

Course Discipline Code & No: ENG 200 Title: Shakespeare Effective Term Fall 2009  
 Division Code: HSS Department Code: ENG Org #: 11300  
 Don't publish:  College Catalog  Time Schedule  Web Page

Reason for Submission. Check all that apply.  
 New course approval  Reactivation of inactive course  
 Three-year syllabus review/Assessment report  Inactivation (Submit this page only.)  
 Course change

Change information: Note all changes that are being made. Form applies only to changes noted.  
 Consultation with all departments affected by this course is required.  Total Contact Hours (total contact hours were: \_\_\_\_\_)  
 Course discipline code & number (was \_\_\_\_\_)\*  Distribution of contact hours (contact hours were: \_\_\_\_\_)  
 \*Must submit inactivation form for previous course. lecture: \_\_\_\_\_ lab \_\_\_\_\_ clinical \_\_\_\_\_ other \_\_\_\_\_  
 Course title (was \_\_\_\_\_)  Pre-requisite, co-requisite, or enrollment restrictions  
 Course description  Change in Grading Method  
 Course objectives (minor changes)  Outcomes/Assessment  
 Credit hours (credits were: \_\_\_\_\_)  Objectives/Evaluation  
 Other \_\_\_\_\_

Rationale for course or course change. Attach course assessment report for existing courses that are being changed.  
 Updating assessment cycle and method.

Approvals Department and divisional signatures indicate that all departments affected by the course have been consulted.

Department Review by Chairperson  New resources needed  All relevant departments consulted  
 Print: Carrie Krantz/Tom Zimmerman Faculty/Preparer Signature [Signature] Date: 3/19/09  
 Dept. Chair Recommendation  Yes  No  
 Print: Carrie Krantz Department Chair Signature [Signature] Date: 3/19/09

Division Review by Dean  
 Request for conditional approval  
 Recommendation  Yes  No [Signature] Date: MAR 19 2009  
 Dean's/Administrator's Signature

Curriculum Committee Review  
 Recommendation  Tabled  Yes  No [Signature] Date: 4/8/09  
 Curriculum Committee Chair's Signature

Vice President for Instruction Approval  
[Signature] Date: 4/10/09  
 Vice President's Signature

Approval  Yes  No  Conditional

Do not write in shaded area.  
 Log File 3/19/09 Ecopy  Banner 4/10 C&A Database 4/10 C&A Log File 4/10 Basic skills  Contact fee

Please return completed form to the Office of Curriculum & Assessment and email an electronic copy to [sjohn@wccnet.edu](mailto:sjohn@wccnet.edu) for posting on the website.

**\*Complete ALL sections which apply to the course, even if changes are not being made.**

<b>Course:</b> ENG 200	<b>Course title:</b> Shakespeare
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<b>Credit hours:</b> <u>  3  </u>  If variable credit, give range: _____ to _____ credits	<b>Contact hours per semester:</b>  <table style="width:100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center; border-bottom: 1px solid black;">Student</td> <td style="text-align: center; border-bottom: 1px solid black;">Instructor</td> </tr> <tr> <td>Lecture:</td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> <tr> <td>Lab:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Clinical:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Practicum:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td>Other:</td> <td style="text-align: center;">_____</td> <td style="text-align: center;">_____</td> </tr> <tr> <td><b>Totals:</b></td> <td style="text-align: center;">45</td> <td style="text-align: center;">45</td> </tr> </table>		Student	Instructor	Lecture:	45	45	Lab:	_____	_____	Clinical:	_____	_____	Practicum:	_____	_____	Other:	_____	_____	<b>Totals:</b>	45	45	<b>Are lectures, labs, or clinicals offered as separate sections?</b>  <input type="checkbox"/> Yes - lectures, labs, or clinicals are offered in separate sections  <input type="checkbox"/> No - lectures, labs, or clinicals are offered in the same section	<b>Grading options:</b>  <input type="checkbox"/> P/NP (limited to clinical & practical) <input type="checkbox"/> S/U (for courses numbered below 100) <input checked="" type="checkbox"/> Letter grades
	Student	Instructor																						
Lecture:	45	45																						
Lab:	_____	_____																						
Clinical:	_____	_____																						
Practicum:	_____	_____																						
Other:	_____	_____																						
<b>Totals:</b>	45	45																						

**Prerequisites. Select one:**

College-level Reading & Writing                     
  Reduced Reading/Writing Scores                     
  No Basic Skills Prerequisite

(Add information at Level I prerequisite)                     
 (College-level Reading and Writing is not required.)

**In addition to Basic Skills in Reading/Writing:**

Level I (enforced in Banner)

	Course	Grade	Test	Min. Score	Concurrent Enrollment <small>Can be taken together)</small>	Corequisites <small>Must be enrolled in this class also during the same semester)</small>
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____	<input type="checkbox"/>	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____	<input type="checkbox"/>	_____

Level II (enforced by instructor on first day of class)

	Course	Grade	Test	Min. Score
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____
<input type="checkbox"/> and <input type="checkbox"/> or	_____	_____	_____	_____

**Enrollment restrictions** (In addition to prerequisites, if applicable.)

and  or Consent required                     
  and  or Admission to program required                     
  and  or Other (please specify): \_\_\_\_\_

Program: \_\_\_\_\_

**Please send syllabus for transfer evaluation to:**  
 Conditionally approved courses are not sent for evaluation.  
 Insert course number and title you wish the course to transfer as.

<input checked="" type="checkbox"/> E.M.U. as _____	<input checked="" type="checkbox"/> CMU _____ as _____
<input checked="" type="checkbox"/> U of M as _____	<input checked="" type="checkbox"/> Ferris State _____ as _____
<input checked="" type="checkbox"/> MSU _____ as _____	<input checked="" type="checkbox"/> Grand Valley _____ as _____
<input type="checkbox"/> X Lake Superior State	

<p><b>Course</b> ENG 200</p>	<p><b>Course title</b> Shakespeare</p>	
<p><b>Course description</b> State the purpose and content of the course. Please limit to <u>500</u> characters.</p>	<p>This course covers introductory reading, discussion, and analysis of the varieties of Shakespeare's works. Whenever possible, the opportunity to view performances, either live or on video, is made available. Students will apply critical-thinking skills to assess literary works.</p>	
<p><b>Course outcomes</b> List skills and knowledge students will have after taking the course.</p> <p><b>Assessment method</b> Indicate how student achievement in each outcome will be assessed to determine student achievement for purposes of course improvement.</p>	<p><b>Outcomes</b> (applicable in all sections)</p> <p>By writing a standard, academic essay, students will demonstrate the ability to:</p> <ul style="list-style-type: none"> <li>a. Read works by William Shakespeare and identify major themes, elements, and techniques in these works.</li> <li>b. Use literary vocabulary to analyze Shakespearean literature in an academic essay.</li> <li>c. Apply critical thinking skills of observation, explanation, and interpretation to evaluate Shakespearean literature.</li> </ul>	<p><b>Assessment</b> Methods for determining course effectiveness</p> <hr/> <p>Once in a 3-year cycle, the department will evaluate a formal, analytical, literary essay based on selected course readings.</p>
<p><b>Course Objectives</b> Indicate the objectives that support the course outcomes given above.</p> <p><b>Course Evaluations</b> Indicate how instructors will determine the degree to which each objective is met for each student.</p>	<p><b>Objectives</b> (applicable in all sections)</p> <p>Students in the various sections of ENG 200 will read and analyze works from the following Shakespearean genres:</p> <ul style="list-style-type: none"> <li>• Comedy</li> <li>• History</li> <li>• Tragedy</li> <li>• Romance</li> <li>• Sonnet</li> <li>• Other poems</li> </ul> <p>Within each genre, the following objectives are addressed:</p> <ol style="list-style-type: none"> <li>1. Apply standard critical elements (genre, style, language, theme) to a written analysis of selected works.</li> </ol>	<p><b>Evaluation</b> Methods for determining level of student performance of objectives</p> <hr/> <p>Options for each objective/unit/genre:</p> <p>Written Assignments</p> <ul style="list-style-type: none"> <li>• Journal</li> <li>• Essay</li> <li>• Essay exam</li> <li>• Project</li> <li>• Portfolio</li> <li>• Reading cards/reader notes</li> <li>• Objective short-answer quizzes or exams</li> </ul> <ol style="list-style-type: none"> <li>1. 5-10 pages of written standard critical analysis of literature.</li> <li>2. Some form of formal and informal in-class writing similar to the options listed above.</li> </ol>

	<p>2. Identify and critically analyze themes from the readings that inform the nature and variety of human experience, such as:</p> <ul style="list-style-type: none"> <li>• Separation and integration</li> <li>• Confusion and revelation</li> <li>• Use of humor to illuminate</li> <li>• Renewal and continuance</li> <li>• Nationalism</li> <li>• Political/aesthetic interpretation of historical fact</li> <li>• The nature of political and personal power</li> <li>• The tragic worldview</li> <li>• Tragedy's ennobling illumination of the human condition</li> <li>• Varying concepts of the tragic hero</li> <li>• Forgiveness and redemption</li> <li>• Breadth and depth of the artistic vision</li> </ul>	
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List all new resources needed for course, including library materials.

**Student Materials:**

List examples of types		Estimated costs
Texts Supplemental reading Supplies Uniforms Equipment Tools Software	Anthology, such as <i>The Riverside Shakespeare</i> , or paperbacks of individual works.	\$ 80

**Equipment/Facilities:** Check all that apply. (All classrooms have overhead projectors and permanent screens.)

Check level only if the specified equipment is needed for all sections of a course.

- Level I classroom  
Permanent screen & overhead projector
- Level II classroom  
Level I equipment plus TV/VCR
- Level III classroom  
Level II equipment plus data projector, computer, faculty workstation

- Off-Campus Sites
- Testing Center
- Computer workstations/lab
- ITV
- TV/VCR
- Data projector/computer
- Other DVD player (as needed)

**Assessment plan:**

Learning outcomes to be assessed (list from Page 3)	Assessment tool	When assessment will take place (semester & year)	Course section(s)/other population	Number students to be assessed
By writing a standard, academic essay, students will demonstrate the ability to: <ul style="list-style-type: none"> <li>a. Read works by William Shakespeare and identify major themes, elements, and techniques in these works.</li> <li>b. Use literary vocabulary to analyze Shakespearean literature in an academic essay.</li> <li>c. Apply critical thinking skills of observation, explanation, and interpretation to evaluate Shakespearean literature.</li> </ul>	A formal, analytical, literary essay based on selected course readings.	2009 and every three years thereafter.	Course sections	Sample of 20% of students from all sections.

**Scoring and analysis of assessment:**

1. Indicate how the above assessment(s) will be scored and evaluated (e.g. departmentally developed rubric, external evaluation, other). Attach the rubric/scoring guide.
  - Essays will be developed with a departmentally developed rubric.
  
2. Indicate the standard of success to be used for this assessment.
  - 75% of the students will score a "C" or better on the essay.
  
3. Indicate who will score and analyze the data (data must be blind-scored).
  - Full-time English Department faculty will score and analyze the data.
  
4. Explain the process for using assessment data to improve the course.
  - Faculty will review the assessment results at a department meeting, and if necessary, recommend strategies for improvement.