



## ENGL 2300

**Division:** Humanities

**Department:** English

**Course:** ENGL 2300

**Title:** Introduction to Shakespeare

**Catalog Description:**

This course surveys the works of Shakespeare, including sonnets and narrative poetry, as well as a sampling of tragedies, comedies, and history plays.

**General Education Requirements:** Humanities

**Semesters Offered:** Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Justification:**

An introduction to Shakespeare is standard at most colleges and universities. This course will transfer as General Education, elective, or major credit. It fulfills General Education credit within the Humanities category (HU) and major requirements for English majors transferring to University of Utah, Utah State University, Utah Valley State College, Weber State University, Westminster College, or Brigham Young University.

**Student Learning Outcomes:**

- Students will know samples of the three primary categories of Shakespeare's plays.
- Students will be able to read with understanding and interpret the language of the plays in terms of their own human experience.
- Students will be able to discuss some of the changes in the English language since Shakespeare's time and some of the events of Elizabethan history, as they are reflected in the literature.
- Students will believe that appreciation for Shakespeare as a playwright and poet. The course focuses on the primary texts.

**Content:**

English 2300 covers at least eight of Shakespeare's 37 plays, including two histories, two comedies, and two tragedies, demonstrating Shakespeare's development over time. Other plays may be included at the instructor's discretion, along with selections from the sonnets and narrative poems. The specific choices vary from semester to semester. Other concepts include prose, blank verse, sonnet, narrative poetry, the Unitites, the four humours, the Great Chain of Being, microcosm/macrocosm, and other poetic and philosophical topics that inform the worldview of Shakespeare's plays.

**General Education Outcomes:**

Students read (sometimes aloud in scenes) and discuss the primary texts and respond to such questions as, "Ophelia, why did you say that?" or "Antonio, what are you doing during all those lines you are silent?" Discussion questions are designed to elicit constructive and critical responses (e.g., "How does the Polonius plot parallel the Hamlet plot in Hamlet?" "What is the effect of repeating similar events?")

2) Write clearly, informatively, and persuasively.

Each student will write at least one journal page per reading and a formal essay that demonstrates literary analysis or the genesis of a project. Examinations will also include at least two long essay questions, allowing the students to develop an idea.

5) Apply a cultural and historical awareness to a variety of phenomena.

Apply a cultural and historical awareness to a variety of phenomena. Examinations and class discussions always ask students to consider the readings in a variety of contexts, especially Shakespeare's and their own. E.g., Prince Hal in Henry IV, Part I illustrates every young person's need to choose a path to adulthood. The battlefields of fifteenth-century England metaphorically equate the choices and temptations of the present.

9) Respond with informed sensitivity to an artistic work or experience.

An important goal of this course is to foster an appreciation for the genius and relevance of Shakespeare's works. Each student will demonstrate familiarity with poetic methods, verse forms, and rhyme schemes, and by paraphrasing into prose will appreciate the variety of language style.

**Key Performance Indicators:**

- 3 examinations (2 mid-terms and a comprehensive final): 75%
- Essay (5-7 pages) or original project (e.g., performance project, artwork, collection, or other format, which relates the course material to another discipline): 15%
- Daily reading cards, class participation, attendance: 10%
- Journal: 5%

Percentages are approximate.

**Representative Text and/or Supplies:**

David Bevington, ed. *The Necessary Shakespeare*. New York: Longman, current ed.

**Optimum Class Size:** 35

**Maximum Class Size:** 50

**Signatures:**

I hereby submit this course syllabus:

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Melanie Jenkins, MA, Associate Professor

I hereby find this course consistent with the goals and resources of the English Department:

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Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)