

ILLINOIS VALLEY COMMUNITY COLLEGE



COURSE OUTLINE

DIVISION: English, Mathematics, Education

COURSE: LIT 2021-
Introduction to Shakespeare I

Date: 8 April 2013

Credit Hours: 3.0

Prerequisite(s): ENG 1001 and 1002

Delivery Method: **Lecture** **0 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended

Offered: **Fall** **Spring** **Summer**

IAI Equivalent –**Only for Transfer Courses**-go to <http://www.itransfer.org>: H3905

CATALOG DESCRIPTION:

A consideration of the development of Shakespeare's dramatic genius through a study of selected comedies, tragedies, and chronicles.

GENERAL EDUCATION GOALS ADDRESSED

[See the last page of this form for more information.]

Upon completion of the course, the student will be able:

[Choose those goals that apply to this course.]

- To apply analytical and problem solving skills to personal, social and professional issues and situations.
- To communicate orally and in writing, socially and interpersonally.
- To develop an awareness of the contributions made to civilization by the diverse cultures of the world.
- To understand and use contemporary technology effectively and to understand its impact on the individual and society.
- To work and study effectively both individually and in collaboration with others.
- To understand what it means to act ethically and responsibly as an individual in one's career and as a member of society.
- To develop and maintain a healthy lifestyle physically, mentally, and spiritually.
- To appreciate the ongoing values of learning, self-improvement, and career planning.

EXPECTED LEARNING OUTCOMES AND RELATED COMPETENCIES:

[Outcomes related to course specific goals.]

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

Outcome 1: Understand and appreciate the important themes and concerns of Shakespeare's works.

Competency 1.1: Summarize the major themes and concerns found in Shakespeare's works, such as but not limited to the ordered vs. chaotic world, the role of the supernatural, the image of the father, humanity's relation to God, the meaning of love, etc.

Competency 1.2: Identify major themes in specific works of literature.

Competency 1.3: Explain how major themes are presented and developed through the specific details of a text.

Competency 1.4: Explain the relevance and relation of major themes to the literary, social, historical, and philosophical forces that influence the production and reading of literature.

Competency 1.5: Identify a variety of literary sub-genres of drama (comedy, tragedy, history) and explain common characteristics of the sub-genre.

Competency 1.6: Identify and describe the literary genre of poetry and explain common characteristics of the genre.

Outcome 2: Demonstrate an understanding and appreciation of literary elements and conventions and the ways that Shakespeare conveys meaning through these elements and conventions.

Competency 2.1: Define elements of literature relevant to texts studied in the course (plot, character, metaphor, symbol, irony, soliloquy, etc.).

Competency 2.2: Identify elements of literature in specific texts and explain the meaning and significance of these literary elements (plot, character, metaphor, symbol, irony, soliloquy, etc.).

Competency 2.3: Demonstrate an ability to explain how the specific elements of a literary text relate to the larger meaning of the text.

Competency 2.4: Demonstrate the ability to formulate and develop original interpretations of literary texts supported by the specific elements and conventions of the texts.

Outcome 3: Understand how literary, social, historical, and philosophical forces influence the production and reading of literature.

Competency 3.1: Identify and summarize literary forces that influence literature and explain how these forces are relevant to specific Shakespearean texts.

Competency 3.2: Identify and summarize social forces that influence literature and explain how these forces are relevant to specific Shakespearean texts, perhaps through an understanding of the government structure and role of the nobility or the professional, commercial business of the theatre in Elizabethan times.

Competency 3.3: Identify and summarize historical forces that influence literature and explain how these forces are relevant to specific Shakespearean texts, perhaps through analysis of the growth and development of Shakespeare's abilities as a dramatic author from the early plays through the full flowering of his genius in the later texts.

Competency 3.4: Identify and summarize philosophical forces that influence literature and explain how these forces are relevant to specific Shakespearean texts, perhaps through analysis of the classical values recouped during the Renaissance.

Outcome 4: Appreciate the significant impact that literature makes upon the literary, social, historical, and philosophical development of society.

Competency 4.1: Demonstrate an understanding of continuing literary traditions, the changes within those traditions, and the ways in which Shakespeare and his texts contribute to, maintain, and change those traditions.

Competency 4.2: Demonstrate an understanding of the social milieu of specific Shakespearean texts and the impact of those texts and Shakespeare, himself, on that milieu.

Competency 4.3: Demonstrate an understanding of the impact that Shakespeare and his specific texts have had and continue to have upon the historical environment and development of society.

Competency 4.4: Demonstrate an understanding of the philosophical ideas presented in specific Shakespearean texts and the impact of those ideas upon the philosophical development of society.

Outcome 5: Become familiar with various critical approaches to literature and understand how various critical approaches enhance the ability to analyze and interpret literature, including the authorship debate concerning the identity of the Bard.

