



English 4215/5150—Shakespeare | CRN 80371 (Upper Division Lecture) / 80378 (Graduate Cross-List)
Section 01/01—TR 3:35-4:50 PM | Fall 2019

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Office Hours: MW 12:30-2:00; T 5:00-6:00; R 1:00-2:00—and by appointment

Please read and understand this document, save a digital copy, and bring a printed copy with you to every class meeting.

Course Content This is a survey of Shakespeare’s dramatic works before and after 1600, with primary emphasis on the major comedies and tragedies and some attention to the histories, problem plays, and romances. The plays will be studied through close reading and application of performance-based, historicist, and other contemporary and classical approaches. Readings may include *The Merchant of Venice*, *Much Ado About Nothing*, *Hamlet*, *Macbeth*, *King Lear*, and *The Tempest*, among others. Three credit hours.

Outcomes

- Students will develop skills to read and interpret Shakespearean drama.
- Students will develop skills to discuss and write about Shakespearean drama.
- Students will develop skills to apply historical and critical approaches to Shakespearean drama.

Required Text *The Norton Shakespeare*, 3rd ed. Stephen Greenblatt, ed. W.W. Norton, 2015

The Norton Shakespeare features excellent editions of the literature under consideration in addition to helpful marginal notes and footnotes. Further, the text offers clearly written and useful introductions to the literature. Please take note of your book’s apparatus and learn to use its features to read more efficiently and effectively. I expect everyone to have the required text from the start of the semester and bring it to each class meeting. Please check with me if you intend to use an electronic version of *The Norton Shakespeare* in class.

Attendance and Requirements Be present and in good time for each class meeting. Please do not make late or down-to-the-minute arrival a habit. No make-up work will be given in cases of elective absence or tardiness. Any student absent from 50% or more of class sessions by mid semester will be subject to administrative withdrawal. If you are a university athlete, please let me know if this will affect your attendance.

Computer Policy All students are required to have access to a computer in proper working order with functional word processing software and access to a business-quality laser printer. All students must have access to Clayton State e-mail and maintain regular electronic availability for notifications throughout the semester. Computers are not to be used for multi-tasking or general browsing and communication during class time unless by the instructor’s request or for specific class purposes.

D2L This is a seated section not taught over D2L—no grades or assignments for this course will be distributed over D2L.

Student Conduct As a Clayton State University student and as a student in this class, it is your responsibility to read, understand, and abide by the Student Code of Conduct, outlined in the Clayton State University Catalog as “Basic Undergraduate Student Responsibilities” at <https://www.clayton.edu/Portals/47/docs/student-code-of-conduct.pdf>.

Classroom Department

- Respect my responsibility to conduct a good, orderly class.
- Be prepared and be involved in a positive way.
- Silence and set aside devices. I recommend airplane mode.
- Be reasonable with attire and accessories.
- Be reasonable with food and drink.

Classroom Deportment, cont'd

- Do not enter or exit the classroom inappropriately or unnecessarily.
- Recorders or cameras are not to be used in class without permission.
- If you have private or confidential questions or concerns, please check with me discreetly.

Special Needs If you have a documented disability or special needs and require any assistance, please do not hesitate to speak with me as soon as possible. All information will be kept confidential. Students who suspect they have a disability that has not been documented or sufficiently accommodated for should contact the Disability Services Coordinator, 255 Edgewater Hall, 678-466-5445, disabilityservices@clayton.edu.

Personal Problems Please remember that your professors are primarily responsible for helping you master specific subject matter within certain legal, professional, and ethical guidelines. If you are experiencing personal problems—including intellectual or social frustrations—and need help, there is a counseling service available on campus in addition to various offices addressing health and public safety. These services are for your benefit and are freely available to you and confidential.

Communication I am usually available for a few minutes before and after class for quick questions. Feel free to stop me on campus if you see me and have a question. Please see me at office hours or schedule an appointment if your questions or concerns require several minutes of consideration or are grade-related. My e-mail is available for standard clarification questions or inquiries regarding missed classes or scheduling matters. Please do not e-mail me with questions about grades—see me in person.

E-Mail Occasionally I will send out e-mail to the class which may contain observations or instructions for which you are individually responsible and which may be time sensitive. You are responsible for checking your CSU e-mail account regularly. For reasons of confidentiality and liability, I am also required to inform you that e-mail you send to me should be from your CSU account: I am prohibited from responding to student e-mail not from a valid CSU account.

Office Hours I hold regular office hours on campus for your convenience, and I encourage you to consult me during these hours if you are in need of assistance in the course or want to have a conference about a specific, course-related issue or discuss your grade.

