

Skyline College

Official Course Outline

Date: February 2008

1. TITLE:

Literature 151--Shakespeare
3.0 units, 3 lecture hours per week
Prerequisite: English 100 or English 105, or equivalent

2. COURSE CLASSIFICATION:

Credit course applicable to the Associate Degree

3. COURSE DESCRIPTIONS:

Catalog description:

Lit 151 Shakespeare (3). Three lecture hours per week. Prerequisite: Engl 100 or 105, or equivalent. Study of representative plays and poems, with an emphasis on Shakespeare's poetic and dramatic skills and his understanding of human nature. Reading, discussion, critical papers. Students will understand Shakespeare's role in the development of English language and literature.

Schedule of Classes description:

Study of representative plays and poems, with an emphasis on Shakespeare's poetic and dramatic skills and his understanding of human nature. Reading, discussion, critical papers. Transfer: UC; CSU (C2).

4. COURSE JUSTIFICATION:

This course is intended for English majors for the A.A. degree and satisfies the transfer requirement for English majors for many California State Universities and Universities of California. Because Shakespeare continues to rank as the single greatest poet and dramatist of the English language, his works are offered for an appreciation of timeless, universal themes of the human dilemma, and a study of the evolving English language. Essential for English majors, the course complements the work of social science, psychology, history and other disciplines, and offers more work in critical reading, thinking, and writing skills. The course, therefore, serves the whole student body. Transfer: UC; CSU (C2).

5. STUDENT LEARNING OUTCOMES (SLO'S):

Upon completion of the course, students will be able to:

- Identify, analyze, and evaluate major themes in Shakespeare's plays--tragedies, comedies, histories and romances—and sonnets and longer poems
- Critically read and interpret Shakespeare's works, formulating and developing independent critical responses
- Present original ideas supported by references to the text
- Analyze Shakespeare's language, including his use of imagery, iambic pentameter
- Analyze and evaluate Shakespeare's role in the development of English language and literature

6. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon completion of the course, students will be able to:

Critically analyze the works of Shakespeare

Understand the historical and literary context of Shakespeare's works

Trace Shakespeare's evolution as an author in developing theme, character, and imagery

Understand the relevance of Shakespeare's ideas to the present

Read and understand Shakespeare's language, comparing/contrasting to modern-day language

7. COURSE CONTENT:

The course covers a representative sample of the entire range of Shakespeare's plays, including histories, comedies, tragedies, romance, and poetry; appropriate historical and literary background and analysis; writing essays/research paper, demonstrating independent analytical responses.

I. Historical background and context

II. Literary background and context

III. The language of Shakespeare

IV. Universality of Shakespeare

V. Tragedies: at least one work in depth and others for discussion: *King Lear, Hamlet, Macbeth, Othello, Romeo & Juliet*

A. Historical background

B. Sources

C. Themes, character, setting, plot structure, dramatic conventions

VI. Comedies: at least one work in depth and others for discussion: *As You Like It, Twelfth Night, Much Ado About Nothing, Midsummer Night's Dream, Merchant of Venice*

A. Historical background

B. Sources

C. Themes, character, setting, plot structure, dramatic conventions

VII. Histories: at least one work in depth and others for discussion: *Henry IV, Parts I and II; Henry V, Richard II, Richard III*

A. Historical background

B. Sources

C. Themes, character, setting, plot structure, dramatic conventions

VIII. Romances: at least one work in depth and others for discussion: *The Tempest, Winter's Tale, Cymbeline, Pericles*

A. Historical background

B. Sources

C. Themes, character, setting, plot structure, dramatic conventions

IX. Poetry

A. Sonnets

B. *Venus and Adonis*

C. *The Rape of Lucrece*

8. REPRESENTATIVE METHODS OF INSTRUCTION:

Lecture, small/large group discussion, guided readings, reading journals, critical essays, oral reports, field trips to live performances as appropriate, film, dramatic presentations, collaborative/individual projects.

Reading assignments will cover a segment of a play or several poems per class session, plus reading background materials, with a total of at least five plays and a substantial body of poetry, especially sonnets. Students will keep reading journals in response to specific questions on the text.

Writing critical essays, totaling at least 2,500 words will demonstrate understanding of the material and independent analytical responses, supported by references to the text.

