

Shakespeare

ENGL 350 Shakespeare Spring 2025, Harlaxton

Instructor	Dr Lindy Rudd	Phone	N/A
Office Location	Faculty Office	Email	lr251@evansville.edu
Course Meeting Days and Time	Tuesdays and Thursdays 2.30pm – 3.45 pm Required Experiential Learning Saturday 8 th February	Student Drop-In Office Hours	Tuesdays/Thursdays by appointment
Course Mode	In-person		

Course Information

Catalog Description:

This course provides students with a holistic exploration of the works of one of the most read and studied authors in the world: William Shakespeare. A range of genres - comedies, histories, and tragedies - will be examined for their poetic and dramatic qualities. The plays will be read in different ways: in their Early Modern context, thinking about how the plays were constructed and performed; how the plays are read and interpreted dramatically today; and how the plays have been reimagined in changing social, cultural, and technological landscapes. Alongside a creative approach to the plays, we will consider why we should – or should not – continue to study Shakespeare after 400 years.

Credit Hour Policy Statement:

Standard lecture: “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 Outcomes:

- 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

Required Materials:

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. **This textbook is available on loan from the Harlaxton library – you do not need to purchase the play texts**
2. There will be suggested filmed versions to view alongside readings. Access to relevant streaming sites will be provided.

Methods of Instructions:

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

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.

Add/drop deadline for spring 2025:

Friday January 17

Grading Criteria:

Students will be graded on the following assessments:

Assignment	Value	Submission Due	Status
Group Presentation	20% of overall grade	Session 1 W/C 24 February	Mandatory
Outline/annotated bibliography	10%	Session 2 w/c 17 March	Mandatory
Creative project	40%	*Session 1 and/or 2 w/c 7 April (depending on class size)	Option A
1000-word reflective account	20%	18 April	Option A
2500-word essay	60%	18 April	Option B
Class Participation	10% of overall grade	Semester	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
A	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	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
C	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
D	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

F	No understanding of technical/stylistic challenges of material; a poor dramatic/creative interpretation; no use of source material; no entertainment value
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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, agreed 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 A</i>	<i>Strong B</i>	<i>Satisfactory C</i>	<i>Weak D</i>	<i>Unsatisfactory F</i>
Clarity and quality of analysis and argument	Clear, cogent, extraordinarily original case, establishing a clear position and developing it throughout	Clear, cogent, persuasive case with considerable originality. 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
Research: use of appropriate reading and sources	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 sourced materials do not provide enough evidence for claims	None used; or used inappropriately
Exploration of topic	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
Structure, presentation, use of English and referencing	Entirely appropriate. Layout, paragraphs, font, spacing etc. correct and neat. Inventive and fluent. Correctly and extensively	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.	Unbalanced coverage, or lack of overall coherency. Layout, paragraphs, etc. poorly presented. Problems of vocabulary or grammar; meaning is sometimes	Inappropriate; major themes marginalised, or incoherent structuring. Major weaknesses in vocabulary or grammar; incoherence. No discernible

	used references. No errors.		Referencing generally adequate. Some technical errors.	unclear. Major technical errors in referencing. Errors predominate.	consistency with any referencing system. Inappropriate for academic work.
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Class Participation

Class participation recognises characteristics which promote effective learning practices: individual preparation, the quality of participation, collaboration and interaction 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	Consistent 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

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.*

Unauthorized aid may include but is not limited to: using AI to generate scripts/research papers; contract cheating, submitting work previously used or assessed in another course; copying text or paraphrasing from a source without crediting the original author; citing non-existent sources or misinterpreting its contents.

Course AI Policy:

In this course, submission of any work that is not entirely your own is considered academic dishonesty. The use of generative AI tools such as ChatGPT are prohibited and constitute a violation of academic integrity as examples of unauthorized aid.

Course Schedule:

Week/dates	Session One	Session Two
1 w/c 13 Jan	Course welcome	Constructing Shakespeare
2 (20 Jan)	Shakespeare plays on Renaissance stages	<i>Romeo and Juliet</i> : Sources and Sonnets
3 (27 Jan)	Romeo, Romeo, wherefore art thou Romeo? Textual clues on character	<i>Romeo and Juliet</i> : Hidden in the text - stage directions

4 (3 Feb)	Adapting the Canon - what and why?	<i>The Taming of the Shrew</i> : Plot and problems
5 (10 Feb)	<i>The Taming of the Shrew</i> : TV adaptation 2005 BBC ShakespeaRe-Told (note: session will start 15 minutes early)	Reviewing the Shrew Guidance on group presentation
6 (17 Feb)	<i>The Merchant of Venice</i> : A comical history? Suggested film version: 2004 Dir: Michael Radford	Adapting The Merchant
7 (24 Feb)	Group Presentations	Your learning journey - what do you know now?

