

EDUC90495 Shakespeare in Classroom and Community

EDUC90494 Teaching Shakespeare in Classroom and Community

Credit Points:	12.50						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2012, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Parkville Campus						
Time Commitment:	Contact Hours: 17 hours total, including: 10 hours over the 5 day intensive period in July (during the Victorian school holidays) plus 7 hours contact via LMS at regular intervals during the semester. Total Time Commitment: 120 hours total commitment. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject.						
Prerequisites:	<p>You must have successfully completed the following subject/s prior to enrolling in this subject</p> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90494 Teaching Shakespeare</td><td>July</td><td>12.50</td></tr></table>	Subject	Study Period Commencement:	Credit Points:	EDUC90494 Teaching Shakespeare	July	12.50
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EDUC90494 Teaching Shakespeare	July	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H						
Coordinator:	Dr Christine Sinclair						
Contact:	Education Student Centre						
Subject Overview:	Following the intensive program students will undertake a research project in which they will plan, implement, document and evaluate a unit of Shakespeare teaching in their school or other educational context. They will be required to adopt either an action research or reflective practice stance, depending on prior experience. They will use the pedagogy and techniques to which they have been introduced in EDUC90494 Teaching Shakespeare. Each phase of the work will be supported by readings and weekly on-line discussion forums and tutorials. There will be a shared reporting of their projects at the conclusion of the subject.						
Objectives:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"># Plan, implement and evaluate the teaching of Shakespearean texts;# Practise a range of pedagogical skills and new techniques in teaching Shakespeare;# Understand contemporary issues in the teaching of Shakespeare.						
Assessment:	There will be two items of assessment. These tasks are interconnected. Students are to adopt a different research stance for each of the two online subjects of the Graduate Certificate in the Teaching of Shakespeare, selecting either Reflective Practitioner Research or Action Research. • Item 1: Research Plan, including research design and unit planning (1600 words)						

	40% Due Week 6 of Semester 2• Item 2: Research Report, illustrating research design, incorporating evaluation of unit of work. (2400 words) 60% Due Week 12 of Semester 2.
Prescribed Texts:	Course readings will be provided. Ackroyd, J. (1998) Key Shakespeare 1. London : Hodder & Stoughton
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	<p>On completion of this subject students should:</p> <ul style="list-style-type: none"> # have a strong sense of intellectual integrity and the ethics of scholarship; # have an in-depth knowledge of their specialist discipline(s); # have a high level of achievement in writing, generic research activities, problem solving and communication; # be critical and creative thinkers, with an aptitude for continued self-directed learning; # have expanded their analytical and cognitive skills through learning experiences in diverse subjects; # have the capacity to participate fully in collaborative learning and to confront unfamiliar problems; # have initiated and implemented constructive change in their communities, including professions and workplaces; # be able to mentor future generations of learners; # have an understanding of the social and cultural diversity in our community.
Related Course(s):	Postgraduate Certificate in the Teaching of Shakespeare