

G03-AA Post Graduate Certificate in the Teaching of Shakespeare

| Year and Campus: | 2008 | | | | | | | | | | | | | | | | | |
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| Fees Information: | Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees | | | | | | | | | | | | | | | | | |
| Level: | Graduate/Postgraduate | | | | | | | | | | | | | | | | | |
| Duration & Credit Points: | | | | | | | | | | | | | | | | | | |
| Contact: | Faculty of Education Student Centre | | | | | | | | | | | | | | | | | |
| Course Overview: | <p>The course will offer to teachers and teaching artists active, leading edge academic & performance approaches to teaching Shakespeare and key literature. It will provide subject knowledge, artistic and pedagogical skills, and understanding of contemporary issues including intercultural approaches, multiliteracies, use of information technologies, inclusion, gender and cultural entitlement. The course will be run in association with the Royal Shakespeare Company, Stratford on Avon.</p> <p>This course is offered over one year part-time.</p> | | | | | | | | | | | | | | | | | |
| Objectives: | <p>Students completing the Postgraduate Certificate in the Teaching of Shakespeare will:</p> <ul style="list-style-type: none"># have engaged with and have a basic understanding of the scholarship of Shakespeare in production;# have developed skills in the practice of Shakespeare in rehearsal and production;# understand contemporary issues in the teaching of Shakespeare;# have critically examined a range of active pedagogy in the study of Shakespeare and other complex texts;# have learned, practised and implemented a range of pedagogical skills in the teaching of Shakespeare and other complex texts;# have explored a range of relevant educational themes in the study of Shakespeare and literature, including intercultural issues, multiliteracies, information technology, inclusion, gender and cultural entitlement. | | | | | | | | | | | | | | | | | |
| Course Structure & Available Subjects: | <p>An important tenet of the RSC's work is that 'all teaching of Shakespeare should include some theatre-based activities'. Each semester consists of a one week intensive program, of face-to-face intensive theatre-based activities, accompanied by practical workshops in pedagogy followed by twelve weeks of a reading program combined with workplace-based action research tasks. This last component is supported on-line, through weekly discussion forums and interactive feedback sessions.</p> | | | | | | | | | | | | | | | | | |
| Subject Options: | <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>460-649 Teaching Shakespeare the RSC way</td><td>Summer</td><td>12.50</td></tr><tr><td>460-650 Shakespeare in Classroom and Community</td><td>Semester 1</td><td>12.50</td></tr><tr><td>460-651 Shakespeare and Dramatic Pedagogy</td><td>Semester 2</td><td>12.50</td></tr><tr><td>460-652 Implementing Dramatic Processes</td><td>Semester 2</td><td>12.50</td></tr></table> | | | Subject | Study Period Commencement: | Credit Points: | 460-649 Teaching Shakespeare the RSC way | Summer | 12.50 | 460-650 Shakespeare in Classroom and Community | Semester 1 | 12.50 | 460-651 Shakespeare and Dramatic Pedagogy | Semester 2 | 12.50 | 460-652 Implementing Dramatic Processes | Semester 2 | 12.50 |
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| Entry Requirements: | <p>An applicant may be eligible for entry into the Postgraduate Certificate in Teaching Shakespeare, if the applicant has:</p> <ul style="list-style-type: none"># An appropriate undergraduate degree and a fourth-year level education qualification, or equivalent, including, in one or both, significant study of drama, literature or allied disciplines; or# An undergraduate degree in a relevant area, eg English, drama, together with at least two years professional experience in either theatre performance, directing or production, or in working in educational contexts, or equivalent. <p>In addition to one of the above, access to a school or educational setting where the work-place based component can be implemented.</p> | | | | | | | | | | | | | | | | | |

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| | PLEASE NOTE: There is a strict quota on the places available, and applicants will write a letter of application stating their qualifications, appropriateness and readiness for the course. Interviews may also be called for. |
| Core Participation Requirements: | <p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p> |
| Links to further information: | www.edfac.unimelb.edu.au |