ENGL1020 - The Age of Shakespeare
Course Outline

Course Coordinator: Dr Rosalind Smith
Room: MC125
Ph: 4921 5180
Fax: 4921 6933
Email: Ros.Smith@newcastle.edu.au
Consultation hours: Wednesday 3-5

Lecturer: Dr Mark Gauntlett
Room: MC140
Email: Mark.Gauntlett@newcastle.edu.au
Consultation hours: Monday 11-1

Brief Course Description
An introduction to literary study at the university level, through close attention to selected works in poetry and drama by Shakespeare and his contemporaries. Approaches are by genre (for example, comedy, tragedy, and the love-sonnet), and by familiar topics and cultural preoccupations (for example, unrequited love, unruly women, a distant God, and life at court) as well as by writer. The aim is to explore a period close to the centre of the literary canon and to provide a repertoire of literary examples and of scholarly and critical techniques useful for subsequent study in English.

Contact Hours
Seminar for 2 hours per week for the full term
Seminar combines lecture material and group discussion.

Learning Materials/Texts

Please note: Page references for readings from this text are cited in parentheses in Seminar Readings at a Glance.

Course Outline Issued and Correct as at: Week 1, Semester 1 - 2009

CTS Download Date: 16 February 2009
Course Objectives
Upon successful completion of the course, a student will be able to demonstrate
(1) a detailed knowledge and appreciation of some major literary works of the Age of Shakespeare;
(2) an understanding of the historical context shaping these works;
(3) an awareness of the complexity of the process whereby common social, personal, political and religious
preoccupations are represented in literary works; and
(4) a capacity to formulate and communicate views on these aspects, orally and in writing, in line with the
protocols of the discipline.

Course Content
1. the Elizabethan sonnet
2. Shakespearean comedy
3. the Renaissance love lyric
4. Renaissance tragedy
5. seventeenth-century religious poetry
6. political and social issues in some Renaissance plays and poems

Assessment Items

<table>
<thead>
<tr>
<th>Examination:</th>
<th>1 in-class test 15%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Monday 1 June or Wednesday 3 June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>1 Written assignment (Research Exercise) 1500 words 40%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Due: Friday 17 April</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essays / Written Assignments</th>
<th>1 Essay 2000 words 45%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Due Tuesday 9 June</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Group/tutorial participation and contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must submit all assessment items in order to complete the course.</td>
</tr>
</tbody>
</table>

Assumed Knowledge
None.

Callaghan Campus Timetable
ENGL1020
THE AGE OF SHAKESPEARE
Enquiries: School of Humanities and Social Science
Semester 1 - 2009
Seminar Monday 9:00 - 11:00 [MCG28C]
or Monday 13:00 - 15:00 [MCG28C]
or Wednesday 17:00 - 19:00 [MC132]

IMPORTANT UNIVERSITY INFORMATION

ACADEMIC INTEGRITY

Academic integrity, honesty, and a respect for knowledge, truth and ethical practices are fundamental to the
business of the University. These principles are at the core of all academic endeavour in teaching, learning
and research. Dishonest practices contravene academic values, compromise the integrity of research and
devalue the quality of learning. To preserve the quality of learning for the individual and others, the University
may impose severe sanctions on activities that undermine academic integrity. There are two major
categories of academic dishonesty:

Academic fraud is a form of academic dishonesty that involves making a false representation to gain an
unjust advantage. Without limiting the generality of this definition, it can include:

a) falsification of data;
b) using a substitute person to undertake, in full or part, an examination or other assessment item;
c) reusing one's own work, or part thereof, that has been submitted previously and counted towards
another course (without permission);

d) making contact or colluding with another person, contrary to instructions, during an examination or other assessment item;

e) bringing material or device(s) into an examination or other assessment item other than such as may be specified for that assessment item; and

f) making use of computer software or other material and device(s) during an examination or other assessment item other than such as may be specified for that assessment item.

g) contract cheating or having another writer compete for tender to produce an essay or assignment and then submitting the work as one's own.

