**General Education Course Inclusion Proposal**

**HUMAN EXPRESSION**

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

**Course Name and Number: “**EN 220: Introduction to Shakespeare”

**Home Department:** English

**Department Chair Name and Contact Information** (phone, email):Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711

**Expected frequency of Offering of the course** (e.g. every semester, every fall): once per academic year

**Official Course Status**: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

**Overview of course** (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

A. Overview of the course content

As the NMU Bulletin suggests, EN 220 provides an “Introduction to the comedies, tragedies, romances and sonnets of Shakespeare.” Through reading a variety of Shakespeare’s works, students will develop interpretive strategies, analyze texts from multiple perspectives, consider the intentions of the author and/or his audiences over the centuries, and contemplate how the human condition is (re)presented through characters, themes, and/or language in his texts.

Additionally, the importance of students becoming active readers as participants in a collaborative learning community will be stressed. Students will complete reading and writing/multimodal assignments designed to scaffold their development in the following areas: reading comprehension, reading motivation, critical thinking, and literary analysis.

**B. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:**

***Critical Thinking***

Critical thinking undergirds all of the work students engage in for EN 220. Students will compose several written reader response forum postings, compose analytical and/or reflective essays, and/or complete exams.

* In order to satisfy the ***Evidence*** learning outcome dimension, students will be required to incorporate evidence from Shakespeare’s texts to generate and support assertions.
* For the ***Integration*** learning outcome dimension, students will synthesize and integrate insight from texts into conclusions about the human condition.
* For the ***Evaluate*** learning outcome dimension, students will not only assess the quality, appropriateness, credibility of texts but will also appraise the quality of their own learning through reflective practice.

***Human Expression***

The literary and dramatic works examined in this course offer readers insights into the ways that Shakespeare explores the human condition. Therefore:

* To satisfy the **knowledge of the role of the aesthetic**outcome dimension, students will incorporate evidence of literary expression in forum postings and/or analytical essays.
* For the**Innovative Thinking**outcome dimension, students will construct and share questions expressing creativity and experience in their discussion and/or reflective writing.
* For the **Acknowledging Contradictions** outcome dimension, students will demonstrate consideration of contradictory interpretations in written analyses or responses.

Upon successful completion of this course, students will be able to demonstrate a sophisticated understanding of Shakespeare’s works through personal connections to his texts, as well as identify ways that both fiction and nonfiction texts reflect the human condition. To achieve these outcomes, students will be required to read texts carefully, and to communicate to a broader audience artistic, literary, or rhetorical analyses and evaluations, demonstrating how they synthesize ideas gleaned from reading the texts.

Students will participate in multiple forum postings and/or in-class discussions about the works read for class. Students must demonstrate obvious engagement with and understanding of the texts. Insights, predictions, connections, evaluations, inferences and conclusions will be supported by textual evidence. The instructor will use rubrics to evaluate students’ writing and/or exam answers which should demonstrate students’ understanding of ways that Shakespeare’s writing reflects insights into the human condition*.*

**C. Describe the target audience (level, student groups, etc.):** Being able to critically read, analyze, evaluate, and synthesize fiction and nonfiction multimodal texts is central to academic, career, and personal achievement. This course draws students from all majors and minors. As a 200-level class, the course is designed for sophomore-level, non-English majors.

**D. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.):** NMU offers an upper-level course for Shakespeare within the English major (EN 420); EN 220 serves only as an introductory course on Shakespeare for non-majors. It is an elective.

**E. Provide any other information that may be relevant to the review of the course by GEC:** This class, which is offered every fall, is consistently full with 25 students. This popularity is a reflection of the cultural capital Shakespeare continues to enjoy: students of all majors find in his work an important means to reflect on who they are as people even in the 21st century. We hope to be able to offer this course within the new Gen Ed Program for years to come.

**PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING**

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** *(This is one illustrative example. This will change if course is taught during a regular term of shortened term and whether it is taught online, face-to-face or as a hybrid course.)* |
| **Evidence** | Assesses quality of information that may be integrated into an argument | ***Task Type:*** Students will create multiple evidence-based writing assignments and/or other classroom activities that may include presentations, memorization, creative work, or exams. *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice  ***Overall Grading Weight:*** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 75% because EN 220 is an introductory class for non-majors. |
| **Integrate** | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | ***Task Type*:** Students compose an **analytical essay or answer essay questions on an exam**. *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:**  at least once  ***Overall Grading Weight*:** 60%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 220 is an introductory class. |
| **Evaluate** | Evaluates information, ideas, and activities according to established principles and guidelines | ***Task Type*:** Students take reflective exam and/or construct a reflective essay, as well as through other classroom activities, which may include presentations or group work. *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least once  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 220 is an introductory class. |

**PLAN FOR LEARNING OUTCOMES  
HUMAN EXPRESSION**

*Attainment of the HUMAN EXPRESSION Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| **DIMENSION** | **WHAT IS BEING ASSESSED** | **PLAN FOR ASSESSMENT** *(This is one illustrative example. This will change if course is taught during a regular term of shortened term and whether it is taught online, face-to-face or as a hybrid course.)* |
| **Knowledge of the role of the aesthetic** | Demonstrate comprehension of the role of aesthetic in the human experience including artistic, literary, and rhetorical expression. | ***Task Type*:** Students complete **written analytical assignments and/or exams**. *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:** at least twice  ***Overall Grading Weight*:** 60%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 220 is an introductory class. |
| **Innovative Thinking** | Create or adapt activities, ideas, or questions expressing both creativity and experience | ***Task Type*:** Students compose a **reflective essay or answer essay questions on exam**. *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:**  at least once  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 220 is an introductory class. |
| **Acknowledging contradictions** | Integrates alternate interpretations or contradictory perspectives or ideas. | ***Task Type:*** Students compose several **reader response forum posts** and participate in several **forum/classroom discussions**. *Evidence* dimension is assessed via assignment-specific rubrics.  ***Frequency*:**  at least twice  ***Overall Grading Weight*:** 20%  ***Expected Proficiency Weight*:** The criterion weight level for *proficient* is at 70% because EN 220 is an introductory class. |

