

Dr. Kathleen Horton
hortonk@uoregon.edu
265 PLC; 541-346-1311
Off. Hrs.: MWF: 10:00-11:00

ENG 207 - Shakespeare
CRN 34644
Spring 2013

Syllabus

*Be not afeared: the isle is full of noises,
Sounds and sweet airs that give delight and hurt not.
Caliban – The Tempest*

Course Description: This introductory course will cover four of Shakespeare's earlier plays – three tragedies and a comedy. After orienting ourselves to Shakespeare's language, culture, and composing process, we will develop a glossary of dramatic terms and consider issues of interpretation. Our primary focus throughout the term, however, will be on close reading and analysis of the plays, paying careful attention to the details of language and textual evidence to support various interpretations. We will also consider the work of performance in embodying dramatic meaning and a variety of interpretations and will engage in special activities put on by the Oregon Shakespeare Festival performers.

Required Texts: Please purchase the inexpensive Folger paperback editions of the four plays, which are required for the class and available in the UO bookstore.

Titus Andronicus
Julius Caesar
The Merchant of Venice
Hamlet

Materials: Please bring a notebook and pen to each class for handwritten notes and for paper for quizzes and/or responses.

Grading and Requirements:

Quizzes/Responses	20%
Midterm	20%
Essay #1	20%
Essay #2	20%
Performance Project	20%

APP: While the above five components will give me the numeric data with which to determine your final grade, a significant portion of your actual final grade will be determined by APP (Attendance, Preparation, Participation). See the description below. After determining your numeric grade based on the above five components at the end of the term, I may then raise or lower your grade, depending on your demonstrated level of APP throughout the term. For example, if your numeric grade turns out to be an A-, but you frequently missed class, arrived late, left during class to check messages, didn't bring your book or use your book, didn't listen and respond respectfully to your peers' ideas, never participated in class discussion, neglected to turn off and stow your cell phone during class, etc., I could lower it to a B, C, or D, depending. So please take the APP component seriously.

Policies and Procedures:

Meetings: I am happy to meet with you during the term to discuss your ideas, writing, concerns, questions, progress, or grades. Please come to my office hours or make an appointment if you can't make the office hours. Brief answers to simple questions can be given just after class, but meaningful discussions on the fly are not possible, so please come see me so we can have adequate time together to address your questions and concerns.

Plagiarism: Plagiarism is taking someone else's ideas or writings and presenting them as your own without attributing the idea to its source. All work you do in this class must be your own work, based on your own original thinking, and done exclusively for this class. Essays must be written and sources cited according to MLA format and methodology. Plagiarism or academic dishonesty of any kind will result in your failing the class and a report being sent to the Office of Student Conduct. See me if you do not understand what plagiarism means and please read the provisions in the code of student conduct regarding this: < <http://darkwing.uoregon.edu/~conduct/code.htm>>

NOTE: Please do not go to Sparknotes or other online sources to mine for ideas for essays. As a college student, your work is to think for yourself and develop your ideas in the context of reading, analysis, interpretation, and class discussion. Come talk to me in my office if you want help exploring and developing your ideas.

Special Needs: Please see me in my office during the first week of the term if you have a documented disability, are involved in a school activity, or are in a situation that requires special accommodations, so we can discuss your needs.

AP&P (attendance, preparation, and participation): This significant portion of your grade assumes your rigorous intellectual engagement. It includes your presence at each class and on-time arrival, your possession of the Folger paperback edition of the play at each class and in use during discussion, your preparation for each class by having read the assigned work, your willingness to share your ideas during discussion, and your respectful responses to the ideas of others. **This grade also includes single-minded focus on the work of the class, which requires you to turn off and put away all electronics – music devices, earphones, computers, cell phones, etc. – before class begins and refrain from texting, checking for text messages, or leaving the room while class is in session to do so.** Please take notes by hand and enter them into your e-devices later. This method will help reinforce your memory of the material in preparation for quizzes and the midterm. It will also help you remember ideas discussed in class, which will help you in the development of your essays.

