

San José State University
College of Arts & Humanities
Department of English & Comparative Literature
English 78, Introduction to Shakespeare's Drama, Section 1
Fall 2018

Course and Contact Information

Instructor	Dr. Mark Dowdy
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Office Hours:	Tuesdays and Thursdays, 1:30 - 2:30 p.m. or by appointment
Class Days/Time:	Mondays and Wednesdays, 1:30 - 2:45 p.m.
Classroom:	Boccardo Business Center (BBC) 130
Prerequisites:	N/A
GE/SJSU Studies Category:	English 78 satisfies Core GE Humanities & Arts requirement Area C2: Letters.

Course Format

As a hybrid course, English 78 meets both in person and online. You will need a computer with dependable Internet connectivity in order to turn in homework and writing assignments, keep up with course communications, and access the documents (such as the syllabus) associated with this class.

How Will Your Professor Communicate with You?

This class meets twice a week, and I hold regular office hours. There will be plenty of opportunities to speak with one another in person, and I encourage you not to be shy. You can also reach me through email (see above.)

Most of our online interaction, however, will occur on the Canvas learning management system. On this site, you will find the course syllabus, homework/writing assignments, discussion boards, and page-building tools. Lastly, I will communicate with the class-at-large by making announcements on Canvas. While I will use the MySJSU messaging system for critical, time-sensitive information, I will mostly communicate with the class through Canvas. I expect you to check the Canvas course page before every class.

Catalog Description of English 78

Reading of five or six representative plays. The Elizabethan era, dynamics of performance and close analysis of the plays. GE Area: C2 Notes: No credit in the English major.

Description of This Section of English 78

In this introductory class, we will read, watch, interpret, discuss, and even perform the dramatic works of William Shakespeare. The class will read and discuss six of Shakespeare's plays — *A Midsummer's Night's Dream*; *Twelfth Night*; *Julius Caesar*; *Macbeth*; *Henry IV, Part 1*; and *The Tempest* — paying particular attention to the historical, cultural and religious contexts of his drama while also considering its relevance to our own world. We will spend considerable time with to Shakespeare's language, to his use of literary and dramatic conventions, and to contemporary productions (stage, film, and television) of his works. Finally, this course will explore the cultural and social diversity both of the world in which Shakespeare's plays were staged and the present-day world in which they continue to be interpreted. Issues we discuss will include, but are not limited to, race, colonialism, social class, political dissent, gender politics and identity, and other issues raised by the plays we read and discuss during the semester.

GE Learning Outcomes (GELOs)

Students who complete the General Education curriculum should be able to:

- GE LO 1 – Recognize how significant works illuminate enduring human concerns.
- GE LO 2 – Respond to significant works by writing both research-based critical analyses and personal responses.
- GE LO 3 – Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness
- OTHER: - Letters courses will enable students to recognize the role of diversity in culture and society.

Required Texts/Readings

Texts

Folger Library editions of *A Midsummer Night's Dream*, *Twelfth Night*, *Julius Caesar*, *Macbeth*, *Henry IV, Part 1*, and *The Tempest*.

Other Readings

In addition to the six plays from Shakespeare, I will also assign additional readings. These readings will be posted on Canvas in .pdf format.

Course Requirements and Assignments

Midterms (GELOs 1-3, OTHER): There will be two mid-term examinations: one on comedy (Wednesday, September 26th) and the other one tragedy (Monday, October 21st). These in-class exams will consists of character identification, passage explication, short answer questions, and a longer (around 500 words) essay response.

Final Exam (GELOs 1-3, OTHER): Like the midterms, your final exam will consists of character identification, passage explication, and short answer questions. Likewise, just as the midterms focused on specific dramatic genres (comedy and tragedy respectively), 75% of the final exam will focus on the genres represented by the final two plays of the semester — history (*1 Henry IV*) and romance (*The Tempest*). In addition to devoting sections to the last two plays we read, however, the final exam will also include a cumulative section (25% of the final exam) that will cover all six plays we read during the semester. This section will include both short answer questions and a longer (around 500 words) essay response.

Out-of-Class Essays (GELOs 1-3, OTHER): There will be two formal essays due this semester. The first will be a 750-word **Performance Review** (due 10/10) in which you will assess a specific scene from

a cinematic or theatrical production of one of Shakespeare's plays. The second essay, the **Creative Project** (due 12/5), will ask you to create an object related to Shakespeare's theater (for example, a model of a stage set) and will include a 750-word explanation of the critical and creative choices you made in your creative project. For both out-of-class essays, I will provide detailed writing guidelines on Canvas.

In-Class Presentation (GELOs 1-3, OTHER): Throughout the semester, you will have an opportunity to perform a passage from Shakespeare selected by you and/or your peers. This is not an acting course, so I won't grade your performance per se. But I will evaluate your discussion of the creative choices you make in your interpretation of the dramatic scene. Students may perform alone or in groups. Each participant must speak at least 14 lines. At the end your presentation, you will be asked to explain your creative and interpretive choices to the class. You will need to sign up for a presentation by the end of the sixth week of the semester. Detailed guidelines for your In-class Presentation will be provided on Canvas.

