

## **SYLLABUS in Moodle topic blocks, *required work in bold-faced font***

Topic 1 (Sept. 5-7): *Introduction*; Course Procedures and Objectives.

- Shakespeare's Globe Theater and the twenty-first century Multiplex Cinema: how architecture and building design powerfully affect an audience's beholding and social experience of art;
- "Going to see a play, circa 1595" and going to see in film in 2015.
- Read the file, "Going to see a play, circa 1595" and review the figures of the Globe inside.

Topic 2 (Sept. 7-26): *The Tempest*

- ***The Tempest* in-class midterm: September 26.**

Topic 3 (October 3-24): *The Merchant of Venice*

- ***The Merchant of Venice* in-class midterm: October 24.**

Topic 4 (Oct. 31-Nov. 21): *Hamlet*

- ***Hamlet* in-class midterm: Nov. 21**

Topic 5 (Nov. 28-Dec. 7): *Macbeth*

Topic 6: **Final Exam.**

(See Schedule of Classes for date and time, which has been determined by the College of Arts and Sciences and cannot be changed)

Important Course Procedures and Requirements:

- Consistent class attendance is mandatory; more than three missed absences will affect your final grade in the course; for the first month of class I will take attendance; thereafter, it is your responsibility. *Please make every effort to show up on time; arriving without a text and notebook will be recorded as an absence.*
- *No electronic devices of any kind can be used during class time; please store laptops and phones in pockets and bags out of reach;*
- Everyone in class is expected to take notes in a "Shakespeare Notebook"; you will be asked to hand in this notebook during the last week of class for a grade of approval or denial; every student is expected to show up for class with their play-text and notebook; no other Shakespeare editions can be used except those assigned for this class (The RSC Shakespeare series, edited by Bate and Rasmussen); these texts contain important educational materials that contribute significantly to our study of all four assigned plays;
- Midterms (3) and the Final Exam must be taken on the days on which they are scheduled, the midterms by the Class Syllabus and the Final by the College of Arts and Sciences (see the Oakland University website, "Calendars," "Final Exams"); midterms and the final must be written in ink in large blue-books, obtainable at the book store and in the OC;

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- Exceptions to missing classes and taking exams will be considered if medically documented or involving personal or family emergencies;

### Further Information about Course Procedures and Requirements:

This course Gen Ed course asks you to engage intensively with four of Shakespeare plays, each of which is topically organized in blocks on *Moodle* where you will find *Study Guides* for the first four acts of each play. Fifth Act material will be treated on the midterm essays.

The Introductory block at the top of your *Moodle* contains your attendance record and this document, the *Course Syllabus*.

We will spend about three to four weeks on each play. Here is a run-down on the different kinds of work referred to in the *Course Syllabus*:

**Study Guides:** For the first four acts of each play (you will learn later about our approach to Act 5), there is a *Study Guide* composed of study questions (SQ) along with mini-lectures about reading Shakespeare and about the particular play you are studying. These study questions are *auto-didactic* in nature; that is, they are *self-teaching* in that they send you back to specific words, lines, and passages in the plays for answers to the posed questions. Much of the material in these Guides will be discussed in class.

You will need to know how to read the citations used in the *Study Guide* to refer to specific lines in a Shakespeare play. Here are the relevant ones: for example: “1.1.1–7” refers you to Act 1, Scene 1, lines 1–7. With these three numbers (act, scene, line) we can tell exactly where we are in a Shakespeare play. Again: 1. (= Act) 2. (= Scene) 1–7 (= line numbers—you will see these printed to the right of the verse in your text, which uses them to signal to you that there are relevant notes at the bottom of the page; when there are no numbers, you will need to count forward or backward from the nearest line number you can find).

The study questions also make use of the abbreviation for line numbers, especially where it is assumed that you are looking at a particular act and scene. “l.” (a lower case L—not to be confused with the number “1”) refers to a single line, and “ll.” refers to multiple lines, as in “ll.1–7,” meaning “lines 1–7.”

One other abbreviation you will encounter in the *Study Questions* is “ff.” after a line number. This means “and following,” so that, using our example, “ll.1 ff.” means *line 1 and following*; you will need to determine how many of the lines following pertain to the question.

*You are expected to work through these Study Guides on your own and to ask any questions you might have about them during class. Please do not send e-mail about individual questions.*

Many of the study questions are detailed in nature and ask you to consider specific aspects of Shakespeare’s language and play construction. You will not be expected to remember all of these details for quiz-taking. Therefore, it is important that you focus on key concepts and words:

*Key concepts and terms are set off accordingly in highlighted or outlined blocks, and it is these that you will want to give special attention to in preparing to take quizzes and write essays.*

*You will also want to pay attention to passage recognition. Where an important passage is the focus for a number of study questions, the quiz on the act in which the passage occurs may ask you to identify the speaker of the line and/or the principal character being addressed by the lines.*

*At the end of the Study Guide for each act, there will be a list of key passages you should be able to recognize and understand if they appear on the quiz for that act.*

**Quizzes:** --Can be announced or unannounced in class or online, based on Key Passages, or on other material that comes up in class discussion.

**Midterm and Final Exam Essay Topics:** You will receive preparatory prompts for each of these essays except the cumulative essay on the final exam. If you are absent on the day assigned for writing the essay, you will need a documented medical excuse in order to make up this work.

**No make-up essays will be accepted without proper medical documentation.**

Grades:

Your **Final Grade** for the course will depend on these major grade components, with their weight distribution as follows:

*Quizzes* averaged = 10%;

*Mid-term essays* on each of the first three plays = 48% (16% X 3);

*Final Exam* = 32%;

*Participation* (Classroom Participation and Attendance) = 10%.

**Oakland University's policy on plagiarism** will be in active force, and any suspected instances of plagiarism relating to any course components will be investigated and sent to the Committee on Academic Misconduct. Please do not put yourself in the position of failing the course and being expelled from the university. All of the educational content of Eng 105 is the property of Oakland University and the professor and may not be duplicated for dissemination without our written permission.

**Special Considerations:** Students with disabilities who may require special considerations should make an appointment with the campus Disability Support Services. Students should also bring their needs to the attention of the instructor as soon as possible. Generally, this means the instructor will grant additional time for quizzes.

I promise that if you work through the course materials as they were intended and designed for your use, and if you work with me to understand any difficulties that may arise, you will *at least* pass the course—and feel proud about your accomplishment.

*That accomplishment is no slight matter. Shakespeare's plays are some of the most complex literary works ever produced. It is also true that for over four hundred years now, they have provided people of all sorts with some of their most remarkable intellectual and emotional experiences. I have been teaching Shakespeare's plays for over forty years, and I am still learning new things about them through sharing them with students.*