

## Independent Study Online Course Syllabus

**Course Number: LIT 913**

**Course Title: Teaching Shakespeare**

X Online      ☐ Distance Learning

**Instructor:** Tara Warmerdam  
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**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.

**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 go to: ([http://docs.moodle.org/en/Student\\_tutorials](http://docs.moodle.org/en/Student_tutorials)). There are some student tutorials on the Center for Online Learning website at Fresno Pacific University – <http://col.fresno.edu/student>.

**Moodle Site Login and passwords – (or other online course access information)**

Students will need to have internet access to log onto <http://ce-connect.fresno.edu>. The username and password numbers for Moodle access will be sent to you by the university using the email address you submitted at the time of registration. The instructor will then contact you with a welcome letter and login instructions. If you need help with the username and password recovery please contact the Center for Professional Development at (800)372-5505, or (559)453-2000 during regular office hours - Mon-Fri 8:00 am to 5:00 pm.

**Getting Help with Moodle:**

If you need help with Moodle, please contact the Center for Online Learning (COL), + by telephone 1-559-453-3460. Help by phone is available Mon-Thurs 8:00 am to 8:00pm and on Fridays from 8:00 am to 5:00 pm, or by filling out a “Request Services” form at <http://col.fresno.edu/contact/request-services>. Please identify that you are with the Continuing Education/Independent Studies department.

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.

**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.

**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.

## **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.

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- ❖ 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.

### **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)

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<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)

### **Final Course Grade and Transcripts**

When all work for the course has been completed, students will need to logon to the Center for Professional Development website (<http://ce.fresno.edu/cpd>) to "Submit Grade Form". Once the instructor fills out the grade form online, students may log back in to request their Grade Report as well as order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information see the Independent Studies Policies and Procedures that were sent to you when you received your course materials, or in your online course. They are available, also at <http://ce.fresno.edu/cpd> - under General Information > CPD Policies.

### **Plagiarism and Academic Honesty**

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. URL <http://www.fresno.edu>.

## **CONTINUING EDUCATION PROGRAM STUDENT LEARNING OUTCOMES:**

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CE 1. Demonstrate proficient written communication by articulating a clear focus, synthesizing arguments, and utilizing standard formats in order to inform and persuade others, and present information applicable to targeted use.
CE 2. Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE 3. Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE 4. Apply critical thinking competencies by generating probing questions, recognizing underlying assumptions, interpreting and evaluating relevant information, and applying their understandings to the professional setting.
CE 5. Reflect on values that inspire high standards of professional and ethical behavior as they pursue excellence in applying new learning to their chosen field.
CE 6. Identify information needed in order to fully understand a topic or task, organize that information, identify the best sources of information for a given enquiry, locate and critically evaluate sources, and accurately and effectively share that information.

## FRESNO PACIFIC UNIVERSITY STUDENT LEARNING OUTCOMES

<b>Student Learning Outcomes Oral Communication:</b> Students will <i>exhibit</i> clear, engaging, and confident oral communication – in both individual and group settings – and will critically <i>evaluate</i> content and delivery components.
<b>Written Communication:</b> Students will <i>demonstrate</i> proficient written communication by <i>articulating</i> a clear focus, <i>synthesizing</i> arguments, and utilizing standard formats in order to <i>inform</i> and <i>persuade</i> others.
<b>Content Knowledge:</b> Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
<b>Reflection:</b> Students will <i>reflect</i> on their personal and professional growth and <i>provide evidence</i> of how such reflection is utilized to manage personal and vocational improvement.
<b>Critical Thinking:</b> Students will <i>apply</i> critical thinking competencies by <i>generating</i> probing questions, <i>recognizing</i> underlying assumptions, <i>interpreting</i> and <i>evaluating</i> relevant information, and <i>applying</i> their understandings to new situations.
<b>Moral Reasoning:</b> Students will <i>identify</i> and <i>apply</i> moral reasoning and ethical decision-making skills, and <i>articulate</i> the norms and principles underlying a Christian world-view.
<b>Service:</b> Students will <i>demonstrate</i> service and reconciliation as a way of leadership.
<b>Cultural and Global Perspective:</b> Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
<b>Quantitative Reasoning:</b> Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
<b>Information Literacy:</b> Students will <i>identify</i> information needed in order to fully understand a topic or task, <i>explain</i> how that information is organized, <i>identify</i> the best sources of information for a given enquiry, <i>locate</i> and critically <i>evaluate</i> sources, and accurately and effectively <i>share</i> that information.

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