Syllabus for
ENG 351 Shakespeare
3 Credit Hours
Fall 2022

Coronavirus: All faculty members and students are expected to be face-to-face in the classroom except under conditions provided in the ORU Coronavirus Response Plan, which can be found at
https://oru.edu/campus-health/.

I.   COURSE DESCRIPTION

A study of Shakespeare's comedies, histories, and tragedies, with attention given to the development of the drama, the intellectual history of the Renaissance, and modern literary criticism.
Prerequisite: None

Honors Distinctive: By surveying modern approaches to Shakespeare and reading critical articles representing these approaches, the students in the Honors section learn to describe the various approaches critics have taken to Shakespeare's work. By exploring one such contemporary approach in greater depth, they apply its distinctive methodology for an original analysis of one play.

II.   STUDENT LEARNING OUTCOMES FOR THIS COURSE

After successfully completing this course, the student will be able to do the following:
A.   Identify the monarchs under whom Shakespeare wrote during the important political, religious, and cultural events that occurred during his life.
B.   Describe the manner in which an Elizabethan play was performed.
C.   Identify the name of the first published collection of Shakespeare's plays along with its date and vital information about it.
D.   Identify the number of plays Shakespeare wrote.
E.   Describe the relative chronological position in the canon of the most important plays.
F.   List factual details about Shakespeare's life.
G.   Discuss thematic and structural relationships of the plays, leading to an ability to write an analytical explication comparing or contrasting several plays.
H.   Identify quotations that bear significant thematic meaning.
I.   Discuss several approaches scholars have taken in the field of Shakespearean criticism.
J.   Trace the development of Shakespearean drama.
K.   Discuss Shakespeare's contribution to the drama.
L.   Illustrate the following themes or ideas in the Elizabethan worldview with examples of their imaginative portrayals in Shakespeare's plays:
      a.   order and chaos
      b.   sin
      c.   the Chain of Being
      d.   correspondence (i.e., "the macrocosm-microcosm")
      e.   kind
      f.   providence

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                g. fortune
                h. free will
                i. show and substance
    M. Discuss the concept of a "community of virtue" as it appears in the Shakespeare plays.
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Unit Objectives for the Course
> As a result of successfully completing these units, the student will be able to do the following:

Unit 1 – The Early Period: The Elizabethan Worldview and Renaissance Drama
1. Discuss the key concepts presented in Tillyard's *The Cosmic Background*.
2. Show how the structure of *Midsummer Night's Dream* reveals and depends upon the assumption of an objectively ordered cosmos.
3. Identify major themes and images of *Romeo and Juliet*.
4. Describe the form and content of a typical Shakespearean sonnet.

Unit 2 – The Period of the Comedies and Histories
1. Describe the dramatic structure of comedy and tragedy as illustrated by Shakespeare's plays.
2. Analyze major conflicting themes of the plays, such as disorder and order, illusion and reality, disguise and revelation, rhetoric and truth.
3. Describe some of the archetypal images and symbolic uses of setting Shakespeare employs in his comedies and tragedies.
4. Analyze *Richard II* in terms of show and substance in the struggle for order in the body politic.

Unit 3 – The Period of the Tragedies
1. Describe character interrelationships in *The Tragedy of Macbeth, Hamlet, The Tragedy of Othello*, and *The Tragedy of King Lear*.
2. Describe the dramatic structure of Shakespearean tragedy.
3. Describe the progress of evil, in its various guises, in the major Shakespearean tragedies, and evaluate the process of justice in each play.
4. Analyze how *King Lear* illustrates the interworking of the themes of order, kind, fortune, providence, will, and redemption.

Unit 4 – The Period of the Romances
1. Define the characteristics of the Shakespearean "romance" plays.
2. Trace the theme of the action of power and justice in *The Tempest*.
3. Describe how Shakespearean "romance" plays differ in tone from his comedies and tragedies.

III.   ASSOCIATED PROGRAMS

This course meets degree completion requirements for the Writing program.

A. Outcome 1 – Student integrates his or her faith into learning experiences and demonstrates concepts that constitute a Christian Worldview.
B. Outcome 2 – Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically.
C. Outcome 3 – Student can write with clarity and skill, can write original works avoiding formulaic writing, and can employ various literary devices.

