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| ENGL 350-1 | Shakespeare: The Tragedies (3) |
| 10451 | Spring 2016 |
| Professor: | June Sylvester Saraceno |
| Phone: | 7514 |
| Email: | jsaraceno@sierranevada.edu |
| Office and hours: | PL 201, T/Th 2:00-4:00 and by appointment |
| Class Meeting Time: | PL 320 M/W 11:30-12:45 |
| Prerequisites: | ENGL 101 |

Course Description:

ENGL 350: The Tragedies of Shakespeare (3) [AY]

Prerequisite: ENGL 101. This course focuses on elements of tragedy, characters, and historical context in selected plays from Shakespeare. The course also involves comparison and critiques of various film versions of selected plays.

Required Texts: *

1. *Simply Shakespeare*; Toby Widdcombe, Pearson; ISBN: 0-321-07704-0
2. *Romeo and Juliet*; Signet Classic
3. *Hamlet*, Signet Classic
4. *Othello*, Signet Classic
5. *King Lear*; Signet Classic
6. *Macbeth*; Signet Classic

* Please purchase the books listed even though these works exist in other texts. I have kept costs to a minimum and I would like for the entire class to be on the same page, literally.

Recommended Texts:

1. *Little, Brown Compact Handbook* or similar grammar text

Instructional Strategies:

Instruction for this class includes lectures, in class discussions, videos, quizzes, responses posted on Moodle, small group work/student readings, skits and presentations.

Student Outcomes:

On successful completion of this course, a student will be able to:

1. Define tragedy by listing and explaining conventions of the genre
2. Examine and analyze plays in depth
3. Demonstrate verbally and in writing knowledge of plot, theme and style of each play
4. Demonstrate verbally and in writing knowledge of specific critical essays on the plays
5. Articulate central themes and unifying features of Shakespeare's comedies

Methods of Assessing Student Outcomes:

Student outcomes will be assessed using the following:

1. Quizzes, exams
2. Written assignments (Moodle, response papers, etc)
3. Discussions, presentations, readings
4. Individually designed project

Class Requirements:

Students will be required to do a significant amount of reading including reading aloud in class. We will view clips from many of the plays we study and students will also act out scenes. Students are responsible for all material covered during the course whether handed out in class, shown as video in class, posted on Moodle, discussed in class, read as an assignment, or disseminated in any other way. Keep track of your work, including print outs of electronic files if necessary. Quizzes, exams, and various writing assignments will be based on material covered during the course. Quizzes are given in the first ten minutes of class and may not be made up at any other time. There is also a midterm and final exam and one project required.

Attendance:

Students are expected to attend every class. The class begins promptly at 11:30; please be on time. Chronic lateness will result in point deductions. (Additionally, FYI, I view chronic lateness as disrespectful of others' time, both mine and your classmates'.) If a student is absent, work due on that day is still due. It may be e-mailed, brought in by a classmate, or by whatever means students find convenient. Work is due at 11:30 when the class begins. Attendance results in points accrued (or lost) and is a significant part of the grade for this class. Some absences are excused and do not adversely affect students' grades. These include absences followed by a note from a medical facility identifying you were under medical care on that day at that time, and absences resulting from attending school-related trips. Other absences may be excused if the situation warrants. It is the students' responsibility to see me to discuss the nature of the absence. Please plan to stay for the entire class. If you know you will need to leave early on any given day, please let me know before class begins.

Project:

Students are required to complete one project to present to class. Project topics include but are not limited to:

- Score and cast a play with contemporary actors (explain choices)
- Present on Shakespeare's English (explain evolution to modern English, development of the language)
- Create a short film based on or excerpted from one of the plays
- Diagnose five characters' mental illness (psychology majors), explain, support and develop treatment plan
- Explore signs, symbols and songs in the plays we study (traditional meanings, folklore associations, etc)
- Present on supernatural beliefs in Shakespearean England (reign of Elizabeth I and James I)

- Create a graphic novel of one of the plays (over 10 pages)
- Create lesson plans for teaching one of the plays to high school students
- Present on Shakespeare's world – geography, customs, demographics of Avon-upon-Stratford and/or London
- Conceive of your own project (must be approved by me by the end of the second week)

The project involves research but does not necessarily require a research paper to be written. Project ideas/plans should be submitted to me for approval by the end of the second week of class. Follow individual areas of interest when determining the project idea. Projects will be evaluated on content and form. Content involves evidence of research, creativity, application, coherence, depth/breadth, sustained focus and other evidence of knowledge of subject. Form involves polished presentation, professional appearance of materials, delivery of information and other elements.

A presentation date sign up sheet will be distributed and students may select their preferred date to present. **Points (15) will be deducted if that date is changed.**

Classroom etiquette:

In addition to arriving on time with your homework completed, please be aware of some classroom expectations.

