**Spring 2016 ENG 206 section 004:**

**INTRODUCTION TO SHAKESPEARE**

CLASS LOCATION: HSS 58

TIME: MWF 10:10-11:00 a.m.

**PROFESSOR**: Dr. Victoria Swanson

OFFICE: 1202 McClung Tower

OFFICE HOURS: M W 11:15 a.m – 12:30 p.m. and by appointment

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**Welcome to Introduction to Shakespeare!**

**PURPOSE:** English 206 examines selected works written by William Shakespeare. This course will familiarize students with the language, history, and contexts of Shakespeare’s life and works. Our class will learn about Shakespeare’s life and his contribution to literature. We will explore the history and present workings of Shakespeare’s Globe Theatre and when discussing plays, we will delve into the production history of the work. We will also consider contemporary treatments of Shakespeare’s plays and look at some adaptations of his work for modern audiences.

**COURSE LEARNING OBJECTIVES**: At the conclusion of English 206, the enrolled student must exhibit proficiency (1) in analyzing and interpreting Shakespeare’s texts; (2) in constructing effective theses and arguments. An effective thesis must not only identify that a theme, symbol, or motif is present in a literary work, it must also identify its function(s) and to what end (why its presence is important). The argument(s) addressing the claim(s) of function and end must rely on textual (primary) support from the works studied and research (secondary, critical) support from well-vetted scholarly articles, books, and interviews obtained from print and electronic sources; (3) in demonstrating consistently effective writing skills. The student must show that he or she can correctly execute fine points of grammar; (4) in demonstrating advanced research and informational literacy skills. The student must know where to find both print and electronic source materials (i.e. JSTOR and the MLA International Bibliography) and cite sources in MLA format in the correct way. I recommend using the most recent edition of the *MLA Handbook*, the Purdue OWL website, or the University of Tennessee library resources for citing in MLA format to quote from critical sources in your research papers. This last learning objective is as important as the other three. The student who relegates it to a lesser importance and “makes up” a style or fails to follow the most recent edition will draw an equally heavy grade penalty. Therefore, do not go to the internet and use a random style or a dated version of the MLA style.

**REQUIRED TEXTS (It is vital that the entire class use the following editions in this course)**:

1. *Hamlet*, Norton Critical Edition, ed. Robert S. Miola 978-0-393-92958-4

2. *King Lear*, Norton Critical Edition, ed. Grace Ioppolo 978-0-393-92664-4

3. *Macbeth*, Bedford St. Martins Text and Contexts 0312144547

4. *Richard III*, Norton Critical Edition, ed. Thomas Cartelli 978-0-393-92959-1

5. *A Winter’s Tale*, Bedford St. Martin Text and Contexts 0312167040

**A note on ordering books for this course:** \*\*Delays in shipments and receipt of texts (should you choose to NOT purchase them from the UT bookstore do not count as any kind of excuse for being unprepared for the readings, assignments, or any class meeting. If you choose to order your texts rather than purchase them from the bookstore on campus, understand that you are still responsible for the readings even if your book order has not arrived, arrived damaged, etc.\*\*In addition to above named texts, this course includes **REQUIRED READINGS** which are available on the course Blackboard site. Be sure you have access to Internet and Blackboard from the very first day of class, as the course begins with assignments on Blackboard. **\*\*Not having access to the Internet or failure by the student to address issues with signing onto Blackboard is not a valid excuse for missing readings or any other assignments issued on Blackboard.\*\***

**COURSE STRUCTURE**: The class structure of English 206 is geared around active, participatory, student-centered discussion and learning which values teaching students not just a given course’s content but the skills required to become their own and each others’ teachers. The classroom should be viewed as a conference room where each student should feel encouraged to speak up and students and professor work together as partners in a cooperative enterprise.

