

PELLISSIPPI STATE COMMUNITY COLLEGE  
MASTER SYLLABUS

INTRODUCTION TO SHAKESPEARE  
ENGL 2060

**Class Hours: 3.0**

**Credit Hours: 3.0**

**Laboratory Hours: 0.0**

**Revised: Fall 2012**

**Catalog Course Description:**

This course introduces students to the poems and plays of William Shakespeare. Beginning with analysis and discussion of Tudor England, the Elizabethan world view, and the rise of lyric poetry in the 16th century, the course turns its attention to Shakespeare's sonnets and his role as leading sonneteer of the age. From there students move to the theater of Shakespeare and his contemporaries, reading such works as "Romeo and Juliet," "Julius Caesar," "Hamlet," "Othello," "King Lear," "Macbeth," "Antony and Cleopatra," "A Midsummer Night's Dream," and "The Winter's Tale."

**Entry Level Standards:**

Students must be able to plan and write analytical essays, to conduct research, and to write analytically about literature. Students must demonstrate proficiency in standard English grammar, spelling, and mechanics and in source documentation. In addition, students should be familiar with basic literary terminology and genres.

**Prerequisites:**

ENGL 1020

**Textbook(s) and Other Course Materials:**

Bate, Jonathan and Eric Rasmussen. *William Shakespeare: Complete Works*. The Modern Library: New York, 2007. Print.  
Mack, Maynard. *Everybody's Shakespeare*. U of Nebraska Press: Lincoln, 1993. Print.

**I. Week/Unit/Topic Basis:**

<b>Week</b>	<b>Topic</b>
1	Reading assignment: <i>Everybody's Shakespeare (ES)</i> 1-38 Written assignment: Tudor England world view, and sixteenth century lyric poetry
2	Reading assignment: <i>William Shakespeare: Complete Works (WS)</i> 2435-2463 Written assignment: Sonnets and sonneteers; Shakespeare's sonnets
3	Reading assignment: <i>WS</i> 2435-2463 Written assignment: Mathematical foundations of poetry and Shakespeare's sonnets
4	Reading assignment: <i>WS</i> Introduction

- Written assignment: ES audience and play; what happens in Shakespearean tragedy
- 5 Reading assignment: WS 1675-1743; ES 69-90  
Written assignment: The ambiguities of *Romeo and Juliet*
- 6 Reading assignment: WS 1080-1859; ES 91-106  
Written assignment: The modernity of *Julius Caesar*
- 7 Reading assignment: WS 1665-1674; ES 107-128  
Written assignment: *Hamlet*: “The Readiness is All”
- 8 Reading assignment: WS 2081-2157; ES 129-150  
Written assignment: *Othello*: “Speak to Me as I Am”
- 9 Reading assignment: WS 2004-2080; ES 183-196  
Written assignment: *King Lear*: “We Came Crying Hither”
- 10 Reading assignment: WS 1859-1917; ES 183-196  
Written assignment: *Macbeth*: the many faces of Macbeth
- 11 Reading assignment: WS 2158-2239; ES 197-230  
Written assignment: *Antony and Cleopatra*: the silliness and the dance
- 12 Reading assignment: WS 365-412  
Written assignment: *A Midsummer Night’s Dream*: eros and deception and love’s creative power
- 13 Reading assignment: WS 698-767  
Written assignment: *The Winter’s Tale*: rites de passage
- 14 Reading assignment: Handout  
Written assignment : The curtain comes down: Shakespeare’s alchemy in retrospect
- 15 Final Exam

## II. Course Goals\*:

### The course will:

- A. Foster analysis and recognition of major themes and concerns of Shakespeare as they relate to theatrical history from the Elizabethan period and as forms of cultural and creative expression. II.1, II.3, II.4, II.5, II.6, IV.3, IV.4, IV.5
- B. Explore in depth literary genres represented throughout history and across cultures and frame a context through which they can be critically assessed. II.1, II.2, II.3, II.4, II.5, II.6, IV.3, IV.4, IV.5
- C. Analyze and evaluate the unique vision and voice that drama gives to the human experience. II.1, II.2, II.3, II.4., II.5, II.6
- D. Impart basic information about dramatic techniques and frame critical approaches to drama. II.1, II.2, II.3, II.4., II.5, II.6
- E. Encourage effective responses to varied assignments (e.g. research, essays, creative

prompts, journals, short answer, and objective items) to demonstrate an understanding, critical analysis, and appreciation of the works studied. I.3, I.5, I.6, II.1, II.2, II.3, II.4., II.5, II.6