9. ASSIGNMENTS: Typical assignments might include the following:

Course Objective	Instructional Methods	Assignment	Method of Evaluation
<p>Identify, analyze, and evaluate major themes in Shakespeare’s works</p> <p>Critically read and interpret Shakespeare’s works</p> <p>Analyze Shakespeare’s language, including his use of imagery, iambic pentameter</p>	<p>Lecture: Instructor gives oral presentation to introduce students to the specific genre being studied—origins, themes, literary history; identifies major themes and concerns of Shakespearean tragedy; connections with modern associations of tragedy.</p> <p>Student Discussion: Student-led oral discussions based on journal reading; structured group interaction.</p> <p>Guided reading in-class: Students read aloud a passage from the play, role-playing. Instructor explains difficult language, highlights certain passages to critically analyze</p> <p>Group work: Groups report on findings in their assigned speech, etc., contributing to a general analysis of the play.</p> <p>Collaborative/individual projects: Student-initiated projects related to coursework or related material (biographical/historical context, etc.)</p>	<p>Reading Journal: Students reflect on the associations of the word “tragedy,” for example; write responses to specific questions on the text for discussion</p> <p>Guided reading: Students are assigned a play or part of a play to read in advance, and again in class.</p> <p>Group work: In groups, students continue analysis modeled by instructor by preparing analysis of a speech or a moment of interaction, looking for tone, rhythm, sound, imagery, etc.</p> <p>Collaborative/individual projects/reports: Students work in groups or individually to create a visual project, perhaps with the aid of media or performing or visual arts, which demonstrates understanding of coursework or background materials (biographical/historical context, etc.)</p> <p>Exercises/homework: Students will be assigned practical exercises and</p>	<p>Essays: Students present written textual analyses which show understanding of the context and ideas of the work. Essays must also present original ideas supported by references to the text.</p> <p>Oral participation: Participating in and initiating discussions demonstrates understanding of the works and their context; also leading discussions and participating actively in small and large group (class) discussions demonstrates how far students have developed original responses.</p> <p>Presentation of report or project: Students will be judged on the quality of their research as well as their presentation skills.</p> <p>Exams and quizzes: Students will be evaluated on their understanding of texts and contexts as well as on their interpretation of content.</p>

		other brief homework activities to practice interpretive skills and modern translations of the text.	
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Suggested Out-of-class Assignments:

- **Readings**—Selected poetry, plays, supplementary essays by Shakespeare scholars
- **Journals**—Written responses to questions or course materials (readings, videos, film, lectures, etc.)
- **Essays**—Write critical compositions of 500 to 1, 250 words analyzing and evaluating themes and issues in Shakespeare’s works, supporting by references to the text
- **Projects/reports**—Oral/written presentations of individual or collaborative research on relevant subjects
- **Viewing**—Students may be asked to watch/listen to a relevant videotape, audiotape, or other presentations with appropriate written response and analysis

10. EVALUATION OF STUDENT PERFORMANCE:

Credit/No Credit or Letter Grade option

Evaluation will typically be based on

Essays—Organized coherent and developed critical essays demonstrating understanding of material and presenting independent analytical responses, supported by references to the text.

Oral participation—Active participation in class discussions, demonstrating understanding of and response to the text.

Journals—Written critical responses to assigned readings and class discussions, demonstrating understanding and analysis of important concepts in the text.

Oral presentations/reports—Students will be judged on the quality of their work as well as on the delivery of the information.

Quizzes—Students will be quizzed on comprehension of material.

Homework/exercises—Students will be required to practice translating Shakespearean text into modern language and interpret the text in short, written exercises.

Final exam—Students will be required to demonstrate that they have learned to recognize, analyze and evaluate concepts and themes in the works Shakespeare’s works.

11. RECOMMENDED or REQUIRED TEXT(S):

Crystal, David and Ben Crystal. *Shakespeare’s Words: A Glossary and Language Companion*. New York: Penguin, 2002.

Shakespeare, William. *Narrative Poems*. Ed. Jonathan Crewe. New York: Penguin Putnam, 1999.

Shakespeare, William. *The Necessary Shakespeare*. 2nd ed. Ed. David Bevington. New York: Pearson/Longman, 2005.

Shakespeare, William. *The Norton Shakespeare: Based on the Oxford Edition*. 2nd ed. Ed. Stephen Greenblatt. New York: Norton, 2007.

Shakespeare, William. *The Portable Shakespeare*. Ed. Stephen Orgel. New York: Penguin, 2004.

Shakespeare, William. *Riverside Shakespeare*. 2nd ed. Ed. G. Blakemore Evans. Boston: Houghton Mifflin, 1997.

Shakespeare, William. *Shakespeare's Sonnets and Poems*. Eds. Barbara A. Mowat and Paul Werstine. New York: Washington Square Press, 2006.

Shakespeare, William. *William Shakespeare: The Complete Works*. Ed. Stanley Wells. New York: Oxford USA, 1999.