

ENGL M17: SHAKESPEARE

Originator

ssims

Co-Contributor(s)
Name(s)

Baker, Jeffrey (jeffbaker)

College

Moorpark College

Discipline (CB01A)

ENGL - English

Course Number (CB01B)

M17

Course Title (CB02)

Shakespeare

Banner/Short Title

Shakespeare

Credit Type

Credit

Start Term

Fall 2022

Catalog Course Description

Surveys several plays, including comedies, histories, tragedies, and problem plays. Discusses works of Shakespeare in their social context. Introduces the sonnets.

Taxonomy of Programs (TOP) Code (CB03)

1501.00 - English

Course Credit Status (CB04)

D (Credit - Degree Applicable)

Course Transfer Status (CB05) (select one only)

A (Transferable to both UC and CSU)

Course Basic Skills Status (CB08)

N - The Course is Not a Basic Skills Course

SAM Priority Code (CB09)

E - Non-Occupational

Course Cooperative Work Experience Education Status (CB10)

N - Is Not Part of a Cooperative Work Experience Education Program

Course Classification Status (CB11)

Y - Credit Course

Educational Assistance Class Instruction (Approved Special Class) (CB13)

N - The Course is Not an Approved Special Class

Course Prior to Transfer Level (CB21)

Y - Not Applicable

Course Noncredit Category (CB22)

Y - Credit Course

Funding Agency Category (CB23)

Y - Not Applicable (Funding Not Used)

Course Program Status (CB24)

1 - Program Applicable

General Education Status (CB25)

Y - Not Applicable

Support Course Status (CB26)

N - Course is not a support course

Field trips

Will not be required

Grading method

(L) Letter Graded

Alternate grading methods

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

Does this course require an instructional materials fee?

No

Repeatable for Credit

No

Is this course part of a family?

No

Units and Hours

Carnegie Unit Override

No

In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Laboratory

Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

Minimum Units (CB07)

3

Maximum Units (CB06)

3

Prerequisites

ENGL M01A or ENGL M01AH

Advisories on Recommended Preparation

ENGL M01B or ENGL M01BH

Entrance Skills

Entrance Skills

ENGL M01A or ENGL M01AH

Prerequisite Course Objectives

ENGL M01A-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01A-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01A-analyze a variety of essays and at least one book-length work.

ENGL M01A-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01A-compose several expository papers from 2 to 10 pages long, totalling 8,000 words, employing such skills as: --use of the stages of the writing process: generating ideas, drafting, revising, and editing. --awareness of audience and purpose. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01A-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH- HONORS: interpret and present the results of research and/or close, careful reading of primary texts, perhaps centered on one particular focus or theme. Findings may be presented in a public forum such as a lecture, Internet posting or literary magazine.

ENGL M01AH- HONORS: demonstrate critical thinking in class participation and expository writing assignments related to substantial readings in select primary sources, perhaps involving book-length selections of non-fiction centered on one particular focus or theme.

ENGL M01AH-identify and assess the main idea of essays and write clear, relevant responses in informal journal entries and formal essays.

ENGL M01AH-analyze a variety of essays and at least one book-length work.

ENGL M01AH-organize and compose a 7-10-page research paper incorporating and accurately documenting a variety of appropriate source materials.

ENGL M01AH-compose several expository papers from 2 to 10 pages long, totaling 8000 words, employing skills such as: --use of the stages of the writing process (generating ideas, drafting, revising, and editing). --awareness of purpose and audience. --clear statement of thesis, focus, or controlling idea. --logical organization. --development of ideas, including appropriate rhetorical strategies, paragraph construction, effective transitions, and convincing support. --control of diction. --adherence to the conventions of Standard Written English.

ENGL M01AH-compose timed essay examinations with clear thesis, logical organization, convincing arguments, and specific supporting detail.

ENGL M01AH-demonstrate critical thinking skills in oral and written discussion of assigned readings.

ENGL M01AH- HONORS: take a leadership role in class discussions, oral reports, peer groups, panel presentations, and similar projects.

ENGL M01AH- HONORS: exhibit independent and creative thought by successfully completing assigned class projects and written work.

ENGL M01AH- HONORS: demonstrate an increased sensitivity to issues of ethnicity, culture, gender, sexual orientation, and age in accordance with the theme of the course.

