



# ENGX309

## Shakespeare and the Renaissance

S2 OUA 2018

*Dept of English*

### Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>Assessment Tasks</u>	3
<u>Delivery and Resources</u>	4
<u>Policies and Procedures</u>	5
<u>Graduate Capabilities</u>	8

#### **Disclaimer**

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## General Information

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Prerequisites

(ENG110 or ENGX120) and two ENGX units at 200 level

Corequisites

Co-badged status

Unit description

The unit considers a broad range of Shakespeare's writings in relation to writings by his contemporaries and by his successors - dramatists as well as non-dramatists. In doing so it examines how those texts at once represent and engage with issues and problems in the culture of early modern, or Renaissance, England. Those issues and problems include, for example, issues of genre and of sexuality in verse of the 1590s, problems evoked in representations of tragic selfhood, problems associated with religious and political conflict and problems arising from English portrayals both of England and of life outside it. All enrolment queries should be directed to Open Universities Australia (OUA): see [www.open.edu.au](http://www.open.edu.au)

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.open.edu.au/student-admin-and-support/key-dates/>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Gaining an understanding of key Shakespearean texts by close analysis and research

Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance

Understanding relations between texts by Shakespeare and those by his contemporaries

Understanding how texts by his contemporaries relate to each other

Gaining knowledge of how the sex texts represent issues and problems recurrent in the culture of the English Renaissance

## Assessment Tasks

Name	Weighting	Hurdle	Due
Quiz	20%	No	Week 3
First Essay	30%	No	Week 8
Final Essay	40%	No	Week 13
Participation	10%	No	Weekly, ongoing

### Quiz

Due: **Week 3**

Weighting: **20%**

Close textual analysis of one poem.

On successful completion you will be able to:

- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
- Gaining knowledge of how the sex texts represent issues and problems recurrent in the culture of the English Renaissance

### First Essay

Due: **Week 8**

Weighting: **30%**

2000 word essay based on set questions or questions devised by student.

On successful completion you will be able to:

- Gaining an understanding of key Shakespearean texts by close analysis and research
- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
- Understanding relations between texts by Shakespeare and those by his contemporaries
- Understanding how texts by his contemporaries relate to each other
- Gaining knowledge of how the sex texts represent issues and problems recurrent in the culture of the English Renaissance

### Final Essay

Due: **Week 13**

Weighting: **40%**

Essay (2500-3000 words) in response to set questions. Essay must deal with at least three of the set texts.

On successful completion you will be able to:

- Gaining an understanding of key Shakespearean texts by close analysis and research
- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
- Understanding relations between texts by Shakespeare and those by his contemporaries
- Understanding how texts by his contemporaries relate to each other
- Gaining knowledge of how the sex texts represent issues and problems recurrent in the culture of the English Renaissance

## Participation

Due: **Weekly, ongoing**

Weighting: **10%**

Students will be required to participate in weekly online forum discussions.

On successful completion you will be able to:

- Gaining an understanding of key Shakespearean texts by close analysis and research
- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
- Understanding relations between texts by Shakespeare and those by his contemporaries
- Understanding how texts by his contemporaries relate to each other
- Gaining knowledge of how the sex texts represent issues and problems recurrent in the culture of the English Renaissance

## Delivery and Resources

### Unit Requirements and Expectations

It is expected that students will listen to weekly audio lectures, read set primary texts, participate thoroughly in online discussion and submit all items of assessment. It is imperative that students participate in the weekly discussion forums.

**Unit Webpage and Technology Used and Required** Online units can be accessed at <http://ilearn.mq.edu.au>. PC and internet access are required. basic computer skills (e.g., internet browsing) and skills in word processing are also a requirement. Please contact teaching staff for any further, more specific requirements. Consult the OUA website for more detailed information on technology requires: <https://www.open.edu.au/getting-started/studying-through-oua/computer-requirements>.

## Required Reading

S. Greenblatt, et al., *The Norton Shakespeare: Essential Plays/The Sonnets*

S. Greenblatt, et al., *The Norton Anthology of English Literature, Ninth Edition, Volume B*

## Recommended Reading

L. Hopkins, *Beginning Shakespeare*

J. Coffin and R. Stacey, *Western Civilizations, Volume 2*

## Policies and Procedures

### Late Submission - applies unless otherwise stated elsewhere in the unit guide

Unless a Special Consideration request has been submitted and approved, (a) a penalty for lateness will apply – two (2) marks out of 100 will be deducted per day for assignments submitted after the due date – and (b) no assignment will be accepted more than seven (7) days (incl. weekends) after the original submission deadline. No late submissions will be accepted for timed assessments – e.g. quizzes, online tests.

### Extension Request

**Special Consideration Policy and Procedure**  
(<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration>)

The University recognises that students may experience events or conditions that adversely affect their academic performance. If you experience serious and unavoidable difficulties at exam time or when assessment tasks are due, you can consider applying for Special Consideration.

You need to show that the circumstances:

1. were serious, unexpected and unavoidable
2. were beyond your control
3. caused substantial disruption to your academic work
4. substantially interfered with your otherwise satisfactory fulfilment of the unit requirements
5. lasted at least three consecutive days or a total of 5 days within the teaching period and prevented completion of an assessment task scheduled for a specific

date.

If you feel that your studies have been impacted submit an application as follows:

1. Visit [Ask MQ](#) and use your OneID to log in
2. Fill in your relevant details
3. Attach supporting documents by clicking 'Add a reply', click 'Browse' and navigating to the files you want to attach, then click 'Submit Form' to send your notification and supporting documents
4. Please keep copies of your original documents, as they may be requested in the future as part of the assessment process

### Outcome

Once your submission is assessed, an appropriate outcome will be organised.

## OUA Specific Policies and Procedures

### Withdrawal from a unit after the census date

You can withdraw from your subjects prior to [the census date](#) (last day to withdraw). If you successfully withdraw before the census date, you won't need to apply for Special Circumstances. If you find yourself unable to withdraw from your subjects before the census date - you might be able to [apply for Special Circumstances](#). If you're eligible, we can refund your fees and overturn your fail grade.

If you're studying Single Subjects using FEE-HELP or paying up front, you can [apply online](#).

If you're studying a degree using HECS-HELP, you'll need to [apply directly to Macquarie University](#).

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)

- [Special Consideration Policy](#) (**Note:** The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au).

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

#### Learning outcomes

- Gaining an understanding of key Shakespearean texts by close analysis and research
- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
- Understanding relations between texts by Shakespeare and those by his contemporaries
- Understanding how texts by his contemporaries relate to each other
- Gaining knowledge of how the sex texts represent issues and problems recurrent in the culture of the English Renaissance

#### Assessment tasks

- Quiz
- First Essay
- Final Essay
- Participation

### Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

#### Learning outcomes

- Gaining an understanding of key Shakespearean texts by close analysis and research
- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
- Understanding relations between texts by Shakespeare and those by his contemporaries
- Understanding how texts by his contemporaries relate to each other



- Gaining knowledge of how the sex texts represent issues and problems recurrent in the culture of the English Renaissance

## **Assessment tasks**

- Quiz
- First Essay
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- Participation

## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Gaining an understanding of key Shakespearean texts by close analysis and research
- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
- Understanding relations between texts by Shakespeare and those by his contemporaries
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## **Assessment tasks**

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- Participation

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Gaining an understanding of key Shakespearean texts by close analysis and research
- Gaining an understanding, in the same ways, of major non-Shakespearean texts of the English Renaissance
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## **Assessment tasks**

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- Final Essay
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## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Gaining an understanding of key Shakespearean texts by close analysis and research
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## **Assessment tasks**

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## Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

### Learning outcomes

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## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

### Learning outcomes

- Gaining an understanding of key Shakespearean texts by close analysis and research
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culture of the English Renaissance

## **Assessment tasks**

- Quiz
- First Essay
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