



ILLINOIS VALLEY COMMUNITY COLLEGE

COURSE OUTLINE

DIVISION: Humanities, Fine Arts, & Social Sciences

COURSE: LIT 2021 Introduction to Shakespeare I

Date: Spring 2022

Credit Hours: 3

Complete all that apply or mark "None" where appropriate:

Prerequisite(s): ENG 1001 with a C or better

Enrollment by assessment or other measure? Yes No

If yes, please describe:

Corequisite(s): None

Pre- or Corequisite(s): None

Consent of Instructor: Yes No

Delivery Method: **Lecture** **3 Contact Hours** (1 contact = 1 credit hour)
 Seminar **0 Contact Hours** (1 contact = 1 credit hour)
 Lab **0 Contact Hours** (2-3 contact = 1 credit hour)
 Clinical **0 Contact Hours** (3 contact = 1 credit hour)
 Online
 Blended
 Virtual Class Meeting (VCM)

Offered: **Fall** **Spring** **Summer**

CATALOG DESCRIPTION and IAI NUMBER (if applicable):

A consideration of the development of Shakespeare's dramatic genius through a study of selected comedies, tragedies, and chronicles. **IAI Equivalent:** H3 905

ACCREDITATION STATEMENTS AND COURSE NOTES:

None

COURSE TOPICS AND CONTENT REQUIREMENTS:

Since the two units of the course cover two semesters and each is a structurally separate unit (i.e., LIT 2031 may be taken without the prerequisite of LIT 2021), each semester should be a structurally independent survey covering background, biography, and material representing the major facets of William Shakespeare's career. Instructors may consider but are not limited to:

- I. The apprenticeship period of Shakespeare's early plays.
- II. The mastery of comedy and history.
- III. The poems
- IV. The dark years: the tragedies and "bitter comedies."
- V. The late plays: the "romances" and tragi-comedies.

Introductory background lectures on the Elizabethan period and the life and background of the author, as well as current and historical criticism of Shakespeare's works.

INSTRUCTIONAL METHODS:

Instructional methods may include but are not limited to:

1. Analysis of literary texts through reading, discussion, and lectures.
2. Synthesis of literature with philosophical, political, and social movements and figures through reading, discussion, and lectures.
3. Reading and discussion of materials
4. Examinations, quizzes, group work, papers, and presentations papers, and presentations--intended not only to measure recall but to promote critical thinking and analytical skills, as well.
5. Close discussion of each play with special attention to crucial passages, overall structure, and position within the author's development.
6. Use of videotapes, films, Internet resources, and slide lectures to augment the student's appreciation of both the workings of the Elizabethan stage and the perception of Shakespeare, the man and/vs. the playwright.
7. Highly recommended out-of-class assignments: A. Listening to fully professional, complete recordings of each play to develop the appreciation of Shakespeare's plays as live drama, many of which are available in the library.) B. Attending a live performance of one of the plays.
8. Writing as a learning tool (In-class and out-of-class writing assignments)
9. Student Conferences

EVALUATION OF STUDENT ACHIEVEMENT:

Grading scale at the discretion of the instructor.

1. Students must read assigned readings from primary and secondary sources.
2. Students must pass unit examinations, of which essays must be the majority.
3. Students must submit a paper, papers, and/or formal writings to a combined minimum total of fifteen (15) pages.
4. Students may give an oral presentation (either individual or group).
5. Students must attend and participate in class lecture and discussion sessions

INSTRUCTIONAL MATERIALS:

Textbooks

To be determined by instructor; an anthology is highly recommended

Resources

Podium/Lectern

Black/Whiteboard

Dry Erase Markers

Classroom and Desks and/or LMS

TV/VCR, Videos, projector

Guest Lectures

Photocopies of/links to instructional materials

Computers/SMART classrooms

Webpages

Library resources, etc.

The use of these materials will vary by delivery method.

LEARNING OUTCOMES AND GOALS:

Institutional Learning Outcomes

- 1) Communication – to communicate effectively;
- 2) Inquiry – to apply critical, logical, creative, aesthetic, or quantitative analytical reasoning to formulate a judgement or conclusion;
- 3) Social Consciousness – to understand what it means to be a socially conscious person, locally and globally;
- 4) Responsibility – to recognize how personal choices affect self and society.

Course Outcomes and Competencies

Upon completion of the course, the student will be able to:

Outcome 1: Understand and appreciate the important themes and concerns of Shakespeare's works.

Competency 1.1: Summarize the major themes and concerns found in Shakespeare's works, such as but not limited to the ordered vs. chaotic world, the role of the supernatural, the image of the father, humanity's relation to God, the meaning of love, etc.

