The words of Falstaff, one of Shakespeare’s most beloved and most criticized characters, maintain two contradictory ideas: that the truth is the truth and that it is not. In lines like this one, Falstaff and many other Shakespearean characters model the ambivalence of perspective, orientation, and language itself that will situate the concerns of this course.

Rather than working to resolve such contradiction, we will examine it, attempting to see how Shakespeare continues to challenge our own perspectives and assumptions, and thereby glimpsing the ways he may have challenged those of his early modern audiences. We will scrutinize textual representations of truth and madness, honor and pity, that emerge in plots of political intrigue, tyranny, rebellion, and vengeance.

We will carefully read sonnets and plays in order to develop the skills of close reading and analysis in order to support various interpretations of Shakespeare’s texts. These and other activities will prepare you for the course’s assignments, including close reading kits, group discussions, and critical essays of varying length, totaling 8-10 pages.

By committing to full engagement with the course assignments and materials, you will leave having read extensively and carefully from the works of one of the major writers of the western tradition, and you will have acquired interpretive, analytical, and communication skills that will aid you in future coursework in English and other disciplines.

This course provides an introduction to the language, conventions, and implications of Shakespeare’s work. You need not have prior familiarity with Shakespeare or early modern literature to succeed in this class.
I have ordered inexpensive editions of each of the plays we will study this term. Please purchase these specific editions, even if you already own one or more of the plays in a different version.

Note that the course assignments depend on the editorial choices, notes, and commentary that is exclusively contained in these editions but that having access to more than one editor’s work may help you with close reading.


Sonnets and supplementary readings will be provided on Canvas.

You must have access to UO WebMail and Canvas.
Check WebMail and Canvas daily for assignments and announcements.

This course’s assessment procedure is built around seven learning outcomes.

Students will have the opportunity to
READ  Shakespeare’s works with discernment and comprehension and with an understanding of early modern conventions
DRAW  on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts
PERFORM  critical, formal analyses of literary texts
WRITE  focused, critical analyses in clear, grammatical prose
EMPLOY  logic, creativity, and interpretive skills to write original, persuasive arguments
ENGAGE  primary and secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis
PRACTICE  writing in a digital medium for an online audience
**ASSESSMENT**

We will use a labor-based form of assessment. A detailed explanation of this method will be provided to you. In short, this kind of assessment does not tie your engagement with the course material to percentages that correspond to letter grades. Instead, you determine your final grade by how much you apply yourself and put in the labor necessary to engage the content of this course.

The final grade you earn for the class will necessarily be a letter grade—or a P/NP, if you choose—so labor-based assessment has no bearing on your GPA.

Note that Canvas will be used for submitting assignments and receiving feedback, not for recording grades.

**ASSIGNMENTS**

The work for this course includes six categories of assignments:

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<thead>
<tr>
<th>Category</th>
<th>Subcategories</th>
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<tr>
<td>1</td>
<td>Tracking Engagement</td>
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<td>2</td>
<td>Acquiring Knowledge</td>
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<td>3</td>
<td>Showing Knowledge</td>
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<td>4</td>
<td>Applying Skills</td>
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<td>5</td>
<td>Creating Knowledge</td>
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<td>6</td>
<td>Choosing Engagement</td>
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**Course Requirements | Tracking Labor & Engagement**

**Engagement**

This class emphasizes the communal nature of learning and the ethical obligation to support your co-investigators of Shakespeare, so your active participation is essential. My role is to lead the course and design the assignments and activities. Your role is to take responsibility for your own learning.

Rather than thinking of the members of the classroom as students and teachers, we will instead function as collaborators and allies with various skills, abilities, experiences, insights, and talents we can offer each other. As a community of scholars, we will also be responsible for each other’s learning by collaborating in the production of knowledge and helping each other work through questions and difficulties. A key component of our class will be developing a culture of support or a community of compassion—a group of scholars who genuinely care about each other’s wellbeing. The best way to learn is to teach other, to help, to serve, in short, to engage.

By preparing for and making significant contributions to course activities, you have the opportunity to show your engagement with the course material. Lack of preparation does not indicate responsible engagement with course nor does it support your ability to participate in meaningful ways. Not engaging is the surest way to fail the course.

We will discuss and agree on what engaged class citizenship looks like for an online course, but your responsibilities to our community are to:

- check your UO Webmail and Canvas regularly
- complete the assigned reading, writing, and other tasks
- bring your text, reading notes, and questions for discussion to Real-time meetings
- actively participate in small and large group discussions: ask and respond to questions; analyze texts and ideas; respond graciously and attentively to each other

**Labor Log & Engagement Tracker**

Investigating Shakespeare takes significant effort on the part of students—labor that goes largely unassessed in any meaningful way. To acknowledge your work to engage the course material, you will track everything you do for the class on a Google spreadsheet. You will also keep track of the assignments you submit.

