



ENGL 233A - Shakespeare's Comedies and Romances

Catalog Entry

Discipline English

Course Number 233A

Course Title Shakespeare's Comedies and Romances

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 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 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. Identify the major works, themes, subgenres, and dramatic conventions in the comedy and romance genres of Shakespearean drama.
Use different critical perspectives, as well as historical and cultural context, to analyze a
2. selection of Shakespearean comedies and romances.
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
3. documentation.

Course Objectives

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

1. Identify the generic conventions of Shakespeare's Comedies and Romances, the theatrical conventions of his time period, genres within those two broader categories, and major themes of the works
2. Analyze and interpret themes found in the works and intellectual movements of the period
3. Employ the techniques of close textual reading, analysis, and interpretation
4. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate MLA documentation and citation form

Course Content

Course Lecture Content

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

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

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 "readers' 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

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 "readers' 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).

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 1,200 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

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 major 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 major 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; and professional critiques

- **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 theater

- **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

reading of plays and contextual material; preparation of oral presentations; preparation of critical analyses in writing; and preparation of documented papers, including research

total: 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, creative responses such as parodies or collages, etc.)

C. Mid-term exam, which will include essay questions

D. Final exam, which will include essay questions

E. Brief oral presentation of pertinent contextual information, generic conventions, 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 -- 20-40%

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