***Syllabus***

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| **Department** | **Department of English Studies** | | | | | | | | | | | | | | | **Year** | | | | | | | 2024-2025 |
| **Course** | Introduction to the language of Shakespeare | | | | | | | | | | | | | | | **ECTS** | | | | | | | **3** |
| **Study programme** | English Studies | | | | | | | | | | | | | | | | | | | | | | |
| **Level of study programme** | Undergraduate | | | Graduate | | | | | | Integrated | | | | | | Postgraduate | | | | | | | |
| **Type of study programme** | Single major  Double major | | | University | | | | | | Professional | | | | | | Specialized | | | | | | | |
| **Year of study** | 1 | | | 2 | | | | | 3 | | | 4 | | | | | | | | 5 | | | |
| **Semester** | Winter  Summer | | | I | | | | | | II | III | | | | | IV | | | | | | | V |
| VI | | | | | | VII | VIII | | | | | IX | | | | | | | X |
| **Status of the course** | Compulsory | | | Elective | | | | | | Elective course offered to students from other departments | | | | | | **Teaching Competencies** | | | | | | | YES  NO |
| **Workload** | **1** | **L** | **2** | **S** | |  | | **E** | | **Internet sources for e-learning** | | | | | | | | | | | | | YES  NO |
| **Location and time of instruction** | **Classroom 143;**  **Lectures – Wednesdays 10.00-12.00**  **Seminars – Thursdays**  **10.00-12.00** | | | | | | | | | **Language(s) in which**  **the course is taught** | | | | | | | | English | | | | | |
| **Course start date** | **October 2,2024** | | | | | | | | | **Course end date** | | | | | | | | January 22, 2025 | | | | | |
| **Enrolment requirements** | none | | | | | | | | | | | | | | | | | | | | | | |
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| **Course coordinator** | PhD Lidija Štrmelj, assist. prof. | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | lstrmelj@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | | Tuesdays, 9.30-11.30 | | |
| **Course instructor** | PhD Lidija Štrmelj, assist. prof. | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** | lstrmelj@unizd.hr | | | | | | | | | | | | **Consultation hours** | | | | | | | |  | | |
| **Assistant/**  **Associate** | / | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | | |  | | |
| **Assistant/**  **Associate** | / | | | | | | | | | | | | | | | | | | | | | | |
| **E-mail** |  | | | | | | | | | | | | **Consultation hours** | | | | | | | |  | | |
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| **Mode of teaching** | Lectures | | | | Seminars and workshops | | | | | Exercises | | | | | E-learning | | | | | | | | Field work |
| Individual assignments | | | | Multimedia and network | | | | | Laboratory | | | | | Mentoring | | | | | | | | Other |
| **Learning outcomes** | | | | | After completing the course students should reach a relatively high level of understanding of Shakespeare’s language | | | | | | | | | | | | | | | | | | |
| **Learning outcomes at the Programme level** | | | | | * recognize and describe relevant ideas and concepts, * connect different approaches, perceptions, and knowledge through an interdisciplinary approach, * apply a critical and self-critical approach in argumentation, * carry out scientific research investigations, * apply ethical principles in conducting investigations and in resolving issues independently and in a group, * differentiate historical factors and periods, as well as changes in the development of the English language, * notice similarities and differences between Shakespeare's language and contemporary English | | | | | | | | | | | | | | | | | | |
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| **Assessment criteria** | Class attendance | | | | Preparation for class | | | | | Homework | | | | | Continuous evaluation | | | | | | | | Research |
| Practical work | | | | Experimental work | | | | | Presentation | | | | | Project | | | | | | | | Seminar |
| Test(s) | | | | Written exam | | | | | Oral exam | | | | | Other: | | | | | | | | |
| **Conditions for permission to take the exam** | * the attendance of at least 70 % of lectures and seminars, * the tasks given in *Shakespearean Language Workbook* completed and presented on time, * the Croatian translations of chosen Shakespeare’s texts written and presented on time | | | | | | | | | | | | | | | | | | | | | | |
| **Exam periods** | Winter | | | | | | | | | Summer | | | | | | | Autumn­ | | | | | | |
| **Exam dates** | <https://anglistika.unizd.hr/ispitni-rokovi> | | | | | | | | | <https://anglistika.unizd.hr/ispitni-rokovi> | | | | | | | <https://anglistika.unizd.hr/ispitni-rokovi> | | | | | | |
| **Course description** | The course gives the analysis of important aspects of Shakespearean grammar and vocabulary, starting from the a) constructions that are still in usage, b) constructions that are presently out of usage, c) constructions used today but non-existent in Shakespeare’s time.  At morphological level the focus is on nominal, verbal and pronominal forms, and at syntactical level, on the structure of nominal and verbal phrases.  Lexical analysis explains how Shakespeare enlarged then existing vocabulary and gives also useful insights into semantic changes that some of words used by Shakespeare have undergone over time.  The course also gives an introduction into original Shakespearean pronunciation and orthography as well as Shakespearean metrics. | | | | | | | | | | | | | | | | | | | | | | |