Competency 5.1: Demonstrate a familiarity and understanding of various critical approaches to literature (i.e. formalist, historical, biographical, feminist, etc.).

Competency 5.2: Identify and explain a specific critical approach or approaches that are used in a critical commentary on a text.

Competency 5.3: Demonstrate an ability to analyze a text with various critical approaches.

Competency 5.4: Demonstrate an understanding of how and why various critical approaches lead to different but valid interpretations of the same text.

Competency 5.5: Demonstrate an awareness of the contested identity of the person known as Shakespeare and be able to articulate the reasons for or against a particular candidate (Edward de Vere, Christopher Marlowe, Mary Sidney Herbert, etc.) as well as the political and social reasons behind such debate.

Outcome 6: Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze Shakespearean works.

Competency 6.1: Formulate and develop a thesis appropriate for specific writing assignments.

Competency 6.2: Conduct significant research relevant to specific assignments.

Competency 6.3: Develop the ability to recognize and judge the credibility of secondary sources.

Competency 6.4: Use material both from primary sources and secondary sources to develop and support interpretations of literary texts.

Competency 6.5: Demonstrate the ability to formulate, support, and develop original interpretations of Shakespearean texts.

Competency 6.6: Express ideas in writing characterized by full development, clear organization, appropriate sense of audience, correct MLA citation and documentation of sources, and adherence to rules of English syntax, grammar, and mechanics.

COURSE TOPICS AND CONTENT REQUIREMENTS:

Since the two units of the course cover two semesters and each is a structurally separate unit (i.e., LIT2031 may be taken without the prerequisite of LIT2021), each semester should be a structurally independent survey covering background, biography, and material representing the major facets of Shakespeare's career.

- I. The apprenticeship period of Shakespeare's early plays.
- II. The mastery of comedy and history.
- III. The poems
- IV. The dark years: the tragedies and "bitter comedies."
- V. The late plays: the "romances" and tragi-comedies.

Introductory background lectures on the Elizabethan period and the life and background of the author, William Shakespeare.

Suggested sequence for LIT 2021:

Titus Andronicus

The Taming of the Shrew

Romeo and Juliet

A Midsummer Night's Dream

Richard II

The Narrative Poems

As You Like It

Hamlet

Macbeth

The Winter's Tale

INSTRUCTIONAL METHODS:

1. Lectures and discussions
2. Group work
3. In-class and out-of-class writing assignments

4. Research paper or papers
5. Assigned readings
6. Student conferences (at the instructor's discretion)
7. Guest presenters
8. Audio/visual presentations
9. Quizzes (at the instructor's discretion)
10. Exams (at the instructor's discretion)
11. Electronic presentations (PowerPoint, etc.)
12. CD ROM and other software

Close discussion of each play with special attention to crucial passages, overall structure, and position within the author's development.

Use of videotapes, films, Internet resources, and slide lectures to augment the student's appreciation of both the workings of the Elizabethan stage and the perception of Shakespeare, the man and the playwright.

Highly recommended out-of-class assignments: 1. Listening to fully professional, complete recordings of each play to develop the appreciation of Shakespeare's plays as live drama. (Recordings of each play are available at the main desk in the library.) 2. Attending a live performance of one of the plays.

INSTRUCTIONAL MATERIALS:

Textbooks, or online equivalents, at the instructor's discretion.

Instructors may use an appropriate anthology, individual texts covering the appropriate course material, or an anthology supplemented by individual texts.

Handbooks to aid students in the writing of essays for the course may also be assigned at the instructor's discretion

Other

Black/Whiteboard

TV/VCR

Slide projector and slide

Videos

Overhead projector and transparencies

Photocopies of instructional materials

Computers/SMART classrooms

Internet and World Wide Web resources

Presentation Programs (i.e. PowerPoint)

CD ROM and other software

Electronic databases

STUDENT REQUIREMENTS AND METHODS OF EVALUATION:

1. Students must read assigned readings from primary and secondary sources.
2. Students must submit assigned exams, quizzes, and other assignments.
3. Students must submit a formal paper or papers of at least fifteen pages.
4. Students may give oral presentations (either individual or group).
5. Students must attend and participate in class lectures and discussions.

Evaluation

Evaluation of quizzes, exams, and other assignments is at the instructor's discretion but must reflect how effectively students demonstrate the course competencies listed above.

Formal written work is evaluated according to the English faculty policies on format, grading, and plagiarism, which are published in the Humanities and Fine Arts Division's student Style Book.

The grading scale is at the discretion of the instructor.

OTHER REFERENCES

General References:

Brooke, Charles F. *Shakespeare of Stratford: A Handbook for Students*. Yale University Press, 1926.

Spevack, Marvin. *A Complete and Systematic Concordance to the Works of Shakespeare*. George Olms, 1968.