Participation (GELOs 1-3, OTHER): You should come to every class session prepared to speak. In order to do so, you must have read the assigned readings listed in the schedule before you come to class. Merely attending class is not enough to assure participation credit in this course. Moreover, for each class, write down on a sheet of paper (which I will collect and return) an interpretive question relevant to the day's reading assignment. By "interpretive" I mean a question that is not factual in nature but which instead forces a reader to think about what's going on in the play and why. In addition to in-class activities, you will also have the opportunity to earn participation credit by posting on the discussion boards of the course's Canvas page.

Student Workload

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 practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Final Examination or Evaluation

A Final Exam is scheduled for Wednesday, December 12th, from 12:15 - 2:30 p.m. in BBC 130. While this in-class exam will focus cover all six plays covered in class, it will also cover the last two plays of the semester.

Grading Information

Grading of mid-terms and final exams will be based on careful readings of all six plays as well as the salient issues that emerge during our classroom discussions. For both of the out-of-class essays as well the in-class presentation, I will provide detailed guidelines along with a grading rubric. Participation grades will be determined by in-class group activities, homework, and reading quizzes (planned or unannounced).

English Department Grading Policies

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The "A" essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student's ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The "B" essay will demonstrate competence in the same categories as the "A" essay. The chief difference is that the "B" essay will show some descriptably slight weaknesses in one of those categories. It may

slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The "C" essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the "B" essay.

The "D" essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment--that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The "F" essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students' GPA.

Late Policy

Unless you contact me in advance and provide a valid excuse, I will deduct one-half-letter from an essay's overall grade for every day late.

Determination of Grades

Here is the weighted distribution for all assignments and activities in English 78:

Final Exam	20%
Two Mid-Term Examinations	30% (15% each)
Two Out-of-Class Essays	30% (15% each)
In-Class Presentation	10%
Participation	10%

Classroom Protocol

Please come to class having reading the assigned reading and be prepared to join the discussion. Cell phones should be set to airplane mode and remain out of sight. The same goes for laptops or tablets, with one exception: if you are using a digital edition of Shakespeare's plays, you may read from a computer or tablet. However, please sit near the front of the classroom if you need to do so.

Recording policies

Common courtesy and professional behavior dictate that students obtain the instructor's permission to make audio or video recordings in class. Such permission allows the recordings to be used for private, study purposes only. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. Students may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>

English 78, "Introduction to Shakespeare's Drama," Fall 2018, Course Schedule

If there are any changes to the schedule, I will announce them during class and post a reminder on Canvas. I will also announce specific reading assignments (e.g. acts from plays) during class and on Canvas.

Week	Date	Topics, Readings, Assignments, Deadlines
1	8/22	Course Overview; introductions; reading Shakespeare's drama.
2	8/27	<i>Midsummer Night's Dream</i>
2	8/29	<i>Midsummer Night's Dream</i>
3	9/3	Labor Day: Campus closed.
3	9/5	<i>Midsummer Night's Dream</i>
4	9/10	<i>Midsummer Night's Dream.</i>
4	9/12	<i>Twelfth Night</i>
5	9/17	<i>Twelfth Night</i>
5	9/19	<i>Twelfth Night</i>
6	9/24	<i>Twelfth Night</i>
6	9/26	Mid-Term Examination 1: Comedy
7	10/1	<i>Julius Caesar</i>
7	10/3	<i>Julius Caesar</i>
8	10/8	<i>Julius Caesar</i>
8	10/10	<i>Julius Caesar</i> ; Essay 1: Performance Review due.
9	10/15	<i>Macbeth</i>
9	10/17	<i>Macbeth</i>
10	10/22	<i>Macbeth</i>
10	10/24	<i>Macbeth</i>
11	10/29	Mid Term Examination 2: Tragedy
11	10/31	<i>Henry IV, Part 1</i>
12	11/5	<i>Henry IV, Part 1</i>
12	11/7	<i>Henry IV, Part 1</i>
13	11/12	Veterans Day (observed): Campus closed.
13	11/14	<i>Henry IV, Part 1</i>
14	11/19	<i>Henry IV, Part 1</i>
14	11/21	Non-instructional day: campus open, but no classes held.
15	11/26	<i>The Tempest</i>
15	11/28	<i>The Tempest</i>
16	12/3	<i>The Tempest</i>
16	12/5	<i>The Tempest</i> ; Essay 2: Creative Project due.
17	12/10	Review for Final Exam
Final Exam	12/12	Final Exam to be taken in BBC 130 on Wednesday, December 12th, from 12:15 - 2:30 p.m.