



## ENG 311.01E: Shakespeare

(CRN 20121)

COURSE SYLLABUS: SPRING 2024

MWF 12:00 PM – 12:50 PM

201 David A. Talbot Hall

### INSTRUCTOR INFORMATION

**Instructor:** Dr. Deborah M. Scaggs, PhD

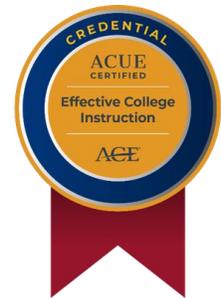
**Office Location:** 227 David A. Talbot Hall

**Office Hours:** MWF 10:00 AM - 10:50 AM or by appointment

**University Email Address:** [deborah.scaggs@tamuc.edu](mailto:deborah.scaggs@tamuc.edu)

**Preferred Form of Communication:** email

**Communication Response Time:** 48-72 hours

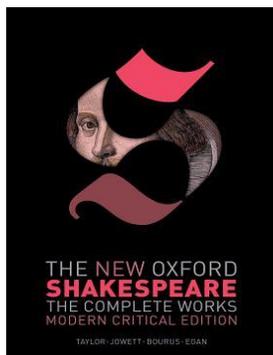


### COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

#### Textbook(s) Required

1. Taylor, Gary, et al., editors. *The New Oxford Shakespeare*. Oxford UP, 2016. ISBN: 978-0-19-959115-2
2. Hacker, Diana and Nancy Sommers. *A Pocket Style Manual*. 9<sup>th</sup> ed., Bedford/St. Martin's, 2021. ISBN: 978-1-319-16954-1



**NOTE:** There are many, many versions of Shakespeare's works out there; however, this edition has been chosen because of the editor's approach to reading Shakespeare's works. Thus, this is the required text and must be used. You should be able to find good, used

copies on any online seller (e.g., Amazon) for around \$60. Feel free to rent, buy hardcopy, or buy digital copy.

### Software Required

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf files.
2. Adobe Reader for PDF files.

### Other Texts and/or Materials

1. [Adobe Creative Cloud](#), provided by TAMUC. (Includes Adobe Reader.)
2. 3x5 notecards.
3. Dictionary (hardcopy or mobile app).
4. All students *must* have a working TAMUC e-mail address.
5. Access to a computer and high-speed internet for writing, saving, and submitting assignments electronically and for accessing online resources.
6. Access to [Shakespeare in Performance Database](#) via TAMUC Library.



### Important Dates:

January 10: First day of classes

January 26: Last day to drop with 100% refund

March 28: Last day to drop with no refund

March 11-15: Spring Break

April 30: Last Class Day

May 1-3: Reading Days

Final Grades Due: Monday, May 13 by 5:00 PM

**Final Exam Date:** Friday, May 10 from 8:00 AM – 10:00 AM  
in **Journalism Building 102.**

## Course Description

### ENG 311 - Shakespeare (Hours: 3)

This course examines Shakespeare's dramatic works, including a selection of tragedies, comedies, histories, and romances. Students learn how to read drama, negotiate Shakespearean poetic conventions, and explain the literary elements and devices used in his works. Students who are pre-service teachers will also learn how to approach the teaching of Shakespeare for a high-school curriculum. Prerequisites: [ENG 1302](#).

In this section of ENG 311, the plays under examination will be: *Romeo and Juliet*, *King Lear*, *Taming of the Shrew*, *The Merchant of Venice*, *Titus Andronicus*, *Richard III*, and *Pericles*.

**Student Learning Outcomes (SLOs):** Upon successful completion of this course, students will be able to:

1. identify key concepts, terms, and facts linked to the texts under study;
2. perform close readings of texts, using literary elements and devices;
3. develop interpretations of texts, using selective passages from sources;
4. dramatize portions of plays for theatricality; and

*The syllabus/schedule are subject to change.*

5. compose texts that effectively address purpose, style, and content.

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Students are expected to be able to use a computer for accessing content, completing and submitting assignments, and engaging in online sources. Ability to use Word (or its equivalent), Adobe Reader, and D2L are needed. If you have issues with your browser, then you should try [clearing cache, cookies, and history](#) and try again. If that still does not fix the issue, then you need to call the Center for IT Excellence (CITE) at 903.468.6000 or email them at [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

### **Instructional Methods**

This course relies on class lecture and discussion, PowerPoints, out-of-class research, and in-depth, close reading of texts. There will also be handouts made available to enhance instruction.

