

## Independent Studies Course Syllabus

### LIT 913: Teaching Shakespeare 7-12

**Tara Warmerdam**

#### **Contact Information:**

Phone: 559-904-0998

Email: tarawarmerdam@yahoo.com

Fax: 559-587-0806

**Number of Units: 3**

**Grade Level: 7-12**

#### **Course Description**

This online, standards-based course is designed to help teachers gain an understanding of teaching Shakespeare in the classroom. Students will have the opportunity to explore a variety of teaching strategies for approaching Shakespeare in the classroom as well as why it is important to teach Shakespeare. Special emphasis is given to vocabulary, comprehension, and fluency. The course text also includes a variety of assignments and activities that can be adapted to numerous Shakespearean plays, as well as sample student work. Students will explore the world of teaching Shakespeare on the internet and through the course text. Students will design appropriate activities and lesson plans that are tailored to the Shakespearean play of their choice. Students will be responsible for obtaining the selected course text, as it is **not** included in the course fees. Students should also have access to selected plays of Shakespeare appropriate for their classroom and teaching needs.

This course is strongly aligned with the standards established by the National Council of Teachers of English as well as the Common Core State Standards. The required textbook (*Reading Shakespeare with Young Adults*, by Mary Dakin, 2009) is an NCTE publication. The assignments are designed to help teachers implement the objectives of the standards in their own classroom. The ultimate goal is to create an environment in which students are comfortable and engaged with the works of Shakespeare. This course is ideal for teachers in the secondary classroom who teach Shakespeare in grades 7-12.

#### **Course Dates**

Self-paced; students may enroll at any time and take up to one year to complete assignments. You have up to one year from the date of registration, and no less than three weeks (one week per credit), to complete the course.

#### **Course Materials**

Dakin, Mary Ellen. *Reading Shakespeare with Young Adults*. Urbana, Illinois: National Council of Teachers of English, 2009. ISBN: 978-0-8141-3904-2

Students will also need to have access to one or more plays by William Shakespeare in order to complete the assignments. Students are responsible for selecting an appropriate play (or several plays) for developing lessons and activities.

### **Moodle Site Login and password –**

Students will be required to work in the Moodle environment. Login and passwords will be issued by the instructor soon after course registration.

### **Technology Requirements:**

In order to successfully complete the course requirements, course participants will need Internet access, be able to send and receive email, know how to manage simple files in a word processing program, and have a basic understanding of the Internet.

Please remember that the instructor is not able to offer technical support. In the event that you need technical support, please contact your Internet Service Provider.

### **Moodle:**

This course will be delivered totally online. Moodle is a learning management system that provides students access to online resources, documents, graded assignments, quizzes, discussion forums, etc. with an easy to learn and use interface. To learn more about moodle, click here. ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials))

### **Discussion Forums**

Participation is an important expectation of this course and all online courses. Online discussions promote reflection and analysis while allowing students to appreciate and evaluate positions that others express. While students may not be engaging with the same students throughout this course they will be expected to offer comments, questions, and replies to the discussion question whenever possible. The faculty role in the discussion forum is that of an observer and facilitator.

### **Getting Help:**

If you need help logging on to the Moodle site, contact The Help Desk as Fresno Pacific University by telephone 1-559-453-3410 or by email [helpdesk@fresno.edu](mailto:helpdesk@fresno.edu).

### **Course Requirements**

Students will be required to complete the detailed assignments outlined in the schedule of topics and assignments. Students will be required to reflect and evaluate both the assigned reading and their own teaching experiences. Students will also design and implement lesson plans that reflect the teaching strategies and approaches discussed in the course texts. Reflecting and evaluating the hands-on strategies discussed is an integral part of the course curricula.

### **National Content / Common Core Standards**

The course addresses the National Council of Teachers of English, standards #1-6, 8, 9, 11 and 12. The course also addresses the English Language Arts Standards for Reading Literature as outlined by the Common Core State Standards Initiative.

