

**Texas A&M - Central Texas**  
**ENGL 4300 Shakespeare**  
**Spring 2020, First 8 Weeks**  
**ONLINE**

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**Email:** allen.redmon@tamuct.edu

**Office Hours:**

Available by appointment. Appointments can be made through my TAMUCT email. Students can expect me to respond to email within twenty-four hours. Most responses will arrive much quicker.

**Mode of instruction and course access:**

This course is a 100% online course, which means that all required interactions will occur in the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

For log-in problems, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

**Course Prerequisite:** ENGL 1301.

Students who have not had a sophomore literature course or an upper-level literature course may want to consult an introduction to literary studies textbook. Mario Klarer’s *An Introduction to Literary Studies, third edition*, available as an ebook in our library, is a good choice.

**Course Description:**

An in depth study of representative types of Shakespeare’s drama and poetry. This particular section also examines popular adaptations of Shakespeare on film.

**Course Objectives:**

Students who successfully complete this course will be able to perform the following aspects of literary analysis by the end of the semester:

- Discuss some of the assumptions made about Shakespeare and his influence on the English language
- Differentiate Early Modern English from Modern English
- Examine Shakespeare’s plays and sonnets against the traits of Early Modern English
- Appraise Shakespeare’s plays against the traits of Elizabethan comedies and tragedies

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- Judge the implications of translating Shakespeare for a modern audience
- Develop an essay length discussion driven by a clear argument over Shakespeare's work

#### 4.0 Required Texts:

Crystal, David. "Think on My Words': Exploring Shakespeare's Language." Cambridge University Press, 2008. ISBN—9780521700351

Shakespeare. "The Taming of the Shrew." Edited by Barbara A. Mowat and Paul Werstine. Folger Shakespeare Library, 1992. ISBN—9780743477574

--. "A Midsummer Night's Dream." Edited by Barbara A. Mowat and Paul Werstine. Folger Shakespeare Library, 1993. ISBN—9780743477543

--. "The Merchant of Venice." Edited by Barbara A. Mowat and Paul Werstine. Folger Shakespeare Library, 1992. ISBN—9780743477567

--. "Romeo and Juliet." Edited by Barbara A. Mowat and Paul Werstine. Folger Shakespeare Library, 1992. ISBN—9780743482806

--. "Julius Caesar." Edited by Barbara A. Mowat and Paul Werstine. Folger Shakespeare Library, 1992. ISBN—9780743482745

--. "Othello." Edited by Barbara A. Mowat and Paul Werstine. Folger Shakespeare Library, 1993. ISBN—9780743482820

*Romeo + Juliet*. Dir. Baz Luhrmann. Perf. Leonardo DiCaprio, Claire Danes, and John Leguizamo. Fox, 1996. Film.

*O*. Dir. Tim Blake Nelson. Perf. Mekhi Phifer, Julia Stiles, and Josh Hartnett. Lions Gate, 2001. Film.

#### Course Requirements:

This course asks students 1) to read a linguistic text on Shakespeare's language, 2) to read a sampling of Shakespeare's sonnets and six of his plays, 3) to watch two contemporary film adaptations of Shakespeare's plays, 4) to complete a series of exercises meant to negotiate these texts, 5) to post 6 primary posts responding to the plays we read and 6 responses posts for each play we read, 6) to complete one essay test over comedy and another over tragedy, and, lastly, 7) to complete a response to the two films we watch. Specifics for each assignment are presented in CANVAS.

#### WILL CUT DISCUSSIONS:

*Regular Reading Assignments* (the starting point for 100% of the course grade)

This course expects students to read all required readings and every post on the discussion board. The assigned readings introduce us to the critical ideas and the texts we want to consider. The discussion board documents our interaction with those materials. Students will need to go beyond simply letting their eyes move across the pages of these materials to be successful. The most successful students will struggle with the material in this course until they begin to see in new ways the ideas we are discussing and the texts over which we are discussing them. Students unable to meet this expectation should not expect to be successful in this course.

