

Dr. Kathleen Horton
hortonk@uoregon.edu
265 PLC; 541-346-1311
Off. Hrs.: T/R 10-11:30 a.m.

ENG 207 - Shakespeare
CRN 32012 – S2015
T/R 8:30-9:50; 260 Condon

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 – two tragedies and two comedies. 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.

Course Outcomes:

- Read closely, analyze, and interpret texts, with attention to the historical, cultural, textual, dramatic, and rhetorical contexts;
- Understand the significance of performance in the interpretation of drama;
- Write clear and thoughtful essays using MLA methodology, citing and explaining textual evidence in support of a thesis.

Required Texts: You must 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
Much Ado About Nothing

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%
Project	20%

AP&P (attendance, preparation, and participation): 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 AP&P. (See the full 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 text 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.

AP&P Description: 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.

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 similar 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. You are also encouraged to meet with Writing Associates by appointment in 269 PLC to discuss ideas for essays.

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.

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 and/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 be asked to take collaborative quizzes. **Note: Missed quizzes cannot be made up unless you are called away on documented school business or in cases of documented emergencies, in which case, please let me know in advance or when the emergency occurs.**

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 may include performance. 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.

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, choosing from our first three plays.** There will be a due date noted on the schedule after each play for those writing essays based on that play. These essays should respond to a specific question-at-issue, which we will be developing in class discussions, or a particular passage, character, scene, or situation. The final draft of the essay must be a significant revision of one or more earlier drafts, all of which I would like attached securely with a staple or paper clip to the back of your final revision along with any notes and outlines. Extensive drafting and revision are necessary to develop your ideas and perfect your line of reasoning. Detailed guidelines for the essay will be presented during the term. You will be required to meet with a Writing Associate by appointment in 269 PLC to discuss your ideas and rough drafts.

Writing Associates: Writing Associates are English majors who have been trained as peer tutors to help you in all stages of the writing process. You will receive more information about this free service in class. **You must meet with a Writing Associate** by appointment in 269 PLC for discussion, feedback, and peer review as you work on ideas, outlines, rough drafts, and revisions for each of two essays. Learning to write competent literary criticism requires significant thought, effort, dedication, discipline, and perseverance. Working with a Writing Associate will help you in this learning process.

Project - Dramatic Collaborative Performance: Detailed guidelines will be given out during our study of *Much Ado*.

Performance Project - Part I: In groups, you will choose a passage, scene, or situation from *Much Ado About Nothing* 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.

Performance Project - 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: (This schedule may be adjusted during the term.)

1a* Shakespeare's English – What's the Problem?

1b Shakespeare's Composing Process – Fair or Foul?

2a *Titus Andronicus*, Acts 1-5; **quiz**

2b TA, continued

3a *Julius Caesar*, Act 1; **quiz**

3b JC, Act 2; **TA Essay Due w notes, outlines, and drafts stapled together**

4a JC, Act 3

4b JC, Acts 4-5

5a **Midterm**

5b *Merchant of Venice*, Act 1; **JC Essay Due w notes, outlines, and drafts stapled together**

6a MV, Act 2; **quiz**

6b MV, Act 3

7a MV, Acts 4-5

7b *Much Ado About Nothing*, Acts 1-2; **quiz**

8a MAAN, Acts 3-5; **MV Essay Due w notes, outlines and drafts stapled together**

8b MAAN

9a MAAN

9b MAAN

10a Projects

10b Projects

*(1 = Week One, 2 = Week Two, etc.; a = Tuesday, b = Thursday; The portion of text listed for each day is what you will have read for that day.)

Note #1: The written portion of your projects will be due before noon on Monday of Final Exam Week, June 8, in my office (265 PLC). You may put your work under my door if I am not in my office, but please be sure you put it under the right door and make sure you have your name on every page and have stapled the pages together or placed them in a simple folder so they don't become separated. Also, be sure you put it under my door and not another professor's.

Note #2: No final exam will be given in this class.