Graded Work	Key Points (2 @ 7-10 minutes)	20%
	Focus Papers (2 @ 1200 words)	30%
	Examinations (2 in-class)	30%
	Daily Participation and Meeting Journal	20%

Key Points Each student in the class will be expected on two occasions during the semester to present a formal “Key Point” related to the scheduled reading for the day. Key Points must be prepared with a one-paragraph statement to be turned in to me on the day you make your point and must include a summary statement as well as a note of the evidence and location in the text from which you have drawn your observations. Key Points should identify a matter of character or plot development, some technical aspect of the text which deserves attention, some element of the historical context or dramatic or cinematic history of the text. Key Points do not need to be scheduled in advance, but individuals are permitted only one presentation per meeting. Key Points must be original work and may not be taken from online summaries or similar—plagiarism here will be treated as all other Academic Dishonesty. Please adhere to time requirements.

Focus Papers Similarly to Key Points, each student in the class will be expected on two occasions during the semester to present a formal Focus Paper related to the scheduled reading for the day. Focus Papers are more properly written expressions than Key Points, although they do need to be discussed on the day they are submitted. Focus Papers might expand on an idea explored in a Key Point, but in any case the Focus Paper will address a more expansive idea and do so with a broader body of evidence. Exploring a character’s motives, looking closely at setting and mood, and examining parallel conflicts in a work are good examples of things that can be done in a Focus Paper. Students can choose any date within the range indicated on the syllabus to submit a Focus Paper, but only one paper can be submitted per session, and

each student submitting a Focus Paper will describe the work to the class for three to five minutes on the day of submission. Like all other written work, Focus Papers will be graded according to content, organization, and style and must be original and cite any sources appropriately.

Examinations Exams will be administered in class and will present you with an opportunity to demonstrate in writing your capacity for comprehension and interpretation of Shakespearean drama. Exams will consist of two relatively short essays on different themes, incorporating a range of critical and theoretical perspectives. Naturally, it is my expectation that exams be completely original and written to the standard of an upper-division course in English and in good style. Please bring two clean and new blue books and two blue or black ink pens with you on exam days.

Daily Participation and Meeting Journal I expect each student to contribute actively to the course in his or her own positive way and to exhibit some curiosity and enthusiasm. Regular and active attendance, doing the reading and demonstrating your knowledge, paying attention to activities and discussion, and contributing regularly are the essential elements of participation in this course. If it is apparent to me that any member of the class is not meeting participation goals, I will make clear suggestions for improvement. To facilitate and document participation, each student is required to keep a Meeting Journal. The Meeting Journal must be a single, medium-format one-subject notebook and in it there should be kept a calendar of reading and also a calendar of meeting dates attended with key points from discussion outlined at least briefly. The Meeting Journal is to be used actively in preparation for class, in class, and after class and should clearly, with clear dates and significant development, detail the topics explored in twenty to twenty five of our almost thirty scheduled class meetings. I will check in on Meeting Journals from time to time and do expect to see journals in use. The grade on the meeting journal is based on consistency and completeness—your style in keeping the journal is your business.

Doing the Reading This course is reading intensive and offers one of the richest educational opportunities you will have this semester. Doing the reading and coming to class is the best and most certain way of preparing for graded assignments and the surest way to achieve course outcomes. Doing the reading requires dedication to learning new skills and persistence. Consulting online summaries, encyclopedia pages, or study guides is not an acceptable substitute for doing the assigned reading and is insufficient preparation for class discussion. Further, reliance upon summaries and secondary sources and not doing the reading can lead to unnecessarily poor performance on graded assignments and even cheating out of desperation and the risk to grades and good standing associated with that behavior.

Written Work All written work submitted for this class must be original and presented in accordance with MLA style or similar. Proper spelling, grammar, and formatting are expected and work submitted which falls far outside these norms will be returned for revision or correction. All papers must be submitted with a proper heading and headers, a proper title, and a proper staple in the upper left-hand corner. Papers should be properly proofread and written in good style: I grade according to content, organization, and style, and presentation is a factor in each of these areas. If you have doubts about your capacity to write properly, I strongly encourage you to visit Writers' Studio 224 for assistance. Please do not risk your grades and good standing by submitting dishonest or plagiarized work.

Late Work Graded assignments are due at the beginning of class on the assigned due date—anything else is late unless I have agreed to other terms at least one full day in advance. Late submissions will be penalized one full letter grade. Submissions a week or more overdue will not be accepted, will be forfeit, and a mark of zero will be recorded. Class presentations are expected to be done at their scheduled times and dates and will be considered forfeit if this obligation is not met unless alternative arrangements have been made with me at least one class period in advance.

