

Dr. Kathryn Jacobs
Hall of Languages 227
903 886-5235
Kathryn.Jacobs@tamuc.edu

Class Hours: MWF 9:00-9:50
Office Hours: MWF 11:00-12:00

Syllabus
English 311.001
Spring, 2019

January 14	Overview Shakespeare
January 16	The Sonnets: 3, 20,29, 41, 130, 138, 144 especially, but read around.
January 18	More Sonnets
January 21	MARTIN LUTHER KING DAY (NO CLASS)
January 23	<i>Richard III</i> Act 1
January 25	<i>Richard III</i> Act 2
January 28	<i>Richard III</i> Act 3
January 30	<i>Richard III</i> Act 4
February 1	<i>Richard III</i> Act 5
February 4	<i>Romeo and Juliet</i> Acts 1
February 6	<i>Romeo and Juliet</i> Acts 2,3
February 8	<i>Romeo and Juliet</i> Acts 4.
February 11	<i>Romeo and Juliet</i> Acts 5; introduce <i>Merchant of Venice</i>
February 13	<i>Merchant of Venice</i> Act 1, 2
February 15	<i>Merchant of Venice</i> Act 3
February 18	<i>Merchant of Venice</i> Act 4
February 20	<i>Merchant of Venice</i> Act 5
February 22	EXAM # 1

February 25 *Much Ado About Nothing* Act 1
Research Question #1 Due. R. Q must focus on some aspect of *Merchant, Venice, or Richard III, Romeo and Juliet, or Much Ado.*

February 27 *Much Ado About Nothing* Act 2

March 1 *Much Ado About Nothing* Act 3

ONLINE SECTION OF CLASS: WEEKS 8-10

March 4 -8 Finish *Much Ado About Nothing*; read *Hamlet*, Act 1
Bibliography Due

March 11-15 Finish *Hamlet*; prepare for Exam #2.

March 18 -22 **SPRING BREAK**

March 25-29 **TAKE EXAM #2 MONDAY March 25th, by midnight (open 1 day only).**
Read lecture on *Othello* online;
Begin *Othello* Act 1

FACE TO FACE AGAIN:

April 1 *Othello* Act 2

April 3 *Othello* Act 3

April 5 *Othello* Act 4

April 8 *Othello* Act 5
Research Question #2 Due. R. Q. must focus on some aspect of *Hamlet, Othello or King Lear or Macbeth.*

April 10 *King Lear* Act 1

April 12 *King Lear* Act 2

April 15 *King Lear* Act 3

April 17 *King Lear* Act 4

April 19 *King Lear* Act 5
2nd Bibliography Due

April 22 *Macbeth* Act 1

April 24 *Macbeth* Act 2

April 26 *Macbeth* Act 3

April 29	<i>Macbeth</i> Act 4 Research Paper Due
May 1	<i>Macbeth</i> Act 5
May 3rd	Make Up Class
May 6-10	FINAL EXAM WEEK

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Course Description

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TEXTS: I recommend *The Riverside Shakespeare*, ed. G. B. Evans, Houghton Mifflin 1974: it is good and relatively inexpensive, as such things go. Honestly however, any Complete Shakespeare published in the last several decades will probably work for a class on this level.

Now, the big question in a Shakespeare class is always “Which plays are we going to read?” So by now, most of you have already scanned the syllabus. Some are probably wondering why I did not include particular favorites, or why we are not reading any of his romances. Some of you, I hope, are even looking forward to reading so many new ones. Many of you are probably more than a little worried. Chances are, some of you haven’t read Shakespeare since high school.

Let me address the worriers first. Reading Shakespeare will indeed take time. But if you will do your share, I promise that you may safely banish all the specters of high school. When you prepare for class, please read *slowly* and jot down any questions you may have — and then ask them! If you are terminally shy, ask your neighbor to ask them. I usually begin class for questions, and we’ll happily spend the entire class period answering them if it seems useful. Some questions I will field myself: others I will turn over to the class.

Course Objectives

The purpose of this class is to make Shakespeare accessible to you. Think of Shakespeare as a gift—a splendid gift, but only marginally more self-explanatory than the many technical toys I have struggled to use over the years. You might even say that I stand here in lieu of the instructional booklet that usually accompanies such gifts. At the very least, I promise to be more understandable than most of the instructional booklets that have baffled me. You may, for instance, need some help with Elizabethan English to enjoy him, and you will almost certainly need to be filled in now and then on the Renaissance Theater, English history, or social customs. After that, I will do my best to lead an animated discussion, playing devil’s advocate as need be. In a successful class, some of you will continue to carry on the discussion on outside the classroom — you will, in other words, make the argument your own.