### **Learning Objectives / Outcomes**

It is the goal of the instructor that students will have a greater understanding of the importance of teaching Shakespeare in the classroom as well as multiple strategies for approaching the ideas of vocabulary, comprehension, and fluency in Shakespeare's plays. Please note the national standards set forth by the National Council of Teachers of English (as discussed previously) addressed by each objective.

Students of this course will be able to:

- Create a variety of lesson plans and activities that engage students with Shakespeare's plays. (1, 2, 3, 6, 8, 12)
- Design activities and lesson plans that foster the development of students' fluency with Shakespearean plays. (1, 2, 3, 4, 5, 6, 8, 12)
- Use a variety of strategies in addressing vocabulary, reading comprehension, and oral fluency with Shakespearean plays. (1, 2, 3, 4, 5, 6, 8, 9, 12)
- Design lesson plans that emphasize a variety of text connections and ultimately lead to understanding a variety of cultures, current issues, and societal concerns outside of students' own personal experiences. (1, 2, 3, 8, 9, 11, 12)
- Create lesson plans and activities that incorporate literary analysis of Shakespeare's plays. (1, 2, 3, 4, 5, 6, 11, 12)
- Integrate specific teaching techniques from the course curriculum for approaching the reading and performing of Shakespeare in the classroom. (1, 2, 3, 4, 5, 6, 11, 12)

### **Schedule of Topics and Assignments**

- ❖ *Discussion Forum: Introduction*
- ❖ *Reflection on Shakespeare:*
- ❖ *Activity: Functional Vocabulary.*
- ❖ *Lesson Plan: Archaic Words.*
- ❖ *Lesson Plan: Generating Character Vocabulary.*
- ❖ *Activity: Heartspeak – A Tone Vocabulary.*
- ❖ *Discussion Forum: Problematic Pronouns.*
- ❖ *Activity: Prereading the Play.*
- ❖ *Discussion Forum: Writing Between the Lines.*
- ❖ *Activity: Writing Between the Lines.*
- ❖ *Discussion Forum: Reading Behind the Scenes & Reading in Companies.*
- ❖ *Discussion Forum: Reading Single Characters as Plural & Reading With Eyes & Ears.*
- ❖ *Lesson Plan: Reading Single Characters as Plural & Reading With Eyes & Ears.*
- ❖ *Discussion Forum: Exploring Sounds, Meaning and Expression.*
- ❖ *Shakespeare and the Internet.*
- ❖ *Shakespeare and the Standards.*

### **Evidence of Learning**

Student will provide evidence of learning for individual assignments through accomplishing the objectives and requirements set forth in the rubrics for individual assignments (see Grading Rubrics and Information).

- Student provided evidence of his/her understanding of the course's objectives and the course text through his/her reflective writing.
- Student designed and implemented lesson plans and activities that demonstrated his/her understanding of the course objectives and the principles of the text.
- Student read a professional teaching text and demonstrated his/her critical thinking skills in responding to and engaging with the text and its principles.
- Student demonstrated an ability to respond critically and synthesize information successfully into practical lesson plans/activities for the classroom.
- Student demonstrated an understanding of his/her state and/or professional teaching standards, and how standards are implemented within lesson plans for the classroom.

- Student applied ideas from the texts to the classroom.

### **Grading Policies and Rubrics**

300 points total  
270-300 = A  
240-269 = B or Credit Grade  
Below 239 = No Credit

The discernment between an A or a B is at the discretion of the instructor based on the quality of work submitted (see assignment rubrics). Coursework falling short of a quality equaling a B or a Credit Grade will be returned with further instructions.

All assignments must be completed in order to receive a grade. In addition, all assignments are expected to reflect the quality that teacher-training institutions require of professional educators. If completed assignments do not meet this standard, students will be notified with further instructions from the instructor.

### **Grading Options**

Course participants have the option of requesting a letter grade or a credit/no credit when submitting the online grade form. Students will submit grade form when coursework has been completed. (Instructions will be provided for online grading by the instructor.)

### **Instructor/Student Contact**

A minimum of three instructor/student contacts are required. These may be in the form of discussion form posts/responses and/or individual emails.

### **References/ Resources**

Buchanan, Judith. *Shakespeare on Film*. Harlow, England: Pearson Longman, 2005.

