

| | | | |
|--|---|--|----------------------------|
| Identification | Subject (code, title, credits) | ENGL 331 Shakespeare Then and Now-3KU/6ECTS | |
| | Department | English Language and Literature | |
| | Program(undergraduate, graduate) | Graduate program | |
| | Term | Spring 2022 | |
| | Instructor | Nasirova Firangiz | |
| | E-mail: | fnasirova@khazar.org | |
| | Phone: | (012) 421 79 16 | |
| | Classroom/hours | Tuesday 10:00 -13:20 | |
| | Office hours | Wednesday - Thursday 14:00- 18:00 | |
| Prerequisites | British Literature | | |
| Language | English Language | | |
| Compulsory/ Elective | Elective | | |
| Required textbooks and course materials | <ol style="list-style-type: none"> 1. The Complete Works of W. Shakespeare, Peter Alexander, Harper Collins Publisher, 1951 2. "Speak out" Journal, Longman, Pearson 3. Dünya Ədəbiyyatı, Şekspir, seçilmiş əsərləri, Öndər nəşriyyatı, 2004 4. Vilyam Şekspir, pyeslər və sonetlər, Bakı, Yazıçı, 1980 5. William Shakespeare, "Sonnets", Progress Publishers, Moscow, 1965 6. Vilyam Şekspir, "Seçilmiş əsərləri", Şərq-Qərb nəşriyyatı, Bakı 2009 7. The Art of Shakespeare's Sonnets, Helen Vendler, Harvard University Press, 1999 8. "Shakespeare for young people" Diane Davidson. Swan book edition. New York | | |
| Course website | | | |
| Course outline | Develop students' ability to listen and understand Shakespeare's classical works. | | |
| Course objectives | <p>Through this course students will be able to:</p> <ul style="list-style-type: none"> • develop their ability to listen and understand Shakespeare's classical works and scholarly criticism of his plays and sonnets; • enrich their vocabulary while reading Shakespeare's works of the 16th century; • discuss possible favorite tragedies, comedies, sonnets and present them and reveal the motives of love and time in Shakespeare's period and compare them with Azerbaijani translation variants; <p>be involved into the world of Shakespeare events and most famous Elizabethans outside the royal court life and Shakespeare's influence on literary development of English and world literature</p> | | |
| Learning outcomes | They will be able to discuss, compare and make presentation on different works, plays and sonnets by Shakespeare. | | |
| Teaching methods | Lecture | | + |
| | Group discussion | | + |
| | Experiential exercise | | + |
| | Case analysis | | + |
| | Simulation | | + |
| | Course paper | | 20-25 pages of handwriting |
| | Others | | |
| Evaluation | Methods | Date/deadlines | Percentage (%) |
| | Midterm Exam | | 30 |
| | Case studies | | |
| | Class Participation | | 10 |
| | Activity | | 10 |
| | Assignment and quizzes | | |

| | | | |
|-------------------|---|--|-----|
| | Project | | |
| | Presentation/Group Discussion | | 20 |
| | Final Exam | | 30 |
| | Others | | |
| | Total | | 100 |
| Policy | Plagiarism and cheating are crimes and will be severely penalized, including, the expulsion of a student from the university. If you use any sources from the Internet or any other book, magazine, you are required to cite it properly. Any material not cited is considered to be plagiarized and will not be accepted or marked | | |
| Assessment | <i>Presentation and group discussion</i> – based on course paper. The paper contains any of Shakespeare’s plays and sonnets chosen by the students themselves. The paper should not exceed 20 pages. Handwriting is required. | | |

Tentative Schedule

| Week | Date/Day (tentative) | Topics | Textbook/Assignments/Reading |
|-------------|-----------------------------|--|--------------------------------------|
| 1 | February 10-13 | 1) Shakespeare’s life and creative activity 2) “Good name” “Othello” act 3/ Madrigal | The complete works of W. Shakespeare |
| 2 | February 14-20 | 1) Periods of W. Shakespeare’s creative activity 2) Introduction to Shakespeare’s sonnets Sonnet 18 “ Shall I compare thee...” | The Complete Works of W. Shakespeare |
| 3 | Feb 21 - Feb 27 | 1) W. Shakespeare’s Maturity in the sonnets 2) The most dramatic love tragedy “Romeo and Juliet” | The Art of Shakespeare’s Sonnets |
| 4 | Feb 28 -March 6 | 1) “Romeo and Juliet” (tragic end) Extract “What is a youth” 2) Sonnet 66 “Tired with all these...” | The complete works of Shakespeare |
| 5 | March 7- 13 | 1) “The most dramatic tragedy “Hamlet” 2) “Hamlet” s monologue (analysis) | Dünya Ədəbiyyatı, Şekspir |
| 6 | March 14-20 | Novruz Holiday | |
| 7 | March 21-27 | 1) “Hamlet’s monologue (Review & Discussion) 2) The insolence of court in “Hamlet” | The complete works of W. Shakespeare |
| 9 | March 28- Apr 3 | 1) Presentations. Quotes of Shakespeare 2) Activity & Participation (Oral review) | The text book |
| 10 | April 4-10 | Course Material Review MIDTERM EXAMINATION | Review |
| 11 | April 11-17 | 1) “King Lear ” as W. Shakespeare’s Family tragedy 2) Sonnet 130 “My mistress’ eyes are nothing ...” | The art of Shakespeare’s sonnets |
| 12 | April 18-24 | 1) “King Lear” The problem of Family members” 2) Quotes from Shakespeare/ Sonnet discussion | Dünya Ədəbiyyatı Villiam Şekspir |
| 13 | April 25 - | 1) “Julius Caesar” W. Shakespeare’s Historical play | The textbook “Julius Caesar” by |

| | | | |
|----|--------------------------|---|--|
| | May 1 | 2) Sonnet 144 “Two loves I have ...” | Diane Davidson |
| 14 | May 2 - 8 | 1) “Julius Caesar” as a historical hero of his period. Video Presentation 2) Psychological & Dramatical aspects of the sonnet | “Julius Caesar” by Diane Davidson |
| 15 | May 9 - 15 | 1) “Julius Caesar” as a historical hero 2) Presentations and discussions | The complete works of W. Shakespeare |
| 16 | May 16 - 22 | 1) Conclusion 2) Presentations and discussions | W. Shakespeare Sonnets |
| 16 | May 23 - 29 | 1) Activity and Participation (Oral Review) 2) Presentations and discussions | Review all the given list of literature about W. Shakespeare |
| 17 | 31 May-5 June | Final exam | |