D. Outcome 5 – Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.

E. Outcome 7 – Student demonstrates understanding of literary genres and characteristics of literature from various time periods.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Textbooks
Shakespeare, William. *The Necessary Shakespeare*. David Bevington, ed. 5th ed. Pearson, 2017. (ebook) ISBN: 9780134151199, 0134151194

B. On Library reserve
Shakespeare, William. *An Anthology of Criticism and Theory 1945-2000*. Russ McDonald, ed. Oxford: Blackwell, 2004. ISBN: 0-631-23488-8
Taylor, Michael. *Shakespeare Criticism in the 20th Century*. Oxford: Oxford Press, 2001. ISBN 0-19-8711-85-9.

V. POLICIES AND PROCEDURES

A. University Policies and Procedures
1. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, electronic, video, multimedia, or computer software. Plagiarism and other forms of cheating involve both lying and stealing and are violations of ORU's Honor Code: "I will not cheat or plagiarize; I will do my own academic work and will not inappropriately collaborate with other students on assignments." Plagiarism is usually defined as copying someone else's ideas, words, or sentence structure and submitting them as one's own. Other forms of academic dishonesty include (but are not limited to) the following:
   a. Submitting another's work as one's own or colluding with someone else and submitting that work as though it were his or hers;
   b. Failing to meet group assignment or project requirements while claiming to have done so;
   c. Failing to cite sources used in a paper;
   d. Creating results for experiments, observations, interviews, or projects that were not done;
   e. Receiving or giving unauthorized help on assignments.
   By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means. Penalties for any of the above infractions may result in disciplinary action including failing the assignment or failing the course or expulsion from the University, as determined by department and University guidelines.
2. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.

3. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements.
    a. The penalty for not submitting electronically or for incorrectly submitting an artifact is a zero for that assignment.
    b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. Department Policies and Procedures
    1. **Class Assignments**
        a. Students need to come to class with the appropriate textbooks, course materials, and other supplies as designated by the professor.
        b. Professors may refuse to accept an assignment if it has inappropriate content, does not meet the assignment's criteria (e.g., not typed, incorrectly documented), is incomplete, is suspected of plagiarism, or is turned in too late.
    2. **Tardies**—Tardies are an inconvenience to the other class members and the professor, and they prevent the late student from obtaining maximum value from the class. Therefore, excessive tardies may adversely affect the semester grade. It is to the student's advantage to make sure that the professor is informed immediately following the close of the class that the student was tardy and not absent. It is not the professor's responsibility to stop the class to mark the tardy; the student is the one responsible for conveying that information immediately following that class, not at a later time.
    3. **Late Work**
        a. The student is responsible for obtaining class assignments and material covered during an absence, and all work is expected to be completed as scheduled. Late work may result in a lower grade. An absence is not an excuse for turning in late work or for being unprepared with assignments for the class following the absence. Computer or printer malfunction does not constitute an excuse for late work; students should have their work prepared in time to ensure that they can get it proofread, edited, and printed prior to the instructor's due date. These responsibilities assist the student in professional development.
        b. Any test taken late (except if the absence is administratively excused) incurs the ORU late exam fee ($15), which must be paid before the late test can be taken.
        c. Assignments missed because of administratively excused absences are accepted with no penalty. Generally, assignments missed from an excused absence, such as sickness or family crises, can be made up and the instructor should be notified as soon as possible to reach an agreement on due dates and possible penalties. Each instructor has his or her own late-work policy that is given to students at the beginning of a course, so a teacher may decide that work missed because of an unexcused absence cannot be made up. Instructors use their own judgment in accepting late work resulting from all other absences. In cases where absences can be anticipated, such as for non-University sponsored mission trips, the work should normally be submitted prior to the absence.

