ENGL 3320 (Fall 2023 CRN 12544) Dr. Andrew Fleck
T/Th 9-10:20 a.m. Office: Hudspeth 121
Location: Hudspeth Hall 100 Office Ph: (915) 747-0246
Office Hours: TH 10:30-Noon or by appointment Email: ajfleck@utep.edu
Last Updated: August 29, 2023

Catalogue Description: A study of selected comedies, histories, tragedies, and romances of William Shakespeare. Prerequisite: ENGL 1312 or ENGL 1313 or ESOL 1312. Junior standing recommended.

My take on English 3320: Shakespeare is a cultural touchstone. In his time, he was one of the most popular writers for the stage and in our time he provides a foundation for the study of English Literature and gets adapted and transformed with great frequency. Our class will focus on great examples of the kinds of plays Shakespeare wrote, with some time to consider films and adaptations of these works.

Of Interest: This course has an early modern focus and might productively be linked to other medieval and early modern courses in our department and across campus.

Required Texts:
*Please note, each of these texts is part of the inexpensive paperback series of Shakespeare’s plays published as the “Pelican Shakespeare,” published by the Penguin press. Many used copies are available. If you purchase them brand new, these eight books should cost approximately $73.


In addition, some readings may be posted to Blackboard. You should consider printing them out and bringing hard copies of them to class on the days they are assigned.

Learning Outcomes and Assessment
Students completing this course will be able to:
1. Read and understand Shakespeare’s works, recognizing differences among different kinds of Shakespeare’s plays. Students will be assessed via the midterm and final examinations.
2. Explain the relationship between specific lines of a play and its larger meaning. Students will be assessed through two short essays focusing on specific passages in Shakespeare.
3. Write clear academic essays on complex subjects. Students will be assessed through several small written assignments and a longer term paper.

4. Collaborate and make a presentation. Students will be assessed through their group project on an early modern artifact.

5. Understand key characteristics of this specific literary period. Students will be assessed through the midterm and final examinations.

6. Engage with current scholarship on Shakespeare. Students will be assessed through their use of peer-reviewed scholarship in their final paper.

Assignments

1. Participation (50 points). We have a large class and it may feel easy to be lost in the crowd, but your active participation in our discussions is part of the learning process. Please read and prepare for class before you come to our meetings and try to join the conversation.

2. Conceit Notes (100 points). On the first day of our discussion of each play, following Comedy of Errors, you should bring a page of hand-written notes about the play we are starting to discuss that day. Your notes should focus on figurative patterns (“conceits”) you observed as you began reading the first act of the new play. I will collect these and return them at the next class period.

3. Significant Passage Analysis I and II (100 points each; 200 points total). A separate assignment sheet posted to Blackboard describes these assignments. Significantly, these assignments have flexible due dates and you must take careful note of the requirements. In short, before September 26 (and the sooner the better) and again before October 31, you will write an analysis of a passage from one of the plays we are reading together. For each assignment, you will pick one passage of 15-20 lines that you consider central to understanding an important aspect of the play (it might be part of a key theme of the play, or of understanding one important character’s motivations, for instance). Over the course of two pages, you will argue that the passage you select is a key part of understanding the play.

4. Midterm Exam (100 points). There will be an in-class exam on October 3. The exam will require you to identify and respond to passages from plays we will read in the first half of the semester. There will be an essay portion of the exam. You will receive the topics for the essay portion in advance and will be allowed to prepare an outline on your own to consult during the exam.

5. Shakespeare and an Artifact Team Report (100 points). Each student will work with three classmates to make an in-class presentation about an early modern “artifact.” A separate handout describes this assignment, but the main idea is that everyone in the group will suggest a physical object that might give us some insight into understanding Shakespeare’s or one of his plays’ contexts better. The group will choose one of the suggestions, complete some additional research about it, and make a presentation to the class on November 7 or 9 arguing that understanding the selected artifact helps us better understand something about Shakespeare.

6. Research Paper (250 points). A separate assignment sheet describes this paper in detail. You will write a medium-length essay (approximately 7 pages) on a topic relating to the plays we will read this semester. I will provide a list of suggested topics, but you will be welcome to develop a
topic of your own. The paper will require that you incorporate some peer-reviewed, secondary research on your topic. If you would like your paper returned with my comments, you must submit the essay by **November 30**. If you do not mind receiving extensive commentary on your essay, the absolute deadline for this paper is **December 7**.

7. **Final Exam (200 points)** The final exam for this class takes place on Tuesday, **December 12**. The exam will not be cumulative. It will have three parts: one will require you to identify and respond to passages from plays we will read in the last half of the semester; the second will ask you to analyze a passage from a play we discussed in the final part of the semester; and the final part will require you to write an essay. You will receive the topics for the essay portion in advance and will be allowed to prepare an outline on your own to consult during the exam.

**Course Policies**

**Classroom Protocol**
Before entering our classroom, please turn off all mobile phones, iPods, or anything else that may distract students from the day's work. Be sure to arrive on time or a few minutes early. Students are expected to come to each class, prepared to participate in a discussion of the assigned material for the day. Missing class participation will have a negative cumulative effect on a student’s grade; students should miss as few classes as possible. Please treat classmates with respect.

**The Credit Hour**
The national standard for the academic credit unit requires students to spend 45 hours of study per unit. In practice, this means that students should expect to devote **SIX HOURS PER WEEK outside of class** to prepare for the three hours we spend together in class each week.

**Grading Policy**
The final grade for the course will be based on the following 1000-point scale (think of it as an expanded version of a 100-point scale):

- 900-1000=A
- 800-899=B
- 700-799=C
- 600-699=D
- below 600=F

It is possible to complete all of the assignments and still receive a failing grade for the course.

**Late Work**
Students should submit their work **on time** according to the directions on assignments. If a student misses a deadline without a medical excuse, the work will be penalized half a grade for each class meeting it is late. However, I recognize that life can get in the way of deadlines. If things are piling up, please contact me and we can try to get you back on track.

**Academic Integrity**
UTEP defines violations of academic integrity in this way:

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Handbook of Operating Procedure, 1.2.2)
The penalties for plagiarism and other violations of academic integrity are severe, and may include failure in the course. For further information, consult this website: http://sa.utep.edu/osccr/academic-integrity/ We are living through the era of generative AI (like ChatGPT) and it might be tempting to resort to that tool to complete assignments, but you should know that unless a professor allows it, the use of AI in courses is a violation of the rules of academic integrity and will be treated in the same way.

COVID-19 PRECAUTION STATEMENT: Please stay home if you have been diagnosed with COVID-19 or are experiencing COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, so that we can work on appropriate accommodations. If you have tested positive for COVID-19, you are encouraged to report your results to covidaction@utep.edu, so that the Dean of Students Office can provide you with support and help with communication with your professors. The Student Health Center is equipped to provide COVID-19 testing. The best way that Miners can take care of Miners is to get the vaccine. If you still need the vaccine, it is widely available in the El Paso area. For more information about the current rates, testing, and vaccinations, please visit epstrong.org.

CASS Accommodations
I am very happy to assist students who made need special accommodations to complete this course successfully. If I can be of assistance, please let me know. Students should also consult with the Center for Accommodation and Support Services (email: cass@utep.edu or phone: 747-5148) and make use of their resources.

Schedule of Readings and Assignments
Below is a tentative schedule of readings and assignments for our class.

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<td>Introductory week, in-class readings and discussion</td>
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<td>Introductory week, in-class readings and discussion</td>
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<td>Midsummer Night’s Dream (Acts 1 and 2)</td>
<td>Conceit Notes Due (2)</td>
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<td>Midsummer Night’s Dream (Acts 3 and 4)</td>
<td>First Significant Passage Deadline</td>
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<td>Midsummer Night’s Dream (Act 5)</td>
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<td>MIDTERM EXAM</td>
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<td>Richard II (Act 1)</td>
<td>Conceit Notes Due (3)</td>
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<td>Henry IV, Part One (Act 1, 2, and 3)</td>
<td>Conceit Notes Due (4)</td>
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<td>Henry IV, Part One (Act 4)</td>
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<td>Macbeth (Act 1)</td>
<td>Conceit Notes Due (5)</td>
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Some other advice:

- Come to class having read the assigned texts and with at least one question you plan to ask.
- Bring your textbook to class. Bring a notebook to class. Take notes. Write in your books. Use highlighters or post-it notes. Keep track of important/interesting passages.
- Begin working on written assignments as soon as they are posted.
- Revise, revise, revise.
- Strive to improve your writing: not only at the sentence level (avoid fragments and comma splices), but also at the analytical/argumentative/interpretive level.
- Never plagiarize.
- Strong essays have a critical thesis; adequate essays have a good topic; inadequate essays mostly summarize a text instead of highlighting the student’s analysis; bad essays don’t have an argument and have a difficult time discussing the text.
- Begin paragraphs with a strong topic sentence, rather than a simple fact or plot point.
- Do not use the phrases “I think,” “I feel,” “I believe,” or “I argue.” These are implied by the fact that you are the writer of the essay.
- Do not use forms of “you” in academic writing. Unless you are specifically addressing me, Dr. Fleck, you should avoid all forms of “you” and instead say: “the reader,” or “a person,” or “people,” or “someone.”
- There is no need to describe the process you followed before you completed the final draft of your essay; do not write “I selected this story” or “I used JSTOR” or similar phrases.
- In the body of an essay, there is almost never a reason to cite the title of an academic essay; that information goes on the Works Cited.
- Refer to all writers by their first and last names once and by their last names every time after that.
- Generally, avoid using the passive voice.
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