

ENG-2710: SHAKESPEARE

Cuyahoga Community College

Viewing: ENG-2710 : Shakespeare

Board of Trustees:

December 2021

Academic Term:

Fall 2022

Subject Code

ENG - English

Course Number:

2710

Title:

Shakespeare

Catalog Description:

Critical analysis of selected works of Shakespeare.

Credit Hour(s):

3

Lecture Hour(s):

3

Lab Hour(s):

0

Other Hour(s):

0

Requisites

Prerequisite and Corequisite

ENG-1020 College Composition II, or ENG-102H Honors College Composition I, or ENG-2151 Technical Writing, or departmental approval.

Outcomes

Course Outcome(s):

Identify the principal characteristics of Shakespeare's work.

Essential Learning Outcome Mapping:

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Read and interpret orally and in writing a broad selection of Shakespeare's work.
2. Identify elements of drama, including plot, character, and structure.
3. Identify elements of poetry, including meter, rhyme, and figurative language.
4. Explore content and theme in Shakespeare's work.
5. Explore the creative process by which Shakespeare adopted and adapted previous literary influences in composing novel work.

Course Outcome(s):

Analyze the social and historical contexts of Shakespeare's work and how it has been understood by audiences over time.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Cultural Sensitivity: Demonstrate sensitivity to the beliefs, views, values, and practices of cultures within and beyond the United States.

Objective(s):

1. Analyze how Shakespeare's work addresses questions of gender, class, race, and politics.
2. Study how Shakespeare's plays have been understood by audiences in various historical and cultural contexts.
3. Examine political and intellectual influences of the Elizabethan Age as these are reflected in Shakespeare's work.

Course Outcome(s):

Write about Shakespeare's work through different critical lenses and in a variety of modes.

Essential Learning Outcome Mapping:

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

Information Literacy: Acquire, evaluate, and use information from credible sources in order to meet information needs for a specific research purpose.

Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.

Objective(s):

1. Analyze the work in writing through various critical lenses.
2. Respond to the work in various formal and informal modes.
3. Find, evaluate, and utilize appropriate secondary sources
4. Utilize textual evidence as support for inferences and interpretations.
5. Use the MLA system of documentation to deal ethically with primary and secondary sources.

Methods of Evaluation:

1. Analytical essays
2. Reflective and/or journal writing
3. Oral presentations
4. Examinations and/or quizzes
5. Class participation
6. Research paper

Course Content Outline:

1. Historical and cultural contexts, such as:
 1. The Elizabethan Age
 2. Early modern stage
 3. The Renaissance
 4. Theatre conventions
 5. London society
 6. Political context
 7. Greek, Roman, and British literature
2. Shakespeare's genres
 1. Comedies
 2. Tragedies
 3. Histories
 4. Romances and problem comedies
 5. Poetry
3. Elements of Shakespeare's work, such as:
 1. Dramatic structure
 2. Dramaturgy

3. Plot
4. Characterization
5. Language and rhetoric
4. Common themes, such as:
 1. Politics
 2. Gender
 3. Colonialism
 4. Conflict
 5. Power
 6. Appearance vs. Reality
 7. Notions of the self
 8. Racism and bigotry
 9. Ambition
 10. Love
 11. Psychology

Resources

Mowatt, Barbara & Paul Werstine. *Folger Shakespeare Library Editions*. New York: Simon & Schuster, 2003.

Shakespeare, William; G. Blakemore Evans & J.J.M. Evans, eds. *The Riverside Shakespeare*. 2nd ed. New York: Houghton Mifflin, 1996.

Greenblatt, Stephen, Walter Cohen, Suzanne Gossett, Eds. *The Norton Shakespeare*. 3rd ed. New York: W.W. Norton, 2015.

Arnold, Catharine. *Globe: Life in Shakespeare's London*. London: Simon & Schuster UK, 2016.

Burgess, Anthony. *Nothing Like The Sun*. New York: Norton, 2013.

Dutton, Richard. *Shakespeare's Theatre: A History*. New York: Wiley, 2018.

Edmondson, Paul and Stanley Wells. *All the Sonnets of Shakespeare*. Cambridge University Press, 2020. October 1.

Garber, Marjorie. *Shakespeare After All*. New York: Anchor/Random House, 2008.

Greenblatt, Stephen. *Renaissance Self-Fashioning: From More to Shakespeare*. Chicago: University of Chicago Press, 2005.

Partridge, Eric. *Shakespeare's Bawdy*. New York: Routledge, 2001.

Resources Other

1. Folgerpedia: <https://folgerpedia.folger.edu/>. Last updated 2020.
Research, blogs, many resources for teaching and research.
2. Folger Shakespeare Library <https://www.folger.edu/shakespeare> (<https://www.folger.edu/shakespeare/>). Last updated 2021.
Digital editions, bibliographies, digital first folio and more.
3. Project Gutenberg: <https://gutenberg.org>
Digital texts in the public domain.

Instructional Services

OAN Number:

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Top of page

Key: 1864