

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

**NEW COURSE PROPOSAL**

PROGRAM AREA ENGLISH

**1. Catalog Description of the Course.** *[Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]*

ENGL 410 SHAKESPEARE'S PLAYS (3)

Three hours lecture/discussion per week

Prerequisite: ENGL 103, 105 or equivalent and one upper division literature course.

Study of the many aspects of Shakespeare's plays as literature— language, context, form and style—as well as the ways in which these elements work as parts of a whole, which includes spoken speech and other sounds as well as physical form and movement. Choices are: Shakespeare's Early Plays (pre-1600) and Shakespeare's Later Plays (post-1600). Repeatable by topic.

**2. Mode of Instruction.**

	<b>Units</b>	<b>Hours per Unit</b>	<b>Benchmark Enrollment</b>
Lecture	3	1	25
Seminar	_____	_____	_____
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]*

This is a core course for the English major.

Learning objectives:

Upon completion of the course, the student should be able to:

1. Demonstrate, in writing and discussion, an understanding of the texts assigned.
2. Demonstrate, in writing and discussion, an understanding of the context of Shakespeare's work.
3. Write coherent, grammatically correct, well-researched, critical analyses of Shakespeare's works.
4. Show, through oral presentation, an understanding of the texts and an ability to convey that understanding to an audience of his or her peers.

**4. Is this a General Education Course**                      YES                       NO

If Yes, indicate GE category:

<b>A (English Language, Communication, Critical Thinking)</b>	
<b>B (Mathematics &amp; Sciences)</b>	
<b>C (Fine Arts, Literature, Languages &amp; Cultures)</b>	
<b>D (Social Perspectives)</b>	
<b>E (Human Psychological and Physiological Perspectives)</b>	
<b>Upper-Division Interdisciplinary</b>	

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

Shakespeare's Early Plays (pre-1600)

Students will read the plays, work in groups to present additional research, and they will work "on the feet" during most class periods.

The class will read seven plays from the following list:

*1 Henry IV*  
*2 Henry IV*  
*As You Like It*  
*Comedy of Errors*  
*Edward III*  
*Henry V*  
*Julius Caesar*  
*King John*  
*Love's Labor's Lost*

*Merchant of Venice*  
*Merry Wives of Windsor*  
*Midsummer Night's Dream*  
*Much Ado About Nothing*  
*Richard II*  
*Romeo and Juliet*  
*Taming of the Shrew*  
*Titus Andronicus*  
*Two Gentlemen of Verona*

Shakespeare's Later Plays (post-1600)

Students will read the plays, work in groups to present additional research, and they will work "on the feet" during most class periods.

The class will read seven plays from the following list:

*All's Well That Ends Well*  
*Antony and Cleopatra*  
*Coriolanus*  
*Cymbeline*  
*Hamlet*  
*Henry VIII*  
*King Lear*  
*Macbeth*

*Measure for Measure*  
*Othello*  
*Pericles*  
*The Tempest*  
*Timon of Athens*  
*Twelfth Night*  
*Winter's Tale*

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

Aers, Lesley and Nigel Wheale, eds. *Shakespeare in the Changing Curriculum*. New York: Routledge, 1991.

Baker, Hershel et.al, eds. *The Riverside Shakespeare* New York: Houghton Mifflin, 1997.

Bamber, Marie. *Comic Women, Tragic Men: A Study of Gender and Genre in Shakespeare*. Stanford: Stanford University Press, 1982.

Brennan, Anthony. *Shakespeare's Dramatic Structures*. Routledge Kegan & Paul: 1988.

**7. List Faculty Qualified to Teach This Course.**

Jacquelyn Kilpatrick

**8. Frequency.**

a. Projected semesters to be offered: Fall \_\_\_1\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_

**9. New Resources Required.**

- Computer (data processing), audio visual, broadcasting needs, other equipment
- Library needs
- Facility/space needs

**10. Consultation.**

Attach consultation sheet from all program areas, Library, and others (if necessary)

**11.** If this new course will alter any degree, credential, certificate, or minor in your program, attach a program modification.

Jacquelyn Kilpatrick & Renny Christopher \_\_\_\_\_ 1-2-03 \_\_\_\_\_

Proposer of Course

Date

NEWCRSFR 9/30/02

