**WAYLAND BAPTIST UNIVERSITY**

**Plainview Campus**

**School of Languages and Literature**

**Wayland Baptist University Mission Statement:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success, and service to God and humankind.

**Course Name: ENGL 4303 Shakespeare**

**Term and Year:**

**Spring I 2023**

**Full Name of Instructor:**

**Dr. Chloe Brooke**

**Office Phone and WBU Email Address:**

**806-291-1109**

**brookec@wbu.edu**

**Office Hours, Building, and Location:**

**Gates Hall 202B**

**Class Meeting Time and Location**:

Online

**Catalog Description: a study of the works of Shakespeare, with special emphasis on the major plays.**

**Prerequisite:** **Advanced standing**

**Required Textbook and Resources**: *The Norton Shakespeare. The Folger Shakespeare* found in WBU library database or <http://www.shakespeare-online.com/plays/>

**Optional Materials:** Garber, Marjorie. *Shakespeare After All.*

**Course Outcome Competencies:** Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Read and interpret the dramas intelligently and evaluate them critically.

2. Explain the basics of the cultural and historical context in which the dramas were written.

3. Perceive (beyond the plot) themes and dramatic devices that make Shakespeare, Shakespeare.

4. Produce in style and content essays and/or oral presentations appropriate for upper-level students of English.

5. Conduct research on a topic related to Shakespeare’s dramas, articulate and support a thesis, and follow through with appropriate documentation.

The more the student puts into the course, the higher his or her outcome competencies will be.

**Attendance Requirements**: As stated in the Wayland Catalog, students should make every effort to attend all class meetings.  All absences must be explained to the instructor, who will then determine whether the omitted work may be made up.  When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus executive director.  Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F in the course.  Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University’s attendance policy.

**Statement on Plagiarism and Academic Dishonesty**: Wayland Baptist University observes a zero tolerance policy regarding academic dishonesty. Per university policy as described in the academic catalog, all cases of academic dishonesty will be reported and second offenses will result in suspension from the university.

**Disability Statement**: “In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.  The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be contacted concerning accommodation requests at (806) 291- 3765.  Documentation of a disability must accompany any request for accommodations.”

**Course Requirements and Grading Criteria:**

**Assignments:**

**OED Report 5%**

**Discussion Boards 10%**

**Sonnet Close Reading Paper 10%**

**Character Comparison Essay 15%**

**Partner Research Report 20%**

**& responses 5%**

**Director’s Notebook 20%**

**Final Exam 15%**

**Following statement must be included following Course requirements and grading criteria**:

**“Students shall have protection through orderly procedures against prejudices or capricious academic evaluation. A student who believes that he or she has not been held to realistic academic standards, just evaluation procedures, or appropriate grading, may appeal the final grade given in the course by using the student grade appeal process described in the Academic Catalog. Appeals may not be made for advanced placement examinations or course bypass examinations. Appeals are limited to the final course grade, which may be upheld, raised, or lowered at any stage of the appeal process. Any recommendation to lower a course grade must be submitted through the Vice President of Academic Affairs to the Faculty Assembly Grade Appeals Committee for review and approval. The Faculty Assembly Grade Appeals Committee may instruct that the course grade be upheld, raised, or lowered to a more proper evaluation.”**

**Tentative Schedule**:

Week 1:

Read: Sonnets 1, 18, 116, 130, plus 2 of your choosing.

Choose: Partner Topic Presentation on the Introduction; \*\*Look at Introduction to Shakespeare pp. 2-99 to read information on your chosen topic.\*\*

Watch: Dr. Brooke’s Lecture video onSonnets & Plays, introduction to genres; Historical Context; Themes; Plot Structure, Loving and Learning, Desire and Devotion in the Sonnets: The Petrarchan Tradition, the revised Sonnet and improved “Laura”; Shakespeare Sonnets; Choose one sonnet from the text to use in the Sonnet Close Reading Paper.

Discussion Board #1: Write: 200 words on any aspect from the lecture or reading including the introductions 1. Cite the text.

Discussion Board #2: Using any sonnet or combination of sonnets you would like, identify 6 figurative/literary devices occurring and explain how the device helps the poem achieve its overall meaning or message.

Week 2:

Watch: Dr. Brooke’s Lecture on Shakespeare’s Comedies

Read: Comedies Introduction pp. 101-118; Read *Measure for Measure* Acts 1-3

Post/Respond: Partner Research Report Post #1 – Shakespeare’s Life

Post/Respond: Partner Research Report Post #2 – King Henry VIII and his children

Discussion Board #3: Write 200 words explaining what we mean we refer to Shakespeare’s *history* plays. What defines and distinguishes these plays?

Week 3:

Read: *Measure for Measure* Acts 4-5

Post/Respond: Partner Research Report Post #3 – The Reformation

Post/Respond: Partner Research Report Post #4 – Queen Elizabeth and James I

Discussion Board #4: Write 200 words explaining what we mean we refer to Shakespeare’s *comedy* plays. What defines and distinguishes these plays?

Submit: Sonnet Close Reading Paper

Week 4:

Watch: Dr. Brooke Lecture Video on Tragedy, Spectacle, and Madness, Female Characters, Issues of Inheritance

Read: Tragedy Introduction pp. 911-924; *King Lear* Acts 1-3

Post/Respond: Partner Research Report Post #5 – The Playing Field – The Stage

Post/Respond: Partner Research Report Post #6 – The English bible

Discussion Board #5: Write 200 word on either “spectacle,” “madness,” “female characterization,” or “inheritance” in any of the plays we have read so far.

**Submit: OED Report**

Week 5:

Read: *King Lear* Acts 4-5

Post/Respond: Partner Research Report Post #7 – The English and Otherness

Post/Respond: Partner Research Report Post #8 – Women and Print

Discussion Board #6: Write 200 words explaining what we mean we refer to Shakespeare’s *tragedy* plays. What defines and distinguishes these plays?

Week 6:

Read: *Titus Andronicus* (completely)

**Write: Character Comparison Essay**

Discussion Board #7:Write 200-word discussion board, using textual evidence from the play, to connect the play to either one of the topics assigned for the research report OR to the previously discussed themes of “loving and learning, desire and devotion.”

Review: Tragicomedy Director’s Notebook and Final Exam

Week 7:

Watch: Dr. Brooke’s lecture video on Tragicomedy

Read: *The Tempest*

Write: Tragicomedy Director’s Notebook

Discussion Board #8: Write a 200-word discussion board which explores the “tragi-comedy” plays or the “romance” plays.

Review for Final Exam

**Submit: Character Comparison Essay**

Week 8:

**Submit: Director’s Notebook**

**Complete Final Exam**

**Faculty May Add Additional Information as Desired:** Such as I**nstructor's Policy on Academic Dishonesty, or A**dditional Attendance Policies, etc.