Requisite Justification

Requisite Type

Recommended Preparation

Requisite

ENGL M01B or ENGL M01BH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Closely related lecture/laboratory course

Requisite Type

Prerequisite

Requisite

ENGL M01A or ENGL M01AH

Requisite Description

Course in a sequence

Level of Scrutiny/Justification

Required by 4 year institution

Student Learning Outcomes (CSLOs)

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

- 1 describe the characters and themes of a Shakespeare play in its historical and cultural contexts.
- 2 identify and describe the metrical, structural, and thematic devices of Shakespeare's sonnets.

Course Objectives

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

- 1 demonstrate familiarity with plots, main characters, and themes of 8-12 Shakespeare plays.
- 2 demonstrate understanding and appreciation of Shakespeare's sonnets' metrical and thematic devices.
- 3 demonstrate understanding of Shakespeare's language and poetic and dramatic devices.
- 4 demonstrate familiarity with Shakespeare's life and with some of the familial, social, religious, and political context of the Elizabethan period.
- 5 demonstrate critical judgment about the quality of Shakespeare's works and analyze their relevance to modern life.

6 demonstrate understanding of the works and a mastery of composition and critical thinking skills by writing approximately four analytical essays totaling at least 5,000 words.

Course Content

Lecture/Course Content

- (10%)** Introduction to Elizabethan period and to Shakespeare's life
 - Introduction to Early Modern English
 - Literary context of Shakespeare's work
 - Differences between reading, live theater, and video
- (60%)** Reading, discussion, staged reading of comedies, histories, tragedies
 - Problem plays, later plays
 - Discussion of genre: differences of purpose, technique
- (20%) Shakespeare's sonnets**
 - Reading, discussion, criticism of several sonnets
 - Comparison/contrast of sonnets with plays
- (10%) Viewing of scenes from several different productions**
 - Discussion of directors' vision, purpose, and success

Laboratory or Activity Content

n/a

Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams
 Group projects
 Individual projects
 Journals
 Objective exams
 Quizzes
 Recitations
 Research papers
 Classroom Discussion
 Projects
 Participation
 Reports/Papers/Journals

Instructional Methodology

Specify the methods of instruction that may be employed in this course

Audio-visual presentations
 Class discussions
 Collaborative group work
 Distance Education
 Group discussions
 Instructor-guided interpretation and analysis
 Lecture

Describe specific examples of the methods the instructor will use:

1. Instructor-guided, theory-based interpretation and textual analysis followed by small-group activities analyzing assigned portions of the plays and sonnets.
2. Instructor-led comments on assigned readings to share and compare arguments in response to theme-based prompts.
3. Supervising/advising group work and presentations on Elizabethan culture and literature.

Representative Course Assignments

Writing Assignments

Multiple revisions of drafts of papers.

Peer critiques of classmates' writing.

Out-of-class essays, including possible research paper, for example on the construction of masculinity in King Henry IV, Part 1.

In-class midterm and final essay examinations.

In-class objective quizzes on readings.

Journal assignments responding to readings and class discussions.

Notes, summaries, and analyses of plays.

Critical Thinking Assignments

Identifying themes of plays and sonnets.

Revising of essays for focus, support, clarity, and style.

Critiquing peers' arguments and writing.

Finding and evaluating research sources.

Formulating written literary-critical arguments, for example applying a feminist perspective to A Midsummer Night's Dream.

Debating and discussing the diverse interpretations of Shakespeare's works.

Analyzing poetic and dramatic devices for effectiveness.

Reading Assignments

Read several Shakespeare plays and sonnets.

Read critical essays on plays.

Read background material on Elizabethan/Jacobean culture and literature.

Skills Demonstrations

N/A

Outside Assignments

Representative Outside Assignments

Research for paper or project.

Viewing of videos of Shakespeare plays or related productions.

Attendance at local Shakespeare productions.

Individual and group planning for oral presentations, for example on the concept of Purgatory in Hamlet.

Writing assignments.

Readings from plays and other primary and secondary sources.

