

## **EN623-01: Shakespeare SPRING 2015**

### **Instructor Information**

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Professor: Dr. Cheryl Blake Price

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Online Office Hours: TR: 10-12:15pm W 10-12pm; 1-3pm

### **Course information**

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Intensive study of selected poetry and plays of William Shakespeare approached from a variety of perspectives, including but not limited to historical, theoretical, critical, or generic.

### **Course Goals and Objectives:**

- Improve writing skills through process writing
- Sharpen critical reading and thinking skills through course material and discussion
- Gain a well-rounded understanding of Shakespeare's major works as well as Renaissance literature.
- Generate an original interpretation of a work of literature
- Write a critical essay about literature that incorporates and cites appropriate scholarly sources

### **Required Material:**

Shakespeare, William. *The Norton Shakespeare*. Ed. Stephen Greenblatt. New York: W. W. Norton and Co.

\*There will be other pdf's posted on our Canvas course site which you will be responsible for reading.

### **Assessment:**

Close Reading Paper: 15%

Paper Proposal and Annotated Bibliography: 10%

Presentation Paper (including presentation and feedback): 5%

Historical context presentation: 10%

Final Paper: 30%

3T and Ts: 25%

Play/Film Review: 5%

### **Official Grade Scale:**

**A: 90-100    B: 80-89    C: 70-79    D: 63-69    F: Below a 63**

### **Attendance:**

Attendance and participation are essential for doing well in this course. Students absent for two weeks (2 Monday meetings) cannot get an A in the course; after two absences, students' final grades will be deducted one-third of a letter grade for each additional absence unless they have an appropriate excuse for the absence. After four weeks of absences (4 total), students are ineligible to pass the course whether or not the absences are excused. Excused absences include

religious holidays, letter-supported athletic events, or serious illness (with appropriate documentation). I will consider attendance issues on a case-by-case basis and these will be decided at my discretion. I do not make a distinction between “excused” or “unexcused” absences: you have four, use them wisely. You are responsible for making up all missed work in a timely manner. In-class participation and assignments cannot be made up.

**ADA:**

Any student who is has a disability and who can benefit from any adjustments to the classroom should speak with me. If you haven’t already, you should also contact the Division of Disability Resources and Educational Services (333-1970) for assistance with accommodations.

**Plagiarism:**

Plagiarism, or “us[ing] someone else’s work without giving proper credit to the originator,” is a serious offense in any academic setting. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. We will discuss proper use of sources this semester, and I expect that you will employ the strategies we discuss. If I find evidence that you have deliberately committed any form of plagiarism, such as obtaining a paper from an online paper mill or fraternity file, having someone else write a paper for you, or paraphrasing or copying from an outside source without acknowledging the source, I will penalize you according to University policy, which usually means a failing grade for either the assignment or the class. Please keep this in mind as you do your work for this class.

**Civility and Electronic Devices:**

In a class environment which prizes the participation of all its members, it is vital that we engage in civil, considerate dialogue. While you should feel free to voice your opinions, comments which are violent, belligerent, and/or insulting will not be tolerated. Along with this, I expect that you will respect me and your peers by giving class time your full attention. With this in mind, I will ask you to discontinue the use of electronic devices which are not being used for class purposes. I will consider the use of these devices as disruptive and, if you continue to use them, may ask you to leave.

**Syllabus Change Policy:**

Each group of students is unique and, in order to facilitate your specific educational needs, I may have to adjust the syllabus and/or weekly schedule. If I need to do this, I will let you know and will not change anything that has the potential to negatively affect your grade.

**Assignment Information:**

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**\*When needed I will provide additional prompts for the following assignments\***

**Close Reading Paper: 6-9 pages**

This paper will ask you to close read (deeply analyze) a single text that we have covered in the course. This paper must be completed without the use of secondary sources. You will receive a handout that will outline more fully the requirements of the assignment.

**Annotated Bibliography and Final Paper Proposal: ~3 pages (single spaced)**

For this assignment, you will provide a short paper proposal (1-2 paragraphs). In addition you will read at least five secondary sources (a list of approved sources will be provided) and summarize the arguments of those sources. In addition, each student will identify a conference that they could present the paper at. You will be given a handout that provides additional information about this assignment.

**Presentation Paper and Scholarly Presentation: ~7 pages**

You will present a shortened version of your final paper to the class for credit. The paper will be about 7 pages long and will take 12-15 minutes to present. Your classmates will have time to give you feedback and ask you questions about your paper. Along with presenting a paper, each student will be responsible for giving the other presenters in their group feedback. We will be covering the basics of paper presentation in class.

**Final Paper: 12-15**

Building on your work from the annotated bibliography and the presentation paper, this paper should analyze a text using at least five secondary sources. Like the close reading paper, you will have a strong thesis for the paper and *analyze* an aspect of your chosen text. This paper should reflect a close engagement with the chosen text(s) as well as an understanding of the literary period and genre of the text. Please note that the final paper must be on a different text than your close reading paper.