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*Exercises* (worth up to 30 points toward your final grade)

This course assigns 16 exercises to be completed on the discussion board or over email. Students can find a description of each assignment in the items provided beneath the “Exercises” portion of the homepage in CANVAS for this course. Exercises to be completed on the discussion board also have a line in the “Thread for Discussion Based Exercises” on the CANVAS discussion board. Students should find the correct thread inside that thread and simply hit reply to submit their work.

A description of the exercises to be completed and submitted via email are also described beneath the “Exercises” portion of the homepage in CANVAS for this course. Students should simply prepare their work in a Word compatible document, attach that document to an email using the stipulated subject line, and submit the whole to my CANVAS email account. Emails that fail to attach a Word compatible email, that use the wrong subject line, or that fail to 1) address me (Dr. Redmon), 2) tell me what is attached, 3) and sign their name will not have their work graded.

*Primary Posts* (worth up to 12 points toward your final grade)

Primary Posts are very particular explanations over one specific moment in a play. They should address in a formal way the fundamental investigatory questions with which must inquires begin (who, what, where, when, why, and how). That said the focus of the primary posts should be the representation of the things discovered in an investigation rather than the investigation itself.

Primary posts should begin with the articulation of *when/where* the moment being discussed occurs in the play. This location should not be conveyed through a mention of the act, scene, and line as the marker; rather, they should provide a narrative description of the moment. The next sentence or two should address the *what*. One needs to offer a balance of quotation and paraphrase for longer quotes. Shorter quotes can simply quote the passage so long as they also put the quote into plain language and are integrated into the argument being made (rather than existing as a stand-alone sentence).

A new paragraph should begin with some remark on *how* the line is delivered. The best responses will pay particular attention to specific word choices or the sequence of the words and how that shapes what is (or is not) being said. They might also account for more general observations about the emotion or tone they imagine the speaker using when delivering the line. They might also consider the larger context of the passage, which would include what was said right before this key moment and how it impacts what is said in the passage being explored.

A third and final paragraph should concentrate on the *who* and *why* behind the passage. The best responses will talk about what this moment reveals about the character and how this revelation shapes how other characters and the audience understand that character. They should also present some thoughts about how this revelation or this moment pushes the narrative in certain directions or keeps it from moving in some other. Some final remark should explain how that revelation or direction serves some theme or concept developed in the play.

Students complete one primary post per play. Submissions should be made in the thread titled “Primary Posts” on the discussion board. The due date for these posts can be found on the discussion board.

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*Response Posts* (worth up to 6 points toward your final grade)

Response posts are less formal than primary posts, but no less meaningful. These posts offer a response to one of the primary posts found over a play. The most meaningful response posts will propose alternative ways to interpret or speculate about the passage mentioned in the primary post OR to celebrate the most unexpected and intriguing aspects of the original post. Whichever way students choose to respond, they must give some attention to the specifics to the passage being discussed and some time to the implications of the new way of seeing that passage being development in their response. Response posts that fail to mention any particulars of the text, that miss the chance to consider the implications of their own alternative way of reading a passage, or that miss the opportunity to celebrate their peer's original reading with some mention of particular points from the passage will forfeit formal credit on this assignment.

Students complete one response post per play. Submissions should be made in the thread titled "Primary Posts" on the discussion board. Response posts are due 24 hours after the primary posts are due for any given play. The due dates for these posts can be found on the calendar in Blackboard.

*Film Posts* (worth up to 2 points toward your final grade)

Film posts are most similar to primary posts with one exception: they will need to deal with two texts at once. The purpose of the film post is to measure some part of the films we watch against the text that inspires them. The film and play do not have to match of course, but we do need to be able to note the similarities and differences between these two things. More specifically, I am very much interested in hearing whether or not you believe the adaptation we watch "keeps" to Shakespeare or not. To defend this position, you will need to be able to note something about the original and the adaptation. Comments on the play and the film need to deal with specific aspects of both texts. Film posts that discuss only one or the other, or that fail to reflect on whether the adaptation is or is not in some specific way "Shakespearean," will not earn formal credit.

