



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** English 21  
**Descriptive Title:** Shakespeare's Plays - Comedies and Histories  
**Course Disciplines:** English  
**Division:** Humanities

**Catalog Description:**

This course introduces students to representative comedies and histories of William Shakespeare. The major goals of the course are to help students understand the plays, analyze the language, read and evaluate critical material written on the plays, become familiar with the Elizabethan era, and value the universal themes and entertaining qualities of Shakespeare's plays.

**Conditions of Enrollment:**

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

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

**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

Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.

#### SLO #2: Elizabethan History & Culture

Demonstrate knowledge of Elizabethan history and culture.

#### SLO #3: Classical Comedy Identification

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

#### 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 comedy and history plays.
2. Paraphrase and analyze significant passages within the plays.
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, the elements of classical comedy.
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	3	I	Introduction A. Shakespeare's biography B. History of Elizabethan theater and the Globe C. Comedy and its conventions
Lecture	9	II	Twelfth Night or The Comedy of Errors or another Shakespearean comedy A. Historical context B. Cultural context C. Literary characteristics/aesthetics D. Critical scholarship

Lecture	9	III	A Midsummer Night's Dream or Much Ado About Nothing or another Shakespearean comedy A. Historical context B. Cultural context C. Literary characteristics/aesthetics D. Critical scholarship
Lecture	9	IV	The Taming of the Shrew or The Merchant of Venice or another Shakespearean comedy A. Historical context B. Cultural context C. Literary characteristics/aesthetics D. Critical scholarship
Lecture	9	V	Henry IV Part I (and II) or another Shakespearean history play A. Conventions of history play genre B. Historical context C. Cultural context D. Literary characteristics/aesthetics E. Critical scholarship
Lecture	9	VI	Richard II or another Shakespearean history play A. Historical context B. Cultural context C. Literary characteristics/aesthetics D. Critical scholarship
Lecture	6	VII	Rubric for project evaluation A. Classical comedy B. Literary terminology C. The Rule of Elizabeth I D. Shakespeare's sources E. Gender roles in early modern England F. Race, religion, and "the other" in early modern England G. Life in early modern England H. 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 skills learned in class to incorporate quoted lines from the plays, write a three- to four-page essay in which you examine how living in a patriarchal society—that assumes that men have a natural right to power over women—impacts the Benedick-Beatrice love plot and the Claudio-Hero love plot in *Much Ado About Nothing*. Ultimately, what do you feel the play is saying about patriarchy as a social order? Does the play criticize patriarchy, uphold it, or something else?

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. In a three- to four-page essay, summarize, analyze, and evaluate the ideas represented in three critical essays on *The Merchant of Venice*.
2. Using specific passages from *Henry IV, Part I* for support, write a three- to four-page essay in which you analyze Bolingbroke's, Prince Hal's, Hotspur's and Falstaff's concepts of honor.

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Written homework  
Class Performance  
Term or other papers  
Presentation

**V. INSTRUCTIONAL METHODS**

Discussion  
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  
Skill practice  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

William Shakespeare. Twelfth Night: or What You Will. Simon & Schuster, 2009.  
Qualifier Text: Discipline standard,  
William Shakespeare. A Midsummer Night's Dream. Simon & Schuster, 2009.  
Qualifier Text: Discipline standard,  
William Shakespeare. Richard II. Simon & Schuster, 2016.  
Qualifier Text: Discipline standard,

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

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

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

**B. Requisite Skills**

<b>Requisite Skills</b>
<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. <b>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</b></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><b>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.</b></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)**

<b>Recommended Preparation</b>	<b>Category and Justification</b>
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**D. Recommended Skills**

<b>Recommended Skills</b>
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**E. Enrollment Limitations**

<b>Enrollment Limitations and Category</b>	<b>Enrollment Limitations Impact</b>
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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 on 9/23/2020**

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