Table of Contents

How to Take This Course ...............2
Course Overview........................3
Learning Outcomes......................3
Tech + Reading Requirements........4
Assignments + Grading...............5
Course Values............................7

What Students Say

• “I think this course has been very well put together in order to promote all students to participate. Whether it be via the Discussion posts each week, or the Real-Time Meetings, or even peer reviews, there are many times where we are prompted to want to communicate and collaborate with our peers not only for our grades but for our learning experience as well.”

• “I’m learning to pay more attention to small nuances in Shakespeare and how to do a much better job at analyzing.”

• “I have surprised myself with my ability to focus and take notes on the material. I have worked hard to understand not just the material but the course structure itself. I feel more self-sufficient now. In regards to the course material, I have been pleased with the level of critical thinking and application of close reading I have performed.”

• “The assignments we are required to do allow for us, as students, to think more deeply about the content we’re learning.”

INSTRUCTOR | Dr. Kate Myers
EMAIL | kmyers@uoregon.edu – allow 24 hours
OFFICE | 266 PLC
OFFICE HOURS | On campus or virtual – by appointment
How to Take This Course | FAQ

How does a 4-week summer course compare to a 10-week course?

• The pace is faster in a four-week course.
• The workload is the same, whether the course is 4 weeks or 10.

How is an online course different from a face-to-face course?

• Since this course does not have class meetings, you need to motivate yourself to stay on track and know what is due when.
• Content that you would normally receive through in-class lectures and discussions must be delivered differently – mostly through reading.

What do I need to do to succeed in this course?

• Be a good class citizen (refer to page 7)
  o respond to your instructor and peers promptly and courteously
  o submit assignments that involve classmates on or ahead of schedule
• Adhere to the Tech + Reading Requirements (refer to page 4)
• Read carefully – all of the assigned sonnets, plays, supplemental texts, and discussion boards as well as all assignment directions.
• Complete assignments according to the provided directions and expectations.
• Keep up with deadlines and finish work on time.
• Email the instructor promptly when you have questions.

How do I access the course content?

• All content will be available in the assigned books and on Canvas.
• Use a desktop or laptop computer to access Canvas and attend Real-Time Meetings.
• Each week’s tasks and assignment directions will be available on Canvas under “Weekly Tasks” and will be posted in advance of each week, on Sundays by midnight.
• On Canvas, you have access to pdf versions of some course documents, including the syllabus and the complete course schedule for the entire term.

Note that the Canvas phone app does not provide reliable access to course content.

The U of O requires students to complete 120 hours of engagement in a 4-credit course like this one. Consult the Registrar’s Student Engagement Inventory for details.
Course Overview

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 written work, including close readings, group discussions, and critical essays.

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 to succeed in this class.

Learning Outcomes**

<table>
<thead>
<tr>
<th><strong>Students will have the opportunity to</strong></th>
<th><strong>What, art thou mad? Art thou mad? Is not the truth the truth?</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>READ</strong> Shakespeare’s works with discernment and comprehension and with an understanding of early modern conventions</td>
<td>—Falstaff, Henry IV, Part I (2.4.222-23)</td>
</tr>
<tr>
<td><strong>SITUATE</strong> texts within their cultural, political, and historical contexts</td>
<td></td>
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<tr>
<td><strong>PERFORM</strong> critical, formal analyses of literary texts</td>
<td></td>
</tr>
<tr>
<td><strong>WRITE</strong> focused, critical analyses in clear, grammatical prose</td>
<td></td>
</tr>
<tr>
<td><strong>EMPLOY</strong> logic, creativity, and interpretive skills to write original, persuasive arguments</td>
<td></td>
</tr>
<tr>
<td><strong>ENGAGE</strong> primary and secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay’s thesis</td>
<td></td>
</tr>
<tr>
<td><strong>PRACTICE</strong> writing in a digital medium for an online audience</td>
<td></td>
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</tbody>
</table>

** These are my goals for the course – what I hope you will get out of it. These are also the opportunities for learning that inform how I create each of your assignments.

We may add to this list based on what you think is important in your English education and what you would like to get out of the course.
Tech + Reading Requirements

You will need the following resources and materials to participate in the course:

<table>
<thead>
<tr>
<th>Required Technology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reliable Internet Access</td>
</tr>
<tr>
<td>UO email + Canvas</td>
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<tr>
<td>Laptop or Desktop Computer</td>
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<tr>
<td>Webcam + Microphone</td>
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</tbody>
</table>

- Course content is delivered online
- Check Canvas daily for assignments and announcements.
- Students have reported that the Canvas phone app does not show them all of the pages necessary to complete the assignments.
- These are generally built into laptops. We will use both for virtual meetings and Real-Time discussions.

<table>
<thead>
<tr>
<th>Required Reading</th>
</tr>
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<tbody>
<tr>
<td>I have ordered inexpensive editions of each of the plays we will study this term.</td>
</tr>
</tbody>
</table>

Note that these books are available in the Duck Store and are not available digitally.

Sonnets and supplementary readings will be provided on Canvas.

Please use these specific editions, even if you already own one or more of the plays in a different version.

Why these specific editions?

- Because some of the assigned readings for the course are only available in these editions,
- Because each edition of Shakespeare’s work differs from the others, depending on the editor,
- Because editions necessarily involved the editor’s interpretations and biases, and
- Because we will specifically interrogate these editors’ interpretations and biases in our writing assignments,
- You will not be able to complete the work of the course without these editions.
Assignments + Grading

You can choose from three possible paths through this course, depending on what your goals are and how much you want to engage in learning the material. On Canvas, you will have access each path’s corresponding assignment check-list. Here is a brief overview of each path:

1 **The Basic Course**  
   by completing the Basic Course requirements and expectations, you can earn a final grade of C or P/NP – to pass, you must complete the Basic requirements.

