

San José State University
Department of English and Comparative Literature
ENGL 144: Shakespeare I / Spring 2021

Course and Contact Information

Instructor:	Dr. José Juan Villagrana
Email:	jose.villagrana@sjsu.edu
Office Hours:	Wednesdays 1:00pm – 2:00pm and by appointment
Class Days/Time:	Monday and Wednesday 9:00am – 10:15am
Prerequisites:	ENGL 001 A

Course Format

The course format is lecture and discussion as a synchronous online course.

Course Description

This course examines how Shakespeare's works form and channel early modern racial and supremacist ideologies. Key topics include anti-blackness, geohumoralism, colonialism, caste, monogenesis, blood lineage, pedigree, religious confession, and embodied difference.

Course Goals

Students will learn how the elements of figurative language and literary fiction interact with central religious, political, and artistic concerns. Students will write essays of literary analysis by quoting textual evidence, making informed inferences about the evidence, and placing the discussion within the appropriate context of the literary piece and its conventions.

Program Learning Outcomes (PLOs) for English and Comparative Literature

Upon successful completion of this course, students will be able to:

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature.

3. Write clearly, effectively, and creatively.
4. Develop and carry out research projects.
5. Articulate the relations among culture, history, and texts.

This course serves the department's Student Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to a variety of literary forms. You will read poetry, drama, speeches, travel literature, and narrative fiction.

Students are asked to write three essays for this course (a total of at least 3,000 words) including one research assignment; this clearly serves Learning Objectives 3 and 4 (LO3 and LO4). Assessment of student success in LO3 and LO4 will be measured by their grades on these essays.

Students are asked to come to class prepared to talk about the material they read, and my lectures aim to help students to realize the relations among culture, history, and the texts we read. The ability to articulate the relationships listed in Learning Objective 5 (LO5) is measured by the students' participation in the course.

This course is designated a four-unit course because it requires additional student work beyond the three-unit threshold. In addition to reading six plays from the late-Tudor era, students will read primary sources weekly. Students will compose reading responses (1,500 words) to scaffold their approach to writing three essays of literary analysis (3,600 words).

Required Texts/Readings

All of the course readings are freely available as PDFs on Canvas.

Course Requirements and Assignments

Participation: Students are expected to discuss significant features of the works, providing specific textual evidence sourced from the works. The participation grade includes class preparation (bring your book, read your book, and engage with colleagues).

Essays: Essays 1 and 2 (each 1,500 words) are formal argumentative essays of literary analysis.

In order to maximize learning and uphold the highest standards of academic inquiry, students should avoid consulting online digests, "study guides," "analyses," or other materials of the sort. Upon request, the instructor will provide you with reputable sources to help you understand and complete the reading.

Midterm: The midterm is a take-home exam consisting of short answer questions and essay questions.

Transcription and Edition: Students will transcribe an early English book and collate it into a digital publication.

Late papers: Late work is subject to grade reduction for each day it is late. Please contact me directly to discuss any documented emergency circumstances.

Final Examination or Evaluation

The exam will encompass identification of passages; the careful, critical analysis of the passages' rhetorical figures and figurative concepts discussed within the context of the work; and a short essay responding to a question about literary history and the medieval and/or early modern cultural context.

Determination of Grades

Grading Breakdown:

Class Participation (discussion and in-class exercises):	15%
Essay 1:	15%
Essay 2:	15%
Midterm	15%
Final Exam	20%
Transcription and Edition	20%

Grading Information

Please see the Rubric for Argumentative Literary Analysis Essays available on Canvas to review expectations for graded essays.

All written work will be evaluated on the basis of a sustained argument based on (1) its demonstrated reading comprehension of the literary works, (2) the use of textual evidence, (3) the appropriate inference and contextualization of the textual evidence, (4) and its clarity of exposition.

All of the assignments above must be completed to a satisfactory level to earn a passing grade in the course.

Each graded component shall receive a score as a percentage which corresponds to the letter grade below.

<i>Grade</i>	<i>Percentage</i>
<i>A plus</i>	<i>96 to 100%</i>
<i>A</i>	<i>93 to 95%</i>
<i>A minus</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>86 to 89 %</i>
<i>B</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>76 to 79%</i>
<i>C</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>66 to 69%</i>
<i>D</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>60 to 62%</i>

University Policies

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>.

The [University Policy S16-9, Course Syllabi](#) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>) requires the following language to be included in the syllabus:

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practice. Other course structures will have equivalent workload expectations as described in the syllabus.”

English 144 / Shakespeare I, Fall 2020, Course Schedule

The following schedule is subject to change with fair and advance notice through a Canvas Announcement.

Please note that there will be additional, short readings (1-2 pages, maximum) that we will read in class together that are not listed below

Course Schedule

Date	Topics, Readings, Assignments, Deadlines
W 1/27	Introductions
M 2/1	<i>Romeo and Juliet</i>
W 2/3	<i>Romeo and Juliet</i>
M 2/8	<i>Romeo and Juliet</i>
W 2/10	<i>Romeo and Juliet</i>
M 2/15	<i>Romeo and Juliet</i>
W 2/17	<i>Titus Andronicus</i>
M 2/22	<i>Titus Andronicus</i>
W 2/24	<i>Titus Andronicus</i>
M 3/1	<i>Titus Andronicus</i>
W 3/3	<i>Titus Andronicus</i>
M 3/8	ESSAY 1 DUE , <i>Merchant of Venice</i>
W 3/10	<i>Merchant of Venice</i>
M 3/15	<i>Merchant of Venice</i>
W 3/17	<i>Merchant of Venice</i>
M 3/22	<i>Merchant of Venice</i>
W 3/24	MIDTERM EXAM (No Class Meeting)
SPRING RECESS, MARCH 29 – APRIL 2	
M 4/5	<i>The Tempest</i>
W 4/7	<i>The Tempest</i>

Date	Topics, Readings, Assignments, Deadlines
M 4/12	<i>The Tempest</i>
W 4/14	<i>The Tempest</i>
M 4/19	<i>The Tempest</i>
W 4/21	<i>Othello</i>
M 4/26	<i>Othello</i>
W 4/28	<i>Othello</i>
M 5/3	ESSAY 2 DUE , <i>Othello</i>
W 5/5	Transcription Project
M 5/10	Transcription Project
W 5/12	Transcription Project
M 5/17	Transcription Project
Final Exam Due Wednesday, 19 May by 11:59pm	