You will submit your individual spreadsheets on Canvas, which I will review periodically and which we will use to reflect on your progress throughout the term. See Canvas for instructions.
You should be aware that the University of Oregon requires students to be assigned and expected to complete **120 hours of engagement** in a four-credit course like this one.

Consult the Registrar’s Student Engagement Inventory for details

https://registrar.uoregon.edu/faculty-staff/academic-scheduling/recommended-course-syllabus-format

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**COURSE REQUIREMENTS | ACQUIRING KNOWLEDGE**

**READING**

You are expected to read all assigned sonnets and plays in their entirety and in Shakespeare’s original language.

The assignments in this course are designed to help you enhance your understanding of Shakespeare through progressively more advanced practice of different skill sets, the most basic of which is reading.

Because this is an online course, content that would otherwise be delivered in lectures will be delivered in supplemental reading as well as screencasts and other video assignments. Some of these assignments will support your reading of primary texts while some will explain how to navigate the course and how to complete written assignments.

You are expected to read/view all assigned supplemental materials made available to you on Canvas.
A NOTE ON ONLINE SUMMARIES, PARAPHRASES, AND OTHER SOURCES

Online summaries are not written for college-level courses, and thus they are only a good supplement if you are struggling.

Relying on someone else’s work in any capacity on an assignment constitutes Academic Dishonesty and be treated as such. If you do quote from, get an idea from, or even read an online summary or other source, that source must appear in a “Works Consulted” list on any subsequent assignment.

I expect to see your own grappling for meaning with these texts in your writing and contributions for this course. You have something valuable to contribute, and there is not one “correct” interpretation.

Remember that online summaries are other people’s interpretations. They reflect the choices other people make about what to include and what to emphasize. They are themselves arguments, and their paraphrasing of the original texts erases some possible meanings while privileging others.

COURSE REQUIREMENTS | SHOWING KNOWLEDGE

QUizzes & Exams

Quizzes and exams are opportunities to show and reflect on what you know.

Everyone will take short, on-line quizzes that include questions designed to gauge your comprehension of course readings.

Everyone will take a midterm exam that may include multiple choice, true/false, short answer, matching, or essay questions. You may also opt to take a final exam for your Capstone Project.

Taking detailed notes as you read can significantly improve your chances for success on quizzes.
**DISCUSSIONS**

Throughout the term we will engage in both synchronous and asynchronous discussions. Our Canvas Discussion Boards provide you with the opportunity to test your analytical skills and share your insights with each other.

We will also use Canvas Conferences to have small-group, real-time discussions. You will have the opportunity to sign up for at least two Real-time Meetings, which will be offered on multiple days and times to help accommodate individual schedules.

Directions and requirements will be provided on Canvas.

**REFLECTIONS**

You will have multiple opportunities to reflect on your efforts in the course and transfers of the skills you practice for your academic and professional goals.

**CLOSE READING PROJECTS**

These assignments equip you with the practical methods that you need to read Shakespeare’s work more confidently, with discernment and comprehension, which you need to craft persuasive, argumentative essays.

**SHORT ESSAYS**

In Short Essay assignments, you will apply your comprehension and analysis skills to demonstrate and deepen your understanding of course readings. Directions and requirements will be provided on Canvas.

**CAPSTONE PROJECT**

For the Capstone course assignment, you may choose between two options.

**Option One:** You may choose to take a Final Exam that will cover content from second half of the course. The format will be similar to the Midterm Exam and may include multiple choice, true/false, short answer, matching, or essay questions.

**Option Two:** You may choose to produce a Creative Project that may take a visual or written form.

Both options will require a written analytical component. Directions and requirements will be provided on Canvas.
COURSE REQUIREMENTS | CHOOSING ENGAGEMENT

STUDENT’S CHOICE  You may choose from among several assignment options or propose your own. For this category of assignments, you will choose the track that corresponds to your goals for the class.

For Track 1, you will complete one larger project of your choice.

For Track 2, you will complete three small projects of your choice.

For Track 3, you will complete none of these projects.

COURSE LOGISTICS

CHOOSING YOUR OWN PATH TO SUCCESS  You will have the opportunity to choose your level of engagement with the course content, depending on your individual goals for the course.

MANAGING COURSE ASSIGNMENTS  You can find specific Assignment Directions using the Course Summary on our Canvas homepage and on the Canvas Modules page. You will track your course engagement for yourself each week in a Labor Log and Engagement Tracker.

FINDING YOUR FEEDBACK  You will receive written feedback on major assignments on Canvas. In order to see comments, click on Grades ➔ your assignment name ➔ View Feedback. See Finding Feedback posted on our Canvas homepage Resources.

Peer Reviews will be uploaded to your Canvas Groups page.

