CASPER COLLEGE COURSE SYLLABUS
ENGL 2230 -01/95: Introduction to Shakespeare

Semester/Year Spring 2011
Lecture Hours: 3 Lab Hours 0 Credit Hours: (2 LB, 4CR)
Class Time: 9:30-10:45 Days: T, TH Room: AD 284

Instructor: Patrick Amelotte Office: AD 177
Contact: Office Phone: 268-2729 Email: pameotte@caspercollege.edu
Office Hours: T 3:30-5:00; W 1-4; Th 8:00-9:30 and by appt

COURSE DESCRIPTION: A fresh look at Shakespeare, aimed at increasing students’ appreciation and enjoyment of his works. We’ll study a variety of different performances, examining and responding to the interpretations of actors, directors, and literary critics in order to arrive at a more complete understanding of Shakespeare’s plays – both as literature and performance. Poetry, history, theory, religion, and culture will blend with laughter and good old-fashioned fun as we reverse-engineer, recite, re-enact and respond to some of Shakespeare’s most artfully rendered works. Over the course of the semester, students will write short critiques and complete at least one longer project, as well as three exams. To fulfill the honors requirement, students occasionally will attend film screenings and other out of class activities (e.g. play rehearsals, presentations, literary and dramatic events, etc.). Students from all disciplines are welcome; skeptics and Bardophobics are likewise encouraged to enroll.

PREREQUISITE: English 1020 or permission of the Instructor

REQUIRED TEXTS:
Stephen GreenBlatt The Norton Shakespeare
Bill Bryson Shakespeare: The Illustrated and Updated Edition

Recommended Text:
Claybourne The Usborne World of Shakespeare

COURSE GOAL: To promote an academic and personal understanding of Shakespeare and his works, so that students will feel comfortable reading and exploring the subject further.

OUTCOMES: The student who completes this course should be able to do the following:

1. General close reading of Shakespeare and other Elizabethan authors.
2. Discuss the themes and/or objectives of each play.
3. Be able to place each play in the context of the times and/or movements that produced it with an understanding of the major events and influences of those times.
4. Develop a working knowledge of Shakespeare’s biography in the context of the Elizabethan World, the Renaissance, and his place in the Modern World.
5. Demonstrate knowledge and application of at least two theoretical approaches to Shakespeare (e.g. a feminist reading of *Taming of the Shrew* and a psychoanalytic reading of *Hamlet*)

6. Develop a general knowledge of the history of performances of Shakespeare (and the artistic and intellectual trends that influence them).

7. Develop a general knowledge of how actors and directors approach roles and make choices in Shakespeare

**METHODOLOGY:**
1. This is largely a lecture/discussion course designed to acquaint the student with Shakespeare’s biography and works. The class uses video support for the material presented. Student questions and discussion are expected and encouraged.

2. The course lectures will draw both from the texts and from supplementary material supplied by the instructor.

3. The course will cover the following units/subject matter.
   a. Introductory Material – Shakespeare in his World
   b. The Sonnets and the Language of the Plays
   c. Plays of 1590-1598
   d. Plays of the Globe under Elizabeth, 1599-1603
   e. Jacobean Plays
   f. Shakespeare following his death

**EVALUATION CRITERIA:**

**Grade Distribution**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>quizzes</td>
<td>10%</td>
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<tr>
<td>homework</td>
<td>10%</td>
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<tr>
<td>attendance and participation</td>
<td>10%</td>
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<tr>
<td>response paper</td>
<td>10%</td>
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<tr>
<td>project</td>
<td>10%</td>
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<tr>
<td>three examinations</td>
<td></td>
</tr>
<tr>
<td>#1</td>
<td>10%</td>
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<tr>
<td>#2</td>
<td>10%</td>
</tr>
<tr>
<td>#3</td>
<td>10%</td>
</tr>
<tr>
<td>formal paper</td>
<td>20%</td>
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</tbody>
</table>

A: 90-100%
B: 80-89 %
C: 70-79 %
D: 60-69 %
F: 0-59 %

**Class Policies:**

**Attendance and Participation**

You need to be here. Unlike giant lecture classes which you can skip and get the notes for later (albeit a very foolish strategy), this course is built upon a foundation of lively in-class discussions, dramatic readings, and entertaining tomfoolery. If you miss class, you'll miss out on all the fun.
You are allowed 2 unexcused absences; your final grade will drop by 3% for each subsequent unexcused absence. If you are absent more than 6 times (three weeks of class), you will earn an F in the course. If you have a legitimate reason for missing class, you must provide adequate proof (doctor’s note, etc.).

