

**STUDENT WARNING:** This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

## American Public University System

### LITR410

### Shakespeare

**School of Arts and Humanities**

**8 weeks**

**Prerequisites: Completion of a minimum of**

**105 hours towards your program**

**3 credit hours**

### Description

#### Course Description:

In “All the World’s a Stage: Defining Differences in the Dramatic World of Shakespeare,” we will discuss life. Specifically, we will look at life and love and friendships, politics and ambition, evil and violence, wit and laughter, racial divisions, battles between the sexes, and misery and happiness as it unfolds in the plays and the poetry of the Bard.

#### Course Scope:

An examination of the poetry, the drama, and the critical theory revolving around the playwright William Shakespeare will enable the student to confront current critical issues prevalent within Shakespeare studies. Specific critical debates include the issues of authorship, gender, and relevancy. Students will examine assigned works singularly and in close analysis to other works by the author to highlight their contemporary and universal application. Students will write one critical explication and compose a more-involved four-part critical project that demands research, analysis, critical and creative thinking, and writing.

#### Course Objectives

- CO1. Describe critical project in a proposal.
- CO2. Select a play, a character, and appropriate moment for the project that addresses the assignment.
- CO3. Demonstrate critical and interpretive skills gained from experts in the field.
- CO4. Analyze peer-reviewed resources that are relevant to the subject matter.
- CO5. Use primary text and secondary resources to support argument.
- CO6. Organize into a coherent, complete, and unified whole complex and varying opinions.
- CO7. Synthesize outside sources into manuscript using MLA Style.
- CO7. Develop a complete, cohesive, and unified critical paper.
- CO7. Critique the work of others
- CO8. Use feedback from peers to craft a stronger argument

#### Institutional Learning Objectives

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- ILO-DL.B.1 Develops an appropriately research thesis by engaging in independent background research.
- ILO-DL.B.2 Accesses information using a variety of search strategies and search tools, refining searches as appropriate.
- ILO-DL.B.3 Evaluates and selects sources using multiple criteria, including relevance, currency, authority, and purpose.
- ILO-DL.B.4 Communicates, organizes, and synthesizes information from sources to achieve a specific purpose that goes beyond summarizing those sources.
- ILO-DL.B.5 Quotes, paraphrases, and cites information correctly and consistently, with very few citation errors and misinterpretations/misuses of source material.

## Outline

### Week 1: The Authorship Debate

#### Weekly Learning Objectives:

1. Students will acquaint themselves with current critical debate over the authorship of the plays attributed to William Shakespeare
2. Students will familiarize themselves with Shakespeare's biography

#### Reading(s)

Links for readings are in Reading Material section for this lesson

["The Bard or Not the Bard: Who Wrote Shakespeare's Plays?"](#) by David Goldman [all are required to read this piece]

["Who Wrote Shakespeare's Plays"](#) by Steven Dutch.

["Who Wrote Shakespeare's Plays - The Debate Goes On"](#) by Renee Montagne.  
[Justice Stevens Renders an Opinion on the authorship debate](#)

#### Assignment(s)

Forums – Both forums due at end of day on Sunday  
Week 1 Welcome Forum and  
Week 1 Forum

### Week 2: The Language of Shakespeare and Taming of the Shrew

#### Weekly Learning Objectives:

- CO-1 Describe the Elizabethan world view as it applies to the theatrical works of Shakespeare
- CO-2 Define the Shakespearean Comedy
- CO-3 Analyze a section of Shakespearean works to include one comedy.
- CO-4 Examine the relationship between major themes and the characters to the historical and contemporary relationship of the human experience.

#### Reading(s)

Links for readings are in Reading Material section for this lesson

*The Taming of the Shrew* (1593-94)

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## Assignment(s)

Forum

Week 2 Forum

## Week 3: Comedy and the Battle of the Sexes

### Weekly Learning Objectives:

- CO-1 Describe the Elizabethan world view as it applies to the theatrical works of Shakespeare
- CO-2 Define the Shakespearean Comedy

## Reading(s)

Links for readings are in Reading Material section for this lesson

*As You Like It*

*Much Ado About Nothing*

*The Tempest*

## Assignment(s)

Forum

Week 3 Forum

## Week 4: Tragicomedy and the Issue of Gender

### Weekly Learning Objectives:

- CO-1 Describe the Elizabethan world view as it applies to the theatrical works of Shakespeare
- CO-2 Define the Shakespearean Tragicomedy
- CO-3 Define the English or Shakespearean sonnet

