

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 233B, Shakespeare's Tragedies and History Plays
 (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

Discipline	English
Course Number	233B
Course Title	Shakespeare's Tragedies and History Plays
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

COURSE IDENTIFICATION NUMBER(S) (C-ID)

PREREQUISITE(S)

Prerequisite

English 101 or 101H.

CATALOG DESCRIPTION

Study of selected Shakespearean history plays and tragedies. 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 233B.)

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

Department Chair Approval Date:
 Divison 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 Shakespeare's England and Theatre (3 hours)

1. Discover the historical context of Shakespeare's theater, 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 History Plays (18-21 hours)

1. Identify characteristics of the History genre
2. Review established historical and current critical views of the History plays such as by Saccia and Rackin
3. Read critically at least three History plays
4. Examine sources used, particularly Holinshed and Hall, 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 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.

Analysis of Tragedies (21-24 hours)

1. Identify characteristics of Tragedy, focusing upon the conventions of Aristotelian tragedy, the tragic hero, and revenge tragedy
2. Review established historical and current critical views of the Tragedies such as by Bradley, Frye, and Bloom
3. Read critically at least four tragedies -- at least one should be chosen from the "big four": *Othello*, *King Lear*, *Hamlet*, and *Macbeth*
4. Examine sources used, noting how Shakespeare alters sources for dramatic effect, especially Plutarch for the Roman plays
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 medieval warfare/weaponry

COURSE MATERIALS

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

Recommended readings and/or materials:

None

Other:

None

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. Read 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, using 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.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Electronic Delivery
Handouts
Lecture
Reading Assignments
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 presentation assessed by peers and professor
Documented paper(s) assessed by professor with written self assessment

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

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, 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

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.

Supplemental Forms

Requisite Appraisal Form

Type of Requisite
Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist
Supplemental Comments:

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.

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

New Course Proposal Form

Course Title ENGL 233B - Shakespeare's Tragedies and History Plays
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