

EN4578: SHAKESPEARE: FILM, TEXT, PERFORMANCE

Effective Term

Semester B 2025/26

Part I Course Overview

Course Title

Shakespeare: Film, Text, Performance

Subject Code

EN - English

Course Number

4578

Academic Unit

English (EN)

College/School

College of Liberal Arts and Social Sciences (CH)

Course Duration

One Semester

Credit Units

3

Level

B1, B2, B3, B4 - Bachelor's Degree

Medium of Instruction

English

Medium of Assessment

English

Prerequisites

Nil

Precursors

Nil

Equivalent Courses

Nil

Exclusive Courses

Nil

Part II Course Details

Abstract

This course introduces students to the plays of Shakespeare through a representative selection of his plays and their adaptations across media and cultures. Students will study the plays as poetic drama, with special attention to how they have been – and might be – performed on stage and screen. Students will also have opportunities to perform scenes from Shakespeare's plays and create their own video adaptation of a selected scene.

Course Intended Learning Outcomes (CILOs)

CILOs	Weighting (if app.)	DEC-A1	DEC-A2	DEC-A3
1	Understand Shakespeare' s work in relation to how his plays have been adapted across media and cultures.	x		
2	Acquire a critical understanding of Shakespeare' s significance as a playwright and global figure.	x	x	
3	Analyze recurring themes, tropes, and conventions in Shakespeare' s plays and discuss how they relate to contemporary global culture.	x	x	
4	Interpret Shakespeare' s plays through writing, discussion, and performance and build confidence with the language and ideas through a creative adaptation.	x	x	x

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 real-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.

Learning and Teaching Activities (LTAs)

LTAs	Brief Description	CILO No.	Hours/week (if applicable)
1	Interactive Lectures	Students will attend and contribute to interactive multimedia lectures in which they explore the history, biography and works of Shakespeare as well as the use of various literary techniques.	1, 2, 3

2	Readings	Students will engage in interactive dramatic readings of selected scene, experimenting with various interpretations and modes of delivery.	1, 2, 3, 4	
3	Film	Students will watch excerpts of film adaptations of Shakespeare's plays, comparing these screen versions to the text and to other adaptations.	1, 2, 3, 4	
4	Discussion	Students will discuss and debate various interpretations of Shakespeare's works and the implications of these interpretations.	1, 2, 3, 4	
5	Writing	Students will respond to the plays through in-class writings based on prompts given by the teacher.	1, 2, 3, 4	

Assessment Tasks / Activities (ATs)

	ATs	CILO No.	Weighting (%)	Remarks ("- for nil entry)	Allow Use of GenAI?
1	Film Analysis	1, 2, 3, 4	30	Students write an analysis of a film based on a Shakespeare play, with extensive reference to the text.	No
2	Writing Exercises	1, 2, 3, 4	30	Students respond to questions given by the teacher in class or online.	No
3	Video Project	2, 3, 4	30	Students produce a video of around 6 – 10 minutes of a scene or scenes from a Shakespeare play.	Yes
4	Participation	1, 2, 3, 4	10	Student actively contribute to the course activities.	No

Continuous Assessment (%)

Examination (%)

0

Additional Information for ATs

The level of AI adoption in the assignments where it is allowed is restricted as outlined in the assessment guidelines to the course.

Assessment Rubrics (AR)

Assessment Task

1. Film Analysis

Criterion

Analysis and theoretical engagement

Excellent (A+, A, A-)

Analysis is detailed, nuanced and well supported. Analysis is successfully connected to relevant theoretical discussions.

Good (B+, B, B-)

Analysis is detailed and generally well supported. Some clear attempt formulating analysis around relevant theoretical discussions.

Fair (C+, C, C-)

Analysis is supported with examples but needs more detail. Some clear attempt formulating analysis around relevant theoretical discussions but not entirely successful or convincing.

Marginal (D)

Analysis is needs more detail and support. Little attempt at formulating analysis around relevant theoretical discussions.

Failure (F)

The analysis appears to be off topic or only loosely related to the task. The writer may have misunderstood the question.

Assessment Task

1. Film Analysis

Criterion

Language

Excellent (A+, A, A-)

Lexicogrammar is extremely accurate, idiomatic, varied and appropriate to the register.

Good (B+, B, B-)

Lexicogrammar is usually accurate, idiomatic, varied and appropriate to the register. Minor issues do not negatively affect comprehension.

Fair (C+, C, C-)

Lexicogrammar is frequently accurate, idiomatic, varied and appropriate to the register. Relatively few issues have only a limited, negative effect on comprehension.

Marginal (D)

Lexicogrammar is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, significantly disrupting comprehension.

Failure (F)

Serious problems exist with the lexicogrammar. It is inaccurate and/or unidiomatic and/or lacks appropriate variation or control of register, frequently and seriously disrupting comprehension.

