

B - Course Revision Form V. 7.2022 : Entry # 2947**DEAN Decision**

Approved

Today's Date

09/22/2023

ACADEMIC PROGRAM Decision

Approved

Today's Date

02/07/2024

Please type in the name of your committee

Study Abroad Committee

EPC Decision

Approved

Today's Date

03/19/2024

GEC Decision

Approved

Today's Date

04/25/2024

APIRC Decision

Approved

Today's Date

05/07/2024

Begin Form**Today's Date**

09/11/2023

Your Name

Jesse Galas

Your Email:

B - Course Revision Form V. 7.2022 : Entry # 2947jgalas@highpoint.edu**Are you a Department Chair?**

No

Department Chair Name

Doug Brown

Email address of your Department Chairdbrown@highpoint.edu**By checking below, I certify that my department chair has seen and approved the course revisions that are in this proposal**

Yes

Please select the appropriate school overseeing this proposal:

Arts & Design

Which semester is this course to be taught as proposed?

Spring

Are you submitting multiple courses for revision from the same department?

No, just one

Please list all of the courses that you are submitting revisions for:

Course Prefix	Course Number	Course Title
THE	4500	Shakespeare in Performance

What would you like to revise?

- Learning Outcomes
- Change Course Number (no change to level)

Are you also revising any of the following for this course?

- Change course designator
- Change course title
- Change course description

Gen Ed & Academic Program Information**Is this a revision to meet new Gen Ed requirements?**

Yes

B - Course Revision Form V. 7.2022 : Entry # 2947**Which area(s) of Gen Ed does your proposal seek for approval?**

- Integrative Course [ITG]

Is this course part of an academic program?

- Study Abroad

Have you received approval from the appropriate academic program committee to move forward with this proposal?

Yes

Does this course, as revised, include any community engagement?

Yes

Is this course part of GoGlobal?

Yes

Does this course count towards a major or a minor?

Yes

Please list the course(s) and whether they are required or electives for the major/minor.**Course
Prefix/Number****Name of Major and/or
Minor?****Required or Elective?**

THE 4500

Theater Performance

It is required that you choose 2 of the 3 options: THE 3210; THE 4200, THE 4500

Is this course cross listed?

Yes

Choose the department designator for your course from the list below.

THE

Choose the second department designator for your course from the list below.

ENG

Current course number

THE 4500; ENG 4881

Current course title

Shakespeare in Performance

Please select the course repeat option that this course CURRENTLY has:

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Not repeatable for credit

Revisions to course number, title, credits, prerequisites**What are the changes to the course number?**

Course number to be chosen by registrar - must be 4000 level.

What are the changes to the course title?

Shakespeare in Word and Action

What are the changes to the course designator?

ITG

Please paste the existing catalog description

This course combines literary examination with performance study, with a focus on multiple Shakespearean texts. During the course, students will examine primary texts through close reading, will research the historical connections surrounding the writing of the plays and the worlds in which the plays take place, and examine historical and contemporary views of these plays and related adaptations. In addition, the course will provide practical skills to bring these texts to performance.

Enter the proposed NEW course description

"Suit the action to the word, the word to the action," says Shakespeare's Hamlet. This course integrates literary study of the word with performance study of the action. It will deepen your understanding of Shakespeare's literary contexts, characters, and plots while sharpening your performance and public speaking skills. Students will closely analyze six Shakespearean plays from the genres of comedy, romance, history, and tragedy and practice performance techniques based on their experience through presented kinesthetic exercises. Under the guidance of faculty mentors, students will work together to develop independent, semester-long projects in line with their own interests. The Maymester portion of this course will include seminars and workshops at the Royal Shakespeare Theatre in Stratford, England, and the Globe Theatre and National Theatre in London.