Now, the other question: why these particular plays. This is, as I hope you know, an impossible question. Many universities have *two* Shakespeare courses—pre and post 1600—to avoid this very dilemma, and I wish we did likewise. So let me begin by assuring those who have missed an old

favorite that I never leave out a play without agonizing over it. If it were feasible, we would certainly read 14 plays instead of 8 (and my graduate class really does cover that number). Should I teach the “big plays” that everyone has heard of, or should I rather emphasize great plays that you might otherwise miss? Should I balance comedies and tragedies? And how do I handle the histories, based as they are upon the British civil war that Americans know so little about? Writing a syllabus is, in short, a balancing act—a compromise between several, all-too-contradictory principals. When possible, I have tried to help future teachers by covering as many of the plays you are likely to teach as possible. Syllabus choices are endless, and this one (like all my syllabi) is composed of compromises. Enjoy!

Student Learning Outcomes

1. Students will be able to master the literary diction necessary to comprehend Early Modern English.
2. Students will be able to produce an annotated bibliography with at least 8 peer-reviewed literary articles in MLA format.
3. Students will be able to produce a literary research paper with a focused argument, a comprehensive review of the relevant scholarship, and conclusions based on close literary analysis of the text.

Grading Criteria

Annotated Bibliography #1	10%
Annotated Bibliography #2	10%
Research Paper	20%
Exam #1	20%
Exam #2	20%
Exam #3	20%

***Participation** - 2% for each absence after the first four.

Grading Criteria, Elaborated

Your grade this semester will be based on five main criteria, distributed more or less equally throughout the semester as follows; 3 exams, 2 annotated bibliographies, and one research paper. Notice that each exam is equally weighed, that one research paper equals one exam, and that two bibliographies equal one exam/research paper. This is not of course an accident; I want my students to know exactly where they stand at all times. I am keeping the grading simple on purpose in other words. If at any time you are uncertain of your grade, all you have to do is average your grades, counting the two bibliographies as one.

Exams: the first two exams will be taken in class; the last exam will be taken during final exam week. This means of course that time will be limited during the first two exams. The first two exams therefore will consist of some combination of the following:

Identification questions (no more than 20%)

Short answer questions

Limited Essay Question (only 1).

Identification questions will always consist of quotes; I don't use name-identification. There will also always be an element of choice: that is, I may ask you to pick 4 out of 5 or 3 out of 4, but you may always skip one.

Short answer questions vary somewhat. Sometimes a few words will be enough; sometimes you may need to write several sentences. Each question will be limited in its focus however, and points will always be distributed in multiples of 5: generally 5 or 10 pts each. Often I group these questions together under a general heading (i.e. TOPIC: a (5 points), b (10 points), c (5 points). If you have any doubt at all what I am asking, feel free to ask me to rephrase. I will not look at an answer you've written, but I will rephrase as often as you need.

Limited Essay questions may or may not appear on any given exam, depending chiefly on how many short answer questions I ask you first. If I include one, it will not be "comprehensive;" rather, I will ask one focused question, and ask you to apply it to more than one play/poem

Annotated Bibliographies: Each student will put together two **Annotated Bibliographies** this semester. Ultimately, **one** of these bibliographies will become the basis of your research paper.

Each bibliography must be designed to answer a **Research Question** focusing on one or more of the plays we have read thus far (or sonnets in the first case). You must turn in a literary question in advance, and I must approve it.

Research Questions must be literary in nature, and must focus on some aspect of one or more of the plays read thus far.

Bibliographies **may and should** change between their first appearance, and whatever you attach to your final research paper. Inevitably, you will find as you write that you don't need one article after all, or you need another source that you did not previously include. Think of bibliographies as living creatures: they morph. The bibliography grade however will be determined by the one you turn in on the due date.

Each preliminary bibliography (the ones I grade separately) **MUST** consist of at least **8 peer-reviewed articles from Literary Journals**. This does not mean you can't add scholarly books later, when you write the actual paper; feel free. You may also add (if your paper requires it) peer-reviewed historical sources, or peer-reviewed psychology sources, etc etc. This is an English class however, and I want to make absolutely sure that every student has researched the literary articles available before going beyond it. Initially therefore, all bibliographies must focus exclusively on articles from literary journals obtained via **Library Databases**.

