

University of Arkansas - Fort Smith

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Graduate Studies General Syllabus

MELA 5213 Shakespeare

Credit Hours: 3

Lecture Hours: 3

Laboratory hours: 0

Prerequisites: Admission to the M.Ed. program.

Effective Catalog: 2019-2020

I. Graduate Course Information

A. Catalog Description

A reading intensive and focused critical study of Shakespeare's major works, including selected comedies, tragedies, and histories. Along with an intensive focus on the author's literary work, a close analysis of the historical and cultural context will be included.

B. Additional Information - None

II. Student Learning Outcomes

A. Subject Matter

Upon successful completion of this course, the student should be able to:

1. Analyze major and minor works, genres, and literary movements relevant to intense study of Shakespeare.
2. Interpret literary features, structure, style, and key issues in analyzing Shakespeare's work.
3. Master the basics of archival research, with a focus on digital methodologies and practices.
4. Demonstrate mastery of a critical approach to Shakespeare through class discussion, written assignments, and/or presentations. The critical approach should be drawn from cultural studies, such as Gender and Sexuality studies; Colonialism, Empire, and Post-Colonialism; Class Studies; Periodical Studies; Strategic Formalism; and/or pedagogical methods.
5. Facilitate class discussion, with attention to textual history, author biography, historical context, and relevant scholarship.
6. Create focused critical, scholarly arguments which explicate, analyze, and evaluate the works studied in innovative and scholarly ways.

B. Program Learning Outcomes

The M.Ed. program bases Program Learning Outcomes on the National Board for Professional Teaching Standards (NBPTS). The NBPTS establishes and upholds rigorous expectations for what expert teachers should know and do. This graduate course enhances student abilities in the following areas:

Commitment: Teachers believe that all students can learn and meet high expectations. Teachers are committed to all learners and are passionate about teaching. They develop relationships with students in a variety of educational settings. Teachers create learning experiences that differentiate instruction to meet the needs of all students. They understand their subjects and how to teach those subjects to students.

Responsibility: Teachers facilitate and supervise student learning. Teachers embrace a variety of methods to increase student success. They establish social norms within a variety of dynamic grouping options. They motivate and engage students while assessing student performance.

Systematic Thinking: Teachers critique their practices and learn from experience. Teachers evaluate their practices and expand their learning based on best practices, current research, evolving technologies, and student data.

Leadership: Teachers demonstrate leadership that fosters excellence, effectiveness, and collaboration with colleagues, families, and the community. Teachers approach their work with a team mentality. They collaborate with all stakeholders sharing vital information and planning a course of action that will improve the effectiveness of the school.

III. Major Graduate Course Topics

- A. Review of the major works
- B. Shakespeare's Life and Socio-political context
- C. Gender Studies Approaches to Shakespeare (with critical reading of relevant works, including *Hamlet* and *The Taming of the Shrew*)
- D. New Historicism and Class in Shakespeare (with critical reading of relevant works)
- E. Race and Postcolonial Approaches to Shakespeare (with critical reading of relevant works, such as *Othello*, *The Merchant of Venice*, and *The Tempest*)
- F. Popular Adaptations and the Classroom (with critical study of relevant film and book adaptations)