

## SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 233A, Shakespeare's Comedies and Romances

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

### CATALOG ENTRY

<b>Discipline</b>	English
<b>Course Number</b>	233A
<b>Course Title</b>	Shakespeare's Comedies and Romances
<b>Former Title</b>	
<b>Units</b>	3
<b>Lecture Hours</b>	48
<b>Laboratory Hours</b>	None
<b>Arranged Hours</b>	None
<b>Total Semester Contact Hours</b>	None

### COURSE IDENTIFICATION NUMBER(S) (C-ID)

### PREREQUISITE(S)

#### Prerequisite

English 101 or 101H.

### CATALOG DESCRIPTION

Study of selected Shakespearean comedies and romances. Emphasizes dramatic elements, depiction of human nature, and timeless/timely conflicts. Augmented by films and, if available, appropriate field trips. Different selections in English 233ABCD. (Same as Theatre Arts 233A.)

### Budget Unit

<b>Classification Code</b>	Y
<b>Transfer Code</b>	A-Transferable to both UC and CSU
<b>Method of Instruction</b>	10
<b>SAM Priority Code</b>	E - Non-Occupational
<b>Repeatability</b>	NR - Non-Repeatable: D, F, NC, W
<b>TOPS Code</b>	150100 - English (Writing)
<b>Topics Course</b>	No
<b>Open Entry/Exit</b>	No
<b>Grading Options</b>	

Curriculum Office Use Only.

Department Chair Approval Date:

Division Chair Approval Date:

Curriculum and Instruction Council Chair Approval Date:

### COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

All activities require critical thinking skills and the ability to apply college level concepts, vocabulary and learning skills.

Introduction to Drama and to Shakespeare's England and Theatre (3 hours)

1. Discover the historical context of Shakespeare's theater and drama's origins and conventions of Shakespearean theater, such as all-male companies.
2. Examine the political, social, and historical context of Elizabethan and Jacobean England.

#### Analysis of Comedy Plays (24-36 hours)

1. Identify characteristics of the Comedy genre
2. Review established historical and current critical views of the comedy plays such as by Barber or Cook
3. Read critically at least six comedies, preferably choosing plays representative of the early comedies such as *Two Gentlemen of Verona*, the mature comedies such as *As You Like It*, and the "problem plays" such as *Measure for Measure* or *All's Well that Ends Well*
4. Examine sources used, noting how Shakespeare alters sources for dramatic effect
5. Students shall
  - a. read aloud passages in "reader's theater" style
  - b. analyze plays for the use of literary elements, particularly poetic elements such as figurative language, imagery motifs, and rhyme to see how they contribute to the tone, characterization, and meaning
  - c. identify dramatic conventions such as soliloquy, stichomythia, stage business, and dramatic irony
  - d. distinguish between subjective and objective responses to the plays
  - e. distinguish between the uses of verse, blank verse, and prose and analyze how each is used to enhance characterization, relationships between characters, pace, and tone
  - f. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
  - g. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial choices made regarding setting, sets, props, costumes, and characterization, comparing choices made to choices students would have made if directing the plays as well as to the cues found within the plays regarding those elements
  - h. compare and contrast themes, characters, and imagery motifs among the plays

#### Analysis of Romances (6-12 hours)

1. Identify characteristics of Romance plays
2. Review established historical and current critical views of the Romance, such as by Frye
3. Read critically at least one Romance: *A Winter's Tale*; *The Tempest*; *Pericles*; or *Cymbeline*
4. Examine sources used, noting how Shakespeare alters sources for dramatic effect
5. Students shall
  - a. read aloud passages in "reader's theater" style
  - b. analyze plays for the use of literary elements, particularly poetic elements such as figurative language, imagery motifs, and rhyme to see how they contribute to the tone, characterization, and meaning
  - c. distinguish between subjective and objective responses to the plays
  - d. distinguish between the uses of verse, blank verse, and prose and analyze how each is used to enhance characterization, relationships between characters, pace, and tone
  - e. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
  - f. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial choices made regarding setting, sets, props, costumes, and characterization, comparing choices made to choices students would have made if directing the plays as well as to the cues found within the plays regarding those elements
  - g. recognize the relationship between form and content in drama

#### Preparation of Oral Presentation and Documented Analytical Paper(s) (3 hours)

Students shall

- a. generate an analytical topic and thesis OR explicate well chosen passage(s)
- b. choose appropriate outside sources and use them ethically
- c. utilize MLA citation styles for correct documentation and citation of quotations and paraphrases; distinguish between how to cite prose and verse passages when quoting
- d. generate at least 1200 words (approximately six pages) worth of original, analytical writing that utilizes outside sources and quotations from the Shakespearean play(s) examined
- e. prepare at least one oral presentation on appropriately chosen secondary material, such as renaissance marriage norms, attitudes towards the theater, types of theater spaces, Puritanism, or cross-dressing

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## **COURSE MATERIALS**

Required texts and/or materials.(Include price and date of publication.)

