ENGLISH 314: Shakespeare  
Spring 2018

DR. CHRISTOPHER L. MORROW

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MEETING TIMES:  Section 01: MWF, 1:00-1:50 pm, SI 027  

PRE-REQUISITE: ENG 299 with a grade of C or better or permission of the instructor.

COURSE DESCRIPTION

Shakespeare’s plays are, no doubt, the most read and most performed works in the world. However, his plays are also some of the most intimidating for students unfamiliar with them. This course will provide an in-depth study of a selection of William Shakespeare’s comedies, histories, and tragedies. Throughout the semester, we will examine these plays as both works of literature and as dramatic texts. We will situate these plays within the historical, intellectual, theatrical, and textual contexts which acted upon the creation of these works and continue to act upon current interpretations.

The goals for this course are to provide students with a greater understanding of Shakespeare’s plays, the context in which they were produced, and some of the current trends and questions in Shakespearean criticism. Students will gain a greater understanding not only of how Shakespeare’s plays made it to the stage but how their transition to the page has continuing impact on our understanding of Shakespeare today. We will also watch selections of cinematic productions and consider how Shakespeare has been interpreted through these productions. Ultimately, while it will not expose you to all of Shakespeare’s works, this course will equip you with the necessary tools to engage in thoughtful and sophisticated verbal and written discussions of these works. It will prepare you to read, and hopefully enjoy, the rest of Shakespeare’s works on your own.

REQUIRED TEXT:

*Bring Text to Every Class*


I also strongly urge you to acquire a print copy instead of an electronic one. I also recommend students have access to a writing handbook (like Diana Hacker’s *A Pocket Style Manual*) and/or to an MLA style guide (like *The MLA Handbook*).

*If you already own The Riverside Shakespeare, an earlier edition of The Norton Shakespeare, The Bedford Shakespeare, The Oxford Shakespeare, or individual editions by Bedford/St. Martin, Folger Shakespeare Library or Arden, you may use them in place of the required text. Other editions are not acceptable and will not qualify as bringing the appropriate text in class.*
COURSE REQUIREMENTS & ASSIGNMENTS

A person may sleep many years at the fountain of learning, and yet awake no physician.
Mary Trye, Medicatrix, (1675)

PARTICIPATION (20%): Discussion in this course relies on strong, nuanced, and consistent participation from each student in the class. Therefore, I expect students to have read and reflected on the assignment in advance and to come to class prepared to discuss it. Students are required to participate in discussion regularly by answering questions, posing questions, and making analytical comments. I will generally (but not always) rely on voluntary participation. While discussion will be the primary opportunity for participation, volunteering for other classroom activities (such as reading aloud) will also count towards a student’s participation.

Participation will be evaluated using the following general criteria:
A: Student contributes daily and significantly and always actively focuses on class discussion.
B: Student contributes regularly and always actively focuses on class discussion.
C: Student contributes sporadically and/or always actively focuses on class discussion.
D: Student contributes rarely and/or frequently does not stay actively focused on the discussion.
F: Student does not contribute and does not stay actively focused on the discussion.

I do not expect nor require students to have the “right” answer or to provide ground-breaking analysis but merely to engage in the process of discussing and analyzing the literature. Remember that quality is better than quantity, but quantity is better than no quantity. I reserve the right to give unannounced quizzes as part of your participation grade to help ensure timely and consistent reading.

COMMONPLACE BOOK (20%): This semester each student will keep a commonplace book. Dating back to 17th century England, writers, readers, students, and scholars kept commonplace books as a way of learning as well as compiling and organizing quotes from their reading. Peter Beal defines a commonplace book as “a manuscript book in which quotations or passages from reading matter, precepts, proverbs and aphorisms, useful rhetorical figures or exemplary phrasing, words and ideas, or other notes and memoranda are entered for ready reference under general subject headings.” Each student will keep a commonplace book consisting of 50 quotation entries (roughly 3-4 per week) which are evenly distributed throughout the semester and divided into 8-12 subject headings. These will be collected and evaluated periodically but they must be brought to class every day. See prompt for more details.

ESSAYS (20% EACH; 40% TOTAL): Students will complete two critical essays: a close reading interpretation of a play and a textual analysis argument supported by scholarly research. Each essay must be typed, double-spaced and conform to MLA guidelines for format and in-text citation. I will distribute more specific information regarding these assignments as they approach.

