Rationale for conversion: The conversion will give students greater opportunity to practice critical thinking and writing and to develop an understanding of theatrical texts by adding a project on the theatrical potential of a specific scene. A 5-7 page scene analysis will be added requiring students to consider the range of dramaturgical possibilities of an assigned scene. Instruction includes introduction to print and non-print resources, such as digital collections, MLA (Modern Language Association) online databases, web resources, and citations appropriate to topic.
This course continues to meet all Baccalaureate Core criteria for Literature and the Arts and Western Culture

The 4-credit version will:
• add instruction in research skills (digital and print sources) appropriate to introductory study;
• add 5-7 page paper/scene analysis.

The core syllabus below is the generic 3 credit version, but includes updated outcomes and assignments.

Course Description:
The early plays.

Syllabus:
Sept. 25 Organization / Introduction
27 Richard III
Oct. 2 Richard III
4 Richard III
9 A Midsummer Night’s Dream
11 A Midsummer Night’s Dream
16 A Midsummer Night’s Dream
18 As You Like It
23 As You Like It
25 As You Like It
30 EXAM
Nov. 1 The Merchant of Venice
6 The Merchant of Venice
8 The Merchant of Venice
13 Richard II
15 Richard II
20 Henry IV, part I – Scene analysis due
22 Thanksgiving
27 Henry IV, part I
29 Henry IV, part I
This course meets the requirements for bacc core courses in Literature and the Arts and Western Culture.

**Learning Outcomes for Literature and the Arts:**
1. Define, quote, or label significant works of literature.
2. Summarize, interpret or describe, from a historical perspective, the role of literature in society.
3. Demonstrate interrelationships or connections with other subject areas.
4. Recognize methods by which pattern and meaning are found.
5. Integrate and engage, through literature and the arts, one’s own and other cultures.
6. Develop expertise and sophistication in the conventions and techniques of literature, and also in critiquing those methods.
7. Demonstrate critical thinking about Shakespearean drama.

**Learning Outcomes for Western Culture:**
1. Describe the origins and evolution of important features of Western culture.
2. Differentiate and describe events, movements, ideas or artistic achievements of Western culture.
3. Demonstrate interrelationships or connections with other subject areas.
4. Analyze events, movements, ideas or artistic achievements of Western culture in a broad context.
5. Compare past and present western culture and institutions, and make future predictions,
6. Formulate a viewpoint on contemporary western society in all its institutional, social, and cultural complexity.
7. Demonstrate critical thinking about Shakespeare in Western Culture.

**Statement Regarding Disability Access Services:**
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

**Link to Statement of Expectations for Student Conduct:**
http://oregonstate.edu/admin/stucon/achon.htm


Required: Participation in class discussion, recitation of memorized passages, mid-term exam, final exam, scene analysis. Grade: research (print and non-print sources) and 5-7 page scene analysis 25%, mid-term exam 25%, final exam 50%.

Attendance is required. More than two unexcused absences will result in a lowered grade. (Students more than 15 minutes late will be considered absent.)
Plays should be completely read (including the brief introduction to each individual play) by the first class on that play.

Course Objectives:

This course is designed to:
- familiarize students with the text of Shakespeare’s plays and various elements in those plays, including language, character, plot, structure and theme
- put Shakespeare’s plays in their artistic, theatrical, historical and cultural contexts
- consider the nature and significance of those plays in today’s culture
- outline multiple critical perspectives on the plays, and encourage critical thought about them
- practice critical thinking
- develop research skills (digital and print resources)

Course Expectations:

Students will need to:
- know how to read specific Shakespearean passages for their literal and figurative meanings and be able to express those clearly both verbally and in writing
- understand the ways in which language, plot, character, structure and theme work together to generate meanings, and express this understanding verbally and in writing that is clear, concise, organized and technically correct
- compare the elements of language, plot, character, structure and theme in a variety of plays and clearly articulate their similarities and differences
- recite assigned passages
- access, evaluate, incorporate research (digital and print sources)