I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**ENGL 163 Introduction to Shakespeare**  
3 Units

*Prerequisite:* Satisfactory completion of ENGL 50.

*Advisory:* Before enrolling in this course, students are strongly advised to Satisfactorily complete English 101 and 102.

A reading of six to nine representative comedies, histories, and tragedies; designed to introduce the student to Shakespeare's art. Field trips might be required. Course is applicable to the associate degree. General Education:

- CSU-GE - C2
- IGETC Category: IGETC - 3B

II. **LEARNING CONTEXT**  
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   a. Dramatic and poetic conventions
   
   b. Physical and social conditions of the Elizabethan and Jacobean theatre
   
   c. Issues of preservation and transmission of Shakespeare's works
   
   d. Social, historical, biographical, and philosophical background relevant to the poems and plays
   
   e. Close reading and analysis of works by Shakespeare: five to eight plays, representative of the tragedies, comedies, histories, and romances; at least forty sonnets; a sampling of the other poetry.
   
   f. An introduction to critical approaches to Shakespeare.
   
   g. Multi-cultural elements of the works, from both Shakespeare's and contemporary perspectives.

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ENGL 50.

2. **Advisories**

   Before enrolling in this course, students are strongly advised to Satisfactorily complete English 101 and 102.
3. **Requisite Skills**
**Before entering the course, the student will be able to:**

a. Comment on and analyze reading selections in directed class discussions.

b. Write compositions as assigned, employing sound rhetorical and organizational skills.

c. Write clear introductions, theses, body paragraphs, and conclusions in essays.

d. Use a variety of academic sentence structures.

e. Adhere to the conventions of standard edited English.

f. Revise and improve essay drafts.

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**C. HOURS AND UNITS**

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<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
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**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Present lectures.

2. Assign readings.

3. Moderate class discussion.

4. Administer quizzes and/or examinations (including essay examinations).

5. Direct oral readings or dramatizations of selected passages.

6. Assign creative writing tasks to gain understanding of a literary form.

7. Show and direct discussion of films and lead field trips.

8. Assign critical and analytical writing tasks and administer workshops for drafts.

**E. ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**
   
   *Time spent on coursework in addition to hours of instruction (lecture hours)*

   1. Weekly reading assignments of primary literature, as well as supplementary reading in literary criticism or history.
   2. Out-of-class writing assignments, which could include essays, response papers, journal writing, blogging, class projects, and preparation for oral reports.
   3. Preparation for in-class essays, quizzes and exams, such as a midterm and a final.

2. **EVIDENCE OF CRITICAL THINKING**

   *Assignments require the appropriate level of critical thinking*

   Imagine that you are a scholar who has discovered a manuscript that you are convinced is the work of Shakespeare. The assignment comprises the writing of three pieces: 1) a plausible scenario for how you found the ms.; 2) a defense of your find, offering internal evidence (e.g., characteristic...*
themes and stylistic features) that the ms. is authentic; and 3) the ms. itself, that is, at least three
pages of poetry in the style of Shakespeare or at least five pages of drama in Shakespeare's style.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


3. **Other:** Shapiro, James. 1599: A Year in the Life of William Shakespeare. 
McDonald, Russ. *The Bedford Companion to Shakespeare*.

III. **DESIRED LEARNING**

A. **COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to:*

Identify major themes, stylistic features, and characters in plays and poems; describe the effect of physical
conditions of Elizabethan performance venues; describe the literary, social, and historical context of the
works; and write analytically and creatively in response to the works.

B. **STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

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

a. Interpret the meaning of passages written in figurative or archaic language.

b. Name examples of Elizabethan dramatic and poetic conventions.

c. Identify major themes, situations, and characters in plays and poems.

d. Describe the relationship among plays in terms of character types, dramatic situations, image
patterns, and themes.

e. Describe literary, social, and historical elements in the works.

f. 6. Write analytically and critically about assigned readings, demonstrating writing skills
appropriate to competent academic expository writing.

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Quizzes.

2. Short essays.

3. Paraphrases and explications.

4. Group projects.

5. Oral presentations.

B. **SUMMATIVE ASSESSMENT**

1. Final examination.

2. Research essay.