Articulation

Equivalent Courses at 4 year institutions

| University | Course ID | Course Title | Units |
|------------------|------------|-----------------------------|-------|
| UC Riverside | ENGL 17 | Shakespeare | 4 |
| UC Santa Barbara | ENGL 15 | Introduction to Shakespeare | 4 |
| UC Berkeley | ENGLISH 17 | Shakespeare | 4 |

Comparable Courses within the VCCCD

ENGL R157 - Intro Shakespeare, Non-majors

ENGL V26 - Introduction to Shakespeare and Film

ENGL R111 - Shakespeare

District General Education**A. Natural Sciences****B. Social and Behavioral Sciences****C. Humanities****C2. Humanities**

Approved

D. Language and Rationality**E. Health and Physical Education/Kinesiology****F. Ethnic Studies/Gender Studies**

Course is CSU transferable

Yes

CSU Baccalaureate List effective term:

F1995

CSU GE-Breadth**Area A: English Language Communication and Critical Thinking****Area B: Scientific Inquiry and Quantitative Reasoning****Area C: Arts and Humanities****C2 Humanities: Literature, Philosophy, Languages Other than English**

Approved

Area D: Social Sciences**Area E: Lifelong Learning and Self-Development****Area F: Ethnic Studies****CSU Graduation Requirement in U.S. History, Constitution and American Ideals:****UC TCA**

UC TCA

Approved

IGETC**Area 1: English Communication****Area 2A: Mathematical Concepts & Quantitative Reasoning****Area 3: Arts and Humanities****Area 3B: Humanities**

Approved

Area 4: Social and Behavioral Sciences

Area 5: Physical and Biological Sciences

Area 6: Languages Other than English (LOTE)

Textbooks and Lab Manuals

Resource Type

Textbook

Description

Shakespeare, William. *The Sonnets and A Lover's Complaint*, edited by John Kerrigan. London Penguin, 2010.

Resource Type

Textbook

Description

McEvoy, Sean. *Shakespeare: The Basics*. 3rd ed., Routledge, 2012.

Resource Type

Other Resource Type

Description

Paperback editions of selected Shakespeare plays, such as *Washington Square* (Folger), *Oxford Shakespeare*, or *Arden*, containing extensive notes, introductions, and essays..

Resource Type

Textbook

Classic Textbook

No

Description

Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*, W. W. Norton, 2004.

Library Resources

Assignments requiring library resources

Researching a paper or presentation, if assigned, using the Library's print and online resources. Background readings and video viewings as assigned.

Sufficient Library Resources exist

Yes

Example of Assignments Requiring Library Resources

Topics to investigate might include the Catholic concept of Purgatory in *Hamlet*.

Distance Education Addendum

Definitions

Distance Education Modalities

Hybrid (1%–50% online)
Hybrid (51%–99% online)
100% online

Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

Regular Effective/Substantive Contact

Hybrid (1%–50% online) Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|---|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions of plays and sonnets, and overview of Shakespeare's period. |
| E-mail | Individual interaction between student and instructor. |
| Face to Face (by student request; cannot be required) | Student will have partial course time that is face to face. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of readings. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in discussing literature. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

Hybrid (51%–99% online) Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|---|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions of plays and sonnets, and overview of Shakespeare's period. |
| E-mail | Individual interaction between student and instructor. |
| Face to Face (by student request; cannot be required) | Student will have partial course time that is face to face. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of readings. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in discussing literature.. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

100% online Modality:

| Method of Instruction | Document typical activities or assignments for each method of instruction |
|--|---|
| Asynchronous Dialog (e.g., discussion board) | Discussions of plays and sonnets, and overview of Shakespeare's period. |
| E-mail | Individual interaction between student and instructor. |
| Other DE (e.g., recorded lectures) | Recorded lectures will highlight key elements of readings. |
| Synchronous Dialog (e.g., online chat) | Synchronous interaction will allow use of the Socratic Method in discussing literature. |
| Video Conferencing | Instructor will hold regularly-scheduled online office hours. Part of the course may be offered in online face-to-face meetings, which will be recorded and posted. |

Examinations

Hybrid (1%–50% online) Modality

On campus

Online

Hybrid (51%–99% online) Modality

On campus

Online

Primary Minimum Qualification

ENGLISH

Review and Approval Dates

Department Chair

03/01/22

Dean

03/06/2022

Technical Review

03/17/2022

Curriculum Committee

04/05/2022

DTRW-I

MM/DD/YYYY

Curriculum Committee

MM/DD/YYYY

Board

MM/DD/YYYY

CCCCO

MM/DD/YYYY

Control Number

CCC000598805

DOE/accreditation approval date

MM/DD/YYYY