

San José State University
Department of English
English 144: Shakespeare Fall 2014

Instructor:	Andrew Fleck
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Office Hours:	Tuesdays, 2:00-5:00
Class Day/Time:	Tues/Thurs Noon-1:15 p.m.
Classroom:	DMH 208
Prerequisites:	Upper Division Standing

Electronic Materials and MySJSU

This greensheet and syllabus is being distributed electronically to save paper. If you require a hard copy of the syllabus, please let me know. Updates and assignments may be distributed through MySJSU. Please be sure to check the email account linked to your MySJSU account frequently.

Credit Hour Definition

SJSU's Academic Senate (in Policy 12-3) reminds us all that courses should require two hours of work outside of the classroom for every hour in the classroom. On average, this means that you should expect to devote at least six hours per week outside of class to completing the readings, research, and writing that this seminar requires. In addition, you should plan to spend at least six hours each week outside of class devoted to the work required in our lecture class.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's Catalog Policies section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the Academic Calendars webpage at http://www.sjsu.edu/provost/services/academic_calendars/. The Late Drop Policy is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the Advising Hub at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

University Policy S12-7, <http://www.sjsu.edu/senate/docs/S12-7.pdf>, requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

“Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your

private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”

It is suggested that the greensheet include the instructor’s process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.

In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

Academic integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The University Academic Integrity Policy S07-2 at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The Student Conduct and Ethical Development website is available at <http://www.sjsu.edu/studentconduct/>.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the Accessible Education Center (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Accommodation to Students' Religious Holidays

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See University Policy S14-7 at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

Course Description:

“Shakespeare: Early and Late”

From the Catalogue: Major plays such as Twelfth Night, Henry IV, Part I, and Hamlet.

From the Newsletter: We will explore examples of the great playwright's early efforts, later high points, and final complications of genre. We’ll read several of the comedies, histories, and tragedies, as well as some of Shakespeare’s narrative poems and sonnets. Together, we’ll strive to understand Shakespeare as a developing, generous, and then master playwright and

poet. In our writing about Shakespeare, we'll strive to produce clear, analytical prose in response to one of history's greatest writers.

Course Goals and Student Learning Objectives

Course Content Learning Outcomes

1. Ability to read Shakespeare's texts closely and to articulate the value of close reading in the study of literature and rhetoric.
2. Ability to explicate texts written in a wide variety of forms, styles, structures, and modes.
3. Ability to recognize and appreciate the importance of major literary genres, subgenres, and periods.
4. Ability to develop and carry out independently-conceived research projects and to articulate them within appropriate conceptual and methodological frameworks, including the ability to recognize when information is needed, and to locate, evaluate, organize, and incorporate information effectively.
5. Familiarity with a wide range of Shakespeare's works.
6. Familiarity with the nature of the canon and of canon-formation, including issues of culture, history, race, ethnicity, gender, and sexual orientation.
7. A sense of the presence of the literary and rhetorical past.

These objectives coincide with several of the objectives articulated in the department's description of the English major. Be sure to retain your graded papers in this course, as you may need them for the final course in our major, English 193.

Required Texts/Readings

Textbook: *The Complete Pelican Shakespeare*, ed. Stephen Orgel and A. R. Braunmuller.

Other Readings: Readings on Reserve

Library Liaison: Toby Matoush (408) 808-2096

Special Note about EEBO: Toby has just delivered the good news that SJSU now has access to a very important resource for those of us who study the early modern period. This database, called Early English Books Online (or EEBO), is available to you at no charge because you are a student here at SJSU. This semester, we'll try to find ways to use EEBO in our class.

Classroom Protocol

Before you enter our classroom, please turn off all mobile devices (e.g. phones, tablets, and laptops) and anything else that may distract you from the day's work. Be sure to arrive on time or a few minutes early. As you will see below, you are expected to come to each class, prepared to participate in a discussion of the assigned material for the day. Although you can decide for yourself whether to attend on any particular day, you will see that missing class participation will have a negative cumulative effect on your grade; you should miss as few classes as possible. If you feel that you must take notes on a computer, please sit near the front so we can all see that you are on task and not checking email or updating your social media accounts. Please treat your classmates with respect, even if you disagree with them.

Assignments and Grading Policy

1. *Participation/Daily Assignment* (10%): Even though we are a large class, you must still participate actively in the learning process. This means you must complete all of the reading

before coming to class. But more than keeping up with the reading, you must try to engage that reading actively. Every day we meet, you will submit a "Three Sentences" assignment (described on a separate handout). The basic concept here is to practice analyzing texts critically. Focusing on a facet of the reading that requires interpretation, you'll write one sentence making a critical claim about the reading you have completed for class. Your second sentence will anchor that claim with a specific quotation from the text. Your next sentence will then explain how the cited material supports the opening claim. Bring your three sentences (and your BOOK!) to class—it will help you participate in the day's discussion. I will collect these TYPED responses at the end of each class, read them, and return them to you in a timely fashion. These responses and your participation in class (including your participation in the peer response aspect of the term paper) will make up **10% of your final grade** (i.e. 100 pts total).

***LATE MODIFICATION:** Because we suddenly have access to EEBO, I'd like to try to encourage us to explore its potential. Five times this semester, I'll ask you to do some exploring with EEBO in place of the "Three Sentences" Assignment. More details will be available presently.