Essay Policies:
Pre-writing: There may be pre-writing assignments (such as topic paragraph, thesis sentence, outline, etc) for each essay. Failure to complete these assignments will result in a penalty to the final paper grade.

Rough Drafts: You must bring a complete, typed, rough draft that meets the minimum length requirements for the assignment. If you fail to do so, the highest grade the final draft can receive is a D.
Late Work: Papers are due at the beginning of class on the due date. Papers will be submitted in print in class and electronically via WesternOnline. Late essays incur a 5% penalty for every calendar day. If you need an extension, send a written request via email stating the specific reason for the extension request. In the event that you submit your paper outside of class (i.e. under my door, etc.), it is your responsibility to confirm that I received it.

Close Reading Essay: Students will write a 4-5 page, typed, essay which critically examines a specific metaphor, image, or conceptual pattern in one of Shakespeare’s plays we have read. The essay will identify the pattern, close read, and analyze the significant moments in the play where the pattern emerges to develop a coherent argument about the conceptual significance/meaning (i.e. interpretation) of the pattern within the larger framework of the play as a whole. Students should utilize both the Shakespeare Concordance and the Oxford English Dictionary for this assignment.

Rough Draft Due: Feb 23rd Final Draft: Mar. 2nd

Textual Analysis Essay: Students will write a 5-6 page, typed, essay which critically examines quarto and folio versions of a play we have read and develops and supports a thesis which posits the conceptual significance of these changes and argues how conceptual meaning and interpretation shifts from one version to another. This essay will need to critically engage 2-3 secondary scholarly sources.

Rough Draft Due: April 20th Final Draft: April 27th

Materializing Shakespeare (20% total; 10% each): Shakespeare’s text primarily materialize in one of two ways – in performance or in an edited text. We will get a taste of each through two assignments.

Editing the Text: Working in pairs, students will edit a passage based on the quarto and folio versions of a text (to be determined). Students will then examine and analyze the differences and then produce an edited version of the passage. This “edition” will be accompanied with a 2-3 page reflection essay that explains and justifies the decisions your group made. Together we will select one edited version from the class and, as an additional aspect to the course, students will also have to opportunity to hand set, print, proof, and correct the class “edition” of this passage.

Edited Versions Due: April 2nd

Conceptualizing Performances: Working in groups of 3-4, students will select a scene from a play (to be determined), analyze and interpret it, and then design two different ways in which this scene could be interpreted and performed. You will present and discuss your designs in a presentation (which can but doesn’t have to include acting) to the class during the final exam period. This presentation will be accompanied with a 2-3 page reflection essay that explains and justifies the decisions your group made.

Presentations Due: Wednesday, May 9th, 1:00 pm

Distribution and Grading Scale

- Participation: 20%
- Commonplace Book: 20%
- Close Reading Essay: 20%
- Textual Analysis: 20%
- Designing Performance: 10%
- Editing a Text: 10%

A 93-100%  B+ 87-89%  C+ 77-79%  D+ 67-69%  F 0%-59%
A- 90-92%  B 83-86%  C 73-76%  D 63-66%  B- 80-82%  C- 70-72%  D- 60-62%
Course Policies

Attendance: Regular attendance is not only mandatory but essential for success in this course. Students are expected to attend class on a regular basis and will be held accountable for any material covered in class, including class discussion, announcements and any changes to the reading schedule and assignments. Students are responsible for getting information and class notes from a fellow classmate. Preparation is a crucial part of attendance. Therefore, students are required to bring the appropriate text to every class meeting.

Each student is allowed five absences for any reason -- ranging from illness to oversleeping. I do not distinguish between “excused” and “unexcused” absences. As such, students are not expected to document these absences, nor does documentation “excuse” the absence. Allowances may be made in unexpected, extreme circumstances that will result in several consecutive days absent (i.e. serious prolonged illness). These circumstances will need to be documented, and you must contact me as soon as possible.

Possible Attendance/Preparation Penalties:

• Failure to bring the appropriate text to class will result in a 5% penalty to the participation grade.
• After five, each subsequent absence will result in a 3% penalty to the final grade.
• Students who miss 9 or more total classes will receive an automatic F for the course.

