



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

<b>Course Number</b> ENG 211	<b>Course Title</b> Shakespeare	<b>Credits</b> 3.0
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<b>Hours: 3 Lecture</b>	<b>Co- or Pre-requisite</b> Minimum C grade in ENG 102	<b>Implementation</b> Spring 2022
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**Catalog description:** A survey of Shakespeare's tragedies, comedies and histories, a body of work whose characters, themes and language influence and permeate literature worldwide, and is essential to cultural literacy.

<b>General Education Category:</b> <b>Goal 6: Humanities</b>	<b>Course coordinator:</b> Jack Tabor, (609) 570-3838, taborj@mccc.edu
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**Required texts & Other materials:** Instructors may choose works of Shakespeare that best fit their learning objectives. Below are some suggested titles:

- *A Midsummer Night's Dream* (Pelican) ISBN-10: 0143128582; ISBN-13: 978-0143128588
- *Romeo and Juliet* (Pelican) ISBN-10: 0143128574; ISBN-13: 978-0143128571
- *Othello* (Pelican) ISBN-10: 0143128612; ISBN-13: 978-0143128618
- *The Merchant of Venice* (Pelican) ISBN-10: 0143130226; ISBN-13: 978-0143130222
- *Macbeth* (Pelican) 1st Edition ISBN-10: 0143128566; ISBN-13: 978-0143128564
- *Richard III* (Pelican) ISBN-10: 0143130250; ISBN-13: 978-0143130253

### **Course Student Learning Outcomes (SLO):**

1. Demonstrate familiarity with major tragedies, comedies, histories, and sonnets of Shakespeare. [Supports ILG 1, 6, 7, and 8; PLO 1, 3]
2. Identify and analyze major themes and characters in Shakespearean drama. [Supports ILG 1, 6, 7, and 8; PLO 1, 3]
3. Gain knowledge of historical and social backgrounds to Shakespearean drama. [Supports ILG 1, 6, 7, 8, 10, and 11; PLO 1, 3]
4. Understand the origins and development of the Elizabethan stage. [Supports ILG 1, 6, 7, and 8; PLO 1, 3]
5. Explicate Shakespearean language. [Supports ILG 1, 6, 7, and 8; PLO 1, 3]
6. Understand Shakespeare's place in the literary canon. [Supports ILG 1, 6, 7, and 8; PLO 1, 3]
7. Understand and deploy common critical approaches to reading Shakespeare including those which focus on race, gender, sexuality, class, and literacy. [Supports ILG 1, 6, 7, 8, 9, 10, and 11; PLO 1, 3]
8. Read aloud and/or perform short excerpts from the plays. [Supports ILG 1, 6, and 11; PLO 1, 2, and 3]

### **Course-specific Institutional Learning Goals (ILG):**

- **Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.
- **Institutional Learning Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
- **Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
- **Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
- **Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples
- **Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.
- **Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
- **Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Liberal Arts (PLO)**

1. **Concept Knowledge.** Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.
2. **Communication.** Articulate complex ideas clearly and effectively, both verbally and in writing.
3. **Critical Thinking.** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).
4. **Research Methods.** Utilize research materials and methodologies.

### **Units of study in detail – Unit Student Learning Outcomes:**

#### **Unit I: The Comedies [Supports Course SLOs 1, 2, 3, 5, 6, 7, and 8]**

##### **Learning Objectives**

##### **The student will be able to...**

- Demonstrate familiarity with Shakespeare's major comedies.
- Understand comic theory as applicable to Shakespearean comedy.
- Analyze characters in Shakespearean comedy.
- Analyze plot in Shakespearean comedy.
- Interpret and explain the language of Shakespeare's comedy.
- Understand the development of Shakespeare's comedies from earlier to the mature plays.
- Perform a short excerpt of a comedy.
- Write an essay demonstrating facility with the above goals.

**Unit II: The Sonnets** [Supports Course SLOs 1, 2, 5, 6, 7, and 8]

**Learning Objectives**

**The student will be able to...**

- Analyze the relationship between form and content of Shakespeare's sonnets.
- Explicate and interpret Shakespearean sonnets.
- Understand the thematic threads running through the sonnet sequence.
- Be familiar with the various theories regarding the organization of the sonnet sequence.
- Scan and read sonnets aloud with sensitivity to rhyme and meter.
- Write an essay demonstrating facility with the above goals.

**Unit III: The Tragedies** [Supports Course SLOs 1, 2, 3, 5, 6, 7, and 8]

**Learning Objectives**

**The student will be able to...**

- Demonstrate familiarity with Shakespeare's major tragic plays.
- Understand and explain tragic theory as applied to Shakespeare's plays.
- Analyze the characters in Shakespeare's tragedies.
- Analyze plot in Shakespearean tragedy.
- Explicate language as used in Shakespearean tragedy.
- Draw connections among Shakespeare's tragedies from the early to the later plays.
- Perform a short excerpt of a drama.
- Write an essay demonstrating facility with the above goals.

**Unit IV The Histories** [Supports Course SLOs 1, 2, 3, 5, 6, 7, and 8]

**Learning Objectives**

**The student will be able to...**

- Draw connections between Shakespeare's history plays and the historical events they mirror
- Demonstrate familiar with major characters in the history plays.
- Discuss primary themes in the history plays.
- View history plays against the contemporary background of Shakespeare's England.
- Perform a short excerpt of a history play.
- Write an essay demonstrating facility with the above goals.

**Evaluation of student learning:** [Evaluates SLOs 1-8.]

Achievement of the course objectives will be evaluated by the following tools. The weighted percentage of these means of assessing student learning will vary slightly among different instructors, but the greatest emphasis should be on formal written work.

**Attendance and participation (10%).** Students are expected to come to class having read the material and prepared to discuss it. Students will also participate in informal small group work, opportunities for discussion leading, and peer review of essay drafts. At the end of the semester, students will form groups to present a Shakespearian play or sonnet.

**Midterm and final exams (20%).** Exams given on key thematic and literary concepts related to Shakespeare and Elizabethan drama. These tests are completed in class and may include identifications as well as short essay responses to questions that challenge students to apply literary terms.

**Formal Written Work (70%).** Students will submit three formal essays (each 5-6 pages, minimum). All formal essays require not only a critical engagement with the literary works read in class but also library research to bring depth and validity to the projects. Formal essays should demonstrate careful, text-based close reading, use of an appropriate critical lens, location of each Shakespearian play or sonnet within their social context, analysis of the characters in a variety of socially-defined categories, and integration of scholarly sources.