*Essay Test over Comedies* (worth up to 20 points toward your final grade)

The essay test over comedies will give students the chance to talk about the ways in which the three comedies we read satisfy the characteristics of Shakespearean comedies. These characteristics are introduced in a handout posted under "Course Content" on Blackboard as "Comedy vs. Tragedy." This link need not be the only item consulted on this subject, but it should be the foundation of your investigation into these forms. Be sure to avoid plagiarizing any other sources by citing them on your essay test.

The test itself will ask each student to produce a formal essay that 1) argues that the three plays we have read do satisfy the characteristics of Shakespearean comedy, 2) illustrates the way each of the plays do this by noting the way in which the plays a) focus on a central character who wins the sympathy of the audience, b) deal with ordinary characters, and c) present a story of such people whose fortunes rise by the end of the play. Each of these traits forms one separate paragraph of the essay (making three paragraphs). Every paragraph uses specific details from all three plays as support for its argument.

A fourth paragraph will select one of the plays to discuss as either a "farce," a "romantic comedy," or a "satire" (you only talk about one of these typed of comedies and only refer to one play for your evidence). This final paragraph will begin with the contention that

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more specific types of comedy existed. A second sentence will define the specific type of comedy that will be discussed. A third sentence will point to the play you want to use as an example of that type of comedy. The next several sentences will provide a textual justification for your claim. A final sentence will remind the reader that this is just one of several specific instances of comedy.

*Essay Test over Tragedies* (worth up to 20 points toward your final grade)

The essay test over tragedies will give students the chance to talk about the ways in which the three tragedies we read satisfy the characteristics of Shakespearean tragedies. These characteristics are introduced in a handout posted under “Course Content” on Blackboard as “Comedy vs. Tragedy.” This link need not be the only item consulted on this subject, but it should be the foundation of your investigation into these forms. Be sure to avoid plagiarizing any other sources by citing them on your essay test.

The test will ask each student to produce a formal essay that 1) argues that the three plays we have read do satisfy the characteristics of Shakespearean tragedy, 2) illustrates the way each of the plays do this by noting the way in which the plays a) focus on a central character who possess some flaw, b) deal with characters we would be tempted to admire were we not aware of this flaw, and c) present a story that depicts the fall of that person because of that flaw. Each of these traits forms one separate paragraph of the essay (making three paragraphs). Every paragraph uses specific details from all three plays as support for its argument.

A fourth paragraph will select one of the plays to discuss as either an “Aristotelain Tragedy,” a “Hegelian Tragedy,” or a “Revenge Tragedy” (you only talk about one of these typed of comedies and only refer to one play for your evidence). This final paragraph will begin with the contention that more specific types of tragedy existed. A second sentence will define the specific type of tragedy that will be discussed. A third sentence will point to the play you want to use as an example of that type of tragedy. The next several sentences will provide a textual justification for your claim. A final sentence will remind the reader that this is just one of several specific instances of tragedy.

*Reflection Paper* (worth up to 10 points toward your final grade)

The Reflection Paper asks students to think about the implications of updating Shakespeare either in terms of setting or language. The goal is to determine whether or not one can adapt Shakespeare to film in the way these two films have and still have Shakespeare.

The best responses will be two paragraphs. The first paragraph will think about the ways in which “Romeo + Juliet” fails and/or succeeds to convey Shakespeare’s play by the same name. Particular attention should be given to matters of setting in this paragraph. The second paragraph will do the same for “O.” Particular attention should be given to matters of language in this paragraph. As with the film posts, the reflection paper must point to specific moments of the play and film to earn full credit.

Each paragraph has a hard cap of 400 words; the entire document cannot exceed 800 words (not counting the MLA prescribed heading, title, and works cited). Documents that exceed either limit will forfeit all formal credit for this assignment.

