

# Shakespeare and Performance Section 80

## ENGL 145

Spring 2023 4 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/05/2023

### Contact Information

#### Course and Contact Information

Instructor:	Dr. Adrienne Eastwood
Office Location:	FOB 116
Telephone:	(408) 924-4509
Email:	Adrienne.Eastwood@sjsu.edu
Office Hours:	By appointment
Class Days/Time:	Tuesdays 12:00 – 1:15 and asynchronously
Classroom:	N/A
Prerequisites:	Upper division standing

### Course Description and Requisites

Course examines in depth several of Shakespeare's plays, specifically addressing issues of performance. We will discuss each play in the context of its original performance during Shakespeare's time and its life on stage and screen in the ensuing centuries.

Prerequisite: Upper division standing.

Letter Graded

### \* Classroom Protocols

#### Classroom Protocol

**Course Recommendations:** Read the materials thoroughly before class. Read and listen actively: mark passages that we discuss and note what is important about them. Bring the appropriate texts with you to class so that you can follow the lectures and participate in the discussions.

Please arrive on time and have the materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are required.

**Classroom Etiquette:** Video cameras should be on whenever possible and students should limit distractions. Students should ask questions and be prepared to engage with the professor and their fellow students.

## Program Information

---

The following statement has been adopted by the Department of English for inclusion in all syllabi: 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. 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.

Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a +(plus) or -(minus) grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

### **Program Learning Outcomes (PLO)**

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, 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, or rhetoric.
2. Show familiarity with major literary works, genres, periods, and critical approaches to British, American, and World Literature.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and nature of the subject.
4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.
5. Articulate the relations among culture, history, and texts, including structures of power.

---

### **Department Information:**

Department Name: English and Comparative Literature

Department Office: FO 102

Department Website: [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

Department email: [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

Department phone number: 408-924-4425

## Course Goals

---

### Course Goals

- Explore several of Shakespeare's plays both in textual form and through performance both on stage and screen.
- Demonstrate basic knowledge of the language of visual composition and principles of theatrical design (e.g., set design, costume, lighting, sound, props)
- Evaluate and deliver oral performance in a variety of forms
- Learn and apply the fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action)
- Analyze and evaluate contemporary productions of the plays and assess their social impact
- Participate in and evaluate dramatic performances
- Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques that reveal characterizations and relationships
- Demonstrate and evaluate individual performance skills (e.g., diction, enunciation, vocal rate, range, pitch, volume, body language, eye contact, and response to audience)

The primary goals of this course are to introduce you to several of Shakespeare's major works and to encourage you to begin to imagine what life must have been like for Shakespeare and his audiences, as well as to get a sense of the enormous impact the professional theater had on Elizabethan culture. You will also gain from this course a general understanding of dramatic form (comedies, histories, tragedies, and romances), and a reading competence in Elizabethan English. Finally, I would like you to acquire an appreciation for the range of choices involved in performing—and therefore interpreting—a Shakespearean play.

## Course Learning Outcomes (CLOs)

---

### Course Learning Outcomes (CLO)

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 (Familiarity with literary forms through reading, lecture, and discussion-assessed by participation grade, close reading skill)
2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Final Exam)
3. Write clearly, effectively, and creatively (Essays and Reviews)
4. Develop and carry out research projects (Essays and Reviews)
5. Articulate the relations among culture, history, and texts (Lecture, Final Project, Final Exam, Essays)

This course serves the department's Learning Outcomes 1 and 2 (LO1 and LO2) by introducing you to Shakespearean poetry and drama. Students read closely throughout the course and will have ample opportunity to discuss and write about what they learn. LO1 and LO2 will be measured by participation, discussion, and reader responses.

Students are asked to write several essays and reviews for this course (a total of at least 5,000 words) including one research assignment; this clearly serves Learning Outcomes 3 and 4 (LO3 and LO4). Assessment of student success in LO3 and LO4 will be measured by their grades on these essays.

All of my classes are discussion based. 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 Outcome 5 (LO5) is measured by the students' participation and final grade in the course.

Course/Program Learning Outcomes	Assessment Measures
LO 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	Participation/discussion and reader responses
LO 2: Show familiarity with major literary works, genres, periods, and critical approaches to British literature	Participation/discussion, research assignment, and final exam.
LO 3: Write clearly, effectively, and creatively	Essays, film reviews
LO 4: Develop and carry out research projects	Research assignment
LO 5: Articulate the relations among culture, history, and texts, including structures of power	Participation/discussion, essays, final exam

## Course Materials

---

### Textbook

*The Norton Shakespeare Essential Plays*. Ed. Stephen Greenblatt, Walter Cohen, Jean Howard, Katherine Eisaman Maus, Gordon McMullan, and Suzanne Gossett. ISBN: 978-0-393-933130

### Other Readings

Recommended: McDonald, Russ. *The Bedford Companion to Shakespeare*, 2<sup>nd</sup> Edition (BCS), New York:

Bedford/St. Martin's, 200. 978-0-312-24880-6

### Other technology requirements / equipment / material

In order to participate in an online class, students must have a computer (preferably equipped with a camera), reliable internet connectivity, and the ability to log on to Canvas.