Biography:

Chute, Marchette. *Shakespeare of London*. Dutton, 1949.

Rowse, Alfred L. *William Shakespeare: A Biography*. Harper and Row, 1963.

Schoenbau, Samuel. *William Shakespeare: A Documentary Life*. Clarendon Press, 1975.

General Criticism:

Bloom, Harold. *Shakespeare: The Invention of the Human*. Riverhead Books, 1998.

Lupton, Julia. *After Oedipus: Shakespeare Psychoanalysis*. Cornell UP, 1993.

Greenblatt, Stephen. *Shakesperian Negotiations*. U of California Press, 1988.

Frye, Northrop. *A Natural Perspective*. HBJ, 1965.

Waller, Gary, Ed. *Shakespeare's Comedies*. Longman, 1991.

Freedman, Barbara. *Staging the Gaze*. Cornell UP 1991.

Barber, C.L. *Shakespeare's Festive Comedy*. Princeton UP, 1990 [1959].

Adelman, Janet. *Suffocating Mothers*. Routledge, 1992.

Smith, David Nichol, ed. *Eighteenth Century Essays on Shakespeare*. Clarendon Press, 1963.

Stewart, John I. *Character and Motive in Shakespeare*. Barnes & Noble, 1966.

Champion, Larry S. *Evolution of Shakespeare's Comedy*. Harvard University Press, 1970.

Muir, Kenneth. *Shakespeare's Comic Sequence*. Barnes & Noble, 1979.

Calderwood, James L., ed., *Essays in Shakespearean Criticism*. Prentice-Hall, 1970.

Craig, Hardin, *An Interpretation of Shakespeare*. Lucas Brothers, 1948.

Smith, David Nichol. *Shakespeare in the Eighteenth Century*. Clarendon Press, 1967.

Schanzer, Ernest. *The Problem Plays of Shakespeare*. Schocken Books, 1963.

Charney, Maurice. *Shakespeare's Roman Plays*. Harvard University Press, 1961.

Pierce, Robert B. *Shakespeare's History Plays*. Ohio State University Press, 1971.

Eagleton, Terence. *Shakespeare and Society*. Schocken Books, 1967.

Battenhouse, Roy Wesley, *Shakespearean Tragedy*. Indiana University Press, 1969.

Bradley, A.C. *Shakespearean Tragedy*. St. Martin's Press, 1985.

Knight, George W. *The Imperial Theme*. Methuen & Co., 1965.

Turner, Frederick. *Shakespeare and the Nature of Time*. Clarendon Press, 1971.

Mack, Maynard. *Killing the King*. Yale University Press, 1973.

Whitaker, Virgil. *The Mirror Up to Nature*. Huntington Library, 1965.

Semper, Isidore Joseph, *Hamlet Without Tears*, The Loras College Press, 1946.

Schoenbaum, Samuel, *William Shakespeare*, Oxford University Press, 1977.

Course Competency/Assessment Methods Matrix

Course Prefix, Number and Name	Assessment Options																															
For each competency/outcome place an "X" below the method of assessment to be used.	Assessment of Student Learning	Article Review	Case Studies	Group Projects	Lab Work	Oral Presentations	Pre-Post Tests	Quizzes	Written Exams	Artifact Self Reflection of Growth	Capstone Projects	Comprehensive Written Exit Exam	Course Embedded Questions	Multi-Media Projects	Observation	Writing Samples	Portfolio Evaluation	Real World Projects	Reflective Journals	Applied Application (skills) Test	Oral Exit Interviews	Accreditation Reviews/Reports	Advisory Council Feedback	Employer Surveys	Graduate Surveys	Internship/Practicum /Site Supervisor Evaluation	Licensing Exam	In Class Feedback	Simulation	Interview	Written Report	Assignment
Assessment Measures – Are direct or indirect as indicated. List competencies/outcomes below.	Direct/ Indirect	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	I	I	I	I	D	D						
Outcome 1: Understand and appreciate the important themes and concerns of Shakespeare's works.		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X		X	X	X
Outcome 2: Demonstrate an understanding and appreciation of literary elements and conventions and the ways that Shakespeare conveys meaning through these elements and conventions.		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X							X		X	X	X
Outcome 3: Understand how literary, social, historical, and philosophical forces influence the production and reading of literature.		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X						X		X	X	X	X
Outcome 4: Appreciate the significant impact that literature makes upon the literary, social, historical, and philosophical development of society.		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X						X		X	X	X	X
Outcome 5: Become familiar with various critical approaches to literature and understand how various critical		X	X	X		X	X	X	X		X	X	X	X	X	X	X	X	X	X	X					X		X	X	X	X	X

<p>approaches enhance the ability to analyze and interpret literature, including the authorship debate concerning the identity of the Bard.</p>																											
<p>Outcome 6: Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze Shakespearean works.</p>						X							X												X	X	