Competency 1.2: Identify major themes in specific works of literature.

Competency 1.3: Explain how major themes are presented and developed through the specific details of a text.

Competency 1.4: Explain the relevance and relation of major themes to the literary, social, historical, and philosophical forces that influence the production and reading of literature.

Competency 1.5: Identify a variety of literary sub-genres of drama (comedy, tragedy, history) and explain common characteristics of the sub-genre.

Competency 1.6: Identify and describe the literary genres of poetry and explain common characteristics of the genre.

Outcome 2: Demonstrate an understanding and appreciation of literary elements and conventions and the ways that Shakespeare conveys meaning through these elements and conventions.

Competency 2.1: Define elements of literature relevant to texts studied in the course (plot, character, metaphor, symbol, irony, soliloquy, etc.).

Competency 2.2: Identify elements of literature in specific texts and explain the meaning and significance of these literary elements (plot, character, metaphor, symbol, irony, soliloquy, etc.).

Competency 2.3: Demonstrate an ability to explain how the specific elements of a literary text relate to the larger meaning of the text.

Competency 2.4: Demonstrate the ability to formulate and develop original interpretations of literary texts supported by the specific elements and conventions of the texts.

Outcome 3: Understand how literary, social, historical, and philosophical forces influence the production and reading of literature.

Competency 3.1: Identify and summarize literary forces that influence literature and explain how these forces are relevant to specific Shakespearean texts.

Competency 3.2: Identify and summarize social forces that influence literature and explain how these forces are relevant to specific Shakespearean texts, perhaps through an understanding of the government structure and role of the nobility or the professional, commercial business of the theatre in Elizabethan times.

Competency 3.3: Identify and summarize historical forces that influence literature and explain how these forces are relevant to specific Shakespearean texts, perhaps through analysis of the growth and development of Shakespeare's abilities as a dramatic author from the early plays through the full flowering of his genius in the later texts.

Competency 3.4: Identify and summarize philosophical forces that influence literature and explain how these forces are relevant to specific Shakespearean texts, perhaps through analysis of the classical values recouped during the Renaissance.

Outcome 4: Appreciate the significant impact that literature makes upon the literary, social, historical, and philosophical development of society.

Competency 4.1: Demonstrate an understanding of continuing literary traditions, the changes within those traditions, and the ways in which Shakespeare and his texts contribute to, maintain, and change those traditions.

Competency 4.2: Demonstrate an understanding of the social milieu of specific Shakespearean texts and the impact of those texts and Shakespeare, himself, on that milieu.

Competency 4.3: Demonstrate an understanding of the impact that Shakespeare and his specific texts have had and continue to have upon the historical environment and development of society.

Competency 4.4: Demonstrate an understanding of the philosophical ideas presented in specific Shakespearean texts and the impact of those ideas upon the philosophical development of society.

Outcome 5: Become familiar with various critical approaches to literature and understand how various critical approaches enhance the ability to analyze and interpret literature, including the authorship debate concerning the identity of the Bard.

Competency 5.1: Demonstrate a familiarity and understanding of various critical approaches to literature (i.e. formalist, historical, biographical, feminist, etc.).

Competency 5.2: Identify and explain a specific critical approach or approaches that are used in a critical commentary on a text.

Competency 5.3: Demonstrate an ability to analyze a text with various critical approaches.

Competency 5.4: Demonstrate an understanding of how and why various critical approaches lead to different but valid interpretations of the same text.

Competency 5.5: Demonstrate an awareness of the contested identity of the person known as Shakespeare and be able to articulate the reasons for or against a particular candidate (Edward de Vere, Christopher Marlowe, Mary Sidney Herbert, etc.) as well as the political and social reasons behind such debate.

Outcome 6: Continue to develop the ability to write thoughtful, well-written college-level essays that respond to and analyze Shakespearean works.

Competency 6.1: Formulate and develop a thesis appropriate for specific writing assignments.

Competency 6.2: Conduct significant research relevant to specific assignments.

Competency 6.3: Develop the ability to recognize and judge the credibility of secondary sources.

Competency 6.4: Use material both from primary sources and secondary sources to develop and support interpretations of literary texts.

Competency 6.5: Demonstrate the ability to formulate, support, and develop original interpretations of Shakespearean texts.

Competency 6.6: Express ideas in writing characterized by full development, clear organization, appropriate sense of audience, correct MLA citation and documentation of sources, and adherence to rules of English syntax, grammar, and mechanics.