CHOOSING YOUR OWN PATH  You will have the opportunity to choose your level of engagement with the course content.
All written work must be typed and double-spaced, using 10- or 12-point font and one-inch margins. Include the following information on upper left corner of the first page:

Your Name  
ENG 207  
Dr. Myers  
Description of the assignment (Close Reading, etc.)  
Word count  
Date due

Your original title (centered)

Insert your last name and page numbers in the header on subsequent pages of each document (Name 2, etc.). Use MLA format for quoting and citing texts.

**ALL FORMAL WRITING PROJECTS MUST BE SUBMITTED ON CANVAS.**

As a community of learners, we need to be respectful of and patient with each other, especially in an online where tone can be difficult to convey. As much as possible, please be aware of the tone of your comments in discussion posts/responses, in peer reviews, and in emails to me or to each other.

*Take the time to read the document on Canvas regarding professional online communication. Its guidelines can save you trouble and embarrassment when emailing professors in all of your classes.*

This class offers a safe space to explore competing and controversial ideas, but a safe space is not the same as a comfort zone. Learning is uncomfortable.

Expect to have your ideas challenged and to challenge the ideas of others. However, seek to remain open to understanding perspectives different from your own. Engaging your own biases is one of the most important and most uncomfortable components of education.

Please be prepared for thoughtful engagement with the texts and with your classmates on a spectrum of provocative and potentially uncomfortable topics.

I do not expect you to like (or to agree with) everything you read, but I do expect
gracious and responsible treatment of your classmates and of these intellectually challenging texts.

**COURSE POLICIES**

**CONTACT | EMAIL & Office Hours**

Feel free to email if you have questions. I will usually respond within 24 hours.

Please consult the guidelines for email etiquette available on Canvas.

Even though this is an online course, I will be on campus for office hours. You are welcome to drop in or email me to schedule an appointment.

**LATE WORK**

All assignments are due on the date and by the time indicated on the course schedule. If you are unable to submit an assignment on time, you should make arrangements with me via email at least 24 hours before the due date/time.

**TECHNICAL DIFFICULTIES**

These things happen. However, technical difficulties are not an excuse for failing to produce your assigned work on time.

Back up your files, and verify that your assignments are accurately submitted on Canvas.

I WILL COMMUNICATE WITH YOU VIA CANVAS.
CHECK YOUR CANVAS INBOX DAILY.

When in doubt, email a copy of your assignment, and post it to Canvas as soon as possible.
All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for another class—and certainly not for a high school class—even if you’ve read the plays before.

The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult the Code of Student Conduct on the Office of Student Conduct and Community Standards website. In cases where academic dishonesty has been clearly established, the award of an F for the final course is standard practice. Please see me if you have questions about using sources.

**Advocacy & Assistance**

I am not obligated to—and therefore will not—report identifying information about students of concern without their consent.

If you need help finding resources related to violence, discrimination, harassment, physical or mental health concerns, or any other problem unrelated to academics, feel free to ask me. I am a mandatory reporter, but my role in most cases is to provide assistance.

The University of Oregon is working to create inclusive learning environments.

You may wish to contact the Accessible Education Center in 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

Please notify me in week one if there are aspects of the instruction or design of this course that result in disability-related barriers to your participation.

Justine Carpenter, director of Multicultural and Identity-Based Support Services, is the campus point-person in support of undocumented and DACA students. Carpenter and can be reached at justcarp@uoregon.edu or 541-346-1123.

For additional information on the UO’s support for DACA students, please visit the UO DREAMers Workgroup website. Should an immigration official ask for information about a UO student, employee, or visiting scholar, please immediately contact the Office of the General Counsel at 541-346-3082 or gcounsel@uoregon.edu.

“There is no ambiguity... about the importance of continuing DACA. My view of Resources morality dictates that young people, many of whom were brought here as infants or toddlers, must be allowed to remain in the United States to learn, work, and make a life for themselves.”

--UO President Schill 9/4/2017
Students who are victims of sexual violence: if you wish to speak to someone confidentially, you can call 541.346.SAFE to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at http://safe.uoregon.edu/.

Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment is encouraged to seek help by contacting the Renae DeSautel, Sexual Violence Response and Support Services Coordinator—desautel@uoregon.edu. They will keep your information confidential.

In addition, the UO Ombudsperson, Brett Harris, ombuds@uoregon.edu or 541.346.6400, can provide assistance. You can also contact any pastor, priest, imam, or other member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” (nothing that identifies anyone) that will help us create a safer campus.

“The U.S. Department of Education on Friday provided new interim guidance on Title IX, the federal law that prohibits sex- and gender-based discrimination in education, which includes sexual harassment and violence.

As was clearly stated in a recent reaffirmation of the University of Oregon’s strong commitment to Title IX, the new federal guidelines in no way erode our resolve to provide services to survivors, encourage those who experience sexual violence to seek help, and to be fair and equitable to all, including those accused.

We believe that the new guidance will have very little, if any, impact on our current policies and procedures related to Title IX.”

---UO President Schill 9/23/2017