Dr. Katina R. Saint Marie
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327 PLC, 541-346-1510
Off. Hrs.: 9:30 a.m. – 12:30 p.m.

Eng 207 – Shakespeare
CRN 32059 – Spring 2016
T,H 8:00 – 9:20 a.m. 252 Straub

Syllabus

. . . for the time I study
Virtue, and that part of philosophy
Will I apply that treats of happiness
By virtue specially to be achieved.
Lucentio – *The Taming of the Shrew*

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 and culture, we will consider issues of interpretation. Our primary focus throughout the term will be close reading and analysis of the plays. We will pay 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 various 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 (or rent for the term) the inexpensive paperback editions of the four plays, which are required for the class and available in the UO bookstore.

Comedy of Errors
Titus Andronicus
Richard III
Taming of the Shrew

Materials: Please bring a notebook and pen to each class for handwritten notes and for paper for quizzes and/or responses. Please take notes by hand and transfer them later to digital format as an aid to memory.

Grading and Requirements:

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

Attendance, Preparation, and Participation (AP&P): 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 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 AP&P 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 AP&P 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 paperback editions 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 to 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 to remember ideas discussed in class, which will help you in the development of your essays.

NOTE: I allow two absences during the term without penalty because I understand that stuff happens to all of us which may require missing class occasionally; however, I do not distinguish between "excused" and "unexcused" absences.

Policies and Procedures:

Meetings. I am happy to meet with you during the term to discuss your ideas, writing, concerns, questions and progress. Please come to my office hours or make an appointment if you cannot make office hours. Brief answers to simple questions can be given just after class, but meaningful discussions are best conducted in my office. Email exchanges are no substitute for in-person discussion.

Plagiarism: Plagiarism is taking someone else's ideas or writings and presenting them as your won 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://policies.uoregon.edu/vol-3-administration-student-affairs/ch-1-conduct/student-conduct-code.

NOTE: Please do not use Sparknotes or other similar sources to mine for ideas for essays. As a college student, your work is to think for yourself and to 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.

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 assignments 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 as soon as 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 to 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 they will respond to 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 paperclip to the back of your final revision along with any notes or outlines. Extensive drafting and revision are necessary to develop your ideas and to perfect your line of reasoning. Detailed guidelines for the essay will be presented during the term.

Performance—Dramatic Collaborative Performance. Detailed guidelines for both parts of the performance assignment will be given out during our study of *The Taming of the Shrew*.

Performance—Part 1: In groups, you will choose a passage, scene, or situation from *The Taming of the Shrew* 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—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.)

Week 1. 3/28/16 – 4/1/16
Tuesday. Context. Shakespeare's World and His Audience
Thursday. Interpretation. A thorough unpacking.

Week 2. 4/416 – 4/8/16
Tuesday. *Comedy of Errors*, Acts 1-3 **Quiz**
Thursday. *COE*, Acts 4-5

Week 3. 4/11/16 – 4/15/16
Tuesday. *Titus Andronicus*, Acts 1-2 **Quiz**
Thursday. *TA*, Acts 3-5. ***COE* Essay Due w/ notes, outlines, and drafts stapled together**

Week 4. 4/18/16 – 4/22/16
Tuesday. **Midterm.** *TA*, Continued.
Thursday. *Richard III*, Act 1

Week 5. 4/25/16 – 4/29/16
Tuesday. *Richard III*, Act 2 **Quiz**
Thursday. *Richard III*, Acts 3-4

Week 6. 5/2/16 – 5/6/16
Tuesday. *Richard III*, Act 5 ***TA* Essay Due w/ notes, outlines, and drafts stapled together**
Thursday. *Richard III*

Week 7. 5/9/16 – 5/13/16
Tuesday. *Taming of the Shrew*, Act 1 **Quiz**
Thursday. *TOS*, Acts 2-3

Week 8. 5/16/16 – 5/20/16
Tuesday. *TOS*, Acts 4-5 ***Richard* Essay Due w/ notes, outlines, and drafts stapled together**
Thursday. *TOS*

Week 9. 5/23/16 – 5/27/16
Tuesday. Performance Collaborations
Thursday. Performance Collaborations – No Class Session

Week 10. 5/30/16 – 6/3/16
Tuesday. Performances
Thursday. Performance

The texts listed on each day is what you will have read in advance of that class meeting.

Note # 1: The written portion of your projects will be due before noon on Monday of Finals Week, June 6, 2016, in my office (327 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 correct door and make sure you have your name on every page and have stapled together the pages.

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