

## FLORIDA STATE COLLEGE AT JACKSONVILLE

## COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: ENL 2330

COURSE TITLE: Introduction to Shakespeare

PREREQUISITE(S): ENC 1101 with a grade of "C" or higher

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion:	3
Laboratory:	
Other _____:	

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

## CATALOG COURSE DESCRIPTION:

This course surveys the background of Shakespeare's plays, Shakespeare's life, the period of time in which he lived, and the structure and content of various Shakespearean plays. Students will study the structure and content of representative tragedies, comedies and romances. This course includes reading, speaking, and writing competencies.

SUGGESTED TEXT(S):

Greenblatt, Stephen; Cohen, Walter; Howard, Jean E.; and Maus, Katharine Eisaman (Eds.), The Norton Shakespeare. New York: Norton, 1997.

Bevington, David. The Necessary Shakespeare, Second Edition. New York: Pearson Longman, 2005

Evans, G. Blakemore, et al., (Eds.), The Riverside Shakespeare, Second Edition. Boston: Houghton Mifflin, 1997.

IMPLEMENTATION DATE: Spring Term, 2006 (20062)

REVIEW OR MODIFICATION DATE:

COURSE TOPICS	CONTACT HOURS <u>PER TOPIC</u>
I. Shakespeare's Life and Times	3
II. How to Read Shakespeare	6
A. Imagining the Shakespearean World and Stage	
B. Shakespeare's Dramatic Language, Imagery and Rhetoric	
C. Understanding Shakespeare's Genres and Stagecraft	
III. The Comedies	12
A. Origins and Major Characteristics	
B. Shakespeare's Humor	
C. The Major Comedies	
1. <i>A Midsummer Night's Dream</i>	
2. <i>The Merchant of Venice</i>	
3. <i>As You Like It</i>	
IV. The Histories	6
A. Origins and Major Characteristics	
B. The Major Histories	
1. <i>Henry the Fourth</i>	
2. <i>Henry the Fifth</i>	
V. The Tragedies	9
A. Origins and Characteristics	
B. The Major Tragedies	
1. <i>Hamlet</i>	
2. <i>Othello</i>	
3. <i>King Lear</i>	
4. <i>Macbeth</i>	
VI. Romance and the Argument of Time	6
A. Major Characteristics	
B. The Major Romances	
1. <i>The Winter's Tale</i>	
2. <i>The Tempest</i>	
VII. The Sonnets	3

This course delineates Shakespeare's oeuvre of drama into four designated genres to reveal the thematic and structural coherence of the materials presented. Even though the genres are defined, thematic selections may vary depending upon the discretion of the instructor. Those delineated herein provide the student with little or no experience in studying Shakespeare with a basis of study.

OBJECTIVES:

Upon successful completion of this course, students will be able to:

1. Develop further critical reading and analytic skills by reading dramatic texts from the Shakespearean canon.
2. Trace the development of Shakespeare's modes, styles, staging traditions and innovations, acting, discovery of history and record.
3. Comprehend the complexities of Shakespearean stagecraft, historical circumstances, court and town traditions, and reformation and counter-reformation influences.
4. Learn to read and analyze individual Shakespearean texts within a cultural and historical context.
5. Improve writing and analytical skills, particularly the skill of writing analyses in essay form, using the conventions of the academic community.
6. Demonstrate how to write cogent analytical interpretations incorporating critical sources acquired through various modes of research and documented correctly and adequately using MLA style of documentation.
7. Prepare for advanced work in the areas of the humanities, science and business.



NOTE: Use either the Tab key or mouse click to move from field to field. The box will expand to accommodate your entry.