## Reading(s)

Links for readings are in Reading Material section for this lesson

*The Merchant of Venice*

## Assignment(s)

Forum

Week 4 Forum (optional)

Assignment

Poetry Explication

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## **Week 5: Tragedy and Staging in *Macbeth***

### **Weekly Learning Objectives:**

- CO-1 Describe the Elizabethan world view as it applies to the theatrical works of Shakespeare
- CO-2 Define the Shakespearean Tragedy
- CO-3 Define Gender Differences
- CO-4 Editorial Interpretations

### **Reading(s)**

Links for readings are in Reading Material section for this lesson

*Macbeth*

*Macbeth*: Banquo Scene

1. Roman Polanski (1971)
2. Trevor Nunn (1978)
3. Rupert Gold (2010)
4. Michael Fassendbender (2015)
5. Kenneth Branagh (2013)

*Compare and Contrast of Opening Scene of Macbeth*

### **Assignment(s)**

Forum

Week 5 Forum

Assignment

Proposal

## **Week 6: “Girls will be boys and boys will be Girls” *Romeo and Juliet***

### **Weekly Learning Objective:**

- CO-1 Describe the Elizabethan world view as it applies to the theatrical works of Shakespeare
- CO-2 Define the Shakespearean Tragedy
- CO-3 Define Gender Differences
- CO-4 Folio vs. Quartos

### **Reading(s)**

Links for readings are in Reading Material section for this lesson

*Romeo and Juliet*

*Folio vs. Quartos*

Versions of *Romeo and Juliet*

“Shopping-Mall Shakespeare: Quartos, Folios, and Social Difference”;

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## Assignment(s)

Forum

Week 6 Forum

Assignment

Literature Review

## Week 7: *Othello*

### Weekly Learning Objectives:

- CO-1 Describe the Elizabethan world view as it applies to the theatrical works of Shakespeare
- CO-2 Define the Shakespearean Tragedy
- CO-3 Define Gender Differences

## Reading(s)

Links for readings are in Reading Material section for this lesson

*Othello, the Moor of Venice*

Manuel José Gómez Lara, *Emblems of Darkness: Othello (1604) and the Masque of Blackness (1605)*

## Assignment(s)

Forum

Week 7 Forum

## Week 8: The Relevancy of Shakespeare Today

### Weekly Learning Objectives:

- CO-1 Describe the Elizabethan world view as it applies to the theatrical works of Shakespeare
- CO-2 Define the Shakespearean Tragedy
- CO-3 Define Gender Differences
- CO-4 Define soliloquy

## Reading(s)

Links for readings are in Reading Material section for this lesson

Reflective Writing and the Revision Process: What Were You Thinking  
Grammar and Style

## Assignment(s)

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Forum

Week 8 Forum

Assignment

Soliloquy Project

## Evaluation

Based on a point system, your final grade will be calculated as follows:

Forums 8 @ 5% each	40%
Explication	10%
Proposal	5%
Literature Review	15%
Project	30%
<b>Total</b>	<b>100%</b>

## Writing Expectations

All activities completed in this course are to follow the stated instructions (inside the classroom). Always check the grading rubrics to see what your instructor will be on the lookout for when grading your work. Also, be sure you have ***read the APUS Plagiarism Policy (the entire Academic Dishonesty section) before submitting work in this or in any other course.***

## Citation and Reference Style

Attention: **You will follow the *MLA Style* citation style.** Instructions regarding citation styles are included in the classroom.

## Late Assignments

Please note this important policy about submitting work after the due date. Here are the elements of the late policy applied to all classes in the School of Arts and Humanities:

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment or a forum, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

## Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate, both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting. Basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning, which does not include descent to personal attacks or student attempts to stifle the learning of others.

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**Technology Limitations:** While you should feel free to explore the full range of creative composition in your formal papers, keep e-mail layouts simple. The classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects may not translate in your e-mail messages.

**Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), : ), 9.

## **Disclaimer Statement**

Course content may vary from the outline to meet the needs of this particular group.

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## University Policies

[Student Handbook](#)

[Drop/Withdrawal policy](#)

[Extension Requests](#)

[Academic Probation](#)

[Appeals](#)

[Disability Accommodations](#)

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