Curriculum Review Information**Please list all revised student learning outcomes, including Gen Ed outcomes, for this course****LEARNING OUTCOMES and LIFE SKILLS LEARNING OBJECTIVES**

Critical Thinking, Speaking Persuasively, Writing Persuasively, Cultural Competence, Interdisciplinary Problem Solving, Resiliency and Growth Mindset, Coachability

The course is designed to fulfill the learning outcomes specified below:

- **COMMUNICATION III:** Speak to groups using sophisticated, context-appropriate, and interesting delivery techniques (posture, gesture, eye contact, and vocal expressiveness): Students will complete reading group activities and acting exercises that will develop embodied movement and physical gesture, and vocal skills involving diction, articulation, eye contact, and vocal expressiveness. They will present their work to the class and receive personalized feedback on their delivery.
- **INTER- AND INTRAPERSONAL SKILLS I:** Engage team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others. Through frequent reading group exercises, students will take various assigned roles to make contributions to their group. Learning from each other, they will engage in peer-reviews at the end of each step of their semester-long projects, and they will engage in ensemble activities that foster collaboration.
- **INTER- AND INTRAPERSONAL SKILLS III:** Address conflict directly and constructively, helping to manage or resolve it in a way that strengthens overall team cohesiveness and future effectiveness. Through integrated discussion and role play of scripted characters in scenework, students will critically analyze each character's conflict and actions and compare and contrast an application to their personal and professional lives towards conflict resolution. Students will also engage in guided peer-review activities that structure constructive criticism and build consensus within reading groups.

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- INTEGRATIVE I: Connect concepts, theories, and frameworks of fields of study to life experiences, drawn from a variety of contexts (e.g., family life, creative endeavors, civic participation, work experience). Through reflective writing and reflective kinesthetic exercises, students will draw connections between their own experiences and the themes, characters, plots, diction and music in six Shakespeare plays. Through imaginative exercises, students will bring their own vision to the performance of Shakespeare.
- INTEGRATIVE II: Adapt and apply skills, abilities, theories, or methodologies acquired in one situation or discipline to new situations or problems. Students will learn literary analytical techniques and historical contexts and apply them to their interpretations in performance. Through their engagement with performance studies, they will bring new interpretations to the literary texts.
- Intentional Learning where students set goals and plan their education deliberately and purposefully. Guided by faculty, Students will plan a semester-long project requiring feasible, self-determined completion dates in line with required project milestones including proposing, researching, drafting, revising, and/or presenting, reciting, performing.
- High-Impact Practices where students participate in educational endeavors that demand considerable time and effort, facilitate learning outside of the classroom, and require meaningful interactions with faculty and other students. [The semester-long project will involve research and rehearsal both in and outside of the classroom with group work and independent research in multiple steps.
- Metacognition where students utilize the skill of self-awareness to reflect and learn from their experiences. Students will frequently discuss the progress of their projects with their reading groups. At the end of each step toward the completion of the semester-long project, students will reflect on their own learning and their own experience of that learning, as well as how successfully they synthesized the material learned. They will also reflect on the future, discussing plans for next steps, revisions to earlier plans, and adjustments or improvements they can make. A final reflection will accompany the final project/synthesis paper.

Please list any revisions to units or content areas that will be required for all sections of this course

This course integrates knowledge and experience from Theater and English Literature, specifically focusing on the works of William Shakespeare.

If you have Gen Ed learning outcomes, please address the kinds of assessments you may use for each area that you are proposing the course be designated (i.e., Arts, Humanities, Diversity)

- COMMUNICATION III: Solo and group discussion and kinesthetic exercises; written and oral presentations
- INTER- AND INTRAPERSONAL SKILLS I: Scenework from selected Shakespearean works.
- INTER- AND INTRAPERSONAL SKILLS III: Peer and faculty feedback on scenework from selected Shakespeare.
- INTEGRATIVE I: Critical and reflective written assignments on the theatrical focus of scenework
- INTEGRATIVE II: Critical and reflective written assignments on the literary focus of scenework

Please list any revisions to course policies that will be required for all sections of this course

N/A

If you would like to specify any revisions to requirements for how contact hours must be met for all sections of this course, please indicate below (e.g., if any experiential learning activities will replace seat time)

N/A

If this course proposal affects any other departments, please describe the consultation and approval that you've received and from whom

Department of English - James Cotton, primary collaborator and co-professor.

Sample Syllabus

- [ITG-0000-Shakespeare-in-Word-and-Action.docx](#)