

Shakespeare and Language Teaching

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Introduction:

This goals of this course all involve giving working teachers an opportunity to investigate the methods and difficulties of using Shakespeare's works—and, by extension, the works of other major authors—in their English language courses. Specifically, these goals include:

- familiarizing teachers with relevant literary and historical background to Shakespeare's works
- familiarizing teachers with resources such as dictionaries, reference works, films and videos, and web sites for future reference
- gaining detailed knowledge of several of Shakespeare's works that would be of especially interest to maturing students
- developing the reading and writing skills necessary to classroom flexibility and confidence in dealing with challenging texts
- identifying and overcoming textual difficulties
- practicing incorporating some of Shakespeare's works into existing curricula
- developing classroom activities based on Shakespeare's works

Grading and assignments:

Students will be expected to read a selection of Shakespeare's sonnets and three of his plays (specified below). Attendance is mandatory. Grades will be based on three writing assignments, which can be completed in any order but must be handed in on the dates specified in the syllabus below:

- a creative work based on a model from one of Shakespeare's works covered in class
- a four- to five-page critical paper on literary aspects of one of Shakespeare's works covered in class
- a class plan that incorporates part of one of Shakespeare's works into a language curriculum

Required reading:

The Norton Shakespeare, ed. by Stephen Greenblatt, and others (New York: W.W. Norton, 1997), **or**

The Riverside Shakespeare, 2nd ed., ed. by G. Blakemore Evans, and others (Boston and New York: Houghton Mifflin, 1997), **or**

Arden, Oxford, or New Cambridge editions of *Romeo and Juliet*, *Twelfth Night*, and *1 Henry IV*

Syllabus:

<i>date</i>	<i>topic</i>	<i>assignment</i>
July 8	Introduction; challenges of reading Shakespeare; possibilities of uses in a language classroom; Shakespeare resources	
July 14/15	Characteristics and history of the sonnet; grammar, vocabulary, and rhetoric; writing sentences; writing in rhyme and meter; pronunciation	selected sonnets (handout)
July 21/22	What is tragedy? genre and character; skillful dialogue; writing dialogue	<i>Romeo and Juliet</i> Acts I and II
July 28/29	Plot and dramatic structure; planning plots	<i>Romeo and Juliet</i> Acts III, IV, and V writing 1 due
August 4/5	What is comedy? listening, speaking, and performance	<i>Twelfth Night</i> Acts I and II
August 11/12	Writing about literature; using textual and inter-textual evidence	<i>Twelfth Night</i> Acts III, IV, and V writing 2 due
August 18/19	What is a history play? concerns of history and historical concerns; historical knowledge and useful texts	<i>1 Henry IV</i> Acts I and II
August 25/26	Assigning and encouraging research; questions and review	<i>1 Henry IV</i> Acts III, IV, and V writing 3 due

Recommended reading:

1. Reference Books

- Alexander Schmidt, *Shakespeare Lexicon and Quotation Dictionary* (2 vols.) (repr. New York: Dover, 1971)
- David Crystal and Ben Crystal, *Shakespeare's Words: A Glossary and Language Companion* (London: Penguin, 2002)

- William Smith, ed., *The Wordsworth Classical Dictionary* (repr. Ware: Wordsworth Editions, 1996)

2. Background

- Russ McDonald, *The Bedford Companion to Shakespeare: An Introduction with Documents* (Boston and New York: Bedford Books, 1996)
- Stanley Wells, *Shakespeare & Co.* (New York: Vintage, 2006)
- Samuel Schoenbaum, *Shakespeare's Lives* (Oxford and New York: Oxford University Press, 1993)
- E.M.W. Tillyard, *The Elizabethan World Picture* (repr. London: Penguin, 1963)
- C.S. Lewis, *The Discarded Image: An Introduction to Medieval and Renaissance Literature* (Cambridge: Cambridge University Press, 1964)

3. Criticism

- H.R. Woudhuysen, ed., *Samuel Johnson on Shakespeare* (London: Penguin, 1989)
- A.C. Bradley, *Shakespearean Tragedy* (repr. New York: Fawcett, 1968)
- Gary Taylor, *Reinventing Shakespeare: A Cultural History from the Restoration to the Present* (London: Vintage, 1989)
- Stanley Wells, *Shakespeare: The Poet and His Plays* (London: Methuen, 1997)
- John Drakakis, ed., *Alternative Shakespeares* (London: Methuen, 1985)
- Brian Vickers, *Appropriating Shakespeare: Contemporary Critical Quarrels* (New Haven and London: Yale University Press, 1993)
- Jonathan Bate, *The Genius of Shakespeare* (Oxford: Oxford University Press, 1998)
- McDonald, Russ, ed., *Shakespeare: An Anthology of Criticism and Theory 1945–2000* (Oxford: Blackwell, 2004)