

## EDUC90494 Teaching Shakespeare

<b>Credit Points:</b>	12.5
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2015, Parkville This subject commences in the following study period/s: July, Parkville - Taught on campus. Pre-teaching period: During the pre-teaching period, students will be required to complete reading that will be provided via LMS.
<b>Time Commitment:</b>	Contact Hours: 36 hours total over the 5 day intensive period in July (during the Victorian school holidays). Total Time Commitment: 170 hours
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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
<b>Coordinator:</b>	Dr Richard Sallis
<b>Contact:</b>	<b>Contact Us (<a href="https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE">https://enquiry.app.unimelb.edu.au/?cc=MGSE-ALL&amp;fn=MGSE</a>)</b> Call: 13 MELB (13 6352)
<b>Subject Overview:</b>	The teaching of Shakespeare will be explored through a pedagogy entailing an active, participatory and critical approach. Students will engage in workshop activities. Dramatic texts will be actively explored from the point of view of educators, actors, directors, audiences and scholars - including artistic problem-solving and investigation of contemporary critical issues. Effective program and unit planning for the classroom or other educational contexts will be introduced. This subject will be taught through an intensive week's workshop during the July Victorian school holidays, with the assessment occurring during this week and immediately following. The content will flow through directly to be taken up in EDUC90495 Shakespeare in the Classroom and Community.
<b>Learning Outcomes:</b>	On completion of this subject students should be able to: <ul style="list-style-type: none"> <li># Apply and further develop skills in embodying Shakespeare in classroom and rehearsal settings</li> <li># Practise a range of pedagogical skills in teaching Shakespeare</li> <li># Demonstrate an understanding of relevant educational themes in the study of Shakespearean texts.</li> </ul>
<b>Assessment:</b>	There will be two items of assessment, each worth 50% Item 1: Journal – a journal based on the practical workshops will be completed during the Intensive week. (2,500 words) Item 2: Reflective Essay – an analytical essay/report critically reflecting on key approaches, strategies, and techniques introduced during the Intensive. (2,500 words) 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.
<b>Prescribed Texts:</b>	None

<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>On completion of this subject students should :</p> <ul style="list-style-type: none"> <li># have a strong sense of intellectual integrity and the ethics of scholarship;</li> <li># have an in-depth knowledge of their specialist discipline(s);</li> <li># be critical and creative thinkers, with an aptitude for continued self-directed learning;</li> <li># have expanded their analytical and cognitive skills through learning experiences in diverse subjects;</li> <li># have the capacity to participate fully in collaborative learning and to confront unfamiliar problems;</li> <li># have initiated and implemented constructive change in their communities, including professions and workplaces;</li> <li># have excellent interpersonal and decision-making skills, including an awareness of personal strengths and limitations;</li> <li># be able to mentor future generations of learners.</li> </ul>
<b>Related Course(s):</b>	<p>Graduate Certificate in the Teaching of Shakespeare  Master of Education  Master of Education  Postgraduate Certificate in the Teaching of Shakespeare</p>