



ENGL 233C - Shakespeare's Theatre

Catalog Entry

Discipline English

Course Number 233C

Course Title Shakespeare's Theatre

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours:

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H

Catalog Description

Study of selected Shakespearean plays. Emphasizes dramatic elements, depiction of human nature, and timeless/timely conflicts. Augmented by films and, if available, appropriate field trips. Different selections in English 233ABC.

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/27/2023

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Demonstrate an understanding of the major works, themes, and dramatic conventions of Shakespearean drama; general knowledge of Shakespeare's theatres; and general knowledge of Elizabethan and Jacobean England.
2. Analyze a selection of Shakespeare's plays from different critical perspectives and with regard to historical, cultural, and theatrical context.
3. Produce college-level academic writing that demonstrates literal comprehension of texts, critical analysis, ethical use of primary and secondary sources, and correct MLA format and documentation.

Course Objectives

At the conclusion of this course, the student should be able to:

1. Identify and evaluate representative texts by Shakespeare
2. Demonstrate understanding of the different theatre types, genres, and the generic conventions as well as themes of plays of the Early Modern, specifically Elizabethan and Jacobean, period
3. Determine the relationships between Shakespeare and his contemporaries as well as Shakespeare's connection to the intellectual movements of the period
4. Employ the techniques of close textual reading, analysis and interpretation
5. Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts
6. Demonstrate comprehension of the above through class discussion, written exams, and essays, and presentations

Course Content

Course Lecture Content

Introduction to Shakespeare's England and Theater

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 contexts of Elizabethan and Jacobean England

Analysis of at least six Shakespearean plays

to be chosen from at least three of the four Shakespearean genres--History, Tragedy, Comedy, and Romance--to represent Shakespearean theater

May include one or two additional non-Shakespearean plays written by his contemporaries

(Marlowe, Lyly, Kyd, Jonson, for example) to establish contextual and comparative analyses

One way to organize this class is by theme, for example leadership and the question of who is a good leader and/or how power is attained and retained. Representative plays on this theme from different genres include (but are not limited to by any means) *Henry the Fifth*, *Richard the Second*, *Macbeth*, *Othello*, *Julius Caesar*, *As You Like It*, *Measure for Measure*, *The Tempest*, or *The Winter's Tale*. Another theme could be the battle/relationship between the sexes, with representatives on that theme from the

different genres including plays such as *Richard III*, *Henry the Fifth*, *Anthony and Cleopatra*, *Romeo and Juliet*, *Taming of the Shrew*, *Two Gentlemen of Verona*, *Merchant of Venice*, *Troilus and Cressida*, *As You Like It*, and *Pericles*.

The student shall

1. read aloud passages in "reader's theater" style
2. 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
3. identify dramatic conventions such as soliloquy, stichomythia, stage business, and dramatic irony
4. distinguish between subjective and objective responses to the plays
5. 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
6. predict probable consequences within the plot while identifying conflicts, recognizing foreshadowing, and justifying those assumptions
7. view contemporary productions (live when possible) to examine the transition from page to stage, noting directorial 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
8. compare and contrast themes, characters, and imagery motifs among the plays
9. write journals that may include original scenes, parodies, cartoons, drawings, collages, or other creative responses in addition to analytical responses to questions posed by the instructor or other students

Course Materials

Textbook

Shakespeare, William (G. Blakemore Evans, Ed.) *The Wadsworth Shakespeare* 2nd Cengage Learning 9781133316275 1996 No newer edition available. This is one of three reputable anthologies of William Shakespeare's works.

Shakespeare, William (Stephen Greenblatt, Ed.) *The Norton Shakespeare* 3rd W. W. Norton 978-0393265460 2015 No newer edition available. This is one of three reputable anthologies of William Shakespeare's works.

Shakespeare, William (G. Blakemore Evans, Ed.) *The Riverside Shakespeare* 2nd Houghton Mifflin Company 9780395754900 1996 No newer edition available. This is one of three reputable anthologies of William Shakespeare's works.

Other Required Materials

Single play texts such as those by Signet, Oxford, or Folger Library or Bedford (which usually has primary source documents and/or other critical essays) may be used in place of a collection. Bedford editions can be bundled for a lower price in any number of combinations. Single text plays must have academic footnotes and line numbering for scholarly purposes.

- **Class Discussions**

- Description**

- reader's theater; and small group and large group discussions

- **Directed Learning Activities**

Description

DOTAs as needed for assistance with MLA or essay writing

- **Field Trips**

Description

field trips to plays, if possible

- **Group Study & Exercises**

Description

study guide creation groups for midterms

- **Handouts**

Description

for example: major genre conventions; and period definitions

- **Media Presentations**

Description

digital and/or live when possible performances of dramas; historical, biographical, and other contextual information media from sites such as the British Library; and multi-media materials such as CD-ROMs on the plays or PowerPoint presentations

- **Oral Presentations**

Description

author or genre presentations; dramatic close readings; and oral presentations assessed by peers and professor

- **Reading Assignments**

Description

extensive reading and close textual analysis of texts, secondary sources/critical analyses and/or contextual readings; professional critiques; and reader's theatre

- **Writing Projects & Reports**

Description

journals, reading responses, outlines, quizzes, exams that include essays written in class and/or analytical papers written out of class; peer group projects; and documented paper(s) assessed by professor with written self assessment

What learning activities or assignments are required outside of class?

Reading Assignments

extensive reading of primary texts and some contextual material

Writing Assignments

preparing for exams; journal writing; preparing essays

Other Assignments

Out of class:

reading plays and critical essays and primary sources about plays; preparing presentation; and preparing written assignments, exams, and journals

= 108 hours

Standards of Achievement

How will learning be assessed? (Multiple measures must be used)

A. The student will write a minimum of 5,000 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, etc.)

C. Mid-term exam, which will include essay question(s)

D. Final exam, which will include essay question(s)

E. Brief oral presentation on pertinent contextual and/or historical information or scene analysis to class

Student participation and oral presentation, which will be assessed by peers, instructor and self -- 10-15%

Journal or smaller analysis assignments to be assessed by instructor -- 10-15%

Mid-term examination to be assessed by instructor -- 20-30%

Final examination to be assessed by instructor -- 20-30%

Critical paper(s), including documented paper, assessed by instructor -- 30-40%

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

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

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F Below 60%

Pass = 70 -100%

No Pass < 70%

CB11: Course Classification Status Y - Credit Course