**Grading Criteria Rubric**

Final Grades will adhere to the following grading rubric:

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Exercise 1	1 point
Exercise 2	1 point
Exercise 3	2 points
Exercise 4	1 point
Exercise 5	1 point
Exercise 6	1 point
Exercise 7	3 points
Exercise 8	1 point
Exercise 9	3 points
Exercise 10	3 points
Exercise 11	3 points
Exercise 12	3 points
Exercise 13	1 point
Exercise 14	3 points
Exercise 15	3 points
Primary Posts	12 points
Response Posts	6 points
Film Posts (1 per film)	2 points
Essay Test over Comedies	20 points
Essay Test over Tragedies	20 points
<u>Reflection Paper</u>	<u>10 points</u>
<b>TOTAL</b>	<b>100 points</b>

Final grades reflect the accumulation of points from these assignments in the following way:

- 90-100 cumulative points earns an A
- 80-89 cumulative points earns a B
- 70-79 cumulative points earns a C
- 60-69 cumulative points earns a D
- 0-59 cumulative points equals an F

A point system of this sort does not yield “borderline” grades. To assure yourself the frustration of “just missing” a desired grade, be sure to capitalize on every opportunity to earn points.

### **Complete Course Calendar**

The specific due dates for each assignment will be posted in CANVAS. As a rule, this course prefers regular, shorter assignments, which means that students are submitting short responses nearly every other day. Longer assignments receive more time, but, even then, assignments are due consistently throughout the semester. Part of this follows the eight-week format of the class, which requires the whole of the class to be completed in just eight weeks. Please arrange your schedule so that you can keep this schedule. Also, regularly check the calendar in CANVAS.

### **Late Work**

I will not accept late work in this class. Any student who misses an assignment, regardless of reason, will receive a zero for that assignment. Students should “work ahead” to whatever extent they need to do so to ensure they submit all assignments on time.

### **Posting of Grades**

Individual assignments will be graded in CANVAS. Students will receive a grade and some comments on every assignment. Students should pay particular attention to the comments they are given as these mean to eliminate deficiencies rather than explain or justify a grade. As such, the comments become an

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important part of the instruction in this course. Every grade will also be recorded in gradebook in CANVAS. Students should contact me immediately if they see a discrepancy in their grade.

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

The Registrar's Office will provide on the University Calendar a deadline for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. Attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits. Please note that professors cannot drop students; drops are the responsibility of the student.

Students that find themselves facing an unexpected, life altering circumstance before the drop deadline published on the academic calendar should drop the course. Should a student encounter an unexpected, life altering circumstance after the drop deadline, that student may be eligible for an incomplete so long as all work due before the circumstance has been submitted and the student has a reasonable chance to pass the course should the work be completed as soon as the circumstance resolves itself. No student should expect to receive an incomplete.

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation could result in a failing grade for the assignment and potentially a failing grade for the course.

Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism, using another student's work, collusion, and abuse of resource materials. Any instance of academic misconduct will result in a failing grade for the course. All academic misconduct concerns will also be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to violate those standards or expectations.

### **The University Writing Center**

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University-Central Texas (TAMUCT) is a free workspace open to all TAMUCT students between 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides.

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Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WConline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) if you have any questions about the UWC and/or need any assistance with scheduling.

### **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

### **Program Assessment**

The English program uses student assignments to determine if they are meeting departmental learning outcomes. To that end, some of the projects you complete for this course may be used for programmatic assessment. An effort is made to remove all identifying markers from any artifact used in this manner. Your identity should, therefore, be protected. Still, please let your instructor know by the end of the first week if you do not want your work used in this way. Contact your instructor if you have any questions or concerns about this process.

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX

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Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

### **Important information for Pregnant and/or Parenting Students.**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **911 Cellular:**

Emergency Warning System for Texas A&M University-Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author. Reproduction of course material is prohibited without consent by the author (instructor). Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.