Our textbook is available in an electronic form as well as paper; however, in order to fully participate in our synchronous sessions, you must be able to follow along in your book during class. For this reason, I recommend that you use either the paper version or a separate tablet/e-reader.

## Course Requirements and Assignments

---

# Course Requirements and Assignments

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit course enhancement:

Increased course content and/or collateral readings: Final Project, Research Assignment

## Assignments and Grading Policy

**Essays:** You will be asked to write two formal essays (1,500 words each) for this class. The first essay will require you to compare one aspect of at least two different film or stage versions of a play we will be reading for this class. The second essay will involve a more detailed analysis of some aspect of Shakespeare's plays. Prompts will be distributed for both essays in advance. Your success on these papers will be directly proportional to your knowledge and understanding of the texts.

**Film Reviews:** You will also be required to write reviews (1,000 words each) of some of the required films. The reviews will ask you to evaluate the production against your knowledge of the play itself. Detailed instructions will be available in advance of the first assignment.

**Format:** Your essays should follow MLA style guidelines which are available here:

<https://owl.english.purdue.edu/owl/resource/747/01/>

**Late Papers:** Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please contact me.

**I do not accept emailed assignments under any circumstances.**

**Participation:** Because a large portion of this course involves discussion, workshops, and oral performances, active participation is imperative. Students will be expected to discuss the plays in detail, and to deliver and evaluate a variety of performances. In order to receive an A or a B in participation, you must log on in time for our Tuesday meetings, preferably with your camera on. Active participation in this class will include asking questions about the material, volunteering to read, participating in break-out groups, making requisite online discussion posts, and other activities. Meaningful and thoughtful responses to the online discussion threads will be part of your overall grade.

Participation also includes having your book during class and following along as directed. In other words, bring your book and be prepared to open it.

**Monologue/Oral Interpretation:** In addition to regular performance exercises, each student will be asked to memorize and deliver a monologue (of at least 20 lines) to the class. Students will be required to make a video of their monologue (using Quicktime or similar application) and upload the recording to the Discussion tab on Canvas.

**Quizzes:** Each lecture module will include at least one quiz on the content presented in the lecture. These will make up 10% of your grade.

**Reading Responses:** Periodically, you will be asked to post responses to the lecture material as part of our online discussion.

**Research Assignment:** You will be asked to conduct research on one of the plays we are reading for this course and to upload a handout summarizing and evaluating the scholarly discourse on the play.

**Final Project:** By way of a final project, I would like you to respond creatively to one of Shakespeare's plays or to an important scene in one of the plays. You might decide to "produce" a version of an important scene for yourselves and then provide a written rationale of your production. Consider your creative options wide open. Make your choices dependent upon your talents and interests. You might wish to collaborate with other students to film a scene on video, do an audio production, or respond to the scene in some other way. For example, you might draw a cartoon version of a scene, or write an "updated" version. Since many of you will be going on to teach Shakespeare in high schools, you might choose to write a lesson plan for a unit on Shakespeare. Further instructions will be distributed later in the semester, but keep this requirement in mind as you read through the material.

## ✓ Grading Information

---

### Grading Breakdown:

Class Participation: 10%

Monologue: 5%

Essay 1: 10 %

Essay 2: 15 %

Film Reviews: 15%

Final Project: 10%

Research Assignment: 5%

Quizzes: 10%

Reading Responses: 5%

Final Exam: 15 %

### Department Grading Policy:

*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.”

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	<i>930 to 1000</i>	<i>93 to 100%</i>
<i>A minus</i>	<i>900 to 929</i>	<i>90 to 92%</i>
<i>B plus</i>	<i>860 to 899</i>	<i>86 to 89 %</i>
<i>B</i>	<i>830 to 829</i>	<i>83 to 85%</i>
<i>B minus</i>	<i>800 to 829</i>	<i>80 to 82%</i>
<i>C plus</i>	<i>760 to 799</i>	<i>76 to 79%</i>
<i>C</i>	<i>730 to 759</i>	<i>73 to 75%</i>
<i>C minus</i>	<i>700 to 729</i>	<i>70 to 72%</i>
<i>D plus</i>	<i>660 to 699</i>	<i>66 to 69%</i>
<i>D</i>	<i>630 to 659</i>	<i>63 to 65%</i>
<i>D minus</i>	<i>600 to 629</i>	<i>60 to 62%</i>

**“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 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying**

or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

# ENGL 145 Spring 2023, Reading Schedule: SUBJECT TO CHANGE

*Modules must be completed before the following class meeting unless otherwise indicated. Quizzes will be closed by 11:59 p.m. the Sunday before class.*

