

# GC-TSS Graduate Certificate in the Teaching of Shakespeare

<b>Year and Campus:</b>	2015 - Parkville																	
<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>Level:</b>	Graduate/Postgraduate																	
<b>Duration &amp; Credit Points:</b>	50 credit points taken over 12 months part time.																	
<b>Coordinator:</b>	Dr Christine Sinclair																	
<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>Course Overview:</b>	<p><b>There are no intakes to this course in 2015.</b></p> <p>The course will offer to teachers and teaching artists active, leading edge academic &amp; 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.</p>																	
<b>Learning Outcomes:</b>	<p>Students completing the Graduate Certificate in the Teaching of Shakespeare will:</p> <ul style="list-style-type: none"> <li># have engaged with and have a basic understanding of the scholarship of Shakespeare in production;</li> <li># have developed skills in the practice of Shakespeare in rehearsal and production;</li> <li># understand contemporary issues in the teaching of Shakespeare;</li> <li># have critically examined a range of active pedagogy in the study of Shakespeare and other complex texts;</li> <li># have learned, practised and implemented a range of pedagogical skills in the teaching of Shakespeare and other complex texts;</li> <li># 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.</li> </ul>																	
<b>Course Structure &amp; Available Subjects:</b>	The course is comprised of four subjects.																	
<b>Subject Options:</b>	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90494 Teaching Shakespeare</td> <td>July</td> <td>12.50</td> </tr> <tr> <td>EDUC90495 Shakespeare in Classroom and Community</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90496 Shakespeare and Dramatic Pedagogy</td> <td>January</td> <td>12.50</td> </tr> <tr> <td>EDUC90497 Implementing Dramatic Processes</td> <td>Semester 1</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90494 Teaching Shakespeare	July	12.50	EDUC90495 Shakespeare in Classroom and Community	Semester 2	12.50	EDUC90496 Shakespeare and Dramatic Pedagogy	January	12.50	EDUC90497 Implementing Dramatic Processes	Semester 1	12.50
Subject	Study Period Commencement:	Credit Points:																
EDUC90494 Teaching Shakespeare	July	12.50																
EDUC90495 Shakespeare in Classroom and Community	Semester 2	12.50																
EDUC90496 Shakespeare and Dramatic Pedagogy	January	12.50																
EDUC90497 Implementing Dramatic Processes	Semester 1	12.50																
<b>Entry Requirements:</b>	<p>1. In order to be considered for entry, applicants must have completed:</p> <ul style="list-style-type: none"> <li>• either <ul style="list-style-type: none"> <li>– 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</li> <li>• an undergraduate degree in a relevant area (for example English or drama), together with two years of documented professional experience in either theatre performance, directing or production, or in working in educational contexts, or equivalent;</li> </ul> </li> <li>and</li> <li>• a personal statement outlining why they wish to be considered for this course; and</li> <li>• an interview.</li> </ul> <p>Applicants must also have current access to a school or educational setting where the work-place based component can be implemented.</p>																	

	<p>Meeting these requirements does not guarantee selection.</p> <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> <li>• prior academic performance; and</li> <li>• the personal statement; and</li> <li>• the interview; and if relevant</li> <li>• the professional experience.</li> </ul> <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the <b>Student Application and Selection Procedure (<a href="https://policy.unimelb.edu.au/MPF1034">https://policy.unimelb.edu.au/MPF1034</a>)</b> .</p> <p>4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance <b>band 7 (<a href="http://about.unimelb.edu.au/academicboard/resolutions">http://about.unimelb.edu.au/academicboard/resolutions</a>)</b> is required.</p>
<p><b>Core Participation Requirements:</b></p>	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are:</p> <p>In all courses</p> <ol style="list-style-type: none"> <li>1. The ability to comprehend complex information related to education and the disciplines in which the student is teaching.</li> <li>2. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines.</li> <li>3. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students.</li> </ol>
<p><b>Further Study:</b></p>	<p>Graduates may progress to a range of other graduate coursework programs.</p>
<p><b>Links to further information:</b></p>	<p><a href="http://education.unimelb.edu.au/study_with_us/professional_development/course_list/">http://education.unimelb.edu.au/study_with_us/professional_development/course_list/</a></p>