**Plagiarism** is the presentation of the thoughts or works of another as one's own. University policy prohibits students plagiarising any material under any circumstances. Without limiting the generality of this definition, it may include:

a) copying or paraphrasing material from any source without due acknowledgment;

b) using another person's ideas without due acknowledgment;

c) collusion or working with others without permission, and presenting the resulting work as though it were completed independently.

**Turnitin** is an electronic text matching system. During assessing any assessment item the University may -

- Reproduce this assessment item and provide a copy to another member of the University; and/or

- Communicate a copy of this assessment item to a text matching service (which may then retain a copy of the item on its database for the purpose of future checking).

- Submit the assessment item to other forms of plagiarism checking

**RE-MARKS AND MODERATIONS**

Students can access the University's policy at: [http://www.newcastle.edu.au/policylibrary/000769.html](http://www.newcastle.edu.au/policylibrary/000769.html)

**MARKS AND GRADES RELEASED DURING TERM**

All marks and grades released during term are indicative only until formally approved by the Head of School.

**SPECIAL CIRCUMSTANCES AFFECTING ASSESSMENT ITEMS**

*Extension of Time for Assessment Items, Deferred Assessment and Special Consideration for Assessment Items or Formal Written Examinations* items must be submitted by the due date in the Course Outline unless the Course Coordinator approves an extension. Unapproved late submissions will be penalised in line with the University policy specified in **Late Penalty** above.

Requests for Extensions of Time must be lodged no later than the due date of the item. This applies to students:

- applying for an extension of time for submission of an assessment item on the basis of medical, compassionate, hardship/trauma or unavoidable commitment; or

- whose attendance at or performance in an assessment item or formal written examination has been or will be affected by medical, compassionate, hardship/trauma or unavoidable commitment.

Students must report the circumstances, with supporting documentation, as outlined in the Special Circumstances Affecting Assessment Items Procedure at: [http://www.newcastle.edu.au/policylibrary/000641.html](http://www.newcastle.edu.au/policylibrary/000641.html)

**Note:** different procedures apply for minor and major assessment tasks.

**Students should be aware of the following important deadlines:**
Special Consideration Requests must be lodged no later than 3 working days after the due date of submission or examination.

Rescheduling Exam requests must be received no later than 10 working days prior to the first date of the examination period.

Late applications may not be accepted. Students who cannot meet the above deadlines due to extenuating circumstances should speak firstly to their Program Officer or their Program Executive if studying in Singapore.

STUDENTS WITH A DISABILITY OR CHRONIC ILLNESS

University is committed to providing a range of support services for students with a disability or chronic illness. If you have a disability or chronic illness which you feel may impact on your studies please feel free to discuss your support needs with your lecturer or course coordinator.

Disability Support may also be provided by the Student Support Service (Disability). Students must be registered to receive this type of support. To register contact the Disability Liaison Officer on 02 4921 5766, email at: student-disability@newcastle.edu.au. As some forms of support can take a few weeks to implement it is extremely important that you discuss your needs with your lecturer, course coordinator or Student Support Service staff at the beginning of each semester. For more information on confidentiality and documentation visit the Student Support Service (Disability) website: www.newcastle.edu.au/services/disability.

CHANGING YOUR ENROLMENT

Students enrolled after the census dates listed below are liable for the full cost of their student contribution or fees for that term.

<table>
<thead>
<tr>
<th>For Semester 1 courses: 31 March 2009</th>
<th>Block Census Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>For Semester 2 courses: 31 August 2009</td>
<td>Block 1: 16 January 2009</td>
</tr>
<tr>
<td></td>
<td>Block 2: 13 March 2009</td>
</tr>
<tr>
<td></td>
<td>Block 3: 15 May 2009</td>
</tr>
<tr>
<td></td>
<td>Block 4: 10 July 2009</td>
</tr>
<tr>
<td></td>
<td>Block 5: 11 September 2009</td>
</tr>
<tr>
<td></td>
<td>Block 6: 16 November 2009</td>
</tr>
</tbody>
</table>

Students may withdraw from a course without academic penalty on or before the last day of term. Any withdrawal from a course after the last day of term will result in a fail grade. Students cannot enrol in a new course after the second week of term, except under exceptional circumstances. Any application to add a course after the second week of term must be on the appropriate form, and should be discussed with staff in the Student Hubs or with your Program Executive at PSB if you are a Singapore student.

