

Eng. 331: Shakespeare's Earlier Plays

*Reflections on
Shakespeare*



Dr. Jennifer Forsyth

forsyth@kutztown.edu

Office: Lytle 249, x34348

Office Hours: T/H 1:30-2:50; W 4-6; and by arrangement

Class: (section 010) T/H 12-1:20, LY 212

(section 020) T/H 3-4:20, LY 206



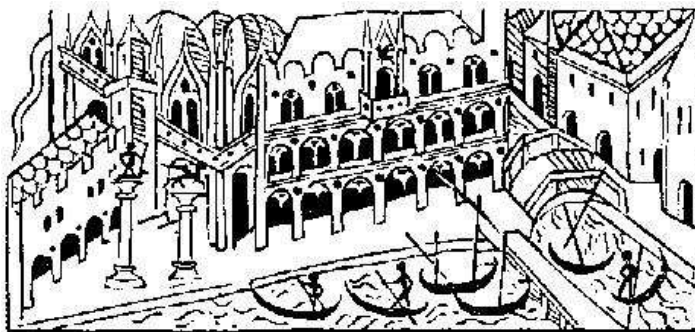
Two Gentlemen of Verona



- Aug. 26 Introduction
- Aug. 28 Act 1, Scene 1-2.3
OED Assignment due
- Sept. 2 Calendar Adjustment Day—No Class
- Sept. 4 2.4-3.2
Shakespeare Companion Assignment due
- Sept. 9 4.1-end
Response due

The Taming of the Shrew

- Sept. 11 Induction-1.2
- Sept. 16 2.1-4.1
Survey of Drama Criticism Assignment due
- Sept. 18 4.2-end
Response due
- Sept. 23 Read Rivlin, Elizabeth. "Mimetic Service in *The Two Gentlemen of Verona*." *ELH* 72 (2005): 105-28. Project Muse.



The Merchant of Venice

- Sept. 25 1.1-2.5
- Sept. 30 2.6-3.5
- Oct. 2 4.1-end
Response due
- Oct. 7 Draft of short paper due

Titus Andronicus

Oct. 9 1.1-2.2

SHORT PAPER DUE

Oct. 14 2.3-4.1

Oct. 16 4.2-end
Response due

Oct. 21 Read Garrett,
Cynthia E. "Sexual
Consent and the Art
of Love in the Early Modern English Lyric." *SEL* 44 (2004): 37-58. Project Muse.



Henry 5

Oct. 23 History Day!
Prologue-1.2

Oct. 28 1.3-2.4

Oct. 30 3.Cho-4.1

Nov. 4 4.2-end
Response due

Richard 3

Nov. 6 1.1-1.4

Nov. 11 2.1-3.3

Nov. 13 3.4-4.3

Nov. 18 4.4-end
Response due





Poetry

Nov. 20 Sonnet #1, 18, 20, 29, 33, 35, 40, 44, 55, 71
PAPER 2 DUE

Nov. 25 Sonnet # 73, 80, 87, 90, 94, 97, 106, 110, 113,
116

Nov. 27 **THANKSGIVING—NO CLASS**

Dec. 2 Sonnet #121, 126, 128, 129, 130, 135, 141, 144,
145, 154

Dec. 4 *Venus and Adonis*
Shakespeare Sonnet due

Final Exam time: Tues., Dec. 11, 11-12:50 (for the T/H 12-1:20 section)

Tues., Dec. 11, 2-3:50 (for the T/H 3-4:20 section)



Required Materials:

The Pelican Shakespeare (or other unabridged edition, preferably with act, scene, and line numbers)

Reliable access to an email account and the Internet

Note: there may be additional assigned readings or substitutions as our class develops.



COURSE OBJECTIVES

By the end of the semester, students will be able to perform the following:

- summarize the plot and events of Shakespeare's and other early modern plays
- criticize the plays' thematic and character developments
- demonstrate knowledge of early modern literary syntax, grammar, and vocabulary
- criticize Shakespeare's dramatic works from multiple perspectives, including literary, aesthetic, and theoretical
- interpret texts and subtexts
- apply select critical theories to Shakespeare's works
- interpret Shakespeare's works in their cultural and historical contexts
- demonstrate knowledge of advanced literary and critical practices in formal and informal writing
- interpret Shakespeare's use of sources
- identify poetic and rhetorical techniques
- interpret Shakespeare's plays as material artifacts
- write creatively in affective response to Shakespeare's works
- demonstrate an understanding of literary criticism as a discourse community by asking questions, raising issues, and voicing opinions in a collegial fashion

WARNING: ADULT CONTENT

During this class, in order to understand the content and cultural context of the works we read, we will have to discuss potentially sensitive or controversial topics such as sexual acts, procreation, body parts, and sexual orientation. My goal is never to make anyone feel uncomfortable during these discussions, but this may happen simply because of the subject matter. If you believe (or know) already that this will create a difficulty for you, you may wish to consider changing courses.