Since a substantial portion of this course will entail discussion of the assigned readings, you will need to be prepared to contribute something relevant and productive. Your participation grade will be culled from your performance in discussions, homework, and in-class writing assignments.

**Please bring your books to every class; having them with you is part of being prepared for discussions and writing.**

**Papers and Assignments**

All papers, drafts, and other out-of-class writing assignments must be typed/word processed, double-spaced, with one inch margins and no larger than 12 point font. If you try to push this, I will return your paper to be retyped.

All final drafts of papers must include all previous rough drafts and pre-writing materials. Papers will be submitted in a pocket folder and will be accompanied by the final drafts of all previous papers.

**Response Papers**

Each student in this class will write one response paper this semester. A response paper is simply a 2 page typewritten analysis of a particular reading. Response papers in this class will blend (or juxtapose) the writer’s thoughts with the thoughts of at least one established Shakespeare scholar. We will use response papers to “kick start” our discussions this semester.

**Common Courtesy**

Writing and reading are basically about connecting with others. Let us therefore make our class a sanctuary wherein the needs of others matter as much as our own. Our two rules are as follows:

1. **BE RESPECTFUL**
2. **USE YOUR COMMON SENSE**

**Examples:**

Out of respect for others ...
- if you have a cell phone or a pager, please turn it off before entering the room.
- if you must listen to your iPod (or whatever), please do it somewhere else.
- if you want to make a disparaging remark about a classmate, a faculty member, a group of people, etc., please keep the remark to yourself.
- if you are late to class, please enter the room as quietly as you can.
- if you are sleepy, please exit the room and find a place to lie down (besides, it’s better for your back).

**Note:** Laptops are wonderful tools for note-taking and for looking up pertinent information related to class discussions. Lately, however, many students have been using their laptops to pass the time – shopping, networking, emailing, watching YouTube, etc. When asked about this activity, these students invariably reply that they are “multitasking.” Whatever you call it, it’s still disrespectful, and if you’re “multitasking” in our class, you’ll be asked to leave your machine at home.
Plagiarism

“The term plagiarism includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of papers or other academic materials.”

You may not legally use another person’s idea or words without acknowledging him or her. Consider this your first and final warning. If you are found to be engaged in this or any other form of academic dishonesty, you will fail the entire course. In addition, a cheating report will be sent to the Vice President of Student Services, who will establish a discipline file for you. This discipline file will be shared with anyone who investigates your background -- including universities and prospective employers.

If you have any questions about how to cite your sources, please ask. If you are absent on the days we cover MLA Style, it is your responsibility to get the information. You may consult The Brief Handbook MLA Section for general questions about how to cite sources both within the text (as parenthetical references) and at the end of the text (as a Works Cited page).

Keep in mind that plagiarism is not an accident or a “mistake”; it’s a decision to deceive -- and it will catch up with you. Sooner or later, the truth always comes out.


Just in Case

If you find that you can’t continue with the class, please make sure that you drop it. It only takes a few minutes. If you don’t drop yourself, you may have an “F” that haunts you forever.

ADA Accommodations Policy: It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment with our Accommodative Services Counselor at 268-2557.

Special Needs

If you have any special needs, or if you require any special accommodations, please notify me as soon as possible. If you have any other questions or concerns, I encourage you to contact me at your convenience.