**ATTENDANCE**: Although you are expected to attend all class meetings, **five or more absences for any reason** at any point in the semester will result in withdrawal and/or F for the course. **Three absences will lower your final grade one letter grade**. Reserve your absences for the unexpected illness or occurrence. Because there are no excused absences, do not offer to bring a note from a doctor or someone attesting that your absence is “legitimate.” To discourage the student who enters the classroom habitually late, **two tardies count as one absence**. At no point should you ask me to give you a list of the days that you have been absent. Manage your own affairs. **The attendance policy applies to athletes, also**. **The attendance policy is non-negotiable**.

**\*\*\*Your holiday plans, vacations, and other reasons for missing classes are NOT accepted reasons for missing exams, due dates, etc. and I will not provide an alternate date or time for these items regardless of whether or not your trip is paid for, your parents made reservations, you’ll miss your flight, your friends are leaving early, you have to take another exam in a more important class because you are leaving on a trip, or for any other travel-related reason. Please plan your travels with our class schedule and due dates in mind.** \*\*\*

**DETERMINATION OF COURSE GRADE**:

Paper 1 100 Points Possible **Close Reading** **(*Richard III*)**

Paper 2 125 Points Possible **Close Reading** **(*Macbeth* )**

Paper 3 200 Points Possible **Capstone Digital Humanities Project and Presentation**

50 Points Possible Reflective Essay on completion of Capstone Project

100 Points Possible **Quizzes** (There will be FOUR worth 25 points each) 100 Points Possible

100 Points Possible **Written reading responses** (There will be TWO worth 50 points each)

125 Points Possible Midsemester Examination

200 Points Possible Final Examination (Cumulative)

**1000 Points earned with ZERO deductions for attendance, participation, or plagiarism = A**

**COURSE GRADING SYSTEM:** A 100 - 94 4.0 B+ 89-87 3.3 C+ 79-77 2.3 D+ 69-67 1.3

A- 93 – 90 3.7 B 86-84 3.0 C 76-74 2.0 D 66-64 1.0 B- 83-80 2.7 C- 73-70 1.7 F 63 –00 0.0

**QUIZZES** will be given the first five minutes of class and cannot be taken before the class or made up after it. Therefore, do not ask to make-up a quiz. Attending class, arriving on time, and keeping up with the reading and assignments are essential to performing well on the quizzes and passing the class.

**READING RESPONSES** will be assigned as a take-home assignment. You are expected to return the completed reading response at the start of the following class meeting on the schedule. If you do not return the response on-time, I will not accept it. If you are absent on a day when a response was assigned for homework, it is YOUR responsibility to learn it was assigned either through a classmate or by contacting me. Absence is not an excuse for missing a reading response. **No late work will be accepted.**

**CIVILITY:** Every student in the class will be treated and must treat his or her classmates with respect and dignity. Abusive language, aggressive and violent behavior, and the denigration of others’ ideas and person in the classroom should not occur and will not be tolerated. The student who is verbally abusive or physically violent will be asked to withdraw from or leave the class.

**PLAGIARISM**: Do not present as your own the ideas or writings of another. Suspected plagiarism will be investigated and recommendations for further action by the university can be expected in cases of verified plagiarism. The consequences for plagiarism are severe. Any verified instance of plagiarism will result in immediate failure of the course.

**UNIVERSITY POLICY ON DISABILITY**: Students who have a disability that requires accommodation(s) should make an appointment with the Office of Disability Services (974-6087 or ods@utk.edu) to discuss their specific needs and schedule an appointment. Disability Services is located in 2227 Dunford. Please inform me of a disability in the first week of class, not at the end of the semester.

**CELL PHONES**: Please turn your cell phone to silent during class. It should not be on your desk, lap, or hand during the class. Texting in class will lower your final grade. Texting or any cell phone use during an exam will result in immediate failure of that exam.

**LAPTOPS: If you elect to use a laptop for note taking, you must sit in the front row of the class and only open your screen to word processing.** You may not surf the net or open email while you are in class.

DAILY SCHEDULE:

*For each class day listed below you are expected to have the assignment completed BEFORE* *you come to class that day.*

***January***

W 1/13 Introduction to the course. In class discussion: Who was William Shakespeare?

