

# COURSE SYLLABUS

<b>Course Title:</b>	Shakespeare	<b>Date submitted:</b>	Spring 2015 (AAC: 15-35)												
<b>Department:</b>	Humanities														
<b>Curriculum:</b>	Literature														
<b>Course Descriptors:</b> Make certain that the course descriptors are consistent with college and Board of Trustees policies, and the current course numbering system.	<b>Course Code:</b> (eg. ACC 101) <table border="1"><tr><td>ENG*233</td></tr></table> <b>Course Type:</b> <table border="1"><tr><td>L/D</td></tr></table> A: Clinical B: Lab D: Distance Learning I: Individual/Independent L: Lecture N: M: Seminar Internship P: Practicum U: Studio X: Combined Lecture/Lab Y: Combined Lecture/ Clinical/Lab Z: Combined Lecture/Studio <b>Elective Type:</b> <table border="1"><tr><td>E/G/HU/LAS</td></tr></table> E: English FA: Fine Arts FL: Foreign Language G: General HI: History HU: Humanities LAS: Liberal Arts & Sciences M: Math S: Science SS: Social Science <b>Credit Hours:</b> <table border="1"><tr><td>3</td></tr></table> <b>Developmental:</b> (yes/no) <table border="1"><tr><td>No</td></tr></table> Lecture: <table border="1"><tr><td>3</td></tr></table> Clinical: <table border="1"><tr><td>0</td></tr></table> Lab: <table border="1"><tr><td>0</td></tr></table> Studio: <table border="1"><tr><td>0</td></tr></table> Other: <table border="1"><tr><td>0</td></tr></table> TOTAL: <table border="1"><tr><td>3</td></tr></table> <b>Contact Hours:</b> <b>Class Maximum:</b> <table border="1"><tr><td>25</td></tr></table> <b>Semesters Offered:</b> <table border="1"><tr><td>F/S/SU</td></tr></table>	ENG*233	L/D	E/G/HU/LAS	3	No	3	0	0	0	0	3	25	F/S/SU	<b>Prerequisites:</b> C- or better in Composition (ENG*101)
	ENG*233														
	L/D														
	E/G/HU/LAS														
	3														
	No														
	3														
	0														
	0														
	0														
0															
3															
25															
F/S/SU															
<b>Corequisites:</b> None															
<b>Other Requirements:</b> None															
<b>Ability-Based Education (ABE) Statement:</b>	At Tunxis Community College students are assessed on the knowledge and skills they have learned. The faculty identified the General Education Abilities critical to students' success in their professional and personal lives. In every class, students are assessed on course abilities, sometimes program abilities, and, in most classes, at least one General Education Ability. Students will receive an evaluation of the degree to which they have demonstrated or not demonstrated that General Education Ability.														
<b>Catalog Course Description:</b>	Introduces Shakespeare, his time period, and his contributions to literature through an exploration of poetry and dramatic works. Students may view, analyze, and interpret film, video or live performances of his work.														
<b>Topical Outline:</b> List course content in outline format.	Suggested Outline 1. Introduction to Shakespeare 2. Elizabethan and Jacobean Drama Types A. Tragedy B. Comedy C. History D. Masque E. The morality play														

- F. Pastoral
- G. Tragicomedy
- 3. Elements of Drama
  - A. Stage craft
  - B. Plot
  - C. Character
  - D. Conflict
  - E. Narrative
  - F. Musical elements
  - G. Figures of speech and thought
- 4. Types of Poetry
  - A. Sonnet
  - B. Narrative
- 5. Elements of Poetry
  - A. Figures of speech and thought
  - B. Diction and syntax
  - C. Form
  - D. Meter
  - E. Style
- 6. Historical contexts and ideas
  - A. Renaissance theater
  - B. Public theaters
  - C. Religion, politics, and the stage
  - D. Social contexts
  - E. Science and tradition
  - F. The Elizabethan and Jacobean court
  - G. War
  - H. Textual sources
  - J. The repertory system
- 7. Shakespeare's Life and context
  - A. Language
  - B. Innovation
  - C. Authorship

**Outcomes:**

Describe measurable skills or knowledge that students should be able to demonstrate as evidence that they have mastered the course content.