Cohen, Ralph. *ShakesFear and How to Cure It: A Handbook for Teaching Shakespeare*. Clayton, Delaware: Prestwick House, 2007.

Decourcy, Delia. *Teaching Romeo and Juliet: A Differentiated Approach*. Urbana, Illinois: NCTE, 2007.

Erne, Lukas. *Shakespeare as Literary Dramatist*. Cambridge: Cambridge University Press, 2003.

Garber, Marjorie. *Shakespeare and Modern Culture*. New York: Pantheon Books, 2008.

Greenblatt, Stephen. *Will in the World: How Shakespeare Became Shakespeare*. New York: W.W. Norton, 2004.

Isaacs, Megan. *Heirs to Shakespeare: Reinventing the Bard in Young Adult Literature*. New York: Boynton/Cook, 2000.

Jago, Carol. *With Rigor for All: Teaching the Classics to Contemporary Students*. New York: Heinemann, 2000.

Mellor, Bronwyn. *Reading Hamlet*. Urbana, Illinois: NCTE, 1999.

O'Brien, Peggy. *Shakespeare Set Free (series)*. New York: Washington Square Press, 1993-1995.

Orgel, Stephen. *Imagining Shakespeare: A History of Texts and Visions*. New York: Palgrave Macmillan, 2003.

Rocklin, Edward. *Performance Approaches to Teaching Shakespeare*. Urbana, Illinois: NCTE, 2005.

Rodenburg, Patsy. *Speaking Shakespeare*. New York: Palgrave Macmillan, 2002.

Silverbush, Rhona and Sami Plotkin. *Speak the Speech! Shakespeare's Monologues Illuminated*. New York: Faber and Faber, 2002.

### **Internet Resources**

[http://www.folger.edu/index\\_sa.cfm?specaudid=2](http://www.folger.edu/index_sa.cfm?specaudid=2) (Folger Shakespeare Library)

<http://www.pbs.org/shakespeare/> (In Search of Shakespeare – PBS)

<http://www.bardcentral.com/> (Poor Yorick Shakespeare Catalog)

<http://www.insidefilm.com/shakespeare.html> (Adapting Shakespeare to Film)

<http://www.rhymezone.com/shakespeare/>

<http://shakespeare.palomar.edu/> (Mr. Shakespeare and the Internet)

<http://www.shakespeare-online.com/> (Shakespeare Online)

<http://www.bardweb.net/> (Shakespeare Resources)

<http://www.cummingsstudyguides.net/xShakeSph.html> (Shakespeare Study Guides)

<http://dewey.library.upenn.edu/sceti/furness/> (Furness Shakespeare Library)

<http://www.english.cam.ac.uk/ceres/> (Cambridge English Renaissance Electronic Service)

<http://www.watson.org/~leigh/shakespeare.html> (Shakespeare and the Early Modern British Theater)

[http://www.english.emory.edu/classes/Shakespeare\\_Illustrated/Shakespeare.html](http://www.english.emory.edu/classes/Shakespeare_Illustrated/Shakespeare.html) (artwork)

<http://www.shakespeare-monologues.org/> (Shakespeare's Monologues)

<http://www.teachersfirst.com/content/spectopics/shakespeare.cfm> (Teachers First Resources for Shakespeare)

<http://www.cln.org/themes/shakespeare.html> (Shakespeare Theme Page)

### **Policy on Plagiarism**

*All people participating in the educational process at Fresno Pacific University are expected to pursue honesty and integrity in all aspects of their academic work. Academic dishonesty, including plagiarism, will be handled according to the procedures set forth in the Fresno Pacific University Catalogue.*

### **Fresno Pacific University Desired Student Outcomes**

*Graduate level course work reflects Fresno Pacific University's Desired Student Learning Outcomes as it applies to professional development to demonstrate the following:*

- *Oral and written communication in individual and group settings*
- *Content knowledge, and application of such knowledge in the student's area of interest to affect change*
- *Reflection for personal and professional growth*
- *Critical thinking*
- *Computational/methodological skills to understand and expand disciplines, including an understanding of technological systems*