



## ENGL 350 Shakespeare

Spring 2024, Harlaxton

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Instructor	Dr Lindy Rudd
E-mail	<a href="mailto:lindy.rudd@googlemail.com">lindy.rudd@googlemail.com</a>
Course Meeting Days and Time	Tuesdays and Thursdays, 2:30-3:45pm
Required Experiential Learning Dates	Friday 9 <sup>th</sup> February: visit to Shakespeare's Birthplace, Stratford-upon-Avon Visiting theatre company rehearsal (evening - date TBC)
Office Hours	Tuesdays and Thursdays by appointment

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### Catalog Description:

This course provides students with an exploration of the works of William Shakespeare, as well as the cultural and historical contexts from which his works emerged. Shakespeare's plays will be examined for both their poetic and their dramatic qualities, focussing on text and performance. The plays will be read in both their Early Modern context, and their changing production in the modern world considering cultural shifts in issues such as white privilege and diversity, race, colonialism, gender, and dramaturgy. The course will consider a range of genres – comedies, histories, tragedies and a so-called romance or late play.

*Prerequisite: Complete one ENGL course or permission of instructor.*

### Credit Hour Policy Statement:

"This class meets the federal credit hour policy of 1 hour of class with an expected 2 hours of additional student work outside of class each week for approximately 15 weeks for each hour of credit, or a total of 45-75 total hours for each credit." (Def 1)

### General Education Requirements:

University of Evansville students enrolled on ENGL 350 are eligible for General Education credit for Outcome 2

### Course Learning Objectives:

- use techniques of close-reading of the plays necessary for discussion, presentations and writing assignments;
- interpret the plays in terms of both historical contexts contemporary with Shakespeare and in terms of modern-day critical questions;
- understand how performance articulates multiple interpretations of the play;
- express personal creativity and critical thinking;
- work collaboratively with peers.

### Methods of Instructions:

A combination of in-class lectures, group discussion of literary texts, presentations, screenings, class-related activities, and experiential learning days.

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### Textbooks and Required Reading:

1. *The Norton Shakespeare*, 3rd revised edition. (Norton Publishing, 2015) This has been edited especially for American students and has excellent supplemental information both in the volume and digitally online.
2. There will be suggested filmed versions to view alongside readings.

### Course Schedule:

Week 1 (16 & 18 Jan)	1. Independent Reading Task <i>Shakespeare plays on Renaissance stages</i> 2. <b>Hamlet</b> : Shakespeare's Advice to the Players
Week 2 (23 & 25 Jan)	<b>Romeo and Juliet</b> : Sonnets and Sadness
Week 3 (30 Jan & 1 Feb)	<b>The Taming of the Shrew</b> : Punishment and Politics (2005 BBC <i>Shakespeare Re-Told</i> )
Week 4 (6 & 8 Feb)	<b>Richard II</b> : Buckets and Blight (2016 BBC <i>The Hollow Crown</i> series version)
Week 5 (13 & 15 Feb)	<b>Richard III</b> : Rewriting His-story <b>Outline of group presentation due</b>
Week 6 (20 & 22 Feb)	<b>Othello</b> : Handkerchiefs and Hatred (2016 RSC)
Week 7 (27 & 29 Feb)	<b>Group Presentations due by 29<sup>th</sup> February</b>

MID TERM BREAK (1 - 11 March)
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Week 8 (12 & 14 Mar)	<b>As You Like It</b> : Families and Forests
Week 9 (19 & 21 Mar)	<b>The Merchant of Venice</b> : Jews and Gaols (2004, dir. Michael Radford)
Week 10 (26 & 28 Mar)	<b>Hamlet</b> : Revenge and Remembrance <b>Outline of creative project/essay plan incl annotated bibliography due</b>
Week 11 (2 & 4 Apr)	<b>A Midsummer Night's Dream</b> : Magic and Mechanicals (2016 BBC)
Week 12 (9 & 11 Apr)	<b>Creative projects due</b>
Week 13 (16 & 18 Apr)	<b>The Tempest</b> : Lateness and Labels (2014 Shakespeare's Globe) <b>Final paper due 18<sup>th</sup> April 11pm</b>
Week 14 (23 & 25 Apr)	Course review and performances