**Upon successful completion of this course, the student will be able to do the following:**

**COURSE:**

Literary Study Abilities

1. Literary Genre – assesses student ability to identify, define, and describe the attributes and significance of the primary genres and their subgenres.
  - 1.1 Level 1: Identifies major Renaissance genres relevant to Shakespeare
  - 1.2 Level 1: Identifies and describes historical and cultural influences on Shakespeare's works
  - 1.3 Level 2: Identifies and describes historical development of Shakespeare's dramatic and poetic works
  - 1.4 Level 2: Defines characteristics of Shakespeare's poetic and dramatic works
2. Literary History: assesses students' ability to identify major periods and associated styles of literature and relate them to social history and how each affects the works created at that time.
  - 2.1 Level 1: Identifies significant characteristics of prominent authors and literary periods

- 2.2 Level 1: Describes the development of literary genres and recognizes that development as a product of historical forces
- 2.3 Level 2: Relates individual works to literary history
- 3. Literary Aesthetics: assesses the student’s ability to identify traditional and developing aesthetic terminology and standards and apply them to critical readings of subject works.
  - 3.1 Level 1: Identifies and defines aesthetic elements and their descriptive terminology
  - 3.2 Level 2: Analyzes contribution of aesthetic elements to the overall effect of a work
- 4. Critical Theory: assesses student’s ability to identify critical approaches, recognize their use by others either in criticism or in the creation of literature, and to apply them to their own critical readings.
  - 4.1 Level 1: Is aware of a critical approach in any reading
  - 4.2 Level 1: Identifies and defines major critical approaches (e.g. classical rhetoric, psychological, feminist, Marxist, New Criticism)
- 5. Literary Analysis (the ability refers to the act of synthesizing the acts of analysis in the preceding abilities and communicating that analysis – primarily via the essay but can also be through oral presentations, performances, or other media.)
  - 5.1 Level 1: Critically reflects on their reading of Shakespeare's works
  - 5.2 Level 1: Evaluates the significance of specific literary passages to the works of Shakespeare using appropriate terminology
  - 5.3 Level 1: Orally presents or performs a coherent interpretation of the work
  - 5.5 Level 2: Communicates a critical analysis of the aesthetic characteristics and/or literary, cultural, and historical contexts of Shakespeare’s works

**PROGRAM:** *(Numbering reflects Program Outcomes as they appear in the college catalog)*

**GENERAL EDUCATION:** *(Numbering reflects General Education Outcomes as they appear in the college catalog)*

- 1. **Aesthetic Dimensions** - Students will understand the diverse nature, meanings, and functions of creative endeavors through the study and practice of literature, music, the theatrical and visual arts, and related forms of expression.
  - Demonstrates:** Identifies and describes formal aspects, historical or cultural context, and aesthetic elements of the genre with clarity and appropriate vocabulary.
  - Does Not Demonstrate:** Unable to clearly identify and describe the formal aspects, historical context, and aesthetic elements of the genre.
- 11. **Written Communication (embedded)** - Students will be prepared to develop written texts of varying lengths and styles that communicate effectively and appropriately across a variety of settings.
  - Demonstrates:** Writes articulate texts using appropriate evidence and appeals as determined by the rhetorical situation.
  - Does Not Demonstrate:** Writes texts lacking appropriate evidence and appeals as determined by the rhetorical situation.

**Assessment will be based on the following criteria:**

- 1. Presentations
- 2. Exams
- 3. quizzes with an emphasis on the written essay
- 4. short response papers
- 5. essays
- 6. oral presentations

**Evaluation:**

List how the above outcomes will be assessed.

<p><b>Instructional Resources:</b></p> <p>List library (e.g. books, journals, on-line resources), technological (e.g. Smartboard, software), and other resources (e.g. equipment, supplies, facilities) required and desired to teach this course.</p>	<p>Required: Tunxis maintains resources consistent with this course.</p> <p>Desired:</p>
<p><b>Textbook(s)</b></p>	<p>Texts for this course may be drawn from a variety of sources, including Signet Classics and Norton Shakespeare.</p>