From Shakespeare Anxiety to Academic Confidence: The Power of a Multi-Genre Shakespeare Course

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Abstract  
This proposal has two broad aims. First is to develop a new multi-genre approach to teaching Shakespeare, designed to enhance the capacity of typical community college students to engage productively as readers and interpreters in their encounters with difficult Shakespearean plays, whereby becoming more confident readers of all difficult texts. Second is to develop a method of analyzing the character, quality, complexity, and depth of thought of student discourse about the Shakespeare plays students discuss and write about. This methodology (derived from theoretical frameworks developed separately by Charles Bazerman and James Moffett) will be applicable to students across the curriculum who are exposed to difficult texts they are expected to discuss, analyze, and write about.