To check or change your enrolment online go to myHub: https://myhub.newcastle.edu.au

STUDENT INFORMATION & CONTACTS

Various services are offered by the Student Support Unit:
www.newcastle.edu.au/service/studentsupport/

The Student Hubs are a one-stop shop for the delivery of student related services and are the first point of contact for students studying in Australia. Student Hubs are located at:

<table>
<thead>
<tr>
<th>Callaghan Campus</th>
<th>Port Macquarie students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shortland Hub: Level 3, Shortland Building</td>
<td>contact your program officer or</td>
</tr>
<tr>
<td>Hunter Hub: Level 2, Student Services Centre</td>
<td><a href="mailto:EnquiryCentre@newcastle.edu.au">EnquiryCentre@newcastle.edu.au</a></td>
</tr>
<tr>
<td>City Hub &amp; Information Common, University House</td>
<td>Phone 4921 5000</td>
</tr>
<tr>
<td>Central Coast Campus (Ourimbah)</td>
<td>Singapore students</td>
</tr>
<tr>
<td>Student Hub: Opposite the Main Cafeteria</td>
<td>contact your PSB Program Executive</td>
</tr>
</tbody>
</table>

OTHER CONTACT INFORMATION
This course outline will not be altered after the second week of the term except under extenuating circumstances with Head of School approval. Students will be notified in advance of the change.

----------------------------------------------------------------------------------------------------------------------------------- End of CTS Entry  -----------------------------------------------------------------------------------------------------------------------------------

Essential Criteria in Assessment

This course contains compulsory components or assessment items that must be satisfactorily completed in order for a student to receive a pass mark or better for the course. These essential elements are described in the CTS. Refer - http://www.newcastle.edu.au/policylibrary/000648.html

(1) Attendance Requirements:
Attendance at seminars is compulsory. Two absences are allowable in the case of illness or other emergencies, and two more absences may be recovered by completing extra work on each of the seminars missed, but further absences will be regarded as failure to complete the course. A class roll will be kept to record attendance. It is the responsibility of students who arrive late or leave early, thereby missing the roll call, to ensure that their attendance is recorded.
Rationale for compulsory attendance requirements: Courses taught by seminar or workshop involve a mixture of lecture material and class discussion. Even when students are not themselves contributing to the discussion, they need to be aware of the kinds of questions raised by the material being taught, and of the strengths and weaknesses of possible approaches to dealing with the issues raised.

(2) Assessment Items
Students must submit all assessment items in order to complete the course.
Rationale for compulsory submission of all assessment items: Assessment items are designed not simply to measure students’ achievements in the course but also to provide essential steps in the learning process. Each assignment engages with different skills and conceptual techniques, all of which are necessary to the development of competence in the discipline.

Online Seminar Registration:
Students are required to enrol in a specific Seminar time for this course via the Online Registration system. Refer - http://studinfo1.newcastle.edu.au/rego/stud_choose_login.cfm

NB: Registrations close at the end of week 2 of semester.

Studentmail and Blackboard: Refer - www.blackboard.newcastle.edu.au/
This course uses Blackboard and studentmail to contact students, so you are advised to keep your email accounts within the quota to ensure you receive essential messages. To receive an expedited response to queries, post questions on the Blackboard discussion forum if there is one, or if emailing staff directly use the course code in the subject line of your email. Students are advised to check their studentmail and the course Blackboard site on a weekly basis.

