

## MODULE SPECIFICATION

**Code:** UPGPPM-30-2      **Title:** Shakespeare's World of Words      **Version:** 1

**Level:** 2      **UWE credit rating:** 30      **ECTS credit rating:** 15

**Module type:** Standard

**Owning Faculty:** CAHE

**Field:** English

**Faculty Committee approval:** CAC, Chairs Action

**Date:** 16<sup>th</sup> June 2011

**Approved for Delivery by:**

**Valid from:** September 2011

**Discontinued from:**

**Contributes towards:** Awards up to BA (Hons)

**Pre-requisites:** UPGPFV-60-1-Writing About Reading/Reading About Writing.

**Co-requisites:** N/A

**Entry requirements:** *If the module is offered as CPD or stand alone, indicate the entry requirements*

**Excluded combinations:** UPGPPJ-30-2 Shakespeare and the Renaissance

**Learning outcomes:** N/A

By the end of the module students should be able to demonstrate:

1. A critical appreciation of a range of Shakespearean texts and relevant Renaissance co-texts; (Components A and B)
2. The ability to articulate individual, critically situated responses to the forms, language and rhetorical devices of Shakespearean texts; (Components A and B)
3. An understanding of the contemporary contexts and debate within which Shakespearean texts are situated; (Components A and B)
4. Comprehensive understanding of the cultural value of Shakespeare from the early modern period to the present day; (Components A and B)
5. A sensitivity to the dramatic qualities of Shakespearean texts and the context of dramatic performance in the Early Modern period; (Components A and B)
6. An informed overview of the history of Shakespearean criticism. (Components A and B).

### Syllabus outline:

This module is designed to enable students to access, appreciate and enjoy Shakespearean texts as literary productions forged at the heart of explosion of the English language. The module will emphasise the linguistic, imaginative, dramatic and textual nature of Shakespeare's creations, beginning with the Sonnets and moving to a selection of plays including the Histories, Comedies and Tragedies. Relevant Renaissance works that are chosen carefully to reflect specific themes or contextual debates will also be studied. The reading and writing practices involved will bring forward critical and theoretical approaches to texts garnered in level 1 and so students will situate these texts within the frames of power, history and context and structuralism/post-structuralism. The assessment on this module will emphasise students' individual responses to the plays and close reading skills

### Teaching and learning methods:

Weekly lectures and seminars which require student participation. Lectures will focus on supplying information, encouraging students to engage with the texts and issues at a progressively more demanding level, suggesting routes for further study and stimulating enthusiasm. Seminars will concentrate on facilitating group discussion, often on the basis of work prepared in advance by students working in teams. Lectures and seminars will be supplemented by the occasional showing of films and workshops.

Formative learning is core to this module as the preparation of the portfolio (Component B) will require students to plan and submit draft work and to respond to tutor feedback.

**Reading Strategy**

The list of essential texts will be made available to students in advance of the module’s start date. In addition to the texts that students must buy, a module reader may also be made available, for a small fee, that includes reading material for study.

Students will be encouraged to use electronic sources – detailed references for which can be found on Blackboard as well as on UWEOnline. Their use of such sources will be assessed in the written report assessment. Students will also be advised to make full use of e-library databases such as EEBO, to search for contemporary material and LION and JSTOR to find relevant secondary material for assignment purposes

**Indicative Reading List: (see guidance notes)**

The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.

Bates, Jonathon. *The Genius of Shakespeare*. London: Picador, (1997).  
 Bloom, Harold. *Shakespeare: The Invention of the Human*. Yale: Riverhead. (1998).  
 Greenblatt, Stephen. *Shakespearean Negotiations: The Circulation of Social Energy in Renaissance England*. Oxford. Clarendon Press. (1990).  
 --- --- --- *Will in the World. How Shakespeare became Shakespeare*. New York: W.W. Norton & Co. (2004).  
 Gurr, Andrew. *The Shakespearean Stage 1524-1642*. Cambridge: Cambridge University Press. (1980).  
 Hyland, Peter. *An Introduction to Shakespeare: The Dramatist in His Context*. New York: St. Martin's Press. (1996).  
 Kermode, Frank. *Shakespeare’s Language*. London. Penguin Books (2001).  
 Tennenhouse, Leonard. *Power on Display*. Oxford. Routledge. (2005).

**Assessment**

**Please state which element of assessment should be recorded as the final assessment for the purposes of submitting data on non-submissions to HEFCE. (For further information please contact Academic Registry.)**

**Weighting between components A and B (standard modules only)    A: 25%                    B: 75%**

**ATTEMPT 1**

**First Assessment Opportunity (Sit)**

**Component A**

**Description of each element**

**1 Exam**

**Element weighting  
25%**

**Component B**

**Description of each element**

**1 Plan (750 words)**

**Element weighting  
15%**

**1 Portfolio (4500 words)                    FINAL**

**60%**

**Second Assessment Opportunity (Resit) (further attendance at taught classes is not required)**

**Component A**

**Description of each element**

**1 Exam**

**Element weighting**

**25%**

**Component B**

**Description of each element**

**1 Portfolio (5000 words)**

**75%**

**EXCEPTIONAL SECOND ATTEMPT (Retake): Attendance at taught classes is not required.**

**Specification confirmed by .....Date .....**  
**(Associate Dean/Programme Director)**