English 220: SHAKESPEARE

“Vamps, Viragos, and Unruly Women on the Renaissance Stage”

Fall, 2014

Instructor: Dr. David Wood

Office: Jamrich 3228/ Cohodas 401

E-mail: dwood@nmu.edu

Office hours: T B A

## Course Description

Welcome to the witty, passionate, and dangerous world of William Shakespeare. This course is designed to give you a thorough introduction into the range of his dramatic output, and will stress the tension between the ways in which Shakespeare’s plays can be read both historically, in their time and place, and “for all time,” as fellow playwright Ben Jonson famously noted. We will pay close attention to the various concepts of human identity that Shakespeare inherited, as a man living in that most politically, theologically, and economically volatile of periods, the Renaissance, and the ways in which his plays draw on these concepts in order to transform representations of human identity anew. In addition, we will discuss the ways that his characters meet their shifting circumstances with close attention to the ways that power— frequently manifested as issues involving race, class, gender, or disability— circumscribes both their behaviors and their emotions. Our focus on vamps, viragos, and unruly women (female characters driven by lust for pleasure, power, or control in any number of ways) will serve to center our reading this semester along a consistent principal thread. The course relies on your completion of a considerable amount of reading, numerous writing assignments (both in- and out-of-class), the attentive viewing and spirited discussion of film segments, and the completion of a final exam. What you can expect to gain in this course will be a familiarity with the work of the finest writer in the English language (or at least the one who casts the longest shadow worldwide) in a variety of his chosen dramatic genres. Rather than bow down before this iconic playwright, however, we will spend the term mucking around inside his plays and poems and attempt to figure out just precisely what it is that makes Shakespeare tick. Having signed up for this course, please note that you will be expected to engage the texts we encounter in a spirit of honest inquiry and to show up for class both prepared and on time.

## Course Objectives

In this class you will learn to:

* Understand the ideas and literary genres that define the English Renaissance
* Read literature carefully and analytically
* Analyze the cultural, historical, and philosophical influences that shape these texts
* Respond to literature both orally and in writing
* Develop your own ideas regarding how literature reflects the various forms human identity has taken through the ages

## Required Text

*The Norton Anthology of William Shakespeare: Essential Plays* *and the Sonnets*. Ed. Stephen Greenblatt. Selected handouts.

## Graded Assignments

1. Three short explication papers (5 pages each). (Worth 60% of your final grade.)
2. Presentation. (10%)
3. One Final Exam. (20%)
4. Active participation, including class discussion and activities, as well as regular attendance. (10%)

**Course Policies**

**Late Work**: In order to be fair, all students must complete and hand in every assignment on time. You will be permitted one late shorter paper, at my discretion.

**NMU’s Non-Discrimination Statement**  
Northern Michigan University does not unlawfully discriminate on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, familial status, handicap/disability, sexual orientation, or veteran status in employment or the provision of services, and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities an equal opportunity to participate in all programs and activities. Anyone having civil rights inquiries may contact the Equal Opportunity Office, 502 Cohodas Hall, telephone number 227-2420.

# **Disability Services**

If you have a need for disability-related accommodations or services, please inform the Coordinator of Disability Services in the Disability Services Office by: coming into the office at 2001 C. B. Hedgcock; calling 227-1700; or e-mailing disserv@nmu.edu.  Reasonable and effective accommodations and services will be provided to students if requests are made in a timely manner, with appropriate documentation, in accordance with federal, state, and University guidelines.

**Attendance**: Your presence is required for this class. Discussion is a major aspect of this course and your participation in it will help you to succeed on all of the graded assignments listed above. I will assign a final grade of F to any student who misses more than 5 classes (excused or unexcused).

**Grading Policy**

A 93-100 B 82-87 C 72-77

A- 90-92 B- 80-81 C- 70-71

B+ 88-89 C+ 78-79 D 60-69

F <60

## Class Calendar

It is required that you read the work before you come to class and that you always bring your book. Page numbers refer to the *Norton Shakespeare*.

## Week 1-2— Introduction: Shakespeare’s World / Shakespeare’s Theater

StephenGreenblatt, Introduction (1-65)

*The Taming of the Shrew*

**Weeks 3-4—**

*Titus Andronicus*

**Paper # 1 Due**

**Weeks 5-6—**

*The Merchant of Venice*

**Weeks 6-7—**

*Richard III*

##### **Weeks 8-9—**

*King Lear*

**Paper #2 Due**

##### **Weeks 10-11—**

##### *Macbeth*

**Week 12-13—**

*Much Ado About Nothing*

**Week 13-14—**

*Winter’s Tale*

**Week 15— Assorted Sonnets**

**Paper # 3 Due**

**\*Final Exam\***

**\*Note that based upon class interests, and the instructor’s, the entire syllabus is subject to change\***