Warning: DO NOT use Google, Yahoo, etc when searching for peer-reviewed articles! Sources designed for students are almost never peer-reviewed, and **will not count**. You **must** use a library database to find peer-reviewed sources. This does not mean you have to go to the library in person however; most journals are available on line. I recommend MLA or Jstor for literary journals that cover Shakespeare (though this is not a requirement).

The grading criteria for preliminary bibliographies (the ones I grade separately) are as follows:

- 1) You must include a well-focused Research Question or Statement above each bibliography. This cannot be a mere “subject;” neither can it be a vague fishing expedition (“feminism in Twelfth Night” for instance would not be enough; you would have to include a tentative conclusion.).
- 2) Bibliographies must conform to **MLA format (Required: look up MLA format online)**
- 3) Bibliographies must consist exclusively of **peer-reviewed articles**.
- 4) Bibliographies must consist of **literary sources**. This means the journals they are taken from must be literary. Other sources – historical, psychological, whatever – may be included only as “extras.”
- 5) There must be at least **8 items in each bibliography**, all of which conform to the requirements
- 6) Each item must contain a **3-4 sentence description that relates the contents of the essay to your own researches**. This must include a summary of the argument, and it must give me some idea of how the argument progresses.

When I grade your bibliographies, points will be distributed as follows:

- 1) Research Question or Statement: 20 pts. Half of this will be given for “good faith effort;” the other half will be allotted only to well conceived and focused Questions/Statements.
- 2) Peer Reviewed: 20 pts.
- 3) 8 items: 20 pts.
- 4) An analytical, 3-4 sentence description: 20 points.
- 5) MLA format: 10 pts. (I am reducing this, now that you know the format. Note however that you must alphabetize to gain these points).
- 6) Literary sources: 10 pts.

Research Papers: Research Papers must be:

8-10 pages long, assuming roughly 250 words per page. This does NOT include the bibliography or any title page (note that title pages are NOT required, and I am not even particularly fond of them). Please double-space.

Research papers must be born out of one of the two annotated bibliographies previously turned in, and they must contain an attached bibliography, though that biblio may morph somewhat from the original.

Research papers must make a clear and well defined argument, and that argument must be one that **needs to be made** – i.e. it must be one that reasonable people could disagree with. Do NOT simply try to “prove the obvious;” I will view any such paper with extreme prejudice.

Research papers must make **literary arguments**. It is perfectly acceptable to include material from other disciplines, but the chief interest of the argument must be literary.

All quotes and references to research material must be referenced in accordance to MLA bibliographical requirements. This means (among other things) that you will include not only a source but a page number (in parenthesis) for each reference.

Policy Statements

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook.

<http://www.tamuc.edu/admissions/registrar/documents/studentGuidebook.pdf>

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

ADA Statement

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gea Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: Rebecca.Tuerk@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex,

national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Grievance Procedure

Students who have concerns regarding their courses should first address those concerns with the assigned instructor in order to reach a resolution. Students who are unsatisfied with the outcome of that conversation or have not been able to meet individually with their instructor, whether in-person, by email, by telephone, or by another communication medium, should then schedule an appointment with the Department Head or Assistant Department Head by completing a Student Grievance Form (available in the main office, HL 141). In the event that the instructor is the Department Head, the student should schedule a meeting with the Dean of the College of Arts, Sciences, and Humanities after following the steps outlined above; if the instructor is the Assistant Department Head, students should schedule a meeting with the Department Head. Where applicable, students should also consult University Procedure 13.99.99.R0.05 (“Student Appeal of Instructor Evaluation”).

Collection of Data for Measuring Institutional Effectiveness:

In order to measure the level of compliance with the university’s Institutional Effectiveness guidelines, throughout the semester, I will collect some of the ungraded texts you produce. The texts will be part of a portfolio created on your behalf and will be measured to ensure that our program “promotes practices that result in higher student academic achievement; an enhanced student experience; aligned and transparent decisions; and readily available information for improvement, accountability, and accreditation” (see “Department of Institutional Effectiveness,” <http://www.tamuc.edu/aboutus/institutionalEffectiveness/default.aspx>). This is solely an assessment of program effectiveness and in no way affects students’ course grades or GPAs.

