night's Dream, (1999), starring Calista Flockhart, Michelle Pfeiffer. Directed by Michael Hoffman. |

A. Please specify the Gateway Education Programme Intended Learning Outcomes (PILOs) that the course is aligned to and relate them to the CILOs stated in Part II, Section 2 of this form:

| GE PILO | Please indicate which CILO(s) is/are related to this PILO, if any (can be more than one CILOs in each PILO) |
|---|--|
| PILO 1: Demonstrate the capacity for self-directed learning | Students engage in a range of out of class assignments in which they must choose their own texts to analyse and formulate strategies for responding to them. |
| PILO 2: Explain the basic methodologies and techniques of inquiry of the arts and humanities, social sciences, business, and science and technology | Students master terminology and analytical tools for literary criticism. |
| PILO 3: Demonstrate critical thinking skills | Students formulate their own interpretations of the plays and critique the interpretations of others. |
| PILO 4: Interpret information and numerical data | |
| PILO 5: Produce structured, well-organised and fluent text | Students produce a film critique and a literary explication. |
| PILO 6: Demonstrate effective oral communication skills | Students engage in a range of reading, writing, speaking and listening tasks. |
| PILO 7: Demonstrate an ability to work effectively in a team | Students work in teams to produce video. |
| PILO 8: Recognise important characteristics of their own culture(s) and at least one other culture, and their impact on global issues | Students relate the themes and issues in plays to their own lives and culture and compare film interpretations from a variety of different cultures. |
| PILO 9: Value ethical and socially responsible actions | Students discuss a range of ethical and moral issues raised in the plays. |
| PILO 10: Demonstrate the attitude and/or ability to accomplish discovery and/or innovation | Students engage in a range of creative responses to they plays including producing digital videos. |

GE course leaders should cover the mandatory PILOs for the GE area (Area 1: Arts and Humanities; Area 2: Study of Societies, Social and Business Organisations; Area 3: Science and Technology) for which they have classified their course; for quality assurance purposes, they are advised to carefully consider if it is beneficial to claim any coverage of additional PILOs. General advice would be to restrict PILOs to only the essential ones. (Please refer to the curricular mapping of GE programme: http://www.cityu.edu.hk/edge/ge/faculty/curricular_mapping.htm.)

B. Please select an assessment task for collecting evidence of student achievement for quality assurance purposes. Please retain at least one sample of student achievement across a period of three years.

| Selected Assessment Task |
|---------------------------------------|
| Written explication and digital video |