

**CDA4 Programme Design Template  
Module specification (with KIS)**



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	New Shakespeares				
Module Code	UARAPA-30-2	Level	2	Version	1
Owning Faculty	ACE	Field	Drama		
Contributes towards	BA (Hons) Drama; BA (Hons) Drama with Creative Writing; BA (Hons) Drama and Acting; BA (Hons) Drama and English; BA (Hons) Drama and Film				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UARPDB-30-1 Introduction to Theatre Studies or UARPDE-30-1 Intro to Theatre Practice or UARPDPA-30-1 Introduction to Performance Studies or UARANY-30-1 Introduction to Actor Training.		Co- requisites	None	
Excluded Combinations	UARAEN-30-2 Contemporary Shakespeare	Module Entry requirements			
Valid From	September 2013		Valid to		

<b>CAP Approval Date</b>	
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to demonstrate:</p> <ul style="list-style-type: none"> <li>• a theoretical understanding of the artistic problems encountered in the production of Shakespeare; (assessed through all components)</li> <li>• an ability to initiate and test theoretical ideas surrounding the performance of Shakespeare; (assessed through all components)</li> <li>• an ability to independently research and present written course work of an adequate quality, making use of relevant secondary, critical sources and relating these to close analyses of primary text sources (assessed through all components).</li> <li>• an understanding of critical and performative responses to individual playtexts studied on the module (assessed through all components).</li> </ul>
Syllabus Outline	Semester 1: The work in this semester will investigate Shakespeare's plays through theoretical and practical approaches, focusing on the scripts as textual records of original performances and as sources of adaptation and re-invention across a variety of media forms. This focus will encourage a development in students' knowledge of both the original and the contemporary contexts of Shakespeare through recorded dramatic and performance texts. Throughout the semester students will develop presentation skills in order to respond critically to new versions of

Shakespeare alongside the traditional texts. The theoretical element will facilitate students' analyses of the source material and encourage a development in students' contextual knowledge of contemporary Shakespeare, assessed through the individual research presentation.

**Semester 2:** Exercises in academic writing, critical thinking, correctly referenced research materials, annotated bibliography, reflective writing on research process & methods, rationale for essay, and reflective statements following individual tutorials will enable students to create a working portfolio that leads to the essay submission. Appropriate feedback will be given throughout the semester allowing students to work independently.

Contact Hours/Scheduled Hours

The Module will be delivered through 3 contact hours per week. The module will operate through a combination of seminars, small lectures, workshop/practical exercises and self-directed groups according to the nature of the material being studied.

Teaching and Learning Methods

Scheduled learning is comprised of 3 hr sessions with a flexible structure to include seminars, exercises, self-directed groups, close textual study and writing skills workshops. The tutor will provide lectures, initiate discussion, direct theorised practice exercises, provide feedback for the essay skills portfolio, supervise presentation and essay preparation, and enable students to develop critical skills.

Independent learning is a requirement of the module. The processes involved in researching and writing require considerable skills in time-management and planning. Students will be expected to participate in extra research outside those timetabled in order to meet the requirements of the module and guidance will be given in those tasks to be completed outside the timetabled teaching. This work will be given appropriate feedback to enable students to build the key skills for research essays and presentations.

Key Information Sets Information

Key Information Set - Module data				
Number of credits for this module				30
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours
300	72	228	0	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test  
**Coursework:** Written assignment or essay, report, dissertation, portfolio, project  
**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	55%
Practical exam assessment percentage	45%
	100%

Reading Strategy	<p>Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Essential reading will be provided electronically or as printed study packs.</p> <p>Guidance to some key authors and journal titles available through the Library will be given on Blackboard. It is expected that assignment bibliographies and reference lists will reflect the range of reading carried out.</p> <p>It is important that students can identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. During the first semester, students will attend a workshop on the selection of appropriate databases and search skills.</p> <p>A list of recommended titles/materials will be provided in the Module Handbook and updated annually.</p> <p>The list of essential texts for purchase will be made available to students in advance of the module's start date, as will the list of recommended secondary reading. These lists will also be included in the module handbook and posted on Blackboard. Copies of both core texts and key secondary reading will be put in the library short loan collection.</p> <p>Students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases, and Internet resources. Supplementary reading will be distributed between the short and medium loan collections. The library also houses a broader collection of sources that reflect a range of possible interests and this will be expanded where necessary to include new publications. Students will be encouraged to read widely and will receive guidance from individual seminar/workshop tutors about their wider reading. Advice and guidance on the use of Blackboard, electronic resources and other library services will be offered throughout the module. An indicative list is given below.</p>
Indicative Reading List	<p>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 lifespan of the module specification. However, as indicated above, current advice on readings will be available via other more frequently updated mechanisms.</p> <ul style="list-style-type: none"> <li>• Berry, C. (1993) <i>The Actor and The Text</i>. London: Virgin.</li> <li>• Boal, A. (2002) <i>Games for Actors and Non-Actors</i>. London: Routledge.</li> <li>• Brown, J.R. (2002) <i>Shakespeare and the Theatrical Event</i>. London: Palgrave.</li> <li>• Bulman, J. (1996) <i>Shakespeare, theory and performance</i>. London: Routledge.</li> <li>• Dessen, A.C. (2002) <i>Rescripting Shakespeare: The Text, the Director and Modern Productions</i>. Cambridge: Cambridge University Press.</li> <li>• Gurr, A. and Ichikawa, M. (2000) <i>Staging in Shakespeare's Theatres</i> Oxford Shakespeare Topics Series. Oxford: Oxford University Press.</li> <li>• Hall, P. (2004) <i>Shakespeare's Advice to the Players</i>. London: Oberon.</li> <li>• Smallwood, R. (2004) <i>Players of Shakespeare 6: Essays in the performance of Shakespeare's History plays</i>. Cambridge: Cambridge University Press.</li> <li>• Thomson, P. (1992) <i>Shakespeare's Theatre</i>. London: Routledge.</li> <li>• Tucker, P. (2001) <i>Secrets of Acting Shakespeare</i>. London: Routledge.</li> </ul>

<b>Part 3: Assessment</b>	
Assessment Strategy	<p><b>Assessment structure</b></p> <p>This is a standard module and has two components of assessment.</p> <p>Component A is made up of two elements:  Critical engagement with practice in classes. Critical Engagement is a student's preparedness for and participation in class-related learning activities. The preparations include rehearsal, primary and critical reading of a variety of texts (printed, online, screen media etc.), ongoing project work,</p>

	<p>writing exercises, and the generation of works-in-progress (10%).</p> <p>An Individual Research Presentation lasting 7 minutes (35%)</p> <p>Component B is a 3000 word Essay (55%).</p> <p>All assessments are given individual marks.</p> <p>The assessment criteria for each element are available to the students in electronic handbooks and via Blackboard at the beginning of the academic year. The criteria are module specific and aligned with the learning outcomes for the module.</p> <p>Feedback is given in written form according to these criteria.</p>
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Identify final assessment component and element	<b>B1</b>
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% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>45%</b>	<b>55%</b>

<b>First Sit</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual Research Presentation (7 mins)	78%
2. Critical Engagement with Practice	22%
Component B Description of each element	Element weighting (as % of component)
1. 3000 word Essay	100%

<b>Resit (further attendance at taught classes is not required)</b>
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Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Individual Research Presentation (7 mins)	100%
Component B Description of each element	Element weighting (as % of component)
1. 1500 word Rationale and Annotated Bibliography	100%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.