

EDU-967: Shakespeare for Elementary Students

Independent Study Online Course Syllabus

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Number of Graduate Semester Units: 3 units
Target Audience: 1st-8th Grade Teachers
Course Access: <https://connect.fresno.edu>

Course Description

Elementary teachers, lend me your ears! What is the value of teaching children passages, themes and characters from William Shakespeare's most famous plays? How can your students make relevant connections with the characters Shakespeare created in the 1600's to their lives today? Why memorize passages? How will teaching children Shakespeare help them make social-emotional connections? Ken Ludwig playfully addresses these questions as he sets the stage for the "why" behind his book. In his conversational tone, Ludwig takes readers through a series of interactive strategies for memorization of Shakespeare's passages, understanding Shakespeare's language patterns, and character studies for his most famous characters. The beautifully illustrated Usborne Complete Shakespeare is an optional companion for teaching your students plots and characters. By the end of this course you will have skills to confidently teach your elementary students the value of Shakespeare's works and memorization. You will create and demonstrate lesson plans based on the activities in Ludwig's book, and make social-emotional connections to children learning Shakespeare. You can complete the course either with a class of students or without a class.

Note: Required book must be purchased separately.

Required Texts and Course Materials

Book (Required): Ludwig, Ken. (2013). How to Teach Your Children Shakespeare. New York: Random House Inc. ISBN 978-0-307-95149-6. <https://www.amazon.com/dp/0399168834/>

Book (Optional): Millbourne, Anna, et al. (2016). The Usborne Complete Shakespeare. Tulsa, OK: EDC Publishing. ISBN 978-1409598770. <https://www.amazon.com/dp/1409598772>

Note: Students are responsible for purchasing their own textbook, analyzing the content, and applying what they learned to the course assignments. You are welcome to purchase used, e-book, or new versions to save money. You can order the book directly from the publisher or from one of several discount aggregators (for example): <https://amazon.com>

Online Resources: Relevant online resources that support the course content and encourage further investigation will be available throughout the course assignments. Active hyperlinks are

utilized throughout the course and will link to the appropriate information when clicked. These include videos, podcasts, worksheets, online activities, journal articles and other resources.

Canvas: This course will be delivered totally online. Canvas is a web-based learning management system (LMS) that provides students access to online resources, documents, videos, assignments, quizzes, forums, etc. Canvas is easy to learn and has a user-friendly interface.

Course Dates

Self-paced; students may enroll at any time and take up to one year, from the date of registration, to complete assignments. Students may complete assignments in no less than three weeks for a 3-unit course (one week per unit).

National Standards Addressed in This Course

National Board for Professional Teaching Standards (NBPTS)

(<http://www.nbpts.org/standards-five-core-propositions/>)

First published in 1989 and updated in 2016, [*What Teachers Should Know and Be Able to Do*](#) articulates the National Board's Five Core Propositions for teaching. The Five Core Propositions - comparable to medicine's Hippocratic Oath — set forth the profession's vision for accomplished teaching. Together, the propositions form the basis of all National Board Standards and the foundation for National Board Certification. Course assignments have been designed so students can demonstrate excellence against these professional teaching standards whenever possible.

- Proposition 1: Teachers are committed to students and their learning
- Proposition 2: Teachers know the subject they teach and how to teach those subjects to students
- Proposition 3: Teachers are responsible for managing and monitoring student learning
- Proposition 4: Teachers think systematically about their practice and learn from experience
- Proposition 5: Teachers are members of learning communities

Common Core English Language Arts Standards; Reading Literature

- [CCSS.ELA-Literacy.RL.1.5](#)
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- [CCSS.ELA-Literacy.RL.2.4](#)
Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- [CCSS.ELA-Literacy.RL.3.3](#)
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- [CCSS.ELA-Literacy.RL.3.4](#)
Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- [CCSS.ELA-Literacy.RL.5.2](#)
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- [CCSS.ELA-Literacy.RL.6.4](#)
Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone

National Common Core Arts Standards (NCCAS) nationalartsstandards.org

Envision/Conceptualize:

- TH:Cr1.1.2. Identify ways in which voice and sounds may be used to create or retell a story.

Responding/Reflect:

- TH:Re7.1.1. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.

