

San José State University
Department of English and Comparative Literature
ENGL 78: Introduction to Shakespeare / Fall 2019

Course and Contact Information

Instructor: Dr. José Juan Villagrana
Office Location: FOB 108
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Office Hours: Tuesday 2:00pm – 3:00pm, and by appointment; in person or via Zoom
Class Days/Time: Tuesday, Thursday 9:00am – 10:15am
Classroom: Sweeney Hall 444
GE/SJSU Studies Category: GE C2 (Letters)

Course Format

Lecture/Discussion

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://one.sjsu.edu) on [Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.

Course Description

This course introduces students to some of Shakespeare's major dramatic works. We examine conventions of genre and mass entertainment. By identifying and analyzing conventions of genre, we draw connections between the stylistic elements of the plays and their relationship to broad themes such as family dynamics, misogyny, ethno-cultural and religious chauvinism, and early modern constructions of race. Students will share responses to performances and adaptations of Shakespeare's works to consider how the plays' various modes of staging and embodied performance yield meaningful interpretive possibilities.

GE Learning Outcomes (GELO) (C2)

GE Learning Outcomes (GELO) Students who complete the General Education curriculum should be able to

GE LO 1 –Recognize how significant works illuminate enduring human concerns (Discussion; reading responses).

GE LO 2 –Respond to significant works by writing both research-based critical analyses and personal responses (Reading responses; Essay 2/OED).

GE LO 3 –Write clearly and effectively. Writing shall be assessed for correctness, clarity, and conciseness (Essays 1 and 2).

OTHER: -Letters courses will enable students to recognize the role of diversity in culture and society (Discussion; reading responses).

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 reading responses and two essays for this course 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.

Required Texts/Readings

Textbook

Shakespeare, William. *The Norton Shakespeare: Essential Plays, The Sonnets*. 3rd edition. Edited by Stephen Greenblatt et al. New York: Norton, 2016. ISBN: 978-0-393-93863-0

Other Readings and Media

Additional required readings are marked with an asterisk (*) in the course schedule below. These will be made available on Canvas. Film and television screenings will be presented in class by the instructor.

Other technology requirements / equipment / material

MLA Guidelines available here: <https://owl.english.purdue.edu/owl/resource/747/01/>.

Oxford English Dictionary: https://sj-su-primo.hosted.exlibrisgroup.com/permalink/f/1cue0e3/01CAL5_ALMA71453827180002901.

Course Requirements and Assignments

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

Reading responses: Students will compose responses to the readings of at least 300 words. To receive an A or B grade on the responses, student work must put forth a relevant, non-frivolous discussion point about the reading. The response must include textual evidence and a relevant discussion of it. Students may reply to or mention the responses of their colleagues. The reading responses should be posted to the Discussion forum on Canvas by 9pm the night before they are due to be discussed in class as indicated in the course schedule.

Essays: Essays 1 and 2 (each 1,000 words) are formal argumentative essays of literary analysis. The first essay will require you to explicate textual evidence from a play. The second essay will build off your work of explicating textual and stylistic features of the play; it will also require you to use the *Oxford English Dictionary* to make an original argument about how the different usages of a word or phrase throughout a play inform an interpretive point.

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 direct you to materials (such as summaries) to help you understand and complete the reading.

Midterm: This is a take-home exam. It will require you to connect and analyze specific literary features of a passage with aspects of literary history and/or thematic question. The exam will include a close-reading section.

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

The [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf), *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.”

Final Examination or Evaluation

A cumulative final examination is scheduled on Monday, 16 December 2019, from 7:15am to 9:30am. The final exam is a take home exam that will be completed and submitted by the scheduled final examination time. The exam will encompass the careful, critical analysis of the passages’ rhetorical figures and figurative concepts discussed within the context of the play and a short essay responding to a question about literary history and the Tudor cultural context.

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 its demonstrated reading comprehension of the literary works, the use of textual evidence, and the appropriate contextualization of the textual evidence.

