

Molloy University

English Language Arts Institute

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Summer 2024

ELA SUMMER INSTITUTE:

Course Name: [Shakespeare Now Playing](#)

Course Number: EDU: **5900 Section: 12**

(3 graduate credits or 2 in-service credits)

July 15-18, M-Th; 8:00 a.m. - 4:30 p.m. Suffolk Campus

Course Description: Teachers and students need not feel overwhelmed by studying entire plays. We can experience the joy of Shakespearean language and stories by focusing on scenes and speeches that are accessible and meaningful for elementary students on up through AP. This course will show you how to transform your classroom into a performance space, a lively community of learners, and a language lab. So get ready to suit the action to the word, the word to the action, and give your students Shakespeare to put inter mouths, their hands, their bodies, and their hearts.

Theme of Course: Shakespearean text is more accessible, and more fun, than we may have thought.

Course Objectives: Participants will:

- Develop strategies for teaching Shakespearean language apart from entire plays.
- Collect an array of developmentally appropriate Shakespearean excerpts that will enhance our students' understanding of themselves and the world.
- Expand their knowledge of specific rhetorical techniques and their impact on the audience
- Use body-voice-mind connections to express meaning of Shakespearean text

Course Outline:

Note: Mrs. Benjamin will provide relevant pages of her book, *Shakespeare On Your Feet* (out of print)

Day 1: Morning: Warming up to Shakespeare: The Sounds: We will explore how various sounds, rhythms (iambic pentameter), pacing, and emphasis alter the meaning of various famous lines.

Day 1: Afternoon: The Words: A close look at how specific words and phrases are used repeatedly, and the richness of the meaning and sounds of these words; opposites and paradoxes; archaic words; words that Shakespeare is reputed to have contributed to the English language

Day Two: Morning: The Actions: Using gesture, facial expression, and stances to convey meaning.

Day Three: Morning: The Scenes: Acting out parts of scenes, using the language to convey tension, confusion, alliance, misunderstandings, and ambiguity.

Day Three: Afternoon: The Speeches: Analyzing long speeches addressed to other characters on stage

Day Four: Morning: The Exits and the Entrances: A close look at how Shakespeare sets up entrances, directing the actors to enter the scene in a way that the audience is led to anticipate; the dying words that Shakespeare puts into characters' mouths

Day Four: Afternoon: The Soliloquies: A close look at soliloquies, seeing how the soliloquy is an argument with the self

In addition, as time allows:

Analysis of four sonnets (one per day); Choral readings; Shakespearean characters and situations in our own world; ethnic, religious, gender, and racial stereotyping and controversies in *Othello*, *Macbeth*, *The Tempest*, and *The Merchant of Venice*; Watch a movie based on a Shakespearean play: *Renaissance Man*, *She's the Man*, *Ten Things I Hate About You*; *The Lion King*; *Shakespeare in Love*; Shakespearean allusions used as titles

Course Requirements and Evaluation:

1. Excellent attendance and participation - 50% of grade
2. **If taking for graduate credit— Complete** all readings and participate consistently, constructively, and thoughtfully in whole class and breakout sessions. **Demonstrate** growth as a teacher and learner about Shakespearean language. **Contribute** practices and literature that others can use in their classrooms. **Write a** one-page reflection on how you will use what you learned this week in your classroom. Both must be sent to instructor by Wednesday of the week following course.

3. Grading Policy:

**A=93-100; A = 90-92; B+= 87-89; B= 83-86; B-= 80-82 C+= 77-79; C= 73-76;
C-= 70-72; D+=67-69; D=60-66; Pass (in-service): Above 60**