- F. Impart techniques of criticism and analysis to assess the relationships (chronological and conceptual) of individual works to other works. I.3, I.5, I.6, II.1, II.2, II.3, II.4., II.5, II.6
- G. Identify, relate and explain the varied cultural assumptions and values of Shakespeare's theatrical heritage as they influence drama and language. II.1, II.2, II.3, II.4., II.5, II.6

\*Roman numerals after course objectives reference TBR's general education goals.

### **III. Expected Student Learning Outcome\*:**

The student will be able to:

1. Analyze audience and message in the poems and plays of Shakespeare. A,C,D,E
2. Compare drama throughout history and across cultures by seeing live performances of theater. A, C, G
3. Identify and understand Shakespeare's major themes and stylistic achievements. A, B
4. Employ various critical approaches to understanding Shakespeare's sonnets and plays. B, C, D
5. Identify dramatic terms and techniques. C, D, E
6. Evaluate a play according to structure, visual impact, and dialogue. C, D, E
7. Identify sociological and psychological factors in Shakespeare's plays. A, B, D
8. Recognize mythology in the works of Shakespeare. A, B, D
9. Relate biographical information about Shakespeare to his works. A, B, C
10. Evaluate the historical and political context of Shakespeare's plays. A, B, C
11. Write analytical and researched essays in response to Shakespeare's sonnets, dramas, and comedies. A, B, C, D, E, F, G
12. Write insightful, appropriately developed, mechanically correct answers to essay test questions concerning the works studied. A, B, C, D, E, F, G

\*Letters after performance expectations reference the course goals listed above.

### **IV. Evaluation:**

#### **A. Testing Procedures:**

Students will write two critical essays and take two examinations demonstrating their knowledge of relevant course material. Each of the four assignments will constitute 20% of the final course grade.

#### **B. Laboratory Expectations:**

None

C. Field Work:

The remaining 20% of the grade will be based on projects such as papers and journals.

D. Other Evaluation Methods:

Students are expected to participate in class discussions of assigned readings.

**V. Policies:**

A. Attendance Policy:

Pellissippi State expects students to attend all scheduled instructional activities. As a minimum, students in all courses (excluding distance learning courses) must be present for at least 75 percent of their scheduled class and laboratory meetings in order to receive credit for the course. Individual departments/programs/disciplines, with the approval of the vice president of Academic Affairs, may have requirements that are more stringent. In very specific circumstances, an appeal of the policy may be addressed to the head of the department in which the course was taken. If further action is warranted, the appeal may be addressed to the vice president of Academic Affairs.

B. Academic Misconduct:

Academic misconduct committed either directly or indirectly by an individual or group is subject to disciplinary action. Prohibited activities include but are not limited to the following practices:

- Cheating, including but not limited to unauthorized assistance from material, people, or devices when taking a test, quiz, or examination; writing papers or reports; solving problems; or completing academic assignments.
- Plagiarism, including but not limited to paraphrasing, summarizing, or directly quoting published or unpublished work of another person, including online or computerized services, without proper documentation of the original source.
- Purchasing or otherwise obtaining prewritten essays, research papers, or materials prepared by another person or agency that sells term papers or other academic materials to be presented as one's own work.
- Taking an exam for another student.
- Providing others with information and/or answers regarding exams, quizzes, homework or other classroom assignments unless explicitly authorized by the instructor.
- Any of the above occurring within the Web or distance learning environment.

C. Accommodations for Disabilities:

Students who need accommodations because of a disability, have emergency medical information to share, or need special arrangements in case the building must be evacuated should inform the instructor immediately, privately after class or in her or his office. Students must present a current accommodation plan from a staff member in Services for Students with Disabilities (SSWD) in order to receive accommodations in this course. Services for Students with Disabilities may be contacted by going to Goins 127, 132, 134, 135, 131 or by phone: 539-7153 or TTY 694-6429. More information is available at <http://www.pstcc.edu/sswd/>.