MID TERM BREAK (Feb 28-March 9)

Week/dates	Session One	Session Two
8 w/c 10 Mar	Welcome back and guidance on assessments	<i>Hamlet</i> : Revenge Tragedy Suggested film version: 2009 Dir: Gregory Doran
9 (17 Mar)	<i>Hamlet</i> : Shakespeare's Advice to the Players	Outline of creative project/essay plan with annotated bibliography due
10 (24 Mar)	<i>Richard III</i> : The True Tragedy Suggested film version: 2016 BBC <i>The Hollow Crown</i> Series 2 episode 3 Dir: Dominic Cooke	<i>Richard III</i> : Girl Power
11 (31 Mar)	Feedback on plans and guidance on written assessments	<i>As You Like It</i> : Comedy and melancholy Suggested film version: 2009 The Globe Dir: Thea Sharrock
12 (7 Apr)	<i>As You Like It</i> : Silence!	Creative projects*
13 (14 Apr)	Semiotics: Costumes and paratexts	Research paper/reflective account due 18th April
14 (21 Apr)	Your learning journey - where are you now?	Farewell to Shakespeare

*Creative Projects may also be presented in session one of week 12, depending on group size

University Policy Statements

Disability Policy:

The University of Evansville is committed to providing an accessible and supportive environment for students with disabilities. 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 at 812-488-2663 to

seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

Institutional Equity and Title IX

UE is committed to fostering an atmosphere free from harassment and creating an inclusive campus for all members of the University community regardless of their sex, sexual orientation, gender identity, race, religion, ethnicity, country of origin, ability, or veteran status. All Faculty members are considered Responsible Employees and required to report instances of discrimination, harassment, or sexual violence to the Office of Institutional Equity

You may also choose to speak to a Confidential Resource about your experience. Confidential Resources at the University include:

Counseling Services: 812-488-2663, counselingservices@evansville.edu

Crayton E. and Ellen Mann Health Center: 812-488-2033, healthcenter@evansville.edu

Spiritual Formation Coordinator: 812- 488-5265, spiritualformation@evansville.edu

If you or someone you know has been harassed, assaulted, or discriminated against you can find the appropriate resources by contacting the Assistant Director of Institutional Equity and Title IX Coordinator: email

titleix@evansville.edu ; phone (812) 488-5261. For more information visit

<https://www.evansville.edu/offices/titleix/policy.cfm> .

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. For more information contact the [Center for Inclusive Excellence](#).

Campus Safety

All members of the UE community are automatically enrolled in the Ace Alerts Emergency Alert System. When the system is activated, emergency notification information is sent in the following manner: calls to campus IP phones, text messages, emails, campus housing speaker system, active threat sirens (non-weather related), digital signage, and AlertUS desktop on campus-owned computers.

To contact the Office of Public Safety:

Emergencies: 812-488-6911

Non-emergencies: 812-488-2051

Complaints, Grievances, and Appeals

The University of Evansville seeks to resolve all student concerns in a timely and effective manner through policies and processes documented in the University [Course Catalog](#) and [Student Handbook](#).

Student Resources

Access the links below to connect with departments and resources that are here to support all UE students.

Academic Services: Contact the Center for Academic Advising to connect with academic support services including supplemental instruction, tutoring, and time management and study skills help.

Harlaxton College: academic support services are available from the student library

Blackboard Guides: Blackboard is the University of Evansville's course management system for online courses. Guides on using Blackboard can be found within [MyUE](#).

Writing Center : The Writing Center provides access to writing resources, appointments for one-on-one writing help, and assistance with any stage of the writing process.

Counseling Services: Counseling Services provides general, short-term counseling that assists students in identifying barriers and setting goals while improving coping strategies to achieve personal and academic goals.

Harlaxton College: Nurse: Lesley Selby, RGN, +44 01476 403027,

lseyby@harlaxton.ac.uk ; Counselling Services: counselling@harlaxton.ac.uk

University Libraries: Conduct research, access resources, and contact librarians for any research related help.