

ENGL 263.1—SHAKESPEARE 1—SPRING 2020
MWF 1:30-2:20 PM
317 Clark Hall

Prof. Adam Komisaruk
Office: 217 Colson Hall
Office Hours: MT 3:00-4:30 PM + by appointment

Office Phone: (304) 293-972
Cell Phone: (304) 216-7156
E-mail: akomisar@wvu.edu

TEXTS

I have ordered the following text for the campus bookstore: *The Norton Shakespeare: Essential Plays/Sonnets*, ed. Stephen Greenblatt et al., 3rd ed. You may substitute different editions of the complete or individual plays, but they *must*:

- be of relatively recent vintage (i.e., 1970s or later)
- exist as physical copies you can bring to class (i.e., no e-books)
- include all the plays we will be reading this semester
- include act, scene and line numbers for each play
- include editorial annotations explaining unfamiliar vocabulary, historical references, etc.
- (optional) include textual notes tracing variants among published editions of the plays

REQUIREMENTS

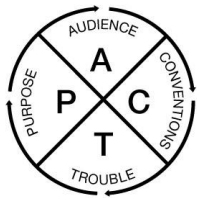
- Attendance at all sessions, with assigned reading completed and in hand. You are allowed three (3) unexcused absences without penalty; thereafter, each unexcused absence will result in a 2% deduction from your course grade.
- Quizzes on the assigned material, daily with exceptions. These cannot be made up and will be recorded as a “zero” in the event of an unexcused absence. Collectively, approx. 15% of course grade.
- Participation in a performance group that will convene in front of the entire class once (signups to begin shortly). Your performance, which you may treat as a “semi-staged” reading or open workshop, will center on a short excerpt from one of the assigned plays (*Titus Andronicus* and *The Tempest* excepted). One member of each group will serve as the director, the others as the actors. Memorization is not required but you should be prepared to discuss your scene with the audience. One week later, you must submit a short response paper (approx. 2 pages) explaining what you contributed to the performance and what you learned about the scene as a result. Approx. 20% of course grade.
- In the course of the semester (signups to begin shortly), you will be required to select any one of Shakespeare’s sonnets and recite it from memory. I will hold the recitation one-on-one in my office and follow it with a few informal questions about your sonnet. The entire process should take about twenty minutes and will be worth approx. 10% of your course grade.
- Three (3) short essays (approx. 3 pp. each), each responding to a different play. Deadlines will be staggered (signups to begin shortly). A separate set of topics will be distributed for each play, with one option in each of the following four categories:

- A **close reading** of a specified passage from the play; e.g., Portia’s “quality of mercy” speech, or Ariel’s “Full Fathom Five.” You will paraphrase your passage in plain English, observe significant features of its word-choice and imagery, and explain how it relates to the broader intellectual concerns of the play.
- A **contextual** paper that asks you to relate the play to some other text, most likely one of Shakespeare’s sources, which will be provided but not discussed in class; e.g., Raphael Holinshed on Macbeth and Duncan, or Ovid on Pyramus and Thisbe. You will discuss the similarities and differences between the texts, and explain what intellectual concerns on Shakespeare’s part they help bring into focus.
- A paper dealing with some **textual issue**, most likely the variants in the published editions of the play; e.g., the sometimes-missing fly-killing scene in *Titus Andronicus*, or the corruptions in the quarto of *Henry V*.
- A paper on **Shakespeareana**, any piece of popular culture that deals with Shakespeare’s life and/or works, not necessarily the play under discussion; e.g., *10 Things I Hate about You* as an adaptation of *The Taming of the Shrew*, or “Shakespearean insults” refrigerator poetry. You will explore what if any light your artifact sheds on Shakespeare and—more important—what it tells us about our *own* day, such that we are moved to respond to Shakespeare in this way.

Taken together, your papers will be worth approx. 20% of your course grade, and must represent *three* of the four topic categories. You may revise any *one* of your papers for a new grade.

- Midterm exam, most likely objective (i.e., no long essay questions). Approx. 15% of course grade.
- Final exam, cumulative. Approx. 20% of course grade.

WVU CURRICULAR REQUIREMENTS



ENGL 263 satisfies Objectives G03 (The Past and Its Traditions) and G05 (Artistic Expression) of the General Education Curriculum (GEC), as well as area F6 (The Arts & Creativity) of the General Education Foundations (GEF) curriculum. ENGL 263 has been designated as a SpeakWrite course by the Eberly College of Arts and Sciences. This class is committed to helping you communicate your knowledge effectively as you keep four key components in mind: purpose, audience,

conventions, and trouble spots (or PACT for short). You can find resources at <http://speakwrite.wvu.edu>.

WVU STATEMENT ON ACADEMIC INTEGRITY

“The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, instructors will enforce rigorous standards of academic integrity in all aspects and assignments of their courses. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please see the West Virginia University Academic Standards Policy (<http://catalog.wvu.edu/undergraduate/coursecredit/termsclassification>). Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see your instructor before the assignment is due to discuss the matter.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#10>)

WVU STATEMENT ON APPROPRIATE USE OF TECHNOLOGY

“Use of technology in the classroom should always be directly related to class activities and/or course learning outcomes. Inappropriate technology use can be an impediment to learning and a distraction to all members of the class. As such, inappropriate use of technology in the classroom may be considered a disruption of the class and constitute a violation of the WVU Student Conduct Code and could potentially result in a referral to the Office of Student Conduct. Use of technology in the classroom when specifically prohibited by the instructor may also constitute a violation of WVU’s Academic Integrity policy.”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#Tech>)

WVU STATEMENT ON INCLUSIVITY (adopted 2/11/2013)

“The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion. If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, please advise me and make appropriate arrangements with the Office of Accessibility Services (<https://accessibilityservices.wvu.edu/>). More information is available at the Division of Diversity, Equity and Inclusion (<https://diversity.wvu.edu>).”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#4>)

WVU STATEMENT ON SEXUAL MISCONDUCT

“West Virginia University does not tolerate sexual misconduct, including harassment, stalking, sexual assault, sexual exploitation, or relationship violence (BOG Rule 1.6). It is important for you to know that there are resources available if you or someone you know needs assistance. You may speak to a member of university administration, faculty, or staff; keep in mind that they have an obligation to report the incident to the Title IX Coordinator (<https://titleix.wvu.edu/staff>). If you want to speak to someone who is permitted to keep your disclosure confidential, please seek assistance from the Carruth Center, 304-293-9355 or 304-293-4431 (24-hour hotline), and locally within the community at the Rape and Domestic Violence Information Center (RDVIC), 304- 292-5100 or 304-292-4431 (24-hour hotline). For more information, please consult WVU's Title IX Office (<https://titleix.wvu.edu/resources-offices>).”—WVU Teaching and Learning Commons (<https://tlcommons.wvu.edu/syllabus-policies-and-statements#7>)

SCHEDULE OF READINGS

WEEK	DAY	DATE	ASSIGNMENT DUE
1	M	1/13	Introduction
1	W	1/15	<i>Titus Andronicus</i> 1
1	F	1/17	<i>Titus Andronicus</i> 2
2	M	1/20	MARTIN LUTHER KING, JR. DAY—NO CLASS
2	W	1/22	<i>Titus Andronicus</i> 3
2	F	1/24	<i>Titus Andronicus</i> 4
3	M	1/27	<i>Titus Andronicus</i> 5
3	W	1/29	<i>A Midsummer Night’s Dream</i> 1
3	F	1/31	<i>A Midsummer Night’s Dream</i> 2
4	M	2/3	<i>A Midsummer Night’s Dream</i> 3
4	W	2/5	<i>A Midsummer Night’s Dream</i> 4
4	F	2/7	<i>A Midsummer Night’s Dream</i> 5

5	M	2/10	<i>A Midsummer Night's Dream</i> performance
5	W	2/12	<i>The Merchant of Venice</i> 1
5	F	2/14	<i>The Merchant of Venice</i> 2
6	M	2/17	<i>The Merchant of Venice</i> 3
6	W	2/19	<i>The Merchant of Venice</i> 4
6	F	2/21	<i>The Merchant of Venice</i> 5
7	M	2/24	<i>The Merchant of Venice</i> performance
7	W	2/26	Review, etc.
7	F	2/28	MIDTERM EXAM
8	M	3/2	<i>Henry V</i> 1
8	W	3/4	<i>Henry V</i> 2
8	F	3/6	<i>Henry V</i> 3
9	M	3/9	<i>Henry V</i> 4
9	W	3/11	<i>Henry V</i> 5
9	F	3/13	<i>Henry V</i> performance
	M	3/16	SPRING BREAK—NO CLASS
	W	3/18	SPRING BREAK—NO CLASS
	F	3/20	SPRING BREAK—NO CLASS
10	M	3/23	<i>Twelfth Night</i> 1
10	W	3/25	<i>Twelfth Night</i> 2
10	F	3/27	<i>Twelfth Night</i> 3
11	M	3/30	<i>Twelfth Night</i> 4
11	W	4/1	<i>Twelfth Night</i> 5
11	F	4/3	<i>Twelfth Night</i> performance
12	M	4/6	<i>Macbeth</i> 1
12	W	4/8	<i>Macbeth</i> 2
12	F	4/10	GOOD FRIDAY—NO CLASS
13	M	4/13	<i>Macbeth</i> 3, 4
13	W	4/15	<i>Macbeth</i> 5
13	F	4/17	<i>Macbeth</i> performance
14	M	4/20	<i>The Tempest</i> 1
14	W	4/22	<i>The Tempest</i> 2
14	F	4/24	<i>The Tempest</i> 3
15	M	4/27	<i>The Tempest</i> 4
15	W	4/29	<i>The Tempest</i> 5
15	F	5/1	Review, etc.
EXAM	T	5/5	FINAL EXAM 11:00 AM–1:00 PM