

<b>Course ID:</b>	<b>Course Title:</b>	<b>Fall 2018</b>
EN 350 - 1	Shakespeare I	<b>Prerequisite: 6 credits in English</b>
		<b>Credits: 3</b>

Class Information		Instructor Information		Important Dates	
<b>Days:</b>	Tuesdays & Thursdays	<b>Instructor:</b>	Christine Jacob, MSt	<b>First day of classes:</b>	Wed., Sept 5
<b>Time:</b>	2:30 -3:45 PM	<b>Email:</b>	christine.jacob@ambrose.edu	<b>Last day to add/drop, or change to audit:</b>	Sun, Sept 16
<b>Room:</b>	RE 104	<b>Phone:</b>	403-410-2000	<b>Last day to request revised exam:</b>	Mon, Oct 22
<b>Lab/ Tutorial:</b>	N/A	<b>Office:</b>	L2091	<b>Last day to withdraw from course:</b>	Mon, Nov 12
	N/A	<b>Office Hours:</b>	Wednesdays at 10:00 -11:00 am or by appointment.	<b>Last day to apply for coursework extension:</b>	Mon, Nov 19
<b>Final Exam:</b>	December 15, 9 AM - 12 PM			<b>Last day of classes:</b>	Tue, Dec 11

### Course Description

*From the catalogue:* This course studies thoroughly Shakespeare's drama: the tragedy, romance, comedy, historical play, and problem play. Shakespeare's works are placed in the context of the history and culture of the Elizabethan era.

*From the instructor:* Following a preliminary study of his influential contemporary Christopher Marlowe, this course will place a special emphasis on the earlier half of Shakespeare's own dramatic career. In the late sixteenth century, Shakespeare defined the genre of romantic comedy, merging the English dramatic tradition with the Latin classical one. His similarly innovative historical tetralogies draw fascinating connections between history and plot, kingship and character. In addition to one early tragedy, this course will consider one late tragedy, *King Lear*, a foil to the earlier work(s) and a play that students will be able to experience and examine in performance.

### Expected Learning Outcomes

Students will:

- develop a comprehensive understanding of Shakespeare's drama within the context of the Elizabethan period
- gain specific, in-depth knowledge of seven representative plays in both thematic and aesthetic capacities

- sharpen analytical skills by examining the plays as they appear not only on the page but also on screen and stage
- learn to recognize (the meaning of) adherences to and variations upon generic convention in Shakespeare's drama
- be able ask intelligent questions of the dramatic text and consider potential answers through class discussion, formal writing, and group performance

### Textbooks

Marlowe, Christopher. *The Jew of Malta*. Ed. Stephen J. Lynch. Indianapolis: Hackett Publishing, 2009.  
 Shakespeare, William. *The Norton Shakespeare: Early Plays and Poems*. 3<sup>rd</sup> ed. Ed. Stephen Greenblatt et al. New York: Norton, 2015.

(If you purchase the Norton edition, you should find a registration card therein that provides access to a digital dual-text version of *King Lear*. If you encounter issues, a Folger edition of the play is also available for free on the internet: <https://www.folger.edu/king-lear>. Do remember that line numbers will vary amongst these editions).

### Course Requirements

- Arrive on time. Attendance will be taken at the beginning of class.
- Because electronic devices are often a source of distraction, **the use of laptops, tablets, and phones is not permitted in the classroom**. If you feel you have a legitimate reason for using your device in class, make your case to the instructor outside of class time.
- Avoid eating in the classroom.
- Class sessions will be largely devoted to considering the assigned readings. Therefore:
  - Read all assigned texts **before** the class for which they are assigned;
  - Always **bring the relevant textbooks** to class;
  - **Print any required readings** posted on Moodle and bring them to class.
  - Additional secondary reading may be assigned at the instructor's discretion.
- In addition to assigned readings, **you are responsible for the content of all lectures** on the historical and literary backgrounds of these readings. In other words, attend class.
- **All assignments must be submitted** to receive a passing final grade.
- All assignments are **due in hardcopy by the beginning of class** on the date specified. If you are unable to attend class on the day an assignment is due, make your submission via email by the beginning of class.
- **Late assignments** will be marked down one refined letter grade per class day late and may not be graded in a timely manner. **Extensions** may be granted on essay assignments in exceptional circumstances but must be arranged in advance.
- The most current version of this syllabus, readings marked "Moodle" on the schedule, and any supplementary handouts will be available on Moodle.

### Evaluation

#### Participation & Reading Quizzes – 10%

A senior English course requires active, thoughtful **participation** from each member: attend class, look alert, ask questions, share your thoughts, and meet with the instructor as needed. Moreover, intelligent participation depends upon thorough, careful reading of the assigned texts. To encourage this, **short reading quizzes** may be inflicted at the beginning of class.