F 1/15 READ: Sonnets: 17, 23, 130 READ: Shakespeare FAQ (all linked on BB under course materials) WATCH: In Shakespeare’s Steps (film, 42:20 min. Linked on BB)

IN Class: We’ll discuss Shakespeare’s life, his use of rhyme and meter.

M 1/18 Martin Luther King Holiday—Classes do not meet.

W 1/20 Preface, Act I (all of it) *Richard III*

F 1/22 Act II (all of it) *Richard III*

M 1/25 Act III (scenes 1-4) AND read the essay in the back of your text “On the Dramatic Character of King Richard the Third” *Richard III*

W 1/27 Act III (to completion) *Richard III*

F 1/29 Act IV (all of it) *Richard III*

***February***

M 2/1 Act V (all of it) *Richard III*

W 2/3 READ essay in the back of your text “*From* Providence and Policy in *Richard III”*

F 2/5 Quiz on *Richard III*; History of the Globe Theatre

M 2/8 Tentative\*\*Class visit with Digital Humanities Librarian Ashley Maynor\*\*

\*\*Close Reading of *Richard III* due in class\*\*

W 2/10 *Hamlet* (Introduction-Act I (Scenes 1-2) and “Study Flowers in Ophelia’s Garland to Learn Folk Beliefs, Shakespeare” BB

F 2/12 Act I (to completion) Act II (all of it) *Hamlet*

M 2/15 Act III (all of it) *Hamlet*

W 2/17 Act IV (all of it) *Hamlet*

F 2/19 Act V (all of it) *Hamlet* AND essay in the back of your text “Representing Ophelia” Elaine Showalter

M 2/22 Quiz on *Hamlet*: Read: “Venus and Adonis”

W 2/24 “Venus and Adonis”

F 2/26 \*Reading Response\* on “Venus and Adonis” **due** in class. Read: “A Lover’s Complaint”

M 2/29 Act I (all of it) *King Lear*

***March***

W 3/2 Act II (all of it) *King Lear* AND essay in the back of your book “*From* Hamlet versus Lear” 240-243

F 3/4 Act III (all of it) *King Lear*

M 3/7Act IV-V (to completion) *King Lear*

W 3/9 Quiz: *King Lear*—Review for Midterm

F 3/11 **Midterm EXAM: Don’t forget your blue books!**

M 3/14-3/18 SPRING BREAK—Have fun ☺

M 3/21 Act I- II *Twelfth Night; or, What You Will* (on BB)

W 3/23 Act III-V *Twelfth Night; or, What You Will*

F 3/25 Spring Recess—Enjoy the long weekend ☺

M 3/28 \*Reading Response\* *Twelfth Night* due in class. READ *Introduction*-Act I (scenes 1-3) *Macbeth*

W 3/30 Act I (to completion) *Macbeth* AND essay in the back of your book “*From* History of Scotland” 128- 134

***April***

F 4/1 Act II-Act III (scenes 1-3) (all of it) *Macbeth*

M 4/4 Act III (to completion)-Act IV (all of it) *Macbeth*

W 4/6 Act V (scenes 1-4) *Macbeth* AND essay in the back of your book “Discourses of Witchcraft” 300-307

F 4/8 Act V (to completion) *Macbeth*

M 4/11 \*\*Close reading of *Macbeth* due in class\*\* *The Winter’s Tale*

W 4/13 Act I-Act II *The Winter’s Tale*

F 4/15 Act III *The Winter’s Tale*

M 4/18 Act IV-V *The Winter’s Tale*

W 4/20 Quiz: *The Winter’s Tale* —wrap up of questions going into capstone presentations

F 4/22 Capstone presentations

M 4/25 Capstone presentations

W 4/27 Capstone presentations

F 4/29 Final Exam Review Day

**Final Exam: Friday May 6th 8:00-10:00 \*\*Don’t forget your blue books!\*\***