



COURSE OUTLINE SPRING 2009

Course Number ENG 211	Course Title Shakespeare	Credits 3
Hours: 3 lecture	Co- or Pre-requisite Minimum C grade in ENG 102 or divisional permission	Implementation sem/year

Catalog description:

A survey of Shakespeare's tragedies, comedies and histories, a body of work whose characters, themes and language influence and permeate literature worldwide, and is essential to cultural literacy.

Is course New, Revised, or Modified?

Revised.

Required texts/other materials:

See Division booklist

Revision date:

February 2008

Course coordinator:

Jack Tabor, taborj@mccc.edu; ext. 3838

Information resources:

Relevant books, digital media, and electronic databases available

Other learning resources:

Tutors available

Course Competencies/Goals:

The student will be able to:

1. Demonstrate familiarity with major tragedies, comedies, history plays and poems of Shakespeare.
2. Identify and analyze major themes and characters in Shakespearean drama.
3. Gain knowledge of historical and social backgrounds to Shakespearean drama.
4. Understand the origins and development of the Elizabethan stage.
5. Explicate Shakespearean language.
6. Understand Shakespeare's place in the literary canon.
7. Understand and deploy common critical approaches to reading Shakespeare including those which focus on race, gender, sexuality, class, and literacy.
8. Read aloud and/or perform short excerpts from the plays.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

Unit I The Sonnets

Learning Objectives

The student will be able to

- Analyze the relationship between form and content of Shakespeare's sonnets (**Course Competencies 1, 2, 5, 6; Gen Ed Goals 1, 6; Core Skills A, B**).
- Explicate and interpret Shakespearean sonnets (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 6, 7, 8; Core Skills A, B**).
- Understand the thematic threads running through the sonnet sequence (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 6, 7, 8; Core Skills A, B**).
- Be familiar with the various theories regarding the organization of the sonnet sequence (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 6; Core Skills A, B**).
- Scan and read sonnets aloud with sensitivity to rhyme and meter (**Course Competencies 1, 5, 8; Gen Ed Goals 1, 6; Core Skills A, B**).
- Write an essay demonstrating facility with the above goals (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 4, 6, 8; Core Skills A, B, D, E, G**).

Unit II The Tragedies

Learning Objectives

The student will be able to...

- Demonstrate familiarity with Shakespeare's major tragic plays (**Course Competencies 1, 2, 3, 5, 6; Gen Ed Goals 1, 6, 8; Core Skills A, B, G**).
- Understand and explain tragic theory as applied to Shakespeare's plays (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 8; Core Skills A, B**).
- Analyze the characters in Shakespeare's tragedies (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 8; Core Skills A, B, C, G**).
- Analyze plot in Shakespearean tragedy (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 8; Core Skills A, B, C, G**).
- Explicate language as used in Shakespearean tragedy (**Course Competencies 1, 3, 5; Gen Ed Goals 1, 6; Core Skills A, B**).
- Draw connections among Shakespeare's tragedies from the early to the later plays (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 8; Core Skills A, B**).
- Perform a short excerpt (**Course Competencies 1, 5, 6, 8; Gen Ed Goals 1, 6; Core Skill A**).
- Write an essay demonstrating facility with the above goals (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 4, 6, 7, 8; Core Skills A, B, D, E, G**).

Unit III The Comedies

Learning Objectives

The student will be able to...

- Demonstrate familiarity with Shakespeare's major comedies (**Course Competencies 1, 2, 3, 5, 6; Gen Ed Goals 1, 6; Core Skill A**).
- Understand comic theory as applicable to Shakespearean comedy (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 7, 8; Core Skills A, B**).
- Analyze characters in Shakespearean comedy (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 8; Core Skills A, B, C, G**).
- Analyze plot in Shakespearean comedy (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 8; Core Skills A, B, C, G**).
- Interpret and explain the language of Shakespeare's comedy (**Course Competencies 1, 3, 5; Gen Ed Goals 1, 6, 8; Core Skills A, B, G**).
- Understand the development of Shakespeare's comedies from earlier to the mature plays (**Course Competencies 1, 2, 3, 5, 6, 7; Gen Ed Goals 1, 6, 8; Core Skills A, B, G**).
- Perform a short excerpt (**Course Competencies 1, 5, 6, 8; Gen Ed Goals 1, 6; Core Skill A**).
- Write an essay demonstrating facility with the above goals (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 4, 6, 7, 8; Core Skills A, B, D, E, G**).

Unit IV The Histories

Learning Objectives

The student will be able to...

- Draw connections between Shakespeare's history plays and the historical events they mirror (**Course Competencies 1, 3, 4, 7; Gen Ed Goals 1, 6, 7, 8; Core Skills A, B, C, G**).
- Demonstrate familiar with major characters in the history plays (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 6, 7, 8; Core Skill A**).
- Discuss primary themes in the history plays (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 6, 7, 8; Core Skills A, F**).
- View Shakespeare's history plays against the contemporary background of Shakespeare's England (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 6, 7, 8; Core Skills A, B, C, G**).
- Perform a short excerpt (**Course Competencies 1, 5, 6, 8; Gen Ed Goals 1, 6; Core Skill A**).
- Write an essay demonstrating facility with the above goals (**Course Competencies 1, 2, 5, 6, 7; Gen Ed Goals 1, 4, 6, 7, 8; Core Skills A, B, D, E, G**).

Evaluation of student learning:

Four longer papers will be assigned, two in-class and two out of class. Students will be asked to include library or electronic research in the out-of-class papers. All four papers must be completed for student to pass the course.

Frequent quizzes, shorter writings and oral presentations will be required throughout the semester and count, cumulatively, as a fifth grade.

Class participation will be taken into consideration.

Academic Integrity Statement:

Students will be expected to abide by all provisions of the Academic Integrity Policy as stated in the student handbook.