POLICIES

DISABILITIES

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Additionally, contact Disability Resources and Services at 610-683-4108 or in Stratton Administration Center 215 to coordinate reasonable accommodations if you are a student with a documented disability.

COMMUNICATION

My office hours (except during vacations or finals week) are times when I am always available to talk to you. If my regular office hours don't work with your schedule, let me know and we'll try to work out an alternative. If I am already talking with somebody during my office hours, please stick your head in the door to let me know you're waiting.

Our ability to work together depend a great deal on communicating clearly. If you feel lost or confused by a particular lesson or discussion, for instance, let me know as soon as possible—preferably in class, but outside of class if necessary. I want to help facilitate your learning, and I can be much more effective if you let me know how I can help.

I generally check my email daily and check my voice mail a few times a week. If you do not receive a response within a reasonable time frame—either by email or phone—there may be a technical difficulty, so please tell me before or after class or leave a note in my mailbox.

PARTICIPATION

You must come to class prepared, having read and completed all assignments to the best of your ability. Please hand in all assignments at the beginning of class. You will get as much out of the class as you put into it: if you treat the readings and assignments like busywork, you are unlikely to enjoy or profit from them. On the other hand, if you came to college in order to have all kinds of new experiences and to exercise your mind, you'll invest your time and energy into these assignments and may discover that study returns that effort with interest. Not only that, but it is impossible to get the most out of classroom activities and discussions if you are not prepared, and your participation grade, worth 20% of your overall grade, will suffer dramatically. Please bring the appropriate book or books every day.

The rest of the class depends on your insightful comments, probing questions, and inimitable sense of humor. Disagreements and discussions are also welcome within the bounds of politeness, coinciding with the Kutztown Code of Civility, of which the most pertinent points for our class will be your promise to “. . . respect the rights, feelings, and property of others . . . appreciate diversity and encourage its acceptance by others [and] . . . nourish the development of a society in which bigotry, harassment, prejudice, and hatred of any kind is not tolerated.”

RESPONSE PAPERS

You will write a brief response paper for each major work we read (there will be 7, counting the sonnets as a single work, though your sonnet response will be in the form of a Shakespearean sonnet rather than an essay). Rather than writing a response to the *entire* work, however, you will usually choose a small facet, like a particular image or image cluster, an interesting figure of speech, a particular statement, etc. Your job will be primarily to respond, but instead of simply spelling out what you feel, you will need to articulate what you *think* about it. The response paper is meant to be an informal but insightful place to mull over something that catches your attention and to examine it closely from one or more different perspectives. You may, if you wish, use a recent classroom discussion as a jumping-off place, but this is not required. For instance, if we have recently been talking about material objects in the Renaissance and what they signified, you may wish to discuss the symbolism of hats in *The Taming of the Shrew*. Or you may discuss a question or problem you have about the work. It should also be short, reflecting the tight focus—1.5-2 pages. The language may be informal, and the paper's logic may be somewhat looser than a formal paper as long as it presents your perspective in an honest, detailed, and ultimately insightful way. Also, at the beginning of the term, you will sign up to share your responses with the class twice, once in the first half and once in the second half of the term. (This works out to about two people sharing their ideas every day, but you will be working independently.) I reserve the right to alter this assignment for specific responses.

ATTENDANCE

Because it is difficult to participate when you are not present, you will be responsible for initialing the roll sheet next to your name every day before class and being in your seat and prepared to start at the beginning of each class. If you are late, you may be marked absent for the entire day. Initialing next to your name signifies that you are not only present but fully prepared. Being unprepared may count as an absence. Most students find it difficult to excel in my classes when they miss more than 10% of classes.

If you know in advance that you must miss a day, please let me know as soon as possible to make arrangements. If you miss a day unexpectedly due to illness, family problems, an emergency, or any other reason, you will need to find out as soon as possible what we discussed and whether any

changes to the schedule were announced. I *strongly* suggest that you share contact information with a few of your classmates to form a support system. Unexcused late work will be docked one partial grade (A to A-, C+ to C) per calendar day, including weekends and other days class is not in session.

