#### **CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

### **NEW COURSE PROPOSAL**

#### PROGRAM AREA ENGLISH

#### 1. Catalog Description of the Course. [Follow accepted catalog format.]

Prefix ENGL Course# 332 Title TEACHING DRAMATIC LITERATURE Units (3) Lecture hours 3 per week Prerequisites ENGL 102 or ENGL 105 or equivalent plus one upper division literature course Corequisites Description This course will explore methods and approaches to teaching dramatic literature in secondary schools and colleges. The focus will be on elements of textual exploration and using heuristics from theatre to teach dramatic literature, including but not exclusively Shakespeare's plays.

🔀 Gen Ed	Graded CR/NC	Repeatable for up to units
Categories C2 AND UDI-		
GE 🗌 Lab Fee Required	🖂 A - Z	Total Completions Allowed

#### 2. Mode of Instruction.

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	<b>CS #</b> (filled in by Dean)
Lecture Seminar	3	1	25		
Laboratory					
Activity					

**3.** Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

Justification:

Many English majors are preparing to be high school teachers. This course will give them the skills they need to effectively teach drama, particularly but not exclusively Shakespeare's plays. Few programs currently give teacher preparation students a background in teaching dramatic literature, which we perceive as a deficiency for those students. In addition, there are many high school teachers who would like to take this course. CSUCI's English Secondary Education Specialist, Mary Adler, collected a survey from local high school teachers, who voiced a need for such a class; many stated that they wished it had been part of their undergraduate curricula. This class will compliment the ENGL 410: Shakespeare's Plays class as well as courses for the BA in Performing Arts, when that program is implemented.

Learning Objectives:

- \* Utilizing heuristics from theatre and from current pedagogical theory, students will learn and teach the content of dramatic literature from both textual and performance perspectives.
- \* Students will think critically about dramatic and literary assumptions
- \* Using close textual analysis, critical theories, and historical perspectives in the study of drama, students will discuss and analyze dramatic literature.

NO 🗌

- \* Students will write essay exams and term papers.
- \* Students will cultivate analytic thinking and verbal articulation through assessing and participating in class discussions.

4.	Is this a General Education Course	YES 🖂
	If Yes, indicate GE category and attach	<b>GE Criteria Form:</b>

4	(English	Language,	Communication,	Critical	Thinking)
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A-1 Oral Communication A-2 English Writing A-3 Critical Thinking

B (Mathematics, Sciences & Technology)	
B-1 Physical Sciences	
B-2 Life Sciences – Biology	
B-3 Mathematics – Mathematics and Applications	
B-4 Computers and Information Technology	
C (Fine Arts, Literature, Languages & Cultures)	
C-1 Art	
C-2 Literature Courses	$\boxtimes$
C-3a Language	
C-3b Multicultural	
D (Social Perspectives)	
E (Human Psychological and Physiological Perspectives)	
UD Interdisciplinary	$\square$

### 5. Course Content in Outline Form. [Be as brief as possible, but use as much space as necessary]

A sample 15 week class might be stuctured as follows:

The class will explore four plays, one from each genre, and discover elements and methodologies for teaching them.

- HENRY IV PART ONE (history)
- MIDSUMMER NIGHT'S DREAM (comedy)
- MACBETH (tragedy)
- WINTER'S TALE (romance)

The plays will be done in chronological order in order to discuss the development of Shakespeare's dramatic art. Heuristics for involving secondary and community college classrooms will be disseminated and discussed.

Classroom elements will include:

- Discussion of overarching plot and themes and how to get students to come to them;
- Consideration of ways of working through a modern dilemma in the classroom;
- Exploration of language and verse (and how it had developed in relation to the previous play);
- Exploration of the historical background to the play and its conception;
- Exploration of the stage and performance history of the play;
- From the above, examination of a recent film/television performance of the play in question (if there is a live show near, attendance may be required);
- Performance of parts of the play, with critique from group;.
- Concluding discussion on the play.

Does this course overlap a course offered in your academic program? YES  $\square$  NO  $\boxtimes$  If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES  $\Box$  NO  $\boxtimes$  If YES, what course(s) and provide a justification of the overlap? Signature of Academic Chair of the other academic area is required on the consultation sheet below.

#### 6. Cross-listed Courses (Please fill out separate form for each PREFIX)

List Cross-listed Courses

PTH332: Teaching Dramatic Literature and ENGL 332: Teaching Dramatic Literature

Signature of Academic Chair(s) of the other academic area(s) is required on the consultation sheet below

Department responsible for staffing: English and/or Performing Arts

7. References. [Provide 3 - 5 references on which this course is based and/or support it.]

Barton, John. Playing Shakespeare. London: Metheun, 1984. Palfrey, Simon. Doing Shakespeare. London: Arden Shakespeare, 2004. Pavis, Patrice. Analyzing Performance: Theater, Dance and Film. Ann Arbor: University of Michigan Press, 1996.

### 8. List Faculty Qualified to Teach This Course.

N. Jacquelyn Kilpatrick, Bob Mayberry

#### 9. Frequency.

a. Projected semesters to be offered: Fall 🛛 Spring 🗌 Summer 🖂

### 10. New Resources Required. YES 🗌 NO 🖂

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the consultation sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
- b. Library needs

c. Facility/space needs Conference hall preferable.

11. Will this new course alter any degree, credential, certificate, or minor in your program? YES INO If, YES attach a program modification form for all programs affected.

N. Jacquelyn Kilpatrick

Proposer of Course

Date

# Approvals

Program Chair	Date	
Curriculum Committee Chair	Date	
Dean	Date	

## 1. Course Title: ENGL 332

### 2. Program Area: ENGLISH

# **Recommend Approval**

Program Area/Unit	Program/Unit Chair	YES	NO (attach objections)	Date
Art				
Biology				
Business & Economics				
Education				
English				
History				
Liberal Studies				
Mathematics & CS				
Multiple Programs				
Psychology				
Library				
Information Technology				