

**THE EDUCATION UNIVERSITY OF HONG KONG**  
**Course Outline**

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**Part I**

<b>Programme Title</b>	: Bachelor of Education (Honours) (English Language) The Double Degree of Bachelor of Arts (Honours) in Language Studies and Bachelor of Education (Honours) (English Language)
<b>Programme QF Level</b>	5
<b>Course Title</b>	: Shakespeare
<b>Course Code</b>	: LIT4054
<b>Department</b>	: Department of Literature and Cultural Studies (LCS)
<b>Credit Points</b>	: 3
<b>Contact Hours</b>	: 39
<b>Pre-requisite(s)</b>	: Nil
<b>Medium of Instruction</b>	: English
<b>Course Level</b>	: 4

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**Part II**

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

## 1. Course Synopsis

This course allows students to study the most famous author in the English language. Students will study extracts from a range of Shakespeare's plays, placing each in context with Shakespeare's life and times, his literary technique, and especially his use of language. Some class sessions will bear on performance of the relevant plays in different settings. Once familiar with language and genre, students will study two plays in depth and write one essay on a Shakespearean topic.

## 2. Course Intended Learning Outcomes (CILOs)

*Upon completion of this course, students will be able to:*

- CILO<sub>1</sub> Read Shakespeare's language without undue difficulty;
- CILO<sub>2</sub> Make an argument about one or two plays drawing on a close reading of the play and appropriate use of literary evidence for argumentation.
- CILO<sub>3</sub> Learn a range of aspects of Shakespeare's world, in terms of social history, religion, philosophy and cosmology, placing Shakespeare's writing into this context; and
- CILO<sub>4</sub> Read some professional criticism and use it intelligently to support the student's own points in essay-writing.

## 3. Course Intended Language Learning Outcomes (CILLOs)

*Upon completion of this course, students will be able to:*

- CILLO<sub>1</sub> Present a coherent text, demonstrate the ability to develop ideas logically; write with grammatical accuracy; show a range of appropriate vocabulary; display adequate sensitivity to text features and audience; and
- CILLO<sub>2</sub> Read Shakespearean English correctly, interpreting it into modern English as appropriate.

## 4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
● Linguistic interpretation of readings, with systematic presentation of unfamiliar aspects of Shakespeare's language	CILO <sub>1</sub> CILLO <sub>1</sub>	Language exercises, readings, lectures, role plays using Shakespearean language
● Readings of short extracts from various plays to learn the study of detail in Shakespeare's art: imagery, metaphor, figures of syntax, etc.	CILO <sub>2</sub>	Lectures, discussions and short assignments.
● Readings of complete plays so as to relate dramatic structure and larger	CILO <sub>2</sub>	Lectures, discussions and short assignments.

structure of ideas to the details of the text.		
<ul style="list-style-type: none"> <li>Presentations from lecturer and some readings on broad topics of Shakespeare's time such as the Reformation and Petrarchism.</li> </ul>	<i>CILO<sub>3</sub></i>	Lectures, discussions. Students will relate these aspects to the texts they read.
<ul style="list-style-type: none"> <li>Reading and discussion of at least one academic article illustrating ways of writing about Shakespeare and major issues. This will also raise some fundamental points on literary theory.</li> </ul>	<i>CILO<sub>4</sub></i> <i>CILLO<sub>2</sub> (etc.)</i>	Lecture, discussion

## 5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Midterm exam on Shakespeare's language, including modernizations of passages from Shakespeare.	30%	<i>CILO<sub>1</sub></i> <i>CILLO<sub>2</sub></i>
(b) Essay offering an interpretation of one Shakespeare play, or comparing two (around 1,500 words).	50%	<i>CILO<sub>2,3</sub></i> <i>CILLO<sub>1</sub></i>
(c) Summary of one article with critical discussion of the points made in it.	20%	<i>CILO<sub>4</sub></i> <i>CILLO<sub>1</sub></i> (etc.)

## 6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

## 7. Required Text(s)

Photocopied sheets to be supplied. Any edition of the two plays.

## 8. Recommended Readings

Bate, Jonathan. (1997). *The Genius of Shakespeare*. London: Picador.  
 Boose, Lynda E. and Richard Burt. (1997). *Shakespeare: The Movie*. London: Routledge.  
 De Grazia, Margaret and Stanley Wells, eds. (2001). *The Cambridge Companion to*

- Shakespeare*. Cambridge: Cambridge University Press. European Journal of Special Needs Education
- Gibson, Rex. (1998). *Teaching Shakespeare*. Cambridge: Cambridge University Press.
- Kastan, David Scott, ed. (1999). *A Companion to Shakespeare*. Oxford: Blackwell.
- McEvoy, Sean. (2000). *Shakespeare: The Basics*. London: Routledge.
- Shakespeare, William. (1997). *The Riverside Shakespeare*. 2<sup>nd</sup> ed. Ed. G. Blakemore Evans. Boston: Houghton Mifflin. International Journal of Inclusive Education.
- Thomson, Peter. (1992). *Shakespeare's Theatre*. 2<sup>nd</sup> ed. London: Routledge.
- Wells, Stanley, and Sarah Stanton. (2002). *The Cambridge Companion to Shakespeare on Stage*. Cambridge: Cambridge University Press. Exceptional Children.

## 9. Related Web Resources

Resources on Shakespeare and his time

<http://www.shakespeare-online.com/>

Lectures about Shakespeare on YouTube

<https://www.youtube.com/watch?v=jrDAkFqCEqw&index=1&list=PLSZt4wVaycle66CSSxIy0fPtzsDSAMloN>

The website of the reconstructed Shakespeare's Globe Theatre in London, including a virtual tour

<http://www.shakespearesglobe.com/>

Information about Shakespeare's birthplace and other things to see in Stratford, England

<https://www.shakespeare.org.uk/visit/shakespeares-birthplace/>

## 10. Related Journals

*Shakespeare Quarterly*

*Shakespeare Survey*

*Shakespeare*

*Renaissance Quarterly*

## 11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

## 12. Others

Nil

14 August 2025