- Plan to remain in the class for the entire hour and 15 minutes that class is in session, ie: take care of your needs before or after class.
- Enjoy your food and beverages before or after class, not during class.
- Respect your classmates. This includes listening when they speak (and not speaking over a class member), preparing your group work as assigned, avoiding distracting behaviors, and in general being present and respectful.
- You will not need laptops for most class sessions, so on most days I will expect your laptops not to be open in front of you. Similarly, please do not text, check emails, or engage in any other use of personal devices. Be present and focus on class content.
- In general, conduct yourself with self-respect and other-respect. Engage. Learn. Interact appropriately.

Grading Policy:

Grades are based on the accumulation of points during the semester in the following ways:

200 skits, readings, group work, participation
 200 points quizzes
 100 response paper
 100 points Moodle
 100 points midterm exam
 150 points final exam
 150 points project

Extra Credit points available:

25 points costumed dramatic monologue (20 or more lines memorized)

100 points -- 20 points per play journal – 300 word minimum per play addressing major issues, your questions, your answers to your own questions, literary devices used (must be turned in on or before the class when we move to the next play). No journals will be accepted after the cut off date (don't even consider handing in five journals during final exam week – not an option).

Points available = 1,125
Above 1,000 points = A+

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| 1,000-900 | A |
| 899-800 | B |
| 799-700 | C |
| 699-600 | D |

Class Schedule

| date | in class | homework |
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| 1/20 | Course Overview: Syllabus, Assignments, Texts, form 5 groups, intro to William Shakespeare, Shakespearean English (modern English) | read <i>Romeo and Juliet</i> |
| 1/25 | Aristotelian Tragedy, discuss reading, marriage and betrothal customs, view video clip, groups meet | <i>Romeo and Juliet</i> , groups outline assigned <i>Shakespeare</i> pages 1-45 |
| 1/27 | R&J group plot overviews and discussion | read <i>Simply Shakespeare</i> 46-65 |
| 2/1 | R&J as example of Aristotelian tragedy, groups present, submit project plan and date | read introduction to <i>Hamlet</i> , work on skits |
| 2/3 | student performances, R&J video | read <i>Hamlet</i> , read <i>Simply Shakespeare</i> 66- |
| 2/8 | discuss reading, view video clip | <i>Hamlet</i> , groups outline assigned acts |
| 2/10 | <i>Hamlet</i> group plot overviews and discussion | read <i>Simply Shakespeare</i> 114-149 |
| 2/17 | [2/15 Presidents Day] Hamlet: love, madness, action and no action | work on skits, read <i>Macbeth</i> intro |
| 2/22 | discussion and skits, video clips: who does Hamlet best? | read <i>Simply Shakespeare</i> 150-184 read <i>Macbeth</i> |

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| 2/24 | Macbeth video clips, groups outline | <i>Macbeth</i> |
| 2/29 | discussion, role of the supernatural | review <i>Macbeth</i> work on skits |
| 3/2 | skits, discussion | read <i>Simply Shakespeare</i> 185-212 |
| 3/7 | review for exam | review all reading, handouts, postings, etc |
| 3/9 | Midterm Exam | read <i>Othello</i> |
| 3/14-16 | Spring Break | read <i>Othello</i> |
| 3/21 | introduction to <i>Othello</i> , video clips | read/review <i>Othello</i> |
| 3/23 | <i>Othello</i> group-led play review | prepare skits |
| 3/28 | skits, discussion | work on projects, read <i>King Lear</i> |
| 3/30 | work day – project research | read <i>King Lear</i> |
| 4/4 | intro <i>King Lear</i> video clips | <i>King Lear</i> and edit, revise, refine projects |
| 4/6 | groups present, Lear discussion | project work |
| 4/11 | skits, project presentations | project work and response paper |
| 4/13 | student project presentations | response paper |
| 4/18 | Response paper due, student project presentations | review all |
| 4/20 | student projects | review all |
| 4/25 | student projects | review all |
| 4/27 | student projects, video clips | review all |
| 5/2 | student projects, themes overview | review all |
| 5/4 | Review for final | review all reading for final, thematic connections |
| 5/ | Final Exam date TBA | |

Academic Accommodations:

In accordance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations. If a student wishes to request an accommodation, please contact the Director of Academic Support Services, Henry Conover, at (775) 831-1314 x7534, hconover@sierranevada.edu or visit his office on the third floor of Prim Library within the first week of the semester.

The SNC E-mail System:

The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year. Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having e-mail redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.

Faculty/Student Honor Code:

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

Consequences for Violating the Honor Code:

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the honor code and consequences for violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes cheating, plagiarism and fabrication, and refraining from these and other forms of academic dishonesty. Violations of the honor code become part of a student's academic record.

SNC's Disciplinary Sanctions for Honor Code Violations:

1st Offense: Student receives a zero for assignment/exam and counseling with

faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

2nd Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.

3rd Offense: Student is expelled.

The SNC Mission Statement:

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the liberal arts and professional preparedness through an interdisciplinary curriculum that emphasizes entrepreneurial thinking and environmental, social, economic and educational sustainability. Core themes are Liberal Arts, Entrepreneurial Thinking, Professional Preparedness and Sustainability.