| **Course content** | 1. Introduction to the course based on syllabus presentation. Prejudices about Shakespearean vocabulary and inventiveness.  2. Shakespearean pronunciation and orthography.  3. Morphology of the nominal system: countable and uncountable nouns, double comparison of adjectives, usage of articles and pronouns, socio-linguistic significance of the pronouns *thou* and *you*, usage of relative pronouns, etc.  4. Morphology of the verbal system: present tense and past tense inflections, the usage of auxiliaries in the perfect and future tenses, modal verbs, contracted verbal forms, irregular verbs in Shakespeare  5. Syntax: word-order in sentence, grammatical (dis)agreement, nominal phrase structure  6. Verbal phrase structure  7. 1st colloquium  8. Variety of Shakespearean vocabulary: words with different forms, but understandable meanings; words understandable from the context; words impossible to understand either from their forms or the context  9. Words coined by Shakespeare by compounding, derivation, functional shift  10. Resumption  11. Shakespearean vocabulary that has undergone semantic change up to the present-day  12. Resumption  13. French, Greek and Latin borrowings; malapropisms  14. Shakespearean puns  15. 2nd colloquium  Seminars involve:   * individual or group analyses of some aspects of Shakespearean language noticeable in poetry or drama (seminar papers) on the basis of literature given bellow and relevant internet sources, * resolving of the linguistic tasks given in *‘A Shakespearean Language Workbook for Students of EFL’*, * reading, translation and analysis of selected Shakespeare’s texts, prepared in advance at home, * watching of internet sites, especially aimed at the students of the original Shakespearean language | | | | | | | | | | | | | | | | | | | | | | |
| **Required reading** | * Crystal, David. 2008. *Think on my Words*. Cambridge: Cambridge University Press.   Consulting of:   * Shewmaker, Eugene F. 2008. *Shakespeare’s Language. A Glossary of Unfamiliar Words in His Plays and Poems.* New York: Facts on File.   Selected chapters from:   * Alexander, Catherine M.S. (ed.) 2004. *Shakespeare and Language.* Cambridge: Cambridge University Press * Blake, N.F. 2002. *A Grammar of Shakespeare's Language*. Basingstoke: Palgrave. * Brook, G.L. 1976. *The Language of Shakespeare*. London: Deutsch * Crystal, David. 2004. *The Stories of English*. London: Penguin. * Crystal, David and Crystal, Ben. 2002. *Shakespeare’s Words*. London: Penguin. | | | | | | | | | | | | | | | | | | | | | | |
| **Additional reading** | * Crystal, David. 2005. Pronouncing Shakespeare. Cambridge. Cambridge University Press. * Kermode, Frank. 2002. Shakespeare’s Language. London: Penguin. * Rodenburg, Patsy.2002. Speaking Shakespeare. London. Methuen. * Wells, Stanley and Orlin, Lena Cowen. 2003. Shakespeare. An Oxford Guide. Oxford: Oxford University Press. | | | | | | | | | | | | | | | | | | | | | | |
| **Internet sources** |  | | | | | | | | | | | | | | | | | | | | | | |
| **Assessment criteria of learning outcomes** | Final exam only | | | | | | | | | | | | | | | | | | | | |  | |
| Final written exam | | | | | | Final oral exam | | | | | | | Final written and oral exam | | | | | | | | Practical work and final exam | |
| Only test/homework | | | | Test/homework and final exam | | | | | Seminar paper | | | | Seminar paper and final exam | | | | | Practical work | | | | other forms |
| **Calculation of final grade** | The average grade mark of two colloquia will be taken as final.  Students who fail one of the colloquia are obliged to take the final exam.  Those who pass both colloquia may take the final exam as well, if they wish to obtain a higher grade mark. In that case, the grade mark achieved in the regular exam-term will be taken as final, whatever it be. | | | | | | | | | | | | | | | | | | | | | | |
| **Grading scale** | Up to 60 % | | | | % Failure (1) | | | | | | | | | | | | | | | | | | |
| 60-70 % | | | | % Satisfactory (2) | | | | | | | | | | | | | | | | | | |
| 71-80 % | | | | % Good (3) | | | | | | | | | | | | | | | | | | |
| 81-90 % | | | | % Very good (4) | | | | | | | | | | | | | | | | | | |
| 91-100 % | | | | % Excellent (5) | | | | | | | | | | | | | | | | | | |
| **Course evaluation procedures** | Student evaluations conducted by the University  Student evaluations conducted by the Department  Internal evaluation of teaching  Department meetings discussing quality of teaching and results of student evaluations  Other | | | | | | | | | | | | | | | | | | | | | | |
| **Note /Other** | In accordance with Art. 6 of the *Code of Ethics* of the Committee for Ethics in Science and Higher Education, “the student is expected to fulfil his/her obligations honestly and ethically, to pursue academic excellence, to be civilized, respectful and free from prejudice.”  According to Art. 14 of the University of Zadar's *Code of Ethics*, students are expected to “fulfil their responsibilities responsibly and conscientiously. […] Students are obligated to safeguard the reputation and dignity of all members of the university community and the University of Zadar as a whole, to promote moral and academic values and principles. […]  Any act constituting a violation of academic honesty is ethically prohibited. This includes, but is not limited to:  - various forms of fraud such as the use or possession of books, notes, data, electronic gadgets or other aids during examinations, except when permitted;  -various forms of forgery such as the use or possession of unauthorised materials during the exam; impersonation and attendance at exams on behalf of other students; fraudulent study documents; forgery of signatures and grades; falsifying exam results.”  All forms of unethical behaviour will result in a negative grade in the course without the possibility of compensation or repair. In case of serious violations the *Rulebook on Disciplinary Responsibility of Students at the University of Zadar* will be applied.  In electronic communications only messages coming from known addresses with a first and a last name, and which are written in the Croatian standard and appropriate academic style, will be responded to.  This course uses the Merlin system for e-learning, so students are required to have an AAI account. /*delete if necessary*/ | | | | | | | | | | | | | | | | | | | | | | |