

**Department of English
The Chinese University of Hong Kong**

ENGE3500 Shakespeare

Professor: Professor Joanna Mansbridge
Office location: Fung King Hey 319
Email: jmansbridge@cuhk.edu.hk
Phone: 3943 7024

Teaching Assistant: TBA
Office location:
Email:
Phone:

Teaching Assistant: TBA
Office location:
Email:
Phone:

Course Description
<p>This course introduces students to Shakespeare through a representative selection of his plays and their adaptations across media, cultures, and time periods. Students will study the plays as poetic drama, with special attention to how they have been interpreted and performed on stage and screen. Students will also have opportunities to perform scenes from Shakespeare's plays and create their own video adaptation of a selected scene.</p>

Course E-Learning Platform
<p>Our online platform for this course is Blackboard. An orientation to the site and how it will be used in the course will be given during the first week of classes. All announcements and course materials (readings, resources, ppts) will be posted there.</p>

Course Learning Outcomes
<p>In this course, students will learn to:</p> <ul style="list-style-type: none"> ◇ Study Shakespeare's work with particular attention to how his plays have been interpreted in performance and adapted across media, time periods, and cultures. ◇ Discuss Shakespeare's significance as a playwright and global figure. ◇ Analyze recurring themes, tropes, and conventions in Shakespeare's plays and discuss how they relate to contemporary global culture. ◇ Interpret Shakespeare's plays through reading, writing, and discussion, and build confidence with the language and ideas through performance activities.

Course Content	Course Concepts
<p>Literary Interpretation Skills</p>	<p>Learn strategies for interpreting dramatic texts and Shakespearean language; identify and interpret imagery, symbolism, metaphor, and other literary elements; apply critical thinking skills and formulate independent analyses.</p>

Dramatic Concepts	Learn concepts related to Shakespearean tragedy, comedy, and romance; understand dramatic structure, i.e. how a play works.
Literary History & World Literature	Discover Shakespeare as both a historical figure and contemporary icon; consider the global significance of his plays and their adaptations across cultures and media.

Learning Activities

Active involvement and preparation are central to this course. Teaching and learning activities will consist of interactive workshops and lectures that deliver content and background knowledge through a combination text, audio, and visual media. Students will be guided through various activities that practice interpretive techniques, and they will apply these skills in focused exercises as they work towards their own independent interpretations of the plays.

The weekly workload schedule below may help you allocate your time this term:

Lecture / Tutorial	Reading	Writing/Revising	Group Film Project	Discussions
In class	Out of class	Out of class	Out of class	Out of class
3 hrs.	2 hrs.	1 hr.	2 hrs.	2 hrs.
M	O	O	O	O

M = Mandatory O = Optional (but highly recommended)

Assessment Scheme

Task	Description	Weighting
Reading Responses	Approximately every other week, a prompt will be posted on Blackboard relating to the ideas raised in class. Students will have 48 hours to respond to the prompt in ~300 words . Responses should be as detailed as possible by referring to specific lines/scenes and reflecting on their meaning and significance. Each response is worth a maximum of 5 points.	30%
Essay	Written essay (1000 words, or approx. 4 double-spaced pages) on any play studied in the course. For this essay, students will choose one of their reading responses and develop it into an essay, complete with a clear, specific thesis statement/main point and subpoints developed in focused paragraphs. Paragraphs should make a clear point (communicated in the topic sentence), which is supported by well-chosen evidence from the play, relevant secondary sources, and developed through independent analysis. All essays should follow MLA format, 9th edition .	30%
Filmed Scene	Group project (3-5 students), in which students choose any scene in any of the plays studied and adapt it to a contemporary setting (keeping the original language). The scene should be filmed and uploaded to Blackboard as an MP3/MP4 file or as a link to an external site, such as YouTube. Along with the filmed scene, groups should upload a one-page document (Word or	30%

	PDF) with a brief explanation of their choice of scene and setting. The length of the scenes will inevitably vary, but aim for something in the 10 mins range. If a very long scene is chosen, groups are free to edit it down to a manageable length.	
Participation	Active involvement in discussions and activities, demonstrating initiative and constructive interactions with peers. Participation includes spoken communication, as well as listening, reflecting, and responding to others.	10%

Course Schedule			
Week	Topic	Readings & Activities	Assignments
Week 1	Introduction to Shakespeare and Shakespearean drama	Reading poetic verse and understanding Elizabethan language. Famous monologues.	
Week 2	Tragedy: generational conflicts and rebellious teens	<i>Romeo & Juliet</i> , Acts 1-3	Reading response #1
Week 3	Tragedy: <i>eros</i> and <i>thumos</i>	<i>Romeo & Juliet</i> , Acts 4-5	
Week 4	Mid-Autumn Festival		
Week 5	Tragedy: contemporary Shakespeare	<i>Romeo & Juliet</i>	Reading response #2
Week 6	Tragedy: tragic heroes, tragic flaws, and duplicitous villains	<i>Othello</i> , Acts 1-3	
Week 7	Tragedy: that handkerchief and the role of the female characters	<i>Othello</i> , Acts 4-5	Reading response #3
Week 8	Tragedy: re-casting Iago	<i>Othello</i>	Reading response #4
Week 9	Comedy: ambiguous identities and unpredictable desires	<i>Twelfth Night</i> , Acts 1-3	
Week 10	Comedy: melancholy, mourning, and cruel jokes	<i>Twelfth Night</i> , Acts 4-5	Reading response #5
Week 11	Contemporary Comedy	<i>Twelfth Night</i>	