Determination of Grades

Grading Breakdown:

Class Participation (discussion and in-class exercises):	10%
Essay 1:	15%
Essay 2:	20%
Midterm:	15%
Reading Responses (on Canvas):	20%
Final Exam	20%

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>

Classroom Protocol

The classroom environment is best served by collegial, supportive, and considerate interactions.

Please complete the assigned reading carefully and thoroughly by the time you arrive in class.

Bring your textbook and any supplemental materials to class on the assigned day.

Regular attendance and active participation are encouraged.

Electronic devices including, but not limited to, cellphones, tablets, laptop computers, and e-readers must be stowed away before class begins, with any disruptive visual, audible, or haptic functions disabled, unless otherwise directed by the instructor.

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](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

English 78 / Introduction to Shakespeare, Fall 2019, Course Schedule

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

Course Schedule

Date	Topics, Readings, Assignments, Deadlines
R 8/22	Introduction
Comedy / Fiction-making	
T 8/27	<i>Midsummer Night's Dream</i> , Acts 1 and 2
R 8/29	<i>Midsummer Night's Dream</i> , Act 3
T 9/3	<i>Midsummer Night's Dream</i> , Acts 4 and 5
Comedy-Tragedy / Family / Shakespeare's Italy	
R 9/5	<i>Romeo and Juliet</i> , Acts 1 and 2
T 9/10	Reading response 1 due ; <i>Romeo and Juliet</i> , Act 3 ; selection from Arthur Brooke, <i>The Tragical History of Romeus and Juliet</i> *
R 9/12	<i>Romeo and Juliet</i> , Acts 4 and 5
T 9/17	Screening and discussion: Franco Zeffirelli, dir., <i>Romeo and Juliet</i> (1968)
R 9/19	Screening and discussion: Franco Zeffirelli, dir., <i>Romeo and Juliet</i> (1968)
Comedy (again) / Bloodline / Blood Libel / Homosocial Desire	
T 9/24	<i>The Merchant of Venice</i> , Acts 1 and 2
R 9/26	Reading response 2 due ; <i>The Merchant of Venice</i> , Act 3; selection from Eve Sedgwick, <i>Between Men</i> *
T 10/1	<i>The Merchant of Venice</i> , Acts 4 and 5
R 10/3	Screening and discussion: John M. Chu, dir., <i>Crazy Rich Asians</i> (2018)
T 10/8	Screening and discussion: John M. Chu, dir., <i>Crazy Rich Asians</i> (2018)
The Revenge Tragedy / Gothic Whiteness / Compassion / Shakespeare's Rome	
R 10/10	Essay 1 Due ; <i>Titus Andronicus</i> , Act 1
T 10/15	Reading response 3 due ; <i>Titus Andronicus</i> , Act 2
R 10/17	<i>Titus Andronicus</i> , Acts 3 and 4
T 10/22	<i>Titus Andronicus</i> , Act 5; screening and discussion: Benioff and Weiss, <i>Game of Thrones</i> (2011-19)
R 10/24	Midterm Exam

Date	Topics, Readings, Assignments, Deadlines
Tragedy / Shakespeare's Mediterranean / Violence against Women	
T 10/29	<i>Othello</i> , Acts 1 and 2
R 10/31	<i>Othello</i> , Act 3
T 11/5	<i>Othello</i> , Act 4
R 11/7	<i>Othello</i> , Act 5
Romance / Shakespeare's American Colonies / Fiction-making (again)	
T 11/12	<i>The Tempest</i> , Acts 1 and 2
R 11/14	Reading response 4 due ; <i>The Tempest</i> , Act 3; selection from Montaigne, "Of Cannibals"*
T 11/19	<i>The Tempest</i> , Act 4
R 11/21	<i>The Tempest</i> , Act 5
T 11/26	Screening and discussion: Julie Taymor, dir., <i>The Tempest</i> (2010)
T 12/3	Essay 2 due ; screening and discussion: Julie Taymor, dir., <i>The Tempest</i> (2010)
R 12/5	Reading response 5 due ; Screening and discussion: Julie Taymor, dir., <i>The Tempest</i> (2010)
Final Exam: Monday, 16 December 2019, from 7:15am to 9:30am	