

College of San Mateo
Official Course Outline

1. **COURSE ID:** LIT. 151 **TITLE:** Shakespeare
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours
Method of Grading: Letter Grade Only
Prerequisite: Eligibility for ENGL 100 or ENGL 105

2. **COURSE DESIGNATION:**
Degree Credit
Transfer credit: CSU; UC
AA/AS Degree Requirements:
 CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication
 CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking
 CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
CSU GE:
 CSU GE Area C: ARTS AND HUMANITIES: C2 - Humanities (Literature, Philosophy, Languages Other than English)
IGETC:
 IGETC Area 3: ARTS AND HUMANITIES: B: Humanities

3. **COURSE DESCRIPTIONS:**
Catalog Description:
 Study of representative plays and poems, with an emphasis on Shakespeare's poetic and dramatic skills and his understanding of human nature. Reading and discussion.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**
 Upon successful completion of this course, a student will meet the following outcomes:
 1. Demonstrate familiarity with a variety of representative works from Shakespeare, identifying major literary, cultural, and historical themes.
 2. Present a critical, independent analysis of themes in one or more works of Shakespeare in the form of a project, paper, or presentation.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**
 Upon successful completion of this course, a student will be able to:
 1. Identify and analyze major themes in the tragedies, comedies, history and romance plays
 2. Identify and analyze major themes in Shakespeare's sonnets and/or longer poems
 3. Develop independent critical responses to Shakespeare's works
 4. Explain Shakespeare's role in the development of English language and literature
 5. Identify and analyze Shakespeare's dramatic techniques and effects
 6. Place Shakespeare's works within a historical and literary context

6. **COURSE CONTENT:**
Lecture Content:
 1. The course covers a representative sample of Shakespeare's works, and so combines breadth with the possibility for some in-depth analysis. From each of the following categories, the course should highlight at least one work and include at least three more for discussion:
 - A. Tragedies: King Lear, Hamlet, Macbeth, Othello, Romeo and Juliet
 - B. Comedies: As You Like It, Twelfth Night, Much Ado About Nothing, Midsummer Night's Dream, Merchant of Venice
 - C. Histories: Henry IV Parts I and II, Henry V, Richard II, Richard III
 - D. Romances: The Tempest, Winter's Tale, Cymbeline
 - E. Poetry: Sonnets, Venus and Adonis, The Rape of Lucrece
 2. Writing of critical papers.

7. **REPRESENTATIVE METHODS OF INSTRUCTION:**
 Typical methods of instruction may include:
 - A. Discussion
 - B. Other (Specify): Lectures: Instructor gives oral presentation to introduce students to the genre of

tragedy—origins, themes, literary history. Guided readings: Students are assigned a play or part of a play to read in advance and again in class. Journal work: Students write journal entries in response to specific questions on the text. Student discussions: Student-led oral discussions based on journal reading; structured group interaction.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Journal work: Students reflect on the associations of the word "tragedy." What is "tragic"? What is merely "sad"?

Reading Assignments:

Guided reading (in-class): Students read aloud Act 1 of Macbeth, playing the roles; stopping between scenes to explain difficult words or phrases. For the first few scenes, the instructor highlights a speech and encourages students to anatomize it closely (looking at imagery, rhythm, *enjambement*, sounds and other poetic techniques) and uncover its implications.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Oral Presentation

B. Papers

C. Essays: Students present written analyses which must show understanding of the context and ideas of the work; essays must also present original ideas supported by references to the text. Oral Presentations:

Participating in and initiating discussions demonstrates understanding of the works and their context; also leading discussions participating actively in small and class-wide groups demonstrates how far students have developed original responses.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

A. -. *Complete Works of Shakespeare*, Norton ed. -, 0

Origination Date: November 2015

Curriculum Committee Approval Date: February 2016

Effective Term: Fall 2016

Course Originator: Daniel Keller