NOTE: If you have a documented disability that requires use of electronic devices during class, please see me during my office hours to discuss your needs.

Quizzes/Responses: You have to read Shakespeare slowly and attentively more than once for understanding. To encourage you in this practice of close and careful reading, there will be one or more quiz or response paper – announced or unannounced – per play. These may ask you to summarize actions, explain characters, remember textual details, and/or analyze meanings. Quizzes may also include information or ideas brought up in lectures, discussions, or introductory readings in the text. You may also be asked to take collaborative quizzes. **Note: Missed quizzes cannot be made up.**

Midterm: The midterm exam will cover the two plays read up to that point as well as any lecture, discussion, or introductory material presented in class or the text. It may include both objective questions and questions requiring interpretation and analysis. It certainly will assume that you have read the plays closely and thoughtfully, and that you will recognize specific passages, characters, dramatic elements, and issues. It will also include an oral interpretation of a memorized ten-line passage from TA or MV, which you will present and discuss in my office during weeks 4 and 5.

Essays: The ability to think critically and express your critical thinking in compelling written form is an essential component of this class. You will write two essays, one on each of two plays of your choice (from among our selected texts for the class). There will be a due date after each play for those writing essays based on that play. I encourage you to write at least one essay, if not both, in the first half of the term, so that the end of the term is not loaded down with work. These essays should respond to a specific question-at-issue, which we will be developing in class discussions, and the final drafts of the essays, which you will turn in for a grade, will be a revision of one or more earlier drafts, all of which I would like attached at the back of your final revision. Drafting is necessary to develop your ideas and perfect your line of reasoning. Specific detailed guidelines for the essay will be presented during the term.

Performance Project: Detailed guidelines will be available when we begin our study of *Hamlet*.

Part I: Either alone, in pairs, or in groups, you will choose a passage, scene, or situation from *Hamlet* to interpret and perform, attending to props, costumes, setting, and staging. The purpose of your performance will be to demonstrate your understanding of and insight into a character, situation, relationship, issue, problem, or conflict within the play.

Part II: You will write an essay explaining your understanding of and insight into the text and evaluating the success of your performance in sharing that understanding with your audience.

During Week Ten you will present your performance to the class.

Tentative Schedule:

- 1a* Shakespeare's English
- 1b Acts of Interpretation
- 1c Composing Shakespeare

- 2a *Titus Andronicus*, Act 1, **quiz**
- 2b TA, Act 2
- 2c TA, Act 3

- 3a TA, Acts 4-5
- 3b *Julius Caesar*, Act 1; **quiz**
- 3c JC, Act 2, **TA essay due with rough draft attached**

- 4a JC, Act 3
- 4b JC, Act 4
- 4c JC, Act 5

- 5a **Midterm; JC essay due with rough draft attached**
- 5b *Merchant of Venice*, Act 1
- 5c MV, Act 2

- 6a MV, Act 3, **quiz**
- 6b MV, Act 4
- 6c MV, Act 5

- 7a *Hamlet*, Act 1; **MV essay due with rough draft attached**
- 7b *Hamlet*, Act 2
- 7c Oregon Shakespeare Festival Special Events tba; (response paper)

- 8a *Hamlet*, Act 3; **quiz; OSF response paper due**
- 8b *Hamlet*, Act 4
- 8c *Hamlet*, Act 5

- 9a Discussion of Performance Projects; ***Hamlet* essay due with rough draft**
- 9b *Performance Projects - Preparation and Collaborations* – no class session
- 9c Thanksgiving Holiday – no class session

- 10a Performance Projects
- 10b Performance Projects; **written component due from 10a performers**
- 10c Performance Projects; **written component due from 10b performers**

- 11 a Monday, Dec 2, finals week, **written component due from 10c performers** in my office (265 PLC) by noon

*(1 = Week One, 2 = Week Two, etc.; a = Monday, b = Wednesday, c = Friday; The work listed for each day is what you will have read and prepared to discuss on that day.)

Note: No final exam will be given in this class.