**Important Additional Information**

Details about the following topics are available on your course Blackboard site (where relevant). Refer - [www.blackboard.newcastle.edu.au/](http://www.blackboard.newcastle.edu.au/)

- Written Assignment Presentation and Submission Details
- Online copy submission to Turnitin
- Penalties for Late Assignments
- Special Circumstances
- No Assignment Re-submission
- Re-marks & Moderations
- Return of Assignments
- Preferred Referencing Style
- Student Representatives
- Student Communication
- Essential Online Information for Students
Assessment Details:

1. Research exercise (1500 words): Value 40%
Due Friday 17 April

The first assignment is a way of introducing you to the requirements of writing, researching and accurately documenting a university-level essay in the discipline of English literature. It has two parts:
   1. A 1500 word essay
   2. A works cited list of at least 3 relevant secondary sources, including one refereed journal article retrieved from an electronic database and one book. These sources must be formatted according to the MLA style of documentation. Examples of the MLA style are available at http://www.owl.english.purdue.edu/owl/resource/557/01/

Write a 1500 word essay on the following topic:

In the English Renaissance, love never escapes the pressures of society. Discuss the relationship of the discourse of love and the culture in which it is produced in at least two of the texts that you have studied in the English Renaissance.

2. Essay (2000 words): Value 45%
Due Tuesday 9 June

The second assignment is a means for you to demonstrate improvement in your skills in writing and documenting critical analyses of works of literature. It has two parts:
   1. A 2000 word essay
   2. A works cited list of at least 6 relevant primary and secondary sources formatted according to the MLA style of documentation. Examples of the MLA style are available at http://www.owl.english.purdue.edu/owl/resource/557/01/

Write a 2000 word essay on the following topic:

Discuss the ways in which forms of religious, political and/or familial authority are represented in at least three of the texts that you have studied in the English Renaissance. How do these representations of authority produce and reproduce the complex debates surrounding authority in the period?

Assessment criteria:

Both assignments will be assessed on the following criteria:
1. Argument: development of a coherent and convincing argument in response to the question
2. Structure: use of the conventions of the essay form (introduction, paragraphing, conclusion) to organise content
3. Written style: clarity and sophistication of expression, accuracy of spelling and grammar
4. Research and documentation: range and quality of secondary research, accuracy of documentation
5. Originality: evidence of an original and thoughtful response to primary and secondary material
## Grading guide