### **Student Responsibilities or Tips for Success in the Course**

The work for this course is carefully sequenced and grows out of ongoing classwork as well as class participation/discussion. Staying on top of the assignments, doing them seriously, and being prepared for class is crucial for student success in this course. Students should come prepared with all relevant texts and on time every day. Students should expect to spend about **5 hours a week outside of class** for reading, writing, thinking, and studying.

## **GRADING**

Final grades in this course will be based on the following scale:

- A = 90%-100%
- B = 80%-89%
- C = 70%-79%
- D = 60%-69%
- F = 59% or Below

### **Assignments and Evaluation**

The most important consideration for all essays is content (argument, structure, primary and secondary source explication); however, grammar and usage are also important because 1) a person's literacy is often judged according to the number of distracting sentence errors that appear in writing, and 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively. Therefore, students will need to achieve control of Standard Academic American English (SAAE).

Evaluation breakdown of assignments is as follows:

1. 65 % -- Critical Reading and Explications (CREs) (600 pts.)
  - a. Five (5) Soliloquies ( $\approx$  750 words;  $\approx$  2 ½ pages each) (120 pts. each)
2. 20 % -- Literary Analysis ( $\approx$  1500 words or  $\approx$  5 pages) (120 pts.)
3. 15 % -- Dramatization of a scene (100 pts.)

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100 % = 820 pts total possible (weighted by category)

## Required Coursework

In order to meet the course objectives, students will have the following opportunities:

- **Critical Reading and Explications (CR/Es):** These are assignments that require students to analyze soliloquies and characterization ( $\approx$  **750 words or about 2 ½ pages each**) found in a play. Students will develop the ability to read closely and interpret specific literary elements and devices for overall understanding of a character. This will also help prepare students for the dramatization of a character through his/her soliloquy. Detailed parameters will be provided in class. (SLOs addressed: 1, 2, 3, 5)
- **Literary Analysis:** Students are required to compose **one (1), medium-length literary analyses ( $\approx$  1800 words,  $\approx$  6 pages)** that analyzes at least two (2) plays, utilizing secondary research materials. Instructions will be provided in class. (SLOs addressed: 2, 3, 5)
- **Dramatization of a Scene:** Students, working individually, will choose a soliloquy from a Shakespearean play in consultation with the instructor and perform that soliloquy for the class during the final exam period (and perhaps for an invited audience). The goal is to have students deliver the scene in the original language with attention paid to meaning and expression. *This will be considered the final exam.* Detailed parameters will be provided in class. (SLO addressed: 4)

**Final Exam: Friday, May 10: 8:00 AM – 10:00 AM in Journalism Building 102**

## Final Exam Etiquette

1. Arrive to class on time.
2. Food and drinks will be permitted during the exam period. The instructor, however, reserves the right to examine packages, bags, and containers prior to, during, or after the exam period. (If the final exam is administered in a computer lab, then the lab rules override this item number.)
3. Backpacks, purses, and other bags **MUST** be stored at the front of the classroom.
4. No children or visitors are allowed.
5. Turn-off and store **ALL** electronic equipment, including but not limited to MP3 players, smart watches, and cellphones.
6. Students should not converse with each other once the exam period starts.
7. No hats, berets, or other head coverings are allowed (except for religious purposes).

8. In the case of hardcopy exams, only the exam itself and blank “bluebooks,” pencils, pens, and erasers will be allowed on the desk area once the exam has begun, in addition to food/drink items that have passed inspection.

**Project Score Breakdown:** Since this course emphasizes and encourages the *writing process*, 20% of a writing project’s score is derived from preliminary drafts and peer-reviewing and 80% is derived from the final product. This adds up to the 100% total score and applies to each of the essays. Points are earned based on **completion of minimum requirements, on-time submission, quality, and rubric**. Below is an example of the breakdown of a written assignment that has one (1) preliminary draft, one (1) peer review, and the final product, with evaluation criteria described within parentheses:

**10 pts. – Draft #1\*** (points earned from correct format, appropriate citations, minimum word count completion, minimum sources requirement, assignment adherence, and on-time submission)

**10 pts. – Peer Review on Draft #1\*\*** (points earned from percentage of completion, quality, and on-time submission)

**100 pts. – Final Draft\*\*\*** (points earned from correct format, minimum word count completion, minimum sources requirement, on-time submission, assignment adherence, and rubric)

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**120 pts. possible per project**

**\*NOTE:** All drafts must be completed in order for students to have a final draft graded. Failure to submit a draft on time will result in a student jeopardizing success in this course.

**\*\*NOTE:** Drafts will be peer reviewed (and, when possible, commented on by the instructor). Failure to submit a draft on time makes it harder for peers to complete the peer feedback. The originating writer who submits late, therefore, will be penalized with points deduction.

**\*\*\*NOTE:** Final drafts will be graded solely by the instructor. Feedback on final drafts should be used to improve writing for subsequent writing.

**NOTE:** Uncorrected errors will affect final paper grades. Students who do not learn to control grammar, spelling, and usage will find it difficult to earn a passing grade. Writing means communicating, and if the writing is hard to read or understand, then the writer is failing to communicate.

**NOTE:** Students who do not learn to control MLA document design and documentation will find it difficult to earn a passing grade. Part of academic writing is being able to control information and source material. Writers **MUST** learn to use source material ethically.



- With direct quotes, any missing open or close quotes = Plagiarism.
- With paraphrases or summaries, any missing citations = Plagiarism.
- Missing in-text citations = Plagiarism.
- Using sources, quoting them, but not including them in a bibliography = Plagiarism.
- Intentionally misrepresenting a source's ideas by saying it says something it does not say = Academic Dishonesty.
- Including sources in a bibliography without using them in the essay is either plagiarism (you used a source but did not cite it) or academic dishonesty (you are attempting to obfuscate the fact that you have not used the required sources).

*Unintentional plagiarism is still plagiarism.*

### Note on Coursework

- **Grading Timetable:** The instructor will make every effort possible to return grades and comments on essays *within two (2) weeks*, but the instructor also reserves the right to require more time if needed and will notify students if this is the case.
- **All drafts** must be completed in order for students to have a final draft graded.
- **No “recycled” essays**, essays written in other classes, in other sections of this course, or at other institutions are permitted *unless and until* the instructor(s) provide(s) written consent, using official university email or letterhead.
- **TurnItIn:** This is web-based anti-plagiarism software that all students must incorporate into their submission process for all essays.
  - ❖ Working drafts (all drafts that are composed prior to final essay submission) and final products submitted for final evaluation must include all necessary, appropriate, and accurate citations for source material.
  - ❖ It is the responsibility of the student to make sure that all drafts are submitted to the correct *TurnItIn* drop box on time. Work that is **not submitted to TurnItIn will not be accepted** for grading. The instructor will evaluate the report generated by the software to determine if there are any academic integrity infractions.
  - ❖ Students should save all digital receipts generated by *TurnItIn* to verify that assignments were submitted on time.
- **Generative Artificial Intelligence (GenAI):** The development and wide availability of GenAI (e.g., ChatGPT) has created a great deal of discussion in academic settings about what its availability means for learning. In fact, this new tool raises questions about how writers think of themselves *as writers* and what it means to use technology to write ethically.



Tools like GenAI are not without problems because research is showing that the algorithms it depends upon can not fully detect bias, accuracy of information, or verification of source material in the data it uses. Therefore, users can not be sure that all of the information it provides is true, accurate, or usable. Information that GenAI provides is often not cited, making it difficult for users to verify claims and ideas it presents. Additionally, to fully rely on GenAI means that users assume its output is factual, accurate, reliable, and harmless. Simply put, this is not universally the case. Ultimately, students are fully responsible for any work they submit and the veracity and usability of its information.

**Generally speaking, the work students turn in for this course should be composed by the individual student alone.** If students were to use a GenAI tool to generate ideas or to develop an essay, then they would need to (1) first get permission from the instructor after a discussion about how it will be used and (2) cite any ideas that *it* generates, giving *it* credit for the work. The audience needs to be able to distinguish between what are writers' original ideas and thinking and what is not, just like any time source material is used. Plus, if students are merely relying on a program to think for them, then they are not learning nor thinking for themselves.

TurnItIn also detects possible GenAI compositions or contributions, and I will review the GenAI report for any possible academic infringements.

- **Format:** All compositions will be electronically submitted. If students are using a Macintosh computer, they should save work as an "RTF" document (.rtf) (to ensure computer software compatibility). Students will use discipline-specific document design and citation format for English, which is MLA. Students using [GoogleDocs](#) or [Office 365](#) are responsible for ensuring that their documents are fully compatible with the submission dropboxes in D2L and in *TurnItIn*. (The hyperlinks direct you to instructions for converting to .doc files.)

- **Drafting:** First drafts, although not polished, should be developed and focused enough so that peer-reviews can be fruitful. Incomplete drafts or drafