

EN 440 Shakespeare

Debra Sheffer

Mission Statement: The mission of Park University, an entrepreneurial institution of learning, is to provide access to academic excellence, which will prepare learners to think critically, communicate effectively and engage in lifelong learning while serving a global community.

Vision Statement: Park University will be a renowned international leader in providing innovative educational opportunities for learners within the global society.

Course	EN 440 Shakespeare
Semester	Portfolio
Faculty	Debra Sheffer
Title	Assistant Professor of History and English
Degrees/Certificates	PhD History; MA English
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Office Location	Commerce Tower, 911 Main, Suite 800, Rm. 813
Office Hours	MWR 9:00 a.m. – 4:00 p.m.
Class Days	TBA
Class Time	TBA
Credit Hours	3

Textbook:

The Necessary Shakespeare, by David Bevington. New York: Longman, 2004.
The Bedford Companion to Shakespeare.

Additional Resources:

Additional readings and films will be provided during the semester.

McAfee Memorial Library - Online information, links, electronic databases and the Online catalog. Contact the library for further assistance [via email](#) or at 800-270-4347.

Career Counseling - The Career Development Center (CDC) provides services for all stages of career development. The mission of the CDC is to provide the career planning tools to ensure a lifetime of career success.

Park Helpdesk - If you have forgotten your OPEN ID or Password, or need assistance with your PirateMail account, please email helpdesk@park.edu or call 800-927-3024

Resources for Current Students - A great place to look for all kinds of information <http://www.park.edu/Current/>.

Course Description:

A survey of major comedies, histories, tragedies, and non-dramatic poetry. 3:0:3

Learning Outcomes:

Core Learning Outcomes

1. Discuss a representative sample of Shakespeare's work
2. Analyze commonalities, differences, and trends across Shakespeare's career

3. Examine the cultural and political background for Shakespeare's plays and the Elizabethan theater
4. Construct a detailed interpretation of a single play or of a distinct issue in Shakespeare's work.

Core Assessment:

All Park University courses will include a Core Assessment with rubric. This will include ¾ of the Core Learning Outcomes listed above. The Core Assessment in this course will be a major critical paper of no fewer than 5 pages, which will include research and MLA documentation. The project will be completed in the final quarter of the term.

The rubric for this assignment is published so the student can see the expectations.

[Link to Class Rubric](#)

Core Assessment:

Research paper.

Disability Guidelines:

Park University is committed to meeting the needs of all students that meet the criteria for special assistance. These guidelines are designed to supply directions to students concerning the information necessary to accomplish this goal. It is Park University's policy to comply fully with federal and state law, including Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, regarding students with disabilities. In the case of any inconsistency between these guidelines and federal and/or state law, the provisions of the law will apply. Additional information concerning Park University's policies and procedures related to disability can be found on the Park University web page: <http://www.park.edu/disability> .

Rubric

Competency	Exceeds Expectation (3)	Meets Expectation (2)	Does Not Meet Expectation (1)	No Evidence (0)
Evaluation Outcomes 1, 2, 3	Reflects a clear individual approach to the project, including responses to particular texts.	Reflects limited individuality, little sense of the particular texts.	Lacks any sense of individuality, with almost no sense of particular texts.	Does not turn in paper or does not respond appropriately to assignment.
Synthesis Outcomes 4	Incorporates smoothly all elements of the discussion.	Incorporates elements but relationships are unclear or transitions are abrupt.	Elements are separate and unconnected.	Does not turn in paper or does not respond appropriately to assignment.
Analysis Outcomes 3	Addresses scholarly issues of cultural/historical background,	Addresses some scholarly issues from the three categories.	Addresses few or no scholarly issues.	Does not turn in paper or does not respond appropriately to

	biography, and literary criticism.			assignment.
Application Outcomes 4	Applies individual approach, with skillful attention to technical aspects of scholarly writing.	Applies limited individuality, little sense of texts, cultural/historical background, biography, and literary criticism.	Lacks any sense of individuality, almost no grasp of texts, cultural/historical background, biography, and literary criticism.	Does not turn in paper or does not respond appropriately to assignment.
Content of Communication Outcomes 1, 4	Gracefully communicates central idea with strong sense of purpose and supporting detail.	Communicates central idea with enough sense of purpose and supporting detail to convince reader.	Lacks a strong central idea, instead strings together many ideas without convincing supporting detail.	Does not turn in paper or does not respond appropriately to assignment.
Technical Skill in Communicating Outcomes 2, 3	Incorporates research and individual voice skillfully with attention to all aspects of texts and supporting detail.	Uses some research, though with little evidence of individuality.	Does not provide convincing evidence and does not write with a convincing personal voice.	Does not turn in paper or does not respond appropriately to assignment.
Disciplinary Literacy & Contextualizes literary work: Outcomes 3	Skillfully examines cultural and political backgrounds of Shakespeare's work in ways that promote new knowledge.	Includes some commentary on cultural and political backgrounds, but lacks sense of closure to discussion.	Lacks a grasp of cultural and political backgrounds.	Does not turn in paper or does not respond appropriately to assignment.
Second Literacy: Outcomes 4	Skillfully applies appropriate historical or theoretical framework.	Skillfully applies appropriate historical or theoretical framework.	Lacks detailed framework.	Does not turn in paper or does not respond appropriately to assignment.

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