STUDENT RIGHTS AND RESPONSIBILITIES:

A. Please refer to the Casper College Student Conduct and Judicial Code for information concerning your rights and responsibilities as a Casper College Student.
B. It is the policy of Casper College to provide appropriate accommodations to any student with a documented disability. If you have a need for accommodation in this course, please make an appointment to see the instructor at your earliest convenience.
C. Chain of Command: If you have any problems with this class, you should first contact the instructor in order to solve the problem. If you are not satisfied with the solution offered by the instructor, you should then take your problem through the appropriate chain of command starting with the department head, then the division chair, and lastly the vice president for academic affairs.
D. Academic Dishonesty - Cheating & Plagiarism: Casper College demands intellectual honesty. Proven plagiarism or any form of dishonesty associated with the academic process can result in the offender failing the course in which the offense was committed or expulsion from school. See the Casper College Student Code of Conduct.
English 2230 Syllabus

T Jan 18  Introduction and Course Policies

R Jan 20  The Man in the Portraits

T Jan 25  History and Biography
Bill Bryson, Shakespeare: The World as Stage, Chapter 1
In Search of Shakespeare -- Part I

R Jan 27  History and Biography
Bill Bryson, Shakespeare: The World as Stage, Chapter 2
In Search of Shakespeare -- Part I

T Feb 1   History and Biography
Bryson, Chapters 3-4
In Search of Shakespeare -- Part II

R Feb 3   History and Biography
Bryson, Chapter 5
In Search of Shakespeare -- Part III

T Feb 8   The Elizabethan Theater
Bryson Chapters 6-8

R Feb 10  Finding Your Shakespeare Groove: Shakespeare’s Language
Sonnets and Sonneteering
Norton: The Sonnets and “A Lover’s Complaint” (Introduction) and
Sonnets 1-18
Assignment: Write a Shakespearean sonnet (Due Tuesday, Feb 22nd)

T Feb 15  Lit Theory and MSND
A Midsummer Night’s Dream (MSND)
Acts 1 and 2

R Feb 17  MSND
Act 3

T Feb 22  MSND
Acts 4 and 5
<table>
<thead>
<tr>
<th>Date</th>
<th>Play</th>
<th>Acts</th>
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<tbody>
<tr>
<td>R Feb 24</td>
<td><strong>Twelfth Night</strong></td>
<td>Act 1</td>
</tr>
<tr>
<td>T Mar 1</td>
<td><strong>Twelfth Night</strong></td>
<td>Acts 2-4</td>
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<tr>
<td>R Mar 3</td>
<td><strong>Twelfth Night</strong></td>
<td>Act 5</td>
</tr>
<tr>
<td>T Mar 8</td>
<td><strong>Macbeth</strong></td>
<td>Acts 1-3</td>
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<td>R Mar 10</td>
<td><strong>Macbeth</strong></td>
<td>Acts 4 and 5</td>
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<td>T Mar 15</td>
<td>NO CLASS -- Spring Break</td>
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<tr>
<td>R Mar 17</td>
<td>NO CLASS -- Spring Break</td>
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<tr>
<td>T Mar 22</td>
<td><strong>Othello</strong></td>
<td>Acts 1-2</td>
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<td>R Mar 24</td>
<td><strong>Othello</strong></td>
<td>Act 3</td>
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<td>Act 4</td>
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<td>R Mar 31</td>
<td><strong>Othello</strong></td>
<td>Act 5</td>
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<td>T Apr 5</td>
<td><strong>Hamlet</strong></td>
<td>Act 1</td>
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<td>R Apr 7</td>
<td><strong>Hamlet</strong></td>
<td>Act 2</td>
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<td>T Apr 12</td>
<td><strong>Hamlet</strong></td>
<td>Acts 3 and 4</td>
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<tr>
<td>R Apr 14</td>
<td><strong>Hamlet</strong></td>
<td>Act 5</td>
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<tr>
<td>T Apr 19</td>
<td><strong>The Tempest</strong></td>
<td>Act 1</td>
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<tr>
<td>R Apr 21</td>
<td>The Tempest</td>
<td>Act 2</td>
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<tr>
<td>T Apr 26</td>
<td>The Tempest</td>
<td>Acts 3 and 4</td>
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<tr>
<td>R Apr 28</td>
<td>The Tempest</td>
<td>Act 5</td>
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<tr>
<td>T May 3</td>
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<td>R May 5</td>
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May 10 – FINAL EXAM

May 13 Commencement

May 16 Grades Due 5 pm