Assessment Task

1. Film Analysis

Criterion

organisation

Excellent (A+, A, A-)

a very effective structure and focus of project; highly coherent and cohesive; clear progression of ideas

Good (B+, B, B-)

an effective structure and focus of project; coherent and cohesive; clear progression of ideas

Fair (C+, C, C-)

an effective structure and focus of project with some lapses; not always coherent and cohesive

Marginal (D)

structure and focus of project is not always clear; little progression of ideas

Failure (F)

structure and focus of project is unclear; no progression of ideas

Assessment Task

2. Writing Exercises

Criterion

Engagement and Support

Excellent (A+, A, A-)

Demonstrates a very detailed understanding of the course readings. Specific and accurate support

Good (B+, B, B-)

Demonstrates a good understanding of relevant texts with some specific support

Fair (C+, C, C-)

Demonstrates fairly good understanding of relevant texts, but lacking in detail. There may be some inaccuracies.

Marginal (D)

Demonstrates a superficial understanding of relevant texts. Support is not always detailed or accurate.

Failure (F)

Demonstrates a minimal understanding of relevant texts and/or lacking in content.

Assessment Task

2. Writing Exercises

Criterion

Originality of ideas

Excellent (A+, A, A-)

The main ideas of the response are sharp, creative, and compelling.

Good (B+, B, B-)

The response is coherent and contains some elements of creativity and originality.

Fair (C+, C, C-)

Main ideas are mostly clear but the response may be lacking in terms of specific or original ideas.

Marginal (D)

The main ideas are not always clear and the response appears to be lacking in terms of originality or relevance.

Failure (F)

The response appears to be off topic or ideas are generally incoherent.

Assessment Task

3. Video Project

Criterion

Language

Excellent (A+, A, A-)

Exceptionally well composed. Words are used with precision and accuracy. A wide variety of sentence structures are used.

Good (B+, B, B-)

Strong control of language and a wide lexical range. Grammatical structures are varied and well constructed. Small errors may persist but the meaning is sharp and clear.

Fair (C+, C, C-)

Effective and functional control. Basic ideas are communicated effectively. Errors cause minimal distraction.

Marginal (D)

There is a high density of errors, causing strain for the reader. The meaning is sometimes lost or unclear

Failure (F)

Almost every sentence has some kind of error, which causes serious problems for the reader. The meaning is often lost or distorted.

Assessment Task

3. Video Project

Criterion

Content

Excellent (A+, A, A-)

Content is highly original, detailed, and compelling

Good (B+, B, B-)

Content is thoughtful and original. There may be some lack of details.

Fair (C+, C, C-)

Elements of B and C

Marginal (D)

Content is lacking in originality and detail.

Failure (F)

The content is insufficient and/or substantially lacking in detail

Assessment Task

3. Video Project

Criterion

Design

Excellent (A+, A, A-)

Visually appealing and effectively organized

Good (B+, B, B-)

Visually appealing and effectively organized with some inconsistencies

Fair (C+, C, C-)

Elements of B and C

Marginal (D)

Lacking in clear organization. Design is inappropriate and ineffective

Failure (F)

The design is confusing, unclear, or non-existent

Assessment Task

4. Participation

Criterion

Participation in in-class activities

Excellent (A+, A, A-)

Makes significant contribution to in-class discussion and completes tasks satisfactorily.

Good (B+, B, B-)

Makes occasional contribution to in-class discussion and completes the tasks satisfactorily.

Fair (C+, C, C-)

Seldom makes adequate contribution to in-class group discussion and in class tasks.

Marginal (D)

Little evidence of participation in class; completes very few in-class tasks.

Failure (F)

Fails to sufficiently participate in in-class activities (including discussion and other tasks)

Part III Other Information

Keyword Syllabus

Shakespeare, Drama, Performance, Tragedy, Comedy, History, Film, Adaptation

Reading List

Compulsory Readings

Title	
1	Four plays (Arden or other annotated edition) selected by the instructor.
2	Selected Shakespeare' s sonnets
3	Additional readings provided by the instructor
4	Various films, such as: Macbeth. Dir. Justin Kurzei. Perfs. Michael Fassbender and Marion Cotillard. 2015. Throne of Blood. Dir. Akira Kurosawa. Perfs. Toshiro Mifune and Takashi Shimura. 1957. Romeo and Juliet. Dir. Baz Luhrmann. Perfs. Leonardo DiCaprio and Claire Danes. 1996. West Side Story. Dir. Jerome Robbins and Robert Wise. Perfs. Natalie Wood and Richard Breymer. 1961. King Lear. Dir. Trevor Nunn. Perfs. Ian McKellen and Romola Garai. 2008. Ran. Dir. Akira Kurosawa. Perfs. Tatsuya Nakadai and Mieko Harada. 1985. Twelfth Night. Dir. Trevor Nunn. Perfs. Helena Bonham Carter, Nigel Hawthorne, Ben Kingsley, Imogen Stubbs and Mel Smith. 1996. She' s the Man. Dir. Andy Fickman. Perfs. Amanda Bynes and Channing Tatum. 2006.

Additional Readings

Title	
1	Greenblatt, Stephen. (2005). Will in the World: How Shakespeare Became Shakespeare. New York: W. W. Norton
2	Garber, Marjorie. (2005) Shakespeare After All. New York: Anchor.
3	Russell Jackson. (2007). The Cambridge Guide to Shakespeare on Film. New York and Cambridge: Cambridge University Press.