<i>Section 1</i> COURSE PREFIX AND NUMBER: <u>ENL2330</u>		SEMESTER CREDIT HOURS: <u>3</u>
COURSE TITLE: <u>Introduction to Shakespeare</u>		
<i>Section 2</i> TYPE OF COURSE: (Click on the box to check all that apply)		
<input checked="" type="checkbox"/> AA Elective	<input type="checkbox"/> AS Required Professional Course	<input type="checkbox"/> College Prep
<input type="checkbox"/> AS Professional Elective	<input type="checkbox"/> AAS Required Professional Course	<input type="checkbox"/> Technical Certificate
<input type="checkbox"/> Other _____		
<input type="checkbox"/> General Education: (For General Education courses, you must also complete Section 3 and Section 7)		
<i>Section 3 (If applicable)</i> INDICATE BELOW THE DISCIPLINE AREA FOR GENERAL EDUCATION COURSES:		
<input type="checkbox"/> Communication	<input type="checkbox"/> Social & Behavioral Sciences	<input type="checkbox"/> Mathematics
<input type="checkbox"/> Natural Sciences	<input type="checkbox"/> Humanities	
<i>Section 4</i> INTELLECTUAL COMPETENCIES:		
<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Critical Analysis
<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Listening	<input checked="" type="checkbox"/> Information Literacy
<input type="checkbox"/> Quantitative Skills	<input type="checkbox"/> Ethical Judgment	<input type="checkbox"/> Scientific Method of Inquiry
<input type="checkbox"/> Working Collaboratively		
<i>Section 5</i> <b>LEARNING OUTCOMES</b>		<b>METHOD OF ASSESSMENT</b>
• 1	Ability to analyze social and historical contexts of Shakespeare's plays	Collaborative discussions and analysis papers
• 2	Ability to analyze the nature of theatrical genre in Shakespeare's plays and its relation to cultural meaning	Class readings, discussions and film review
• 3	Demonstrate understanding of Shakespeare's plays and their interpretation and use in relation to ethical, ideological, and political systems	Class discussions, analysis papers and examinations
• 4	Improve writing and analytical skills, particularly the skill of writing analyses in essay form, using the conventions of the academic community.	Group discussion and writing exercises
• 5	Demonstrate how to write cogent analytical interpretations incorporating critical sources acquired through various modes of research and documented correctly and adequately using MLA or APA style of documentation.	Critical papers which include correctly formatted citations from researched sources
• 6	Comprehend the complexities of Shakespearean stagecraft	Collaborative delivery of scenes from plays
• 7	In-depth knowledge of the individual plays	Short tests on individual texts
<i>Section 6</i> Name of Person Completing This Form: <u>Margaret L. Clark and Nancy E. Smith</u>		
<b>SECTION 7 <u>MUST</u> BE COMPLETED FOR ALL GENERAL EDUCATION COURSES.</b>		

<i>Section 7</i>	<i>Primary</i>	<i>Secondary</i>	<i>N/A</i>		<i>Primary</i>	<i>Secondary</i>	<i>N/A</i>
KNOWLEDGE				VALUE			
A. Global and Historical Knowledge & Understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Intellectual honesty	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends a general knowledge of the nature, origins and contributions of major civilizations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Curiosity and openness to new ideas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends the workings and interrelations of personal, business and government economies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Recognition of one's own creative potential	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends political, social and economic systems and their effects upon society	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Acceptance of and respect for differences among people and cultures	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Cultural and Aesthetic Knowledge and Understanding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the contributions of the arts and humanities to the human experience on a personal, national or global level	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Civic Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
• Comprehends the historical development of the arts and sciences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Lifelong Learning	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comprehends religious and cultural systems and their effects upon society	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
C. Human Awareness and Understanding	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the dynamics of human behavior and the process of increasing self-awareness, growth and development	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the stages of human development and the dynamics of human relationships in diverse cultures	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
• Comprehends the factors that promote physical, mental and social well-being	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				
D. Mathematics, Science and Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the basic concepts and investigative processes of the natural sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the breadth, significance and development of the mathematical sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				
• Comprehends the ways science and technology have shaped and continue to reshape human cultures and the environment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>				