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>49% or less</td>
<td>Fail (FF)</td>
<td>An unacceptable effort, including non-completion. The student has not understood the basic principles of the subject matter and/or has been unable to express their understanding in a comprehensible way. Deficient in terms of answering the question, research, referencing and correct presentation (spelling, grammar etc). May include extensive plagiarism.</td>
</tr>
<tr>
<td>50% to 64%</td>
<td>Pass (P)</td>
<td>The work demonstrates a reasonable attempt to answer the question, shows some grasp of the basic principles of the subject matter and a basic knowledge of the required readings, is comprehensible, accurate and adequately referenced.</td>
</tr>
<tr>
<td>65% to 74%</td>
<td>Credit (C)</td>
<td>The work demonstrates a clear understanding of the question, a capacity to integrate research into the discussion, and a critical appreciation of a range of different theoretical perspectives. A deficiency in any of the above may be compensated by evidence of independent thought. The work is coherent and accurate.</td>
</tr>
<tr>
<td>75% to 84%</td>
<td>Distinction (D)</td>
<td>Evidence of substantial additional reading and/or research, and evidence of the ability to generalise from the theoretical content to develop an argument in an informed and original manner. The work is well organised, clearly expressed and shows a capacity for critical analysis.</td>
</tr>
<tr>
<td>85% upwards</td>
<td>High Distinction (HD)</td>
<td>All of the above, plus a thorough understanding of the subject matter based on substantial additional reading and/or research. The work shows a high level of independent thought, presents informed and insightful discussion of the topic, particularly the theoretical issues involved, and demonstrates a well-developed capacity for critical analysis.</td>
</tr>
<tr>
<td>Week</td>
<td>Week beginning</td>
<td>Seminar Readings and Assessment at a Glance</td>
</tr>
<tr>
<td>------</td>
<td>---------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| 1    | March 2       | Introduction:  
Course content, texts, introduction to teaching and learning; introduction to the political, religious, philosophical and cultural contexts of the Age of Shakespeare.  
Readings: Section on ‘The Sixteenth Century’ (485-511) |
|      |               | **PART 1: Forms of Love in the English Renaissance** |
| 2    | March 9       | The sonnet comes to England:  
English translation and adaptation of the Italian sonnet; Petrarch and Petrarchism; poet and poetry in the court of Henry VIII; Elizabethan adaptations of the sonnet form.  
Readings: Petrarch, ‘Rima 190’ (595); Wyatt, ‘Whoso list to hunt’ (595); Spenser, *Amoretti* 67 (905)  
Petrarch, ‘Rima 189’ (597); Wyatt, ‘My Galley’ (597); Spenser, *Amoretti* 34 (903-4) |
| 3    | March 16      | How to read an Elizabethan sonnet:  
Language, form, techniques; the Elizabethan sonnet sequence; writers and writing in Elizabethan England.  
Readings: Spenser, *Amoretti* 75 (906); Sidney, *Astrophil and Stella* 1, 2, 31, 69 (975-6, 980-1, 986) |
| 4    | March 23      | The sonnet turned on its head:  
Shakespeare’s anti-Petrarchism; the Shakespearean sonnet form; Mary Wroth and the female-authored sonnet.  
Readings: Shakespeare, *Sonnets* 18, 20, 29, 94, 116, 130, 138 (1063-1075); Wroth, *Pamphilia to Amphilanthus* 1, 40,103 (1457-61) |
| 5    | March 30      | First assignment preparation:  
Formulating a research question, using the library, constructing your argument, writing your paper, documenting your sources. |
| 6    | April 6       | Love on the Elizabethan stage:  
Romantic comedy; early modern ideas of gender, love, class and social mobility.  
Readings: Shakespeare, *Twelfth Night* (1077-1139)  
**Mid-Semester Recess (Friday April 10-Friday April 17)**  
1st assignment due Friday April 17 |
| 7    | April 20      | Love in pastoral and anti-pastoral poetry:  
Early modern genre, pastoral and the court, the gender politics of love, sex and marriage, Jacobean individualism  
Readings: Marlowe, ‘The Passionate Shepherd to his Love’ (1022); Raleigh, ‘The Nymph’s Reply to the Shepherd’ (917); Herrick, ‘To the Virgins, to Make Much of Time’ (1659-60); Marvell, ‘To His Coy Mistress’ (1703); Donne, ‘The Flea’, ‘The Good-Morrow’, ‘The Sun Rising’ (1263-6)  
**PART 2: Religious, political and familial authority** |
| 8    | April 27      | Authority on the Elizabethan stage:  
Renaissance humanism, forms of secular and spiritual authority, the limits of individual power  
Readings: Marlowe, *Dr Faustus* (1023-55) |
| 9    | May 4         | Poetry and authority 1:  
Critiques of authority, patronage and authority, gender, authority and religion  
Readings: Wyatt, ‘Mine own John Poins’ (604-6); Jonson, ‘On Something That Walks Somewhere’ (1428) and ‘To Penshurst’ (1434-6); Lanyer, ‘From Salve Deus Rex Judeorum’ (1314-19) |
<table>
<thead>
<tr>
<th>Date</th>
<th>May 11</th>
<th>Authority on the Jacobean stage:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The limits of royal authority, absolutism, gender and authority, drama and topical commentary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Readings: Shakespeare, <em>King Lear</em> (1139-1234)</td>
</tr>
<tr>
<td>May 18</td>
<td>Poetry and authority 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seventeenth-century religious poetry, Protestantism, spiritual authority and the subject</td>
<td></td>
</tr>
<tr>
<td>May 25</td>
<td>Crises of authority in the English civil war:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The limits and grounds of royal authority, new models of secular power, the subject's relationship to the state</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Readings: Philips, ‘Upon the Double Murder of King Charles’ (1691); Marvell, ‘An Horatian Ode’ (1712-16)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conclusion and preparation for class test</td>
<td></td>
</tr>
<tr>
<td>June 1</td>
<td>In-class test</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Essay consultations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Essay due Tuesday June 9</td>
<td></td>
</tr>
</tbody>
</table>

**Examination period:** 9 June - 26 June
Recommended Secondary Readings:

You are expected to read widely in secondary material related to the texts studied in this course and to explore the print and electronic resources available through the library. Some seminal or especially useful secondary texts, however, have been placed on short loan or are available online to ensure equality of access. They are listed below:


