Course Policies and Syllabus

Please silence cell phones and other electronic devices BEFORE entering the classroom. DO NOT text during lecture.
Please also answer the call of nature before entering the classroom—exits and entrances during lecture are distracting to me and to your fellow students.

Objectives. As its title suggests, this is an introductory course on the works of William Shakespeare. We will read a variety of dramatic genres from all parts of Shakespeare’s writing career. We will attend to all topics relevant to the study of these plays, including genre, poetry, rhetoric, culture, gender, and performance. Our primary concern will be the close analysis of language as it reveals dramatic and thematic possibilities. High achievement in this course will require constant attendance, note taking, annotation of the text, reading and re-reading the assigned plays, doing well on quizzes and exams, and writing mechanically clean and argumentatively effective essays that present ideas supported by textual evidence.

Attendance is mandatory, and will be recorded every day, usually by writing your name at the top of a quiz (see below). You also need to be on time. Absences will be excused, with documented proof, only in the case of official university events or medical or family emergency. No absence absolves you of the responsibility of turning essays in on time (there will be no de facto extensions)—if you are sick, get a friend to bring the work to class.

Disability. Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098. Please provide me with a copy of the letter issued by Disability Services and all necessary accommodation will be provided.

Grading. The grade structure will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>Essay 1</td>
<td>15%</td>
</tr>
<tr>
<td>Essay 2</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
</tbody>
</table>

You must complete all assigned work to receive a passing grade for this course. However, completing all assigned work will not guarantee a passing grade. I do not entertain legalistic interpretations of the requirements for this course.

Students who have achieved a cumulative quiz grade of 90 or higher are exempt from the final exam. The cumulative quiz grade will be recorded for the final exam. Even if you are exempt from taking the final exam, you may still take it if you wish.
Grading, by the numbers:

- 87-89 B+
- 77-79 C+
- 67-69 D+
- 59 & below F

- 94-100 A
- 83-86 B
- 73-76 C
- 60-66 D

Quizzes. We will have a lot of them. There will be no make-up quizzes; for the exceptions listed under “Attendance” (above), missed quizzes will be pro-rated based on your other quiz scores. Late arrival in class will render you ineligible to take the quiz.

Plagiarism is a serious offense. Please see me if you have questions about plagiarism and how to avoid it. All written work submitted in this course, except for acknowledged quotations, is to be expressed in your own words. It should also be constructed upon a plan of your own devising. Students are expected to be honest in all academic work. A student’s name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student’s own independent thought and study. Work should be stated in the student’s own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite, and reference the work of others with integrity. The following are examples of academic dishonesty:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another’s work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another’s academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors

Academic dishonesty will render the offending student subject to a grade of zero for the work in question and/or for the whole course, and will also make him/her liable for referral to the University for further disciplinary action. For official URI regulations on academic dishonesty, consult the University Manual 8.27.10-21 and the Student Handbook 1.4-6.

Office Hours. I encourage you to take full and early advantage of them. Students who use office hours get better grades. I do not read essays or parts of essays on email. Office hours work best when they are not limited to rushed encounters on the eve of an essay due date. When you do come to talk to me about a paper, be prepared to talk about it. There is a limit to the amount of text I can read and respond to in a meeting, and you will be much more satisfied with the results of a real conversation. All work produced for this course—quizzes, papers, exams—will be returned ONLY in office hours.


The first edition (1974) of this text is also acceptable.

You must also…
—have an email address that you check frequently. A good deal of class information will be conveyed through Sakai, which notifies enrolled students with email messages sent to the email address on record with the university.
—have access to a reliable printer that prints in black ink.
—own and use a good hard-copy college dictionary (Merriam-Webster is quite good).

**Paper topics.** I will distribute paper topics online, soon enough for you to have a lot of time to work on your essays.

**Requirements for essay format.**

— Type your essay.
— Double-space your essay.
— Use a 12-point font like Times New Roman.
— Use one-inch margins all around.
— Staple your essay. Go to the store and buy a stapler—you are old enough to own one.
— Number the pages in the upper right hand corner.
— Head your paper with your name, my name, the number and title of the course, and the date.
— Give your paper a succinct, descriptive title.
— Do NOT use a cover sheet.
— Cite a play text by act, scene, and line numbers using Hindu-Arabic numerals: 0, 1, 2, 3, 4, 5, 6, 7, 8, 9. Example: (5.3.145-52).
— Final punctuation always follows a parenthetical citation.
— Poetic lines quoted within your sentence are divided by virgules (slashes): //
— Provide bibliographic citations for all works cited and consulted, including the Shakespeare text.
— Quote and cite the text accurately. We will notice, and check, and lower your grade accordingly.
— If you quote a passage that is too large to fit conveniently in your own sentence, do so as a block quotation. For poetic passages, maintain the lineation found in your text. But ask yourself first, “Do I really need to quote all of this now?”
— Block quotations are always single-spaced, and do NOT use quotation marks.
— Write about the text in the present tense.
— All quotations MUST fit grammatically with your own words—make sure there are subjects for verbs, verbs for subjects, and that everything agrees in number and person.

**A final, crucial note:** This is not a writing course. It is a literature course. We will not spend a great deal of time on writing strategies, and almost no time at all on the mechanics of good writing (spelling, punctuation, grammar, and style). Because this is a college course, I take it for granted that you are capable of writing grammatical English prose and that you will edit yourself accordingly. Neither I nor the grader(s) is your editor and we will not concern ourselves with mechanical problems after the first page of your essay. Your grade, however, will reflect your (lack of) adherence to the standards of grammatical English prose, and you are responsible for correcting all such problems throughout your writing, whether marked by us or not. An essay with chronically incorrect spelling, punctuation, grammar, and style will not be graded higher than a B.
Syllabus. Assigned reading must be completed prior to discussion in class. It is your duty to look ahead on the syllabus and budget your reading time accordingly, particularly for weekend reading if the assignment for Thursday is heavy; do not wait until Wednesday night to start reading for Thursday.

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th.</td>
<td>9/9</td>
<td>Administration</td>
<td>The First Part of King Henry the Fourth</td>
</tr>
<tr>
<td>Tu.</td>
<td>9/14</td>
<td>1 Henry IV, Acts 1-3, Booth “Function…”</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>9/16</td>
<td>1 Henry IV, Acts 4-5</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>9/21</td>
<td>1 Henry IV</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>9/23</td>
<td>Henry V, Acts 1-2</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>9/28</td>
<td>Henry V, Acts 3-5</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>9/30</td>
<td>Henry V</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>10/5</td>
<td>A Midsummer Night’s Dream, Acts 1-3</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>10/7</td>
<td>A Midsummer Night’s Dream, Acts 4-5</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>10/12</td>
<td>A Midsummer Night’s Dream</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>10/14</td>
<td>Twelfth Night, Acts 1-2</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>10/19</td>
<td>essay 1 DUE</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>10/21</td>
<td>Twelfth Night, Acts 3-5</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>10/26</td>
<td>Twelfth Night</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>10/28</td>
<td>midterm exam</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>11/2</td>
<td>Hamlet, Acts 1-3</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>11/4</td>
<td>Hamlet</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>11/9</td>
<td>The Merchant of Venice, Acts 1-4</td>
<td></td>
</tr>
<tr>
<td>W.</td>
<td>11/10</td>
<td>Make-up Class</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>11/11</td>
<td>The Merchant of Venice, Act 5</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>11/18</td>
<td>Veterans Day</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>11/16</td>
<td>The Merchant of Venice</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>11/18</td>
<td>King Lear, Acts 1-2</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>11/23</td>
<td>King Lear, Acts 3-5</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>11/25</td>
<td>Thanksgiving Day</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>11/30</td>
<td>King Lear</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>12/2</td>
<td>The Winter’s Tale, Acts 1-2</td>
<td></td>
</tr>
<tr>
<td>Tu.</td>
<td>12/7</td>
<td>The Winter’s Tale, Acts 3-5</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>12/9</td>
<td>essay 2 DUE</td>
<td></td>
</tr>
<tr>
<td>Th.</td>
<td>12/16</td>
<td>8am-11 FINAL EXAM, in this room, subject to change, details TBA</td>
<td></td>
</tr>
</tbody>
</table>
Grading Rubric for Critical Essays

“A” range--Outstanding, original ideas developed exceptionally well.
Content: a persuasive, insightful presentation of your own ideas, analyzing the topic thoroughly
Organization: clearly stated, specific thesis that posits a real claim requiring argument and textual support to be proved
• paragraphs follow logically from thesis, and follow logically from one another
• conclusion considers the ramifications of the thesis (in other words, now that you’ve spent so many pages proving your thesis, “so what?”) in terms of the text and of the issues the paper has been exploring
Textual Evidence: appropriate number of quotes are used as evidence to prove thesis—not so many as to be redundant, but enough to illustrate the immediate point you’re making
• quotes are smoothly and grammatically integrated into the text of the essay
• quotes are accompanied by an identification of the speaker and a brief explanation of the context
• quotes are followed by a thorough analysis that demonstrates how the evidence supports the claim
Style: language is clear and concise, with no grammatical, punctuation, or stylistic errors; sentence structure is varied; diction is precise

“B”-range--Displays sound understanding of the text, some originality, and a sense of the issues involved in interpretation. The paper goes beyond mere exposition or summary. The paper may have some of the following problems:
Content: structure and argument are clear, but ideas lack depth and/or detail
• paper covers topic adequately, but not thoroughly; topic needs more analysis
Organization: thesis is vague, difficult to understand and/or to prove
• body paragraphs do not follow logically from thesis
• conclusion merely restates or summarizes thesis
Textual Evidence: too few quotes used as evidence, or quotes not relevant to proving thesis
• quotes not integrated into body of essay and/or not explicated (explained through analysis)
• quotes not cited properly
Style: contains some stylistic errors (see list below “C”-range), bespeaking a lack of proofreading.

“C”-range--Displays competent composition without any real attempt at interpretation. Paper may have several of the problems outlined in the “B” range, and/or some of the following problems:
Content: argument depends on plot summary, rather than analysis and interpretation
• paper contains no thesis or discernable argument, or contains a thesis so basic as to require no “proof”
• inadequate coverage of the topic
Organization: body paragraphs do not follow logically from thesis (body seems to be arguing some other point than the thesis posits)
Textual Evidence: few quotes, little actual analysis of the quotes provided
• quotes just hanging there without explanation or introduction, as if the reader is expected to discern on his or her own how they relate to the immediate claim
Style: a number of grammatical or stylistic errors, which may include vague language, unnecessary repetition, shifting tenses, shifting points of view, overuse of passive voice, unvarying sentence structure, awkward transitions between paragraphs, awkward transitions between sentences, undefined referents (“this,” “that,” or “it” without clarification), empty sentences (sentences that don’t actually posit any information, i.e., “John’s sentence is extremely significant.”--What does “significant” mean? What kind of significance does it have?), subject-verb disagreement, wordiness, overly complicated “thesaurus-ed” language, etc.

“D”-range--Essay does not address a defined topic, may display fundamental misunderstanding of the text, or uneven performance (flaws of textual comprehension and/or presentation), or has an overabundance of the problems outlined in the “C” range
Content: essay addresses issues not appropriate to the assignment
Style: stylistic and grammatical errors so obtrusive as to interfere with the expression of the content of the essay

“F”-range--no paper submitted; paper contains plagiarism: see me to understand how to avoid plagiarism; see the class policies to see a definition of plagiarism and potential consequences
SUPPLEMENTARY CREDIT

Recitation—Credit: 5%.

You must memorize and recite in front of the class 14 or more lines of connected speech (prose or verse). Almost any self-contained speech in the plays or narrative poems is acceptable. Also, almost any sonnet is acceptable. Your selection must be cleared by me before I will allow it to count for credit. When I agree to your passage, we will also choose a date for the recitation. Recitation is not merely the repetition of a list of words. You need to think about the speech—what is the speaker saying and why—and prepare your recitation accordingly.