**Recommended readings and/or materials:**

None

**Other:**

**None**

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**WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?**

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS )

**STUDENT LEARNING OUTCOMES**

List subcategories and activities as needed for Category

**Communication Skills**

1. -

**Reading and Writing**

1. Reading critically and write journals, exams, and paper(s) in order to understand literary works on both a literal and symbolic level; to identify dramatic devices and literary elements to analyze how they function to reveal theme and to create meaning.
2. Write journals that anticipate character development and plot conflict resolutions, identify generic conventions and/or departures from them, identify the use of literary elements within the plays and/or generate creative visual responses or casting of characters as if the director of a play

**Listening and Speaking**

1. Participate actively in class discussions and reader's theater, suing speaking as a tool for idea generation and utilizing prior knowledge through small and large group discussion
2. Learn to listen to, respect, and understand viewpoints of others that may be different
3. Modulate voice effectively in reader's theater to distinguish differences in character, tone, versification, and punctuation/type of sentences
4. Utilize effective oral presentation skills
5. Verbally summarize and paraphrase effectively

**Thinking and Reasoning**

1. -

1. Connect personal life experience to the characters' lives; discover the importance and utility of one's life experience as a tool for interpreting literature
2. Identify levels and shades of meaning figurative language, symbols, and literary elements
3. Predict probable consequences within plots by recognizing foreshadowing and justify those assumptions
4. Apply principles of various critical perspectives and utilize historical and contemporary critical readings of plays to sharpen one's own critical reading and to reach multiple critical readings of the plays
5. Recognize the relationship between form and content
6. Generate in written and oral form analyses, explications, and evaluations of plays
7. Synthesize information to generate a documented paper using the MLA format

**Information Management**

1. - 1. Evaluate primary and secondary sources including Internet sources
2. Use library's on-line catalogue and resources
3. Demonstrate awareness of breadth of sources
4. Use sources ethically

## Diversity

1. - Read, understand, and demonstrate an appreciation of Shakespeare's use of sources from different cultures and of adaptations of his plays by different cultures.

## Civic Responsibility

1. -

Ethical - identify and discuss thematic moral dilemmas that are present in the readings.

## Life Skills

1. -

Develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, and interpersonal communication skills.

## Careers

1. - Explore careers in the theater of teaching of English.
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## WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions  
Electronic Delivery  
Group Study & Exercises  
Handouts  
Lecture  
Reading Assignments  
Visual Aids  
Writing Projects & Reports

Other (Specify):

Lecture  
Discussion  
Peer Group Projects  
Viewings  
Recordings  
Professional critiques  
Field trips to plays, if possible  
Multi-media materials such as CD-ROMs on the plays or PowerPoint presentations  
Reader's Theater  
Oral presentations assessed by peers and professor  
Documented paper(s) assessed by professor with written self assessment

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## WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

1. Reading and viewing of plays-- 39 hours
2. Analysis and/or journal assignments based on reading of plays-- 25 hours
3. Reading of critical literature-- 12 hours
4. Writing of critical papers-- 20 hours

TOTAL 96 hours

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## STANDARDS OF ACHIEVEMENT

List graded activities.

- A. The student will write a minimum of 5000 words. The instructor may call for:
    - 1. Critical papers
    - 2. Character or plot or scene analyses
    - 3. Specific research assignments
  - B. Journal or other smaller analysis assignments (that may call for interpretation, reading responses, collages, etc.)
  - C. Mid-term exam, which will include essay questions
  - D. Final exam, which will include essay questions
  - E. Brief oral presentation of scene analysis to class
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### How will student learning be assessed? (Multiple measures must be used.)

Student participation and oral presentation, which will be assessed by peers, instructor and self --10%

Journal or smaller analysis assignments to be assessed by instructor -- 10%

Mid-term examination to be assessed by instructor -- 15%

Final examination to be assessed by instructor -- 20%

Critical paper(s), including documented paper, assessed by instructor -- 45%

Or as outlined on each instructor's own course overview.

Standard grading scale:

90 100% = A

80 89% = B

70 79% = C

60 69% = D

Below 60% = F

All essay assignments will be graded according to the departmental grading standards for English 101.

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## Supplemental Forms

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### Requisite Appraisal Form

Type of Requisite

Content Review

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## Technologically Mediated Instruction (TMI)

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TMI Checklist

Supplemental Comments:

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## Honors

Additional and advanced components that will be covered in this honors

Additional measurable instructional objectives that the honors student will be expected to accomplish.

Additional reading, writing, and special projects in this honors course will require students to:

Augmented critical thinking skills the honors student will develop.

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## Non-Credit Course Self-Assessment

Date Approved by System Office

Last Reviewed by C&IC

Instructor met min qualifications	No
Instructor provided immediate supervision/control	No
Students do not exceed allowable class hours	No
Instructor monitors computer lab/library usage	No
Student initiates course enrollment	No
Students informed when enrolled	No
All other noncredit requirements satisfied	No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment

Supplemental Comments

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**New Course Proposal Form**

Course Title	ENGL 233A - Shakespeare's Comedies and Romances
Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No
Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	