1. **Title of the module**

ENGL7270 (EN727) Early Shakespeare

1. **School or partner institution which will be responsible for management of the module**

School of English

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

Standard for entry to English special modules

1. **The programmes of study to which the module contributes**

BA in English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing; Contemporary Literature

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. read and respond critically to a range of Shakespeare’s earliest works;
3. show a sophisticated understanding of Shakespeare’s work in relation to the social, cultural and performance contexts of the period;
4. show a critical understanding of Shakespeare as a playwright in the first ten years of his career, what an ‘early’ style might mean, his collaborations with other dramatists and his experiments in performance technique and genre;
5. be conversant with current critical and theoretical approaches to early Shakespeare and debates about authorship, co-authorship, Shakespearean theatre history, and performance.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. analyse texts critically and make comparisons across a range of materials;
   2. understand and interrogate various critical approaches and the theoretical assumptions that underpin these approaches;
   3. show a command of written English and an ability to articulate coherent critical arguments;
   4. display good presentational skills;
   5. display an ability to carry out independent research.
7. **A synopsis of the curriculum**

This module offers students the opportunity to read and analyse Shakespeare’s earliest extant plays and poems and to consider the issue of ‘early’ writing and style. This module will consider the theatrical, social, historical, and material contexts for the first plays Shakespeare wrote when he migrated from Stratford-upon-Avon to East London. In the course of the module, we will look specifically at Shakespeare’s practices of co-authorship with other dramatists in his early career, including Christopher Marlowe, George Peele, and Thomas Nashe. We will also consider such issues as performance spaces, company involvement, touring, patronage, and poetic ambition. Students will have the opportunity to read across genre and form, including canonical plays as *The Taming of the Shrew* and *Richard III*, and less often studied works such as *Edward III* andthe plague narrative poems.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Bate, J (2008), *Soul of the Age: The Life, Mind and World of William Shakespeare*. London: Viking Press.

Bevington, D. (2011), ‘Early Shakespeare’ in *The Oxford Handbook of Shakespeare*. Oxford: Oxford University Press.

Honigmann, E. A. J. (1985), *Shakespeare: The ‘Lost Years’*. Manchester: Manchester University Press.

McMillin, S. and S MacLean (1998), *The Queen’s Men and Their Plays*. Cambridge: Cambridge University Press.

Taylor, G. and R. Loughnane (2017), ‘The Canon and Chronology of Shakespeare’s Works’, in *The New Oxford Shakespeare: Authorship Companion*. Oxford: Oxford University Press, 417-602.

Weis, R (2007), *Shakespeare Revealed: A Biography.* London: John Murray.

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods
2. Seminar performance (10%)
3. Research report (2,000 words) (30%)
4. Independent research project (4,000 words) (60%)

13.2 Reassessment methods

Failed components will be reassessed on a like-for-like basis.

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar Performance | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |  |
| Research Report (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| Independent Project (4,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Though the module focuses primarily upon the writings of Shakespeare, students will read widely from a range of international writers who informed his work. Students will also work extensively from writings by critics outside of the Anglophone tradition, and use such studies to inform their readings about Shakespeare’s own multiculturalism. Students may choose to compare writings by Shakespeare to those of a non-English writer for their longer research projects.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |