Administrative Unit: Humanities Department

Course Prefix and Number: ENGL 351

Course Title: Readings in Shakespeare

Number of Credit Hours: 3 Lecture Hours: 3 Laboratory Hours: 0

Catalog Description: Study of William Shakespeare, emphasizing his background, his poetry, and his plays in all genres.

Prerequisite(s)/Corequisite(s): ENGL 112.

Text(s): Several suitable collections of the complete works are available:


Course Objectives:
- To delve into advanced study of Shakespeare's works.

Measurable Learning Outcomes:
- Apply facts of Shakespeare’s historical, cultural, literary and biographical background to interpret poems and plays.
- Identify characteristics and themes in canonical and less-read poems and plays by Shakespeare.
- Apply key terms of literary criticism to interpret representative plays and poems.
- Demonstrate the differences between Shakespeare as drama and as theater.
- Identify trends in historical and critical scholarship on Shakespeare.

Topical Outline (major areas of coverage):
- Background to the study of Shakespeare.
- Poems.
- History plays.
- Comedies.
- Tragedies.
- Romances.

Recommended maximum class size for this course: 30
Library Resources: Online databases are available at http://www.ccis.edu/offices/library/resources.asp. You may access them from off-campus using your eServices login and password when prompted.

Prepared by: Erick Kelemen

Date: January 18, 2005

NOTE: The intention of the master syllabus is to provide an outline of the contents of this course, as specified by the faculty of Columbia College, regardless of who teaches the course, when it is taught or where it is taught. Faculty members teaching this course for Columbia College are expected to facilitate learning pursuant to the course objectives and cover the subjects listed in the topical outline. However, instructors are also encouraged to cover additional topics of interest so long as those topics are relevant to the course’s subject. The master syllabus is, therefore, prescriptive in nature but also allows for a diversity of individual approaches to course material.

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