4. **Attendance**
   a. **Excused and Unexcused Absences**—Class attendance is mandatory, but because unavoidable circumstances can prevent perfect attendance, each student is allowed to miss class the number of times per week a class meets. This allowance is intended for illness, personal business, and emergency. Work missed because of an excused absence (e.g., illness, family emergency) can be made up; however, it is up to the teacher's discretion whether or not to accept work missed due to an unexcused absence (e.g., oversleeping, skipping class). If a student exceeds this number of absences, the student may lose points due to late work or for excessive absences, which may affect the semester grade. Extended illnesses are handled on an individual basis and require verification from a doctor.
   b. **Administratively Excused Absences**—Only absences that are required by approved University activities are given administrative excuses. Students who must miss class for University-sponsored activities must follow these procedures:
      (1) Inform the professor before the event and make arrangement for the work to be submitted prior to the absence or at a mutually agreed upon deadline.
      (2) Present an administrative excuse form with appropriate signatures when he or she returns to class. Doctors' or nurses' notes, or letters from groups sponsoring mission trips or activities do not qualify a student for an administratively excused absence.
      (3) Obtain information covered during an absence. All work must be completed as scheduled.
      (4) Not commit to class presentation (oral reports, speeches, group presentations, etc.) on a date that the student will be gone. Makeup work is not permitted if the student voluntarily committed to a performance on the date of an administratively excused absence.
5. **Plagiarism**—Each student attending Oral Roberts University is required to do his or her own academic work and must not inappropriately collaborate with other students on assignments.
   a. Students must document all sources and ideas that are not their own original information by following correct MLA (Modern Language Association) documentation procedures. Failure to do this produces a plagiarized paper, which results in an F for the paper. Flagrant cheating results in an F for the course.
   b. Students may be asked to submit their assignments to Turnitin.com (an online anti-plagiarism program) or have their work submitted to D2L, which also submits work to Turnitin.com.
6. **Incompletes**—As stated in the University catalog, incompletes are granted only for "good cause," such as extended hospitalization, long-term illness, or a death in the family. Students must petition for an incomplete using the form available in the School of Liberal Arts. Very few incompletes are granted.
7. **Whole Person Assessment**—If this course requires a WPA assignment, it is listed in the next section ("Course Policies and Procedures"). Students need to comply as indicated in this syllabus and/or by the instructor.

C.   Course Policies and Procedures
      1.   **Evaluation Procedures**
          a.   The final grade is a composite of the grades made on the short essays, the research paper, quizzes, positive class participation, D2L postings, and the final examination.
          b.   Blogging on the "discussion" section of d2L is required.
          c.   Students should not expect extra credit to help raise a grade.
          d.   Grading Scale
               A=90-100%   B=80-89%   C=70-79%   D=60-69%   F=59% and below
      2.   **Whole Person Assessment requirements**
          There is no WPA requirement for this class.

VI.   COURSE CALENDAR

Unit I **The Early Period and Background**
      The Elizabethan Worldview and Renaissance Drama
      Weeks 1-2   Introduction: The development of drama in Britain in Elizabethan times. The Elizabethan stage.
                    Much Ado About Nothing

      Week 3   The Elizabethan Order.
                    A Midsummer Night's Dream

      Week 4   *Romeo and Juliet*

Unit II **The Period of the Comedies and Histories**
      Week 5   *The Merchant of Venice*   **Critical Essay 1**

      Week 6   *Twelfth Night*

      Week 7   *The Tragedy of Richard II*

      Week 8   *Henry V*   **Critical Essay 2**

      FALL BREAK

Unit III **The Period of the Tragedies**
      Week 9   Julius Caesar

      Week 10   *Hamlet*

      Week 11   *Othello*

      Week 12   *King Lear*   **Critical essay 3**

Week 13   *Macbeth*

Unit IV The Period of Romances

Week 14   *The Tempest* and discussion of final exam.
                                                  Critical essay 4, Honors only

Primary Program: B.A. Writing
ENG 351 Shakespeare
Fall 2022

This course contributes to the University and program outcomes as indicated below:
Significant Contribution – Addresses the outcome directly and includes targeted assessment.
Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.
Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

OUTCOMES	Significant Contribution	Moderate Contribution	Minimal Contribution
Spiritual Integrity			
Personal Resilience			
ENG 421 Outcome 1 – Student integrates his or her faith into learning experiences and demonstrates concepts that constitute a Christian Worldview.		X	
Intellectual Pursuit			
ENG 421 Outcome 2 – Student is able to think critically, analyze linguistic structures, synthesize information, and evaluate information critically.	X		
ENG 421 Outcome 3 – Student can write with clarity and skill, can write original works avoiding formulaic writing, and can employ various literary devices.	X		
ENG 421 Outcome 5 – Student can write correct and effective academic papers, evaluating information and using it ethically and appropriately with correct grammar, mechanics, and presentation.	X		
ENG 421 Outcome 7 – Student demonstrates understanding of literary genres and characteristics of literature from various time periods.	X		
Global Engagement			
Bold Vision			

(Revised 11/01/21)