Late Work: Papers are due at the beginning of class on the due date. Papers will be submitted in print in class and electronically via WesternOnline in .doc or .rtf format. Late essays incur a 5% penalty for every calendar day. If you need an extension, send a written request via email, prior to the deadline, stating the specific reason for the extension request. In the event that you submit your paper outside of class (i.e. email, under my door, etc.), it is your responsibility to confirm that I received it.

Tardiness: I am not bothered by individuals who are occasionally late for class or must occasionally leave class early—the key word being occasionally. However, if you anticipate that you must consistently arrive late or leave early, you need to replace this course with another.

If you arrive after I take roll, it is your responsibility to speak with me after class to ensure I record your attendance. If you do not speak with me, you may be inadvertently counted absent. If you miss more than half of the class due to tardiness, it will count as an absence.

Scholastic Dishonesty: Scholastic dishonesty of any kind on any assignment undermines the quality of education at WIU and will not be tolerated under any circumstances. This includes cheating, fabrication, falsification, multiple submissions, and plagiarism. Scholastic dishonesty of any kind will result in an F in the course and will be reported to CAGAS. It is your responsibility to understand what constitutes scholastic dishonesty. I will also be happy to answer any questions you may have. You should also consult the University policy at http://www.wiu.edu/policies/acintegrity.php.

Students with disabilities: In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.

Email: Email correspondence is a quick and easy way to communicate during this semester. I will use it frequently to communicate with the class, and I encourage you to use it to contact me to set up an appointment, ask questions, make comments, etc. I do consider email to be formal communication so I expect emails to be properly addressed, to maintain a professional tone, and to be grammatically correct.
your question or request is too large to be handily resolved over email, I will ask you to set an appointment to discuss it in an individual conference.

**Office Hours:** Students are encouraged to visit during office hours. These are available to use without setting an appointment. Additionally, if I am in my office, feel free to drop in to see if I am available to meet. If you are not able to meet during office hours, please email me, and we can set an appointment.

I always enjoy speaking with students about their writing, the readings for the course, or literary topics large or small! Additionally, if you are working on a paper and have questions or would like feedback, I am happy to work with you on your paper at **any stage of the writing process**.

**Classroom Behavior:** Students are expected to behave with respect toward the course, their fellow students, and the instructor. We will be reading a variety of pieces which contain subject matter that may be deemed offensive to some people, such as profanity and depictions of sex and violence. I expect students to be able to discuss this material in a mature way and maintain an appropriate demeanor during class. If you have extenuating circumstances with encountering this material, please set an appointment with me immediately.

Private conversations and other disruptive behaviors interfere with teaching and learning and will not be tolerated. Continued disruptive behavior can result in an assigned classroom seat, penalty to final grade, and/or expulsion from the class for the day or the semester.

**Electronic Devices:** Laptops and tablets are incredibly useful tools. However, their ubiquitous presence in the college classroom is inherently distracting and impede critical discussion. Laptops and tablets are not allowed in class during discussion. Exceptions may be made in particular cases.

Cellphones, which can play a valuable role in the event of an emergency, should be set to vibrate at the beginning of class. If you need to take a call, you are welcome to step outside of class briefly. **Texting, emailing, social media, and non-class related activities are strictly prohibited and will negatively affect your grade.** After an initial warning, violation of this policy will result in dismissal from the class and a 15% penalty to your participation grade per instance.

**University Writing Center:** The UWC is available to assist you with general and specific questions on any of the writing assignments for this course. Consultants can provide another voice on your writing at any stage in the writing process from brainstorming to polishing the final product. Please call for an appointment (298-2815) and be sure to bring a copy of your assignment to your session. A visit to the UWC should be a supplement to rather than a replacement for talking about your paper with me.

**WesternOnline:** We will be using WesternOnline for the online submission of formal essays and for providing electronic access to many course documents and readings. If you need help using WesternOnline, please let me know.

**Title IX Announcement:** University values, Title IX, and other federal and state laws prohibit sex discrimination, including sexual assault/misconduct, dating/domestic violence, and stalking. If you, or someone you know, has been the victim of any of these offenses, we encourage you to report this to the Title IX Coordinator at 309-298-1977 or anonymously online at: http://www.wiu.edu/equal_opportunity_and_access/request_form/index.php. If you disclose an incident to a faculty member, the faculty member must notify the Title IX Coordinator. The complete Title IX policy is available at: http://www.wiu.edu/vpas/policies/titleIX.php.

**Students’ Rights and Responsibilities:** For information, visit www.wiu.edu/provost/student/