### Grading Criteria:

Students will be graded on the following assessments:

Assignment	Value	Submission Due	Status
Group Presentation	20% of overall grade	29 February	Mandatory
Outline/annotated bibliography	10%	28 March	Mandatory
Creative project	30%	11 April	Option A
1000-word reflective account	30%	18 April	Option A
2500-word essay	60%	18 April	Option B
Class Participation	10% of overall grade		Mandatory

### Group Presentation

The group presentation will be a 10-minute presentation, on an abstract discussion topic of your choice, agreed with the tutor in advance. It will be assessed for both group and individual effort. This means that as well as assessing against the same academic criteria as written work (where the ability to present information verbally will be assessed instead of written presentation) individuals will be assessed on their level of contribution to the group, and their ability to contribute equally without dominating. 80% of the marks will be awarded for group outcome, and 20% for individual contribution.

### Outline/Annotated Bibliography

Your outline should present a clear structure and summary of the points you will cover in each paragraph. The annotated bibliography shows the extent of your literature search and an understanding of the research material. It is a list of sources, adhering to a recognised referencing convention, followed by a summary of the material, the authors' main arguments and conclusion, and its usefulness for researching your question.

### Option A - Creative Project

Your creative project should respond to one or more of the plays studied on the module and should be based on a clear research question, for example, 'How might an adaptation of *Twelfth Night* work today in light of Viola's decision to cross-dress in Shakespeare's play?' or it might be open-ended, for example, 'How might a set design for *Richard II* respond to the play's verbal imagery?' The aims of your project should be clear and focused, and expressed in the accompanying reflective essay.

The creative project can be chosen from the following examples, but other ideas can be discussed with your tutor.

- Creative writing (poetry, plays, screenplays, short stories, novel chapters)
- Visual art (paintings, photography, drawings, sculptures, graphic novels, scrapbooks)
- Design (set, costume, publicity images, projections)
- Performance (drama, dance, music, monologue, installation)
- Media (short film, radio drama, recorded music, computer game)
- Lesson/workshop plans
- Educational/text-based workshop or rehearsal

Live performance and workshops will be examined in a 20-minute slot consisting of a performance/presentation followed by a short question session by your peers.



## Creative Project Grading Rubric

Grade	Assessment Criteria
<b>A</b>	Demonstrates an excellent understanding of technical/stylistic challenges of material; an excellent dramatic/creative interpretation; a unique and novel use of source material; an excellent and entertaining presentation of project
<b>B</b>	Demonstrates a very good understanding of technical/stylistic challenges of material; a very good dramatic/creative interpretation; a novel use of source material; a very good and entertaining presentation of project
<b>C</b>	Demonstrates a clear understanding of technical/stylistic challenges of material; a competent dramatic/creative interpretation; a good use of source material; a good and entertaining presentation of project
<b>D</b>	Demonstrates a limited understanding of technical/stylistic challenges of material; a fair dramatic/creative interpretation; a limited use of source material; a somewhat entertaining presentation of project
<b>F</b>	No understanding of technical/stylistic challenges of material; a poor dramatic/creative interpretation; no use of source material; no entertainment value

### Option A - Reflective Essay

The Reflective Essay is a mandatory part of the assessment and should be written as a normal academic essay, with a clear sense of focused, analytical thinking and wider reading. You should critically reflect on the extent to which your project has helped you to explore your research question and be contextualised and informed by relevant theory. You must include a bibliography and present it to normal scholarly standards.

### Option B - Essay

You may develop your own question and agree it with the tutor in advance. It should be focused on one or two of the plays studied. It should have a clear thesis statement and develop an argument that answers the question.