Week 12	Romance: political plots and fantastical settings	<i>The Tempest</i> , Acts 1-3	Reading response #6
Week 13	Romance: sexuality, power, and the supernatural	<i>The Tempest</i> , Acts 4-5	
Week 14	Screening: Filmed Scenes!		Submit Filmed Scenes on Blackboard
Week 15			Submit Essays on Blackboard

Learning resources

Primary texts:

Romeo and Juliet

Othello

Twelfth Night

The Tempest

Secondary texts:

Selected reviews, essays, and practical guides will be available in a folder on Blackboard.

Feedback for evaluation

At the end of the term, students will have an opportunity to complete evaluations of the course. Students are also welcome to give feedback on the course at any time during the term. They can do so by communicating with the professor directly or by email.

Assignment Submission

All assignments must be submitted through the Blackboard course site. Essays need to be accompanied by a Veriguide receipt and signed declaration (see below). **Late assignments will be penalised 10% per day**, including weekends. **If an assignment has not been submitted after one week, it will receive an F grade.** If there is a medical reason (or other emergency) for a late assignment, please let your instructor/TA know and provide relevant documentation.

Note: The policy applied in this course on the use of ChaptGPT or any other AI tools will follow the default approach set out in the University Guidelines:

"In assessing the level of achievement of learning outcomes and students' performance, students are expected to produce their own work independently without any collaboration or the use of AI tools, it is not appropriate to allow any use of these AI tools."

--

Academic honesty

VeriGuide:

Each student must upload a soft copy of their essay to the plagiarism detection engine VeriGuide. The system will issue a receipt that also contains a declaration of honesty (see below). The declaration should be signed and the receipt attached to and submitted with the assignment. Assignments without the receipt or the signed declaration of honesty will not be graded.

University policy and regulations on honesty in academic work, and to the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, may be found at <http://www.cuhk.edu.hk/policy/academichonesty/> .

With each assignment, students will be required to submit a statement that they are aware of these policies, regulations, guidelines and procedures.

Statement:

I declare that the assignment here submitted is original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations, as contained in the website <http://www.cuhk.edu.hk/policy/academichonesty/>

Signature

Date

Name

Student ID

Course code

Course title

Course Grade Descriptors

Grade A / Excellent: Outstanding performance on ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would surpass the normal expectations at this level and typical of standards that may be common at higher levels of study. The 'A' grade should be reserved for truly excellent work that exceeds the level expected for the majority of students and are expected to be achieved only by a small minority.

Grade A- / Very Good: Generally outstanding performance on ALMOST ALL learning outcomes. Demonstrates the ability to synthesize and apply the principles or skills learned in the course in a manner that would fully fulfil the normal expectations at this level and occasionally reaches standards that may be common at higher levels of study.

Grade B+ / Good (Plus): HIGH performance on all learning outcomes, OR HIGH performance on some learning outcomes which compensates WELL for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply WELL the principles or skills learned in the course in a comprehensive manner that would sufficiently fulfil the normal expectations at this level WELL.

Grade B / Good: SUBSTANTIAL performance on all learning outcomes, OR SUBSTANTIAL performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall substantial performance. Demonstrates the ability to apply the principles or skills learned in the course in a MORE COMPREHENSIVE manner that would sufficiently fulfil the normal expectations at this level.

Grade C+ / Satisfactory (Plus): SATISFACTORY performance on all learning outcomes, OR SATISFACTORY performance on some learning outcomes which compensates for slightly less satisfactory performance on others, resulting in overall satisfactory performance. Demonstrates the ability to apply the principles or skills learned in the course in a SATISFACTORY manner that would sufficiently fulfil the normal expectations at this level.

Grade C / Satisfactory: ACCEPTABLE performance on all learning outcomes, OR ACCEPTABLE performance on some learning outcomes which compensates for slightly less acceptable performance on others, resulting in overall acceptable performance. Demonstrates the ability to apply the principles or skills learned in the course in a manner that would sufficiently fulfil the normal expectations at this level.

Grade D / Unsatisfactory: Pass. UNSATISFACTORY performance on all learning outcomes, OR UNSATISFACTORY performance on most learning outcomes so there is little room for compensation, resulting in overall unsatisfactory performance. Does not sufficiently demonstrate the ability to apply the principles or skills learned in the course in a manner that would sufficiently fulfil the normal expectations at this level.

Grade F / Poor: Fail. POOR performance on all learning outcomes, OR POOR performance on most learning outcomes. Does not demonstrate the ability to apply the principles or skills learned in the course in a manner that would sufficiently fulfil the normal expectations at this level.