



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English 20
Descriptive Title: Shakespeare's Plays - Tragedies and Romances
Course Disciplines: English
Division: Humanities

Catalog Description:

This course introduces students to Shakespeare's tragedies and romances. The major goals of the course are to help students understand the works, analyze the language, and read and evaluate critical analyses. Students will become familiar with the Elizabethan era and learn to appreciate the universality of Shakespeare's art.

Conditions of Enrollment:

Prerequisite: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length:	X Full Term	Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week	TBA
Hours Laboratory:	0 hours per week	TBA
Course Units:	3.00	

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: X Effective Date: Prior to July 1992
Transfer UC: X Effective Date: Prior to July 1992

General Education:

El Camino College:
3 – Humanities

Term: Other: Approved

CSU GE:
C2 - Humanities

Term: Other: Approved

IGETC:
3B - Humanities

Term: Fall 1991 Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

SLO #1: Literary Analysis of Shakespeare's Works

Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.

SLO #2: Elizabethan History & Culture

Demonstrate knowledge of Elizabethan history and culture.

SLO #3: Classical Tragedy Identification

Identify, and illustrate with examples, the elements of classical tragedy.

SLO #4: Reading & Analyzing Shakespeare

Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below)

1. Read, understand, and analyze the language and themes of Shakespeare's tragedy and romance plays.
2. Paraphrase and analyze significant passages.
3. Define and recognize terms related to the study of Shakespeare's work (including iambic pentameter; blank verse; couplet; dramatic, verbal, cosmic irony; soliloquy; aside).
4. Identify and illustrate with examples from the plays the elements of classical tragedy.
5. Read, summarize, and evaluate critical scholarship.
6. Demonstrate knowledge of Elizabethan history and culture.

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	6	I	Introduction A. Biography of William Shakespeare B. History of the theater and the Globe C. Tragedy and its conventions
Lecture	9	II	King Lear or another Shakespearean tragedy A. Historical and cultural context B. Social and political issues C. Literary analysis D. Critical responses to the play
Lecture	9	III	Macbeth or another Shakespearean tragedy A. Historical and cultural context B. Social and political issues C. Literary analysis D. Critical responses to the play

Lecture	9	IV	Othello or another Shakespearean tragedy A. Historical and cultural context B. Social and political issues C. Literary analysis D. Critical responses to the play
Lecture	9	V	Romance and its conventions: The Winter's Tale or another Shakespearean romance A. Historical and cultural context B. Social and political issues C. Literary analysis D. Critical responses to the play
Lecture	9	VI	The Tempest or another Shakespearean romance A. Historical and cultural context B. Social and political issues C. Literary analysis D. Critical responses to the play
Lecture	3	VII	Class projects A. Discuss rubric for project evaluation B. Topics such as: I. Revenge tragedy II. Literary terminology III. Age of exploration IV. Theory of divine right of kings V. Great Chain of Being VI. Life in early modern England VII. Theory of divine justice VIII. Metatheatrical references in Shakespeare
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Using details from Macbeth, write a four-page essay that compares and contrasts the relationship between Macbeth and Lady Macbeth before they murder the king and then afterwards. Analyze key lines from the play to support your claims.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. When Lear disowns Cordelia in the play's first scene, Kent intervenes on her behalf, urging Lear to "see better" (1.1.180). This is the first mention of sight that comes up in the play, but it is certainly not the last. What does it take for Lear to "see better" by the play's end? What prevented him from seeing clearly at the beginning? Ultimately, what does the play reveal about the nature of sight and blindness?

2. In a four-page analysis of *The Tempest*, examine Prospero's character as well as his response to treason and betrayal as consistent with the genre of romance rather than the genre of tragedy. Analyze specific lines from the play to illustrate and support your points.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Quizzes
Written homework
Term or other papers

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

William Shakespeare. *The Winter's Tale*. Simon & Schuster, 2005.
Qualifier Text: Discipline standard,
William Shakespeare. *King Lear*. Simon & Schuster, 2015.
Qualifier Text: Discipline standard,
William Shakespeare. *Macbeth*. Simon & Schuster, 2014.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Course Prerequisite	Sequential
Non-Course Prerequisite Eligibility for English 1A or qualification by appropriate assessment	Sequential

B. Requisite Skills

Requisite Skills
<p>The reading, writing, and critical thinking skills required of students in literature and creative writing courses make it highly unlikely that a student succeed without a prerequisite of English 1 or eligibility for English 1A. Moreover, this position has been confirmed in our assessment of these courses' Student Learning Outcomes: faculty members have repeatedly identified the need to strengthen our conditions of enrollment to increase students' chances of success.</p> <p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 -Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p> <p>This course involves reading college level textbooks, developing projects, and answering essay questions. A student's success in this class will be enhanced if they have these skills.</p> <p>Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.</p>

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Katherine A. O'Brien on 11/03/1980.

BOARD APPROVAL DATE:

LAST BOARD APPROVAL DATE: 11/16/2020

Last Reviewed and/or Revised by Rachel Williams
18985

Date: 09/23/2020