**Readings and Reading Responses (3T and Ts):**

Throughout the semester, we will be doing a total of 10 responses (about one per week) to our weekly reading which will be turned in hardcopy at the beginning of class. Responses are to be in the 3T and T format (a handout will be provided). You will be asked to come up with three interesting “threads” and then create an analytical thesis paragraph out of one or more of these threads. The thesis should be a thoughtful argument/critique of the text that shows the depth of your thinking process. You will probably want to focus on a particular issue, theme, or symbol from one or both of the stories assigned that week. A good way to approach responses is to focus on a specific theme/symbol/image and *analyze* how it is presented in the text. Do not summarize the reading. I am not assessing your *comprehension* of the stories, but rather your *analysis* of them. Responses are to be turned in on Canvas should conform to MLA rules for documents. **Note: your 3 T and T must focus on the readings assigned for that week--no credit will be granted for a response that does not engage the current readings.**

**Historical Context Presentation:**

Once during the semester you will be asked to give a presentation on an aspect of historical context that complements our assigned works for that day. The historio-cultural subject you choose should help your peers gain insight into the text we are studying. For example, for *Othello*, you would want to give a presentation on race in Shakespeare’s England. This assignment asks you to practice your pedagogical skills through the presentation as well as elucidate the cultural context of Shakespeare’s works. Your presentation can take many forms, including a lecture or Prezi, but must include a hardcopy handout for each student. You will also need to include some discussion questions based on your presentation. Your presentation should last about 15 minutes.

Play/Film Review:

On Tuesday, February 17<sup>th</sup> at 7pm the Aquila Theatre Troupe will perform *The Tempest* at Norton Auditorium. Please attend at all possible and write up a brief (2-3 page

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**Week 1: Beginnings**

M 1/12: Please have read “Shakespeare’s World” (2-18 in Norton or “Shakespeare’s England” pdf on Canvas if you do not have the Norton) and “Shakespeare the Man” pdf on Canvas  
Introduce class and get started on context material.

**Week 2: No Class**

M 1/19: No Class MLK Day: Get ahead on your reading for next week!

**Week 3: *The Taming of the Shrew***

M 1/26: Have read *The Taming of the Shrew* and “Patriarchy, Pedagogy, and the Divided Self in *The Taming of the Shrew*” pdf on Canvas.

3TandT #1 Due

**Week 4: *A Midsummer Night’s Dream***

M 2/2: Have read *A Midsummer Night’s Dream* and “Shakespeare’s Beastly Buggers” pdf on Canvas.

3TandT #2 Due

**Week 5: *Romeo and Juliet***

M 2/9: Have read *Romeo and Juliet* and “Tragic Form in *Romeo and Juliet*” pdf on Canvas.

3TandT #3 Due

**Week 6: *The Tempest***

M 2/16: *The Tempest* and “This Thing of Darkness I Acknowledge Mine’: *The Tempest* and the Discourse of Colonialism.”

3TandT #4 Due

*Don’t forget to attend The Tempest at Norton Auditorium at 7pm 2/17.*

**Week 7: *Much Ado About Nothing***

M 2/23: Have read *Much Ado About Nothing*.

3TandT #5 Due

Play/Film response due.

*Don’t forget to attend UNA’s grad conference*

**Week 8: *Hamlet***

M 3/2: Have read *Hamlet* and “Man and His Wife is One Flesh: *Hamlet* and the Confrontation with the Maternal Body” pdf on Canvas

3TandT #6 Due

**Week 9: *Julius Caesar*;**

M 3/9: Have read *Julius Caesar* and “Julius Caesar and the Tyrannicide Debate” pdf on Canvas.

3TandT #7 Due

**Week 10: *Twelfth Night***

M 3/16: Have read *Twelfth Night*.

Close reading paper due.

3TandT Alternate #1 Due.

**Week 11: Spring Break**

M 3/23: No Class

**Week 12: *Henry IV; Henry V***

M 3/30: Have read *Henry IV PART 1* (1177) and *Henry V*

3TandT #8 Due

**Week 13: *Othello***

M 4/6: Have read *Othello* and “Othello’s Black Handkerchief” pdf on Canvas.

3TandT #9 Due

**Week 14: *Macbeth***

M 4/13: Have read *Macbeth* and “Fantasizing Infanticide: Lady Macbeth and the Murdering Mother in Early Modern England” pdf on Canvas.

Paper proposal and Annotated Bibliography due.

3TandT Alternate #2 Due.

**Week 15: *King Lear***

M 4/20: Have read *King Lear* and “Interpreting Gloucester’s Blindness in *King Lear*” pdf on Canvas.

3TandT #10 Due

**Week 16: Last day of class**

M 4/27: Presentations. Final Paper due by our exam period.