### Essay Grading Rubric

Academic Criteria	<i>Excellent</i> <b>A</b>	<i>Strong</i> <b>B</b>	<i>Satisfactory</i> <b>C</b>	<i>Weak</i> <b>D</b>	<i>Unsatisfactory</i> <b>F</b>
<b>Clarity and quality of analysis and argument</b>	Clear, cogent, extraordinarily original case, establishing a clear position and developing it throughout	Clear, cogent, persuasive case with considerable originality. May contain minor ambiguities in justifying or developing the case	Competent case; perhaps limited in scope or justification.	Poor or overly limited argument or reasoning; case not developed or justified.	Incoherent, impenetrable argument or absence of argument
<b>Research: use of appropriate reading and sources</b>	Well-chosen evidence, used convincingly as the basis for supporting claims	Well used evidence to clearly support the case on the whole	Some examples support the case but not enough or the links need to be clearer or more developed	Some examples illustrate the theme, but research, quotes or sourced materials do not provide enough evidence for claims	None used; or used inappropriately
<b>Exploration of topic</b>	Extensive knowledge of relevant theory and context	Clear understanding of relevant theory and context	Some inaccuracies, but theory and context generally understood	Limited awareness of theory and context	No evidence of awareness of relevant issues
<b>Structure, presentation, use of English and referencing</b>	Entirely appropriate. Layout, paragraphs, font, spacing etc. correct and neat. Inventive and fluent. Correctly and extensively used references. No errors.	Generally appropriate. Layout, paragraphs, font, spacing etc. correct and neat. Fluent and appropriate. Correctly used referencing. Few errors.	Adequate; some aspects need more coverage, or coherent ordering. Layout, paragraphs, font, spacing etc. generally correct. Generally clear and effective. Referencing generally adequate. Some technical errors.	Unbalanced coverage, or lack of overall coherency. Layout, paragraphs, etc. poorly presented. Problems of vocabulary or grammar; meaning is sometimes unclear. Major technical errors in referencing. Errors predominate.	Inappropriate; major themes marginalised, or incoherent structuring. Major weaknesses in vocabulary or grammar; incoherence. No discernible consistency with any referencing system. Inappropriate for academic work.



### Class Participation

Class participation recognises characteristics which promote effective learning practices: individual preparation, participation, and collaboration in class and asynchronous activities.

Grade	Assessment Criteria
A	Consistently excellent contributions to seminars, evidencing extensive preparatory reading and an excellent understanding of relevant issues
B	Consistently contributions to seminars, displaying good preparatory reading and a solid understanding of relevant issues
C	Inconsistent contributions to seminars and limited evidence of preparatory reading and a simple understanding of relevant issues
D	Limited contributions to seminars and little evidence of preparatory reading and a poor understanding of relevant issues
F	No positive engagement with seminar, no evidence of preparatory reading

### Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

### Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty.

### Policy Governing Excused Absences.

- Excused absences are not given to facilitate student travel independent of College-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.



The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

#### **Honor Code:**

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

**AI may be used only with prior permission or direction by the instructor.**

- All work submitted in this course must be your own.
- The use of generative AI composition tools, such as those offered by ChatGPT, Google Bard etc. is prohibited in this course except for specific assignments and subject to the instructor's guidelines.
- Work generated by such tools without proper attribution is plagiarism and, thereby, a breach of the University's Plagiarism and Academic Honesty policy.

#### **Disability Policy:**

It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.



### Non-Discrimination Statement

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

### Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered “Responsible Employees” under the applicable federal guidelines and the University’s policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator: [cs175@evansville.edu](mailto:cs175@evansville.edu) ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: [kg77@evansville.edu](mailto:kg77@evansville.edu) ·

Title IX: [titleix@evansville.edu](mailto:titleix@evansville.edu)

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

#### University of Evansville

- Counseling Services: [counselingservices@evansville.edu](mailto:counselingservices@evansville.edu), 812-488-2633
- Health Center Professionals: [healthcenter@evansville.edu](mailto:healthcenter@evansville.edu), 812-488-2033
- University Chaplain: [chaplain@evansville.edu](mailto:chaplain@evansville.edu), 812-488-5262

#### Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, [lseyby@harlaxton.ac.uk](mailto:lseyby@harlaxton.ac.uk)
- Counselling Services: [counselling@harlaxton.ac.uk](mailto:counselling@harlaxton.ac.uk)