

**English 333
Early Shakespeare
Fall 2020**

Dr. Mary Bowman
Office: CCC 433
E-mail: mbowman@uwsp.edu

Office hours: Mondays, 1:30-3:00, and
Tuesday/Thursday, 12:30-1:30 – in Zoom (link posted in Canvas)
Other times and face-to-face meetings available by appointment

Texts

Rental: Stephen Greenblatt, et al., eds. *The Norton Shakespeare*, 3rd ed., vol. 1: Early Plays and Poems

Description and Goals

Shakespeare, of course, needs no introduction. No other writer in English is more well known or more influential, and no plays have been performed or adapted more than his. As we read and discuss his early plays, we will strive to better appreciate his distinctive genius while also seeing him in the context of his time. His fellow (often rival) playwright Ben Jonson said of him that “he was not of an age, but for all time,” but our study of his works will be enhanced by familiarity with his historical context and the place of the theater in the late Elizabethan era.

The primary goal of this course is to increase your familiarity with, and ability to appreciate, discuss, and interpret the early works of Shakespeare. For English majors and minors, it meets the Major Authors requirement. Another goal of the course is to develop your ability to write about literature effectively and with awareness of the conventions and standards of literary criticism.

By the end of the course you should be able to

- Analyze and interpret British literature of the early modern period thoughtfully, relating it to its cultural context and literary history.
- Write and speak effectively about literature, citing primary and secondary sources appropriately.

Classes will consist primarily of full- and small-group discussion, with some mini-lectures on background material. Course work includes daily preparation, participation in discussions, two papers, and two take-home exams.

Requirements and Grading

- **Preparation for class.** Read the material scheduled for each day, making note of your questions and observations. You may find some of this material difficult, but do what you can with it. For some readings, I will post some suggestions for possible things to look for or think about as your read, and links to useful resources. Feel free to draw on these, or follow your own interests.
- **Attendance and participation.** Regular attendance and meaningful engagement during class, or consistent participation in online discussions, is expected.
- **Papers.** The first will be a relatively short, focused analysis (about 5 pages), worth **20%** of the course grade. The other will be a longer analysis, incorporating secondary sources (about 8 pages), worth **35%** of the course grade. Deadlines are shown on the attached schedule, and guidelines will be provided in separate handouts. Grading criteria will be detailed on a separate handout and discussed before the first paper is due.

Drafts of the papers will be submitted for instructor and/or peer review.

- **Exams.** There will be two take-home essay exams, each worth **15%** of the course grade.
- The remaining **15%** of the course grade will reflect your attendance, participation in class, and ungraded work. The rubric on the next page will guide the determination of your grade.

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

	Ideal	Satisfactory (B)	Unsatisfactory
Attendance	Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 90% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 10% of the time, or less often but without explanation.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities.
Online alternative	For all in-person and Zoom class meetings, there will be an asynchronous online equivalent. Completing the activities for that day (which will be defined for each day in instructions posted in Canvas) is equivalent to being in class, prepared, and attentive.		
Drafts		Submitted as scheduled, showing an appropriate degree of progress toward the final draft, allowing for meaningful feedback.	Not done, done late, or done but sketchy (failing to show appropriate progress toward the final draft; not enough material to allow for meaningful feedback).
Peer feedback	More than usually helpful or insightful.	Specific comments are made and explained.	Not done, done late, or comments are too brief, vague, or general to give the writer much useful feedback.
Quality of participation	Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions or lack of preparation, are irrelevant, or otherwise tend to derail the conversation.
Classroom community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect)

Policies

Face Coverings:

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

Other Guidance for COVID-19:

- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
 - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.
- If you [test positive for COVID, please fill out this form](#). If you tell me that you have tested positive and have not reported, I am required to report.
- If another student in the class is infected, and you are considered at risk, you will be contacted by health officials. You are not necessarily at risk, depending on how close you sit to the infected student. If you are required to quarantine due to exposure to COVID, continue participating in class using the online options. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

Attendance: You should plan to attend class, or participate in the online discussions, regularly. If you are unable to attend a face-to-face class, plan to participate in the online discussions. If illness or other life challenges prevent you from participating online for a period of time, let me know what is going on so that I can take your particular situation into account when I assign a grade for attendance and participation.

Late papers: Similarly, you will benefit most from this course when you do your writing according to the schedule for drafting, getting feedback, and revising. A late paper will have its grade lowered by one-third letter grade (e.g. B to B-) per class meeting late. If legitimate problems interfere with getting your work in on time, talk with me about them, the earlier the better.

Classroom Etiquette:

- During in-person meetings, tablets and other devices can be used for taking or referring to notes, if you can resist their temptations. However,
 - Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- Zoom classes will be recorded, and the recording will be available in Canvas. This is for the benefit of students who were not able to participate in real time, and is for students in this class only. Do not share the link with anyone not in the class. This protects the privacy of all students, and helps make the classroom a safe place.
- For both in-person and online discussions, diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

Academic honesty: I assume that students enrolled in a 300-level course understand the difference between appropriate and inappropriate forms of help in writing papers and know how to cite sources properly. If you have questions or feel unsure about any use of help or sources, please ask. The university policy on Academic Misconduct will be followed when applicable and includes the possibility of an F for the assignment or for the course. For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>.

Accommodations for Students with Disabilities: If you have a condition requiring accommodations for this course, please contact the Disability and Assistive Technologies Center. Call 715 346-3365 or email DATC@uwsp.edu to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

Email: Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use the course home page in D2L for reminders and announcements.

Assessment: UWSP regularly assesses majors to ensure that we are providing you with the best education we can. As part of this effort, samples of student work are sometimes shared, anonymously, with a small group of faculty members. Please let me know if you have any questions about the assessment process or concerns about how your work may be used.

Schedule

See Canvas for more specific readings targets for each class meeting, as well as suggestions for reading and guidelines for online discussions.

Sept. 8 – 15: *A Midsummer Night's Dream*

Sept. 17 – 29: *Henry IV, Part 1*

Oct. 1 – 15: *Henry V*

- Oct. 8: Draft of paper 1 due
- Oct. 13/15: Peer review
- Oct. 22: Revision of paper 1 due

Oct. 20 – 29: *Richard III*

- Nov. 3: Take-home midterm due

Nov. 3 – 10: *The Merchant of Venice*

Nov. 12 – 19: *Much Ado about Nothing*

Nov. 24: Sonnets

Dec. 1 – 10: *As You Like It*

- Dec. 3: Draft of paper 2 due
- Dec. 8: Peer review

Finals week: Turn in take-home exam and revision of paper 2 by midnight Thursday, Dec. 17.