Midterm Grades Midterm grades will be posted for all students before the midterm date noted on the University Calendar. Midterm marks will most likely represent performance on about 40% of the total course requirements.

Grades in General I am committed to straightforward and fair grading by clear standards, and I frequently review grading guidelines and suggest study strategies in class. I will return graded work in a timely fashion and take responsibility for my findings. If you have a question about your grade for the course or specific grades for assignments, please ask to schedule a conference. I will not discuss individual grading matters or venture far into the philosophy of grading in the classroom, but I will announce trends and averages on exams and assignments when applicable. I am always happy to

discuss your grade with you and offer suggestions, but please do not abuse this availability through manipulative action or inquiry or willful or pretended ignorance of grading standards and policy.

Academic Dishonesty In accordance with University policy, academic dishonesty will not be tolerated. All students are expected to understand and avoid plagiarism. Briefly stated, plagiarism may involve such practices as appropriating another person's words or ideas in an egregious manner or presenting borrowed words, phrasing, and/or ideas without following proper quotation and citation practices. Cheating includes dishonest or deceptive practices in preparing exams and other assignments and/or inappropriate forms or degrees of collaboration with fellow students or others—use of telephones or electronic devices applies here: any form of phone use during any graded activity will result in forfeit of the assignment. Students caught cheating or plagiarizing risk failure for the course further disciplinary consequences at the University level. Please see the Student Code of Conduct for further information. If you do not understand an assignment or feel incapable of adequate performance on an assignment or examination, seek legitimate academic support through me or through the Center for Academic Success or similar.

Acting Out Acting Out conduct violations can be disruptive and dangerous and these behaviors are taken seriously in all social and professional settings for obvious reasons. Please avoid behavior or demeanor that others might reasonably consider a serious or sustained distraction, imposition, or cause for concern. Encouraging others in disruptive behavior or antagonizing others in subtle or overt ways also violates the code of conduct and should be avoided.

Disclaimer There may be minor revisions to this syllabus over the course of the semester. Any changes will be announced in class and given with reasonable notice. As stated above, all students are expected to be or become aware of information disseminated in class or by e-mail, with absence from class being no excuse for unpreparedness. I will strive to present key information or changes in the schedule in a clear and timely fashion, and I am available to you through office hours and e-mail in the event you are absent or something is unclear.

Schedule of Assignments

August 13 Introduction to the course.

15 Read *A Midsummer Night's Dream*, Act One. **Begin Meeting Journals.**

20 Read *A Midsummer Night's Dream*, Acts Two and Three.

22 Read *A Midsummer Night's Dream*, Acts Three through Five.

27 Read *Romeo and Juliet*, Acts One and Two. **Begin Key Points and Focus Papers.**

29 Read *Romeo and Juliet*, Acts Three and Four.

3 Read *Romeo and Juliet*, Act Five.

5 Read *The Tempest*, Acts One and Two.

10 Read *The Tempest*, Acts Three and Four.

12 Read *The Tempest*, Act Five.

17 Read *Richard II*, Acts One and Two. **Journal Evaluations.**

19 **First Examination.**

24 Read *Richard II*, Acts Three and Four. **Journal Evaluations.**

26 Read *Richard II*, Act Five. **Journal Evaluations.**

October 1 Read *As You Like It*, Acts One and Two. **Midpoint Grade Reporting.**

3 Read *As You Like It*, Acts Three and Four.

October 4 Last Day to Withdrawal w/ W

October 5-8 Fall Break—Class will not meet.

10 Read *As You Like It*, Act Five.

15 Read *Hamlet*, Act One.

17 Read *Hamlet*, Acts Two and Three.

22 Read *Hamlet*, Act Four.

24 Read *Hamlet*, Act Five.

29 Read *Macbeth*, Acts One and Two.

31 Read *Macbeth*, Acts Three and Four.

5 Read *Macbeth*, Act Five.

7 Read *Othello*, Acts One and Two. **Short Essays Due.**

12 Read *Othello*, Acts Three and Four.

14 Read *Othello*, Act Five. **End Key Points and Focus Papers.**

19 Read *The Winter's Tale*, Acts One and Two. **Journal Evaluations.**

21 Read *The Winter's Tale*, Acts Three and Four. **Journal Evaluations.**

26 Last Day of Class. Read *The Winter's Tale*, Act Five. **Journal Evaluations.**

November 27-30 Thanksgiving Break.

Tuesday, Dec 3 @ 2:45 PM **Final Examination.**