Notice for Future Teachers

Teacher Certification Requirements

If you plan to teach in the public schools, the following information is important. As of Fall 1999, only the Department of Literature and Languages can generate the bar code approval forms for students taking certification exams in English, ESL, and Spanish. Students **MUST** meet with the appropriate Advisors to begin the process of gaining bar code approval. This process includes an evaluation (whether or not students are at risk for failing the certification exam) and workshops or tutorials. Department Advisors are:

ENGLISH Dr. Susan Stewart, HL 314, 903-886-5272
Susan.Stewart@tamuc.edu

ESL Dr. Hunter Hayes, HL 229, 886-5254
Hunter.Hayes@tamuc.edu

SPANISH Ms. Inma Lyons, HL 317, 886-5273
Inma_Lyons@tamuc.edu

Secondary TExES 8-12:

This course has assignments that cover three competencies from Domain I: Integrated Language Arts, Diverse Learners, And The Study Of English (#1-3); four competencies from Domain II: Literature, Reading Processes And Skills For Reading Literary And Nonliterary Texts (#4-7); and two competencies from Domain III: Written Communication (#8-9).

Students who have taken this course will:

understand and apply knowledge of relationships among the language arts and between the language arts and other aspects of their lives and learning; Understand the continuum of language arts skills and expectations for students in grades 8-12, as specified in the Texas Essential Knowledge and Skills (TEKS); Understand relationships among reading, writing, speaking, listening, and complex thinking; understand how the expressive uses of language (speaking, representing, writing) and the receptive uses of language (listening, reading, viewing) influence one another.

1. understand the structure and development of the English language; know rules of grammar, usage, sentence structure, punctuation, and capitalization in standard English and are able to identify and edit nonstandard usage in his or her own discourse and the discourse of others; know how purpose, audience, and register affect discourse.
2. understand reading processes and how to apply those processes; understand and promote reading as an active process of constructing meaning; understand reader response; know how text characteristics and purposes for reading determine the selection of reading strategies and teaches

students to apply skills and strategies; understand comprehension strategies to use before reading (for example, predicting, recalling prior knowledge), during reading (for example, note taking, mapping, paired reading), and after reading (for example, retelling, summarizing, responding); understand the role of social interaction in reading; know how reading experiences can enhance the understanding of and respect for diversity and increase knowledge of cultures.

3. understand reading skills and strategies for various types of nonliterary texts; demonstrate an understanding of the characteristics and uses of various types of research tools and information sources; understand steps and procedures for engaging in inquiry and research.
4. understand literary elements, genres, and movements and can demonstrate knowledge of a substantial body of literature; demonstrate knowledge of genres and their characteristics through analysis of literary texts; demonstrate knowledge of literary elements and devices, including ways in which they contribute to meaning and style, through analysis of literary texts; demonstrate knowledge of a substantial area of literature.
5. understand strategies for reading literary texts; demonstrate knowledge of various types of responses to literary texts (for example, experiential, aesthetic, pragmatic); know how to draw from wide reading in American literature; use technology to promote engagement in and comprehension of literature; know strategies for creating communities of readers and for promoting conversations about literature and ideas; understand strategies to use for analyzing and evaluating a variety of literary texts, both classic and contemporary; apply strategies to view literature as a source for exploring and interpreting human experience; apply effective strategies in exploring and discovering the personal and societal relevance of literature; understand relationships among literary works from various times and cultures; analyze how literary elements and devices contribute to meaning and synthesize and evaluate interpretations of literary texts.
6. understand writing as a recursive, developmental, integrative, and ongoing process; understand recursive stages in the writing process (for example, prewriting, drafting, conferencing, revising, editing, publishing, and how to provide effective feedback in all phases of the writing process; understand writing as a process that allows people to construct meaning, examine thinking, reflect, develop perspective, acquire new learning, and influence the world around them; apply writing conventions, including sentence and paragraph construction, spelling, punctuation, usage, and grammatical expression; apply criteria for evaluating their own written work and the writing of others; understand and promote the use of technology in all phases of the writing process and in various types of writing, including writing for research and publication.
7. understand effective writing and how to write effectively in a variety of forms and for various audiences, purposes, and contexts; understand the distinguishing features of various forms of writing (for example, reflective essay, autobiographical narrative, editorial, report, memorandum, summary/abstract, resume, play, short story, poem); apply skills and strategies for writing effectively in a variety of forms and for a variety of audiences, purposes, and contexts; understand and teaches how a writer's purpose and audience define appropriate language, writing style, and text organization; analyze the use of literary devices (for example, imagery, tone, dialogue, characterization, irony, figurative language) in writing; understand writing as a tool for inquiry, research, and learning; understand how to evaluate critically the sources they use for their writing; understands about plagiarism, academic honesty, and integrity as applied to written work and the presentation of information from different sources, including electronic sources; understand the importance of using acceptable formats for communicating research results and documenting

sources (for example, manuals of style such as *Modern Language Association Handbook* [MLA style]).