All major assignments must be completed in order to pass the class.

ESSAYS

This term, you will be writing one short (about 4 pages) and one long (8-10 page) essays. The papers will be described in greater detail at the appropriate time. After a graded paper is returned, you will have two weeks to hand in a revision. Subsequent permission to revise will be at my discretion. All materials must be received by the time scheduled for our final exam.

All assigned essays for this class **MUST** be computer printed (or typed, of course) in 12 pt. font (preferably Times New Roman or a similar serif font), double-spaced, with 1" margins. Please use black ink and staple or paper-clip the pages together. (This format represents MLA style, which is the predominant style in the English discipline and fairly consistent with other disciplines' styles.) Papers not conforming to this standard may be rejected.

Academic dishonesty (i.e., plagiarism) has been a growing problem in academia recently. **Plagiarism is the failure to give credit to another author, through quotation marks and parenthetical citation, for the use of his or her words or ideas.** *I report all cases of plagiarism.* If you have any questions about how to cite sources correctly, I would be delighted to help you, and the Library web page has many helpful links on the topic. It is *your* responsibility to make sure that you understand proper citation before it becomes an issue. "But I've never gotten in trouble for this before!" is *not* an appropriate defense. If you ignore these warnings, you should be aware that the *minimum* penalty is a zero (not 50%, which I give for a mere F) for the assignment, without possibility of revision; failure for the course is also a real possibility. Repeat offenders will receive more serious penalties.

TECHNOLOGY

You should have ready access to email and to the Internet. If you need to set up an account, please do so immediately. Please be aware that spam-catchers are particularly likely to eat your emails if they come from non-KU addresses.

In order to head off possible problems, it is advisable to ensure that your computer and printer are in good working order right away and to make sure that you have a backup method of writing and printing your paper and extra supplies (paper, black ink, etc).

Always save your work (frequently!) on your hard drive and back it up, possibly twice. It can also definitely be a good idea to print a hard copy after every major work session, though I don't like killing trees. Practice safe computing—protect yourself from viruses.

DON'T PROCRASTINATE!



GRADING:

20% Participation (including quizzes and homework assignments)

25% Response papers

20% Short paper

35% Long paper

Final grades will be calculated according to the following percentages:

A=90-100%; B=80-89%; C=70-79%; D=60-69%; F=0-60%

A: Paper is excellent, with a tight focus, no significant logical fallacies, no inappropriate generalizations, and few if any errors in usage, mechanics, or spelling of any kind. All claims will be supported by nuanced, specific, and appropriate evidence, presented with sophistication. Its language is not simply competent but compelling, the organization and development are logical with smooth transitions, and conveys the sense that the writer understands the rhetorical situation and has the skills to respond appropriately.

B: Paper is very good, but may be slightly broader than appropriate, contain minor logical fallacies, present a few generalizations, make a few notable errors in usage, mechanics, or spelling, and/or stop short of making breakthroughs. All claims will be supported by clear and relevant evidence, presented correctly. The paper is well organized and developed with mostly good transitions, and the language usage is clearly appropriate for college writing.

C: Paper may be too general, contain major logical fallacies, rely on generalizations, make substantial or major errors in usage, mechanics, or spelling, and/or not adequately draw conclusions or present a detailed thesis. Some claims may not be fully supported, evidence presented may not be appropriate enough, or evidence may not be presented according to MLA format or other standards. Transitions may be missing or awkward. However, the paper contains real promise of making a unique contribution to the subject with revision.

D: Paper fails to respond meaningfully to the assignment; the paper may be short, underdeveloped, inappropriate, or contain numerous major errors. Evidence is missing, flawed, or presented incorrectly. Writer fails to achieve college-level competence.

F: Paper was not satisfactory in any way.

R (Revise): Paper did not, usually through an honest misunderstanding of the author, complete the assignment in a satisfactory manner.

NGR: If you receive an NGR (No Grade Recorded) on your report card at the end of the semester, this is usually because there is a question of academic dishonesty, such as plagiarism, that has not been resolved at the time grades are due.

Homework grades include +, ✓+, ✓, and ✓-, which do not correspond to exact letter grades, but signify, respectively, full credit, satisfactory credit, unimpressive, and unsatisfactory. (If I respond on email, I'll probably replace the ✓ with an x.)