2 **The Core Course**  
   by completing the more advanced Core Course requirements and expectations, you will have more learning opportunities and can earn a final grade of B.

3 **The Complete Course**  
   by completing the more demanding Complete Course requirements and expectations of the Complete Course, you will have more opportunities for deeper engagement with the course material & can earn a final grade of A.

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**Basic, Core, and Complete path differences at a glance**

<table>
<thead>
<tr>
<th>Basic Course</th>
<th>Core Course</th>
<th>Complete Course</th>
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</thead>
<tbody>
<tr>
<td>1 Capstone Project</td>
<td>1 Capstone Project</td>
<td>1 Capstone Project</td>
</tr>
<tr>
<td>1 Midterm Exam</td>
<td>1 Midterm Exam</td>
<td>1 Midterm Exam</td>
</tr>
<tr>
<td>2 Close Readings</td>
<td>2 Close Readings</td>
<td>2 Close Readings</td>
</tr>
<tr>
<td>2 Sets of Peer Reviews</td>
<td>2 Sets of Peer Reviews</td>
<td>2 Sets of Peer Reviews</td>
</tr>
<tr>
<td>3 Quizzes</td>
<td>3 Quizzes</td>
<td>3 Quizzes</td>
</tr>
<tr>
<td>3 Check-in Surveys</td>
<td>3 Check-in Surveys</td>
<td>3 Check-in Surveys</td>
</tr>
<tr>
<td>3 Discussion Boards</td>
<td>3 Discussion Boards</td>
<td>3 Discussion Boards</td>
</tr>
<tr>
<td>2 R-T Meeting Reflections</td>
<td>2 R-T Meeting Reflections</td>
<td>2 R-T Meeting Reflections</td>
</tr>
<tr>
<td>2 Real-time Meetings</td>
<td>2 Real-time Meetings</td>
<td>2 Real-time Meetings</td>
</tr>
<tr>
<td>1 Introductory Meeting</td>
<td>1 Introductory Meeting</td>
<td>1 Introductory Meeting</td>
</tr>
<tr>
<td>4 Weeks’ Readings</td>
<td>4 Weeks’ Readings</td>
<td>4 Weeks’ Readings</td>
</tr>
</tbody>
</table>

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

Please type your work using 10- or 12-point font and one-inch margins.

Be sure to include the assignment details on the first page (see example) and your last name and page numbers in the headers of subsequent pages. Here are directions for editing headers.

Please use MLA format for quoting and citing texts and always include a works cited list (see example).

Example | Assignment Details

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

Your original title (centered)

Example | Quoting + Citing sources | See also [Tips for Writing About Shakespeare](#)

For example, when Shakespeare writes “Let not the marriage of true minds / Admit impediments,” he suggests that….. (Sonnet 116, line 1).

Hamlet claims to put on an “antic disposition” in response to encountered the ghost of his dead father (1.5.172)

“Potions, Passion, and Fairy Knowledge in A Midsummer Night’s Dream” asks, “How might it affect our reading of the play if we resist translating the love potion into a symbol?” (Floyd-Wilson 185).

Example | MLA-style works cited

Works Cited (centered)


You will need to submit all of your work on Canvas. Please verify that your documents and discussion posts have loaded successfully before navigating away from the submission site.

When in doubt, email a copy of your assignment, and post it to Canvas as soon as possible.
Course Values

Class Citizenship + 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.

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.

I hope that you will take class citizenship seriously and actively participate in course activities because I have found the best ways to engage in your learning are 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.

We will discuss and agree on what engaged class citizenship looks like for an online course, but your basic 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

These guidelines can save you trouble and embarrassment when sending emails in courses and other professional contexts.
Reading + Writing + Plagiarism

The best way to engage with Shakespeare is by reading his sonnets and plays in their entirety and in his original language. The reading is difficult and slow-going, but don’t worry! I have designed the course assignments to help you gain confidence in reading his language and in knowing how to unstick yourself when you get stuck—and all readers of Shakespeare get stuck once in a while. It is also easier to grasp Shakespeare’s language when you read it in hard copy rather than digitally.

To help you read and to provide you with the course content you would have received in the face-to-face version of this class, I have prepared and assigned supplemental materials for you to read that, in turn, support your reading of the primary texts.

You will also want to read assignment directions carefully.

A note on online summaries, paraphrases, and other sources

Online summaries are written for a high-school-level audience, not for college-level students. They are only a good supplement if you are struggling, but they don’t give you the kind of knowledge you’ll need to engage in our course.

Since these kinds of sources are someone else’s interpretations of Shakespeare’s texts, relying on them constitutes Academic Dishonesty.

If you do quote from, get an idea from, or even read an online summary or other source, you can include that source in your “Works Cited” list on subsequent assignments to maintain honest engagement in the course.

I want to see your own grappling for meaning with Shakespeare’s work in your writing and contributions for this course. You have something valuable to contribute, and there is not one “correct” interpretation.

For all writing assignments in this course, please be sure that your work is your own. If you have questions about Plagiarism or other kinds of Academic Dishonesty, please consult UO’s policies, UO library resources, and me for assistance.
Advisory

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.

Advocacy + Assistance

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.

Access

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

DACA

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
Sexual & Gender-based Violence

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