## Course Schedule

Week/Module	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
Module 0		Welcome message Syllabus
First Day	1/26 *	Welcome and introductions
HOMEWORK		Before our class on 1/31, read “Shakespeare’s World” in your anthologies (pages 1-31) and complete Module 1.
Module 1		Watch <i>Playing Shakespeare</i> Complete Plagiarism Quiz
Week 1	1/31*	CLASS MEETING Shakespeare’s World
HOMEWORK Read sonnets 1-5, 18-20, 127, 131, and 144 for class on 2/7		
Week 2	2/7*	CLASS MEETING Crash Course on the Sonnet Intro to <i>Romeo and Juliet</i>

Week/Module	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
Module 2		Prework: Read <i>Romeo and Juliet</i> Watch: Lecture 1 on <i>Romeo and Juliet</i> Complete Quiz 1 Sign up for Monologues
Week 3	2/14*	CLASS MEETING <i>Romeo and Juliet</i>
Module 3		Watch Lecture 2 on <i>Romeo and Juliet</i> Complete Quiz 2 Watch film clips and post to Discussion Review directions for Film Reviews
<b>Required Viewing:</b> <i>Romeo + Juliet</i> , dir. Baz Luhrman. <b>Optional Viewing:</b> <i>Romeo and Juliet</i> , dir. F. Zefferelli		
Week 4	2/21*	CLASS MEETING <i>Romeo and Juliet</i> Intro to <i>A Midsummer Night's Dream</i>
	2/25	Film Review 1 DUE by 11:59 p.m.
Module 4		Prework: Read <i>A Midsummer Night's Dream</i> Watch Lectures 1 and 2 on <i>A Midsummer Night's Dream</i> Complete Quiz 3 Post Reader Response 1 Review Essay 1 Prompt
Week 5	2/28*	CLASS MEETING, <i>A Midsummer Night's Dream</i>
Module 5		Prework: Read <i>Merchant of Venice</i> Watch Lectures 1 and 2 on <i>Merchant of Venice</i> Post Reader Response 2 Complete Quiz 4
<b>Required Viewing:</b> <i>The Merchant of Venice</i> , dir. M. Radford, (with Al Pacino).		
Week 6	3/7*	CLASS MEETING, <i>Merchant of Venice</i>

Week/Module	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
Module 6		Prework: Read <i>Richard III</i> Review Genealogy Watch Lectures 1 and 2 on <i>Richard III</i> View video clips and post to Discussion
	3/11	Essay 1 DUE by 11:59 p.m.
Week 7	3/14*	CLASS MEETING, <i>Richard III</i>
Module 7		Watch Lectures 3 and 4 on <i>Richard III</i> Post Reader Response 3 Complete Quiz 5 Review Essay 2 Prompt
	3/18	Film Review 2 DUE by 11:59 p.m.
Week 8	3/21*	CLASS MEETING – <i>Richard III</i>
Optional Viewing: <i>Richard III</i> . Dir. Richard Loncraine with Ian McKellen.		
Optional Viewing: <i>Richard III</i> . Dir. Laurence Olivier. The Criterion Collection, 1955.		
Module 8		Watch <i>Hamlet</i> Lectures 1, 2, 3, and 4 Complete Quiz 6 Post Reader Response 4 View video clip and post to Discussion Review Research Assignment Directions
3/27-3/31		SPRING BREAK
Week 9	4/4*	CLASS MEETING – <i>Hamlet</i>
Module 9		Watch <i>Hamlet</i> Lecture 5 Complete Quiz 7 View video clips and post to Discussion
Required viewing: <i>Hamlet</i> Dir. M. Almereyda, with Ethan Hawke.		
Optional viewing: <i>Hamlet</i> . Dir. K. Branagh.		
Optional viewing: <i>Hamlet</i> with David Tennant. PBS.		

Week/Module	Date	Topics, Readings, Assignments, Deadlines <i>(If appropriate, add any extra column(s) to meet your needs.)</i>
Week 10	4/11*	CLASS MEETING – <i>Hamlet</i>
Module 10		Prework: Read <i>Othello</i> <i>Othello</i> , Lectures 1 and 2 Complete Quiz 8
Week 11	4/18*	CLASS MEETING - <i>Othello</i>
Module 11		Watch Lecture 3 on <i>Othello</i> Complete Quiz 9 Review Final Project Directions
	4/22	Essay 2 DUE by 11:59 p.m.
Optional viewing: <i>Othello</i> , Dir. Parker, with Lawrence Fishburne and Kenneth Branagh		
Optional viewing: <i>Othello</i> , Dir. Jonathan Miller, with Anthony Hopkins.		
Week 12	4/25*	CLASS MEETING <i>Othello</i>
Module 12		Watch Lecture 1 on <i>Macbeth</i> Post Reader Response 5 View video clips and post to Discussion
	4/29	Film Review 3 DUE by 11:59 p.m.
Week 13	5/2*	CLASS MEETING <i>Macbeth</i>
Module 13		Watch Lecture 2 on <i>Macbeth</i> Take Quiz 10 Take Practice Final
	5/6	Research Assignment Due by 11:59 p.m.
Week 14	5/9*	Last day of instruction – Final exam prep
	5/10	Final Projects Due by 11:59 p.m.
Module 14	5/18	Timed Final available from 7:00 a.m. to 5:00 p.m.
FINAL EXAM		