2. *Sonnet Explication* (20%): You will explicate one of Shakespeare's sonnets. We'll be reading the sonnets a little at a time through the early part of the semester. Keep up with reading these sonnets! You will write a three page explication of the sonnet you select. The explication is due **September 23**. More information about writing an explication will be found on the "Explication" handout. The explication will count for **20% of your final grade** (200 pts total).

3. *Research Paper* (30%): Your most significant writing assignment for the course is the final research paper. You will write an 8-10 page researched essay on one of the plays we read this semester. I will make some suggestions about topics, but I would prefer for you to develop a topic of your own, based on something you find interesting in the reading. The paper must include at least three peer-reviewed secondary sources. You will also be assigned a partner for peer comments to be done outside of class. More information on the research paper (including alternative due dates) can be found on a future handout. The research paper will count for **30% of your final grade** (i.e. 300 pts.).

4. *Midterm* (20%): The in-class midterm on **October 28** will cover the first six plays we read this term. It will be a mixture of brief identifications and an essay. More information on the exam will be available later this semester. The exam counts for **20% of your grade** (200 pts.).

5. *Final* (20%): The final exam (**December 18**), which will not be cumulative, will cover the sonnets and the last four plays we read this semester. Its format will be similar to the midterm. The final counts for **20% of your grade** (i.e. 100 pts.).

Grades: The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades must represent a full range of student performance: A=excellent; B=above average; C=average; D=below average; F=failure.

Your grade will be based on the following 1000-point scale (think of it as an expanded version of a 100-point scale):

930-1000=A 870-899=B+ 770-799=C+ 670-699=D+ below 600=F
 900-929=A- 830-869=B 730-769=C 630-669=D
 800-829=B- 700-729=C- 600-629=D-

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

Late Work: Late work is a nuisance for everyone. If you have a valid medical emergency I will accept your larger assignments (i.e. not “three sentences”) after you recover. In other cases, you may turn in your larger assignments (again, not reading responses) up to week late, but your work will be penalized a full grade.

English 144 / Shakespeare, F'14: Course Schedule

Course Schedule: Please complete the assignments and readings below before coming to class each day. The schedule may change slightly over the course of the semester if we need to make adjustments. You will be notified of any changes through MySJSU.

Week	Date	Topics, Readings, Assignments, Deadlines
1	T 8/26	T: Course Introduction, Shakespeare and Drama, Reading Poetry
	Th 8/28	Th: Read Sonnets 1-10
2	T 9/2	T: Begin <i>The Third Part of Henry the Sixth</i> ; Read Sonnets 11-20
	Th 9/4	Th: Continue <i>The Third Part of Henry the Sixth</i> ; Sonnets 21-30
3	T 9/9	T: Finish <i>The Third Part of Henry the Sixth</i> ; Read Michael Hattaway “The Shakespearean History Play”
	Th 9/11	Th: Begin <i>The First Part of Henry the Fourth</i> ; Read Sonnets 31-40
4	T 9/16	T: Continue <i>The First Part of Henry the Fourth</i> ; Read Sonnets 41-50
	Th 9/18	Th: Finish <i>The First Part of Henry the Fourth</i> ; Read Paul Yachnin “History, Theatricality, and the ‘Structural Problem’ in the Henry IV Plays.” Sonnets 51-60
5	T 9/23	T: Begin <i>The Life of King Henry the Eighth</i> ; Read Sonnets 61-70. Sonnet Explication Due
	Th 9/25	Th: Finish <i>The Life of King Henry the Eighth</i> ; Read Sonnets 71-80
6	T 9/30	T: Begin <i>The Comedy of Errors</i> ; Read Sonnets 81-90
	Th 10/2	Th: Finish <i>The Comedy of Errors</i> ; Read Sonnets 91-100; Read John Creaser “Forms of Confusion.”
7	T 10/7	T: Begin <i>Twelfth Night</i> ; Read Sonnets 101-110

	Th 10/9	Th: Finish <i>Twelfth Night</i> ; Read Sonnets 111-120; Read Laurie Shannon, "Nature's Bias: Renaissance Homonormativity and Elizabethan Comic Likeness."
8	T 10/14	T: Begin <i>Measure for Measure</i> ; Read Sonnets 121-130
	Th 10/16	Th: Finish <i>Measure for Measure</i> ; Read Sonnets 131-140
9	T 10/21	T: Read <i>Venus and Adonis</i>
	Th 10/23	Th: Finish Sonnets; Midterm Review
10	T 10/28	T: Midterm Exam
	Th 10/30	Th: Begin <i>Midsummer Night's Dream</i>
11	T 11/4	T: Finish <i>Midsummer Night's Dream</i>
	Th 11/6	Th: Begin <i>Romeo and Juliet</i>
12	T 11/11	T: No Class: Veterans' Day
	Th 11/13	Th: Finish <i>Romeo and Juliet</i> . Read Catherine Bates "Shakespeare's Tragedies of Love"
13	T 11/18	T: Begin <i>Othello</i>
	Th 11/20	Th: Continue <i>Othello</i>
14	T 11/25	T: Finish <i>Othello</i>
	Th 11/27	Th: No Class: Thanksgiving
15	T 12/2	T: Begin <i>The Winter's Tale</i> . Early Due Date for Term Papers
	Th 12/4	Th: Finish <i>The Winter's Tale</i>
16	T 12/9	Course Wrap-Up and Final Exam Review. Final Deadline for Term Papers
17	THURS 12/18	FINAL EXAM, 9:45-Noon.