### Explication Paper – 15%

Write an **explication paper (4 pages)** on a short passage from either *The Jew of Malta* or *Love's Labour's Lost*. A list of amenable passages will be provided to you. **Due October 4** in hard copy.

### Drama Review – 10%

Attend the screening of National Theatre Live's *King Lear* on Sunday, October 21. **You are responsible for purchasing your own ticket;** do so well in advance of the screening. Write a **review (3 pages)** of the production. An example of a scholarly review will be provided on Moodle. **Due October 30** in hard copy.

### Group Performance Workshop– 15%

This project is not meant to strike fear into you. It should instead illuminate the process of taking Shakespeare from page to stage; after all, the texts we study first functioned as blueprints for performance. Once you have been placed in a performance group, choose a scene of your play to explore in performance. Not everyone in your group needs to act, but everyone should be involved in the “production” of your scene in some way. (Non-acting roles may include stage manager and dramaturg, for example). **See course schedule for due dates.**

### Research Paper – 30%

Write a **research paper (9-10 pages)** on a topic of your choosing. You may not write on the play that you perform for the Group Performance workshop. Please submit your tentative thesis statement and list of sources by **December 4** via email; the completed essay is **due December 11** in hard copy.

### Final Examination – 20%

The exam will be comprehensive of the entire course: **Saturday, December 15, 9 AM to 12 PM, Room A2210.**

*Further directions for these assignments will be given well before they are due.*

### Attendance

Attendance will be taken daily and will influence your participation grade. **Any student who misses more than 8 class sessions will automatically fail the course.**

### Grade Summary:

Letter Grade	Percentage	Description
A+	96-100	Excellent
A	91-95	
A-	86-90	
B+	82-85	Good
B	75-81	
B-	72-74	
C+	68-71	Satisfactory
C	63-67	
C-	60-62	
D+	56-59	Poor
D	50-55	Minimum Pass

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out

## Ambrose University Academic Policies:

### Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

### Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

### Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

### Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

### Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at [privacy@ambrose.edu](mailto:privacy@ambrose.edu).

### Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

### Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

### Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

**Note:** Students are strongly advised to retain this syllabus for their record

## Course Schedule – EN 350 – Fall 2018

Tuesday	Thursday
	September 6 Course Introduction
Sept. 11 <i>The Jew of Malta</i> 1-2	Sept. 13 <i>The Jew of Malta</i> 3-5
Sept. 18 <i>Norton Shakespeare:</i> “General Introduction” (1-27, 31-34, 37-42, 44-57) “The Theatre of Shakespeare’s Time” (97-100, 111-118) “Documents” (A21-22)	Sept. 20 <i>Love’s Labour’s Lost</i> 1-2
Sept. 25 <i>Love’s Labour’s Lost</i> 3-5	Sept. 27 <i>Love’s Labour’s Lost</i> Group Performance Workshop: _____
October 2 Class cancelled for spiritual emphasis days.	Oct. 4 <i>As You Like It</i> 1-2 <b>Explication Paper due</b>
Oct. 9 <i>As You Like It</i> 3-5 Frye, “The Argument of Comedy” (Moodle)	Oct. 11 <i>As You Like It</i> Group Performance Workshop: _____
Oct. 16 <i>King Lear</i> 1-2	Oct. 18 <i>King Lear</i> 3-5
Oct. 23 <i>King Lear</i> Aristotle, excerpt from <i>Poetics</i> (Moodle)	Oct. 25 <i>Romeo &amp; Juliet</i> 1-2
Oct. 30 <i>Romeo &amp; Juliet</i> 3-5 <b>Drama Review due</b>	November 1 <i>Romeo &amp; Juliet</i>

Tuesday	Thursday
Reading Week – No classes on Nov. 6 & Nov. 8	
<p><b>Nov. 13</b>  <i>Romeo &amp; Juliet</i>            Performance Workshop _____</p> <p>Blades, “Shakespeare and the Writing of History in the Elizabethan Period” (Moodle)</p>	<p><b>Nov. 15</b>  <i>Richard III</i> 1-2</p>
<p><b>Nov. 20</b>  <i>Richard III</i> 3-5</p>	<p><b>Nov. 22</b>  <i>Richard III</i></p>
<p><b>Nov. 27</b>  <i>I Henry IV</i> 1-2</p>	<p><b>Nov. 29</b>  <i>I Henry IV</i> 3-5</p>
<p><b>December 4</b>  <i>I Henry IV</i>            Group Performance Workshop _____  <b>Thesis statement and list of sources due via email</b></p>	<p><b>Dec. 6</b>            Chesterton, “Shakespeare v. Milton” (Moodle)            Melville, excerpt from “Hawthorne and His Mosses” (Moodle)</p>
<p><b>Dec. 11</b>            Exam Review  <b>Research Essay due</b></p>	
<p><b>Final Exam</b>            Saturday, December 15            9 am – 12 pm, Room A2210</p>	