Performing

- TH:Pr4.1.2. Interpret story elements in a guided drama experience.
- TH:Pr5.1.3a. Participate in a variety of physical, vocal and cognitive exercises that can be used in a group setting for drama theatre/work.

Responding/Interpret:

- TH:Re8.1.II. Apply concepts from a drama/theatre work for personal realization about cultural perspectives and understanding.
- TH:Re8.1.III. Use new understandings of cultures and contexts to shape personal responses to drama/theatre work.

Connecting/Empathize

- TH:Cn10.1.1. Investigate how cultural perspectives, community ideas and personal beliefs impact a drama/theatre work.

National Council of Teachers of English

(<https://ncte.org/resources/standards/ncte-ira-standards-for-the-english-language-arts/>)

Published jointly by NCTE and the International Reading Association (IRA) in 1996, *The Standards for the English Language Arts* is designed to complement other national, state, and local standards and contributes to ongoing discussion about English language arts classroom activities and curricula.

- 1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
- 2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
- 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
- 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
- 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
- 7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
- 9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Continuing Education Student Learning Outcomes (CE-SLO)

CE-SLO 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-SLO 2	Demonstrate comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
CE-SLO 3	Reflect on their personal and professional growth and provide evidence of how such reflection is utilized to manage personal and professional improvement.
CE-SLO 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-SLO 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-SLO 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.

Course Student Learning Outcomes (C-SLO)

Student Learning Outcomes for This Course By the end of this course student will be able to:	National Standards Addressed*	CE-SLO Addressed**
1. Learn and demonstrate strategies for memorizing and understanding Shakespeare passages.	NBPTS 1, 2, 4 NCTE 1, 2, 3, 4, 6, 9, 12 TH:Cr1.1.2, TH: Re7.1.I TH:Pr4.1.2, TH:Pr5.1.3a CCSS.ELA-Literacy.RL: 1.5, 2.4, 3.3, 3.4, 5.2, 6.4	CE 1, 2, 3, 4, 5, 6
2. Design, rehearse, and demonstrate lesson plans that teach students strategies for memorizing and understanding Shakespeare passages.	NBPTS 1, 2, 3, 4 NCTE 2, 4, 6, 12 TH:Cr1.1.2, TH: Re7.1.I TH:Pr4.1.2, TH:Pr5.1.3a CCSS.ELA-Literacy.RL: 1.5, 2.4, 3.3, 3.4, 5.2, 6.4	CE 1, 2, 4, 6
3. Engage in collaboration with other teachers to share ideas and discuss elements of best practices.	NBPTS 1, 2, 3, 4, 5 NCTE 3, 12 TH: Re7.1.I, TH:Pr4.1.2	CE 2, 3, 4, 6
4. Discuss themes and character studies of Shakespeare's most famous plays.	NBPTS 4, TH: Re7.1.I, TH:Pr4.1.2 TH:Re8.1.II, TH:Re8.1.III TH:Re8.1.III CCSS.ELA-Literacy.RL: 1.5, 3.3, 3.4, 5.2, 6.4	CE 1, 2, 6
5. Discuss the value of teaching elementary memorization and Shakespeare.	NBPTS 1, 2, 3 NCTE 1, 2, 3, 4, 6, 7, 9, 12 TH:Re8.1.III CCSS.ELA-Literacy.RL: 1.5, 2.4, 3.3, 3.4, 5.2, 6.4	CE 1, 2, 3, 4, 5

6. Evaluate created lesson plans and those of other students.	NBPTS 1, 2, 3, 4, 5 NCTE 3, 4, 6, 12 TH: Re7.1.I	CE 2, 3, 4, 5
7. Identify social-emotional connections with Shakespeare's themes.	NBPTS 1, 3, 5 NCTE 1, 2, 3, 7, 9 CCSS.ELA-Literacy.RL: 3.3, 5.2, 6.4	CE 1, 2, 4, 5, 6

* Please refer to the section on **National Standards Addressed in This Course**

** Please refer to the section on **Continuing Education Program Student Learning Outcomes**

Module Title	Module Assignments and Activities	Points Possible
Welcome Module	<ul style="list-style-type: none"> • Introduction video • Course Syllabus • Introduce Yourself Forum 	
Module 1 – <i>Midsummer Night's Dream; Twelfth Night; Romeo and Juliet</i>	<ul style="list-style-type: none"> • 1.1 Listen to Podcast Interview w/Ludwig and respond • 1.2 Read Part One, pages 3-55 and respond • 1.3 Read Part One, pages 56-148 and respond • 1.4 Memorize passage and submit video or audio • 1.5 Create Lesson Plan (A) 	10 pts 15 pts 15 pts 10 pts 20 pts
Module 2 – <i>Macbeth; Henry IV; As You Like It, Henry V</i>	<ul style="list-style-type: none"> • 2.1 Read Part Two, pages 149-164 and respond • 2.2 Read Part Two, pages 165-219, Forum Response • 2.3 Read Part Two, pages 220-243 and respond • 2.4 Memorize passage and submit video or audio • 2.5 Create Lesson Plan (B) 	15 pts 10 pts 15 pts 10 pts 20 pts
Module 3 – <i>Hamlet; The Tempest</i>	<ul style="list-style-type: none"> • 3.1 Read Part Three pages 247-304 and respond • 3.2 Choice Assignment • 3.3 Read Part Three, pages 305-325 and respond • 3.4 Memorize passage and submit video or audio • 3.5 Create Lesson Plan (C) 	15 pts 15 pts 15 pts 10 pts 20 pts
Module 4 – Lesson Plan Submission and Evaluation	<ul style="list-style-type: none"> • 4.1 Practice, Submit video/audio of Lesson Plan (A) • 4.2 Practice, Submit video/audio of Lesson Plan (B) • 4.3 Practice, Submit video/audio of Lesson Plan (C) • 4.4 Evaluation of Lessons 	20 pts 20 pts 20 pts 15 pts
Module 5 – Shakespeare and SEL Connections	<ul style="list-style-type: none"> • 5.1 Research scholarly article connecting Shakespeare and SEL, essay response • 5.2 Create Visual Presentation • 5.3 Forum Response 	20 pts 15 pts 10 pts
Module 6 – Future Research	<ul style="list-style-type: none"> • 6.1 Create and administer a survey • 6.2 Analyze results of a survey, report new areas of research • 6.3 Choice Assignment • 6.4 Personal Reflection Forum 	20 pts 20 pts 15 pts 10 pts
Course Wrap-up – Grading and Evaluation	<ul style="list-style-type: none"> • Final Reflection Forum • Course Evaluation • Course Completion Checklist • Grade Request / Transcript Request 	
	TOTAL POINTS	400 pts

Grading Policies, Rubrics, and Requirements for Assignments

Grading Policies

- Assignments will be graded per criteria presented in the course rubrics.
- A = 90-100% and B = 80-89%, (anything below 80% will not receive credit.)
- The discernment between an A or a B letter grade is at the discretion of the instructor based on the quality of work submitted (see course rubrics).
- Coursework falling below a B grade will be returned with further instructions.
- All assignments must be completed to receive a grade and 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 Rubrics

Grade	Percent	Description	Rubric
A	90-100%	Excellent	Meets all course / assignment requirements with significant evidence of subject mastery and demonstration of excellent graduate level professional development scholarship.
B	80-89%	Very Good	Adequately meets criteria for all course/assignment requirements - demonstrates subject competency with very good graduate level professional development scholarship.
NC	Below 80%	Unacceptable	Does not meet the minimum criteria for all course/assignment requirements and demonstrated little, if any, evidence of acceptable graduate level professional development scholarship.

Writing Requirements

- **Superior:** Writing is clear, succinct, and reflects graduate level expectations. Clearly addresses all parts of the writing task. Maintains a consistent point of view and organizational structure. Includes relevant facts, details, and explanations.
- **Standard:** Writing is acceptable with very few mistakes in grammar and spelling. Addresses most parts of the writing task. Maintains a mostly consistent point of view and organizational structure. Includes mostly relevant facts, details, and explanations.
- **Sub-standard:** Writing contains noticeable mistakes in grammar and spelling. Does not address all parts of the writing task. Lacks a consistent point of view and organizational structure. May include marginally relevant facts, details, and explanations.

Lesson Plan Requirements

- **Superior:** Instructional goals and objectives clearly stated. Instructional strategies appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is clearly delineated and authentic. All materials necessary for student and teacher to complete lesson clearly listed.
- **Standard:** Instructional goals and objectives are stated but are not easy to understand. Some instructional strategies are appropriate for learning outcome(s). Method for assessing student learning and evaluating instruction is present. Most materials necessary for student and teacher to complete lesson are listed.
- **Sub-standard:** Instructional goals and objectives are not stated. Learners cannot tell what is expected of them. Instructional strategies are missing or strategies used are inappropriate.

Method for assessing student learning and evaluating instruction is missing. Materials necessary for student and teacher to complete lesson are missing.

Instructor/Student Contact Information

Throughout the course participants will be communicating with the instructor and their classmates on a regular basis using asynchronous discussion forums. Students are provided with instructor contact information in the event they want to make email or phone contact. In addition, students are encouraged to email or phone the instructor at any time. Students will also receive feedback on the required assignments as they are submitted.

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.

Coursework Hours

Based on the Carnegie Unit standard, a unit of graduate credit measures academic credit based on the number of hours the student is engaged in learning. This includes all time spent on the course: reading the textbook, watching videos, listening to audio lessons, researching topics, writing papers, creating projects, developing lesson plans, posting to discussion boards, etc. Coursework offered for FPU Continuing Education graduate credit adheres to 45 hours per semester unit for the 900-level courses. Therefore, a student will spend approximately 135 hours on a typical 3-unit course.

Services for Students with Disabilities

Students with disabilities are eligible for reasonable accommodations in their academic work in all classes. In order to receive assistance, the student with a disability must provide the Academic Support Center with documentation, which describes the specific disability. The documentation must be from a qualified professional in the area of the disability (i.e. psychologist, physician or educational diagnostician). Once documentation is on file, arrangements for reasonable accommodations can be made. For more information and for downloadable forms, please go to <https://www.fresno.edu/departments/disability-access-education>.

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 per the procedures set forth in the Fresno Pacific University Catalogue - <https://www.fresno.edu/students/registrars-office/academic-catalogs>

Technology Requirements

To successfully complete the course requirements, course participants will need Internet access, can 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. If you need technical support, please contact your Internet Service Provider.

Getting Help with Canvas: If you need help with Canvas, please contact the FPU Help Desk by phone: (559) 453-3410 or email: helpdesk@fresno.edu. Help is available Mon-Fri 8:00 am to 7:00 pm.

Final Course Grade and Transcripts

When all work for the course has been completed, students will need to logon to the Continuing Education website (<https://ce.fresno.edu/my-account>) and “Request Final Grade”. Once the instructor receives the requests and submits the grade online, students may log back in to view their Final Grade Report or order transcripts online. Please allow at least two weeks for the final grade to be posted. For more information, see the Continuing Education Policies and Procedures at <https://ce.fresno.edu/ce-policies-and-procedures>.

University Policies and Procedures

Students are responsible for becoming familiar with the information presented in the Academic Catalog and for knowing and observing all policies and procedures related to their participation in the university community. A summary of university policies may be found on the university website at <https://www.fresno.edu/departments/registrars-office/academic-catalogs>.

Fresno Pacific University Student Learning Outcomes (FPU-SLO)

FPU-SLO 1	Student Learning Outcomes Oral Communication: 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.
FPU-SLO 2	Written Communication: 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.
FPU-SLO 3	Content Knowledge: Students will <i>demonstrate</i> comprehension of content-specific knowledge and the ability to apply it in theoretical, personal, professional, or societal contexts.
FPU-SLO 4	Reflection: 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.
FPU-SLO 5	Critical Thinking: 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.
FPU-SLO 6	Moral Reasoning: 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 worldview.
FPU-SLO 7	Service: Students will <i>demonstrate</i> service and reconciliation as a way of leadership.

FPU-SLO 8	Cultural and Global Perspective: Students will <i>identify</i> personal, cultural, and global perspectives and will employ these perspectives to <i>evaluate</i> complex systems.
FPU-SLO 9	Quantitative Reasoning: Students will accurately <i>compute</i> calculations and symbolic operations and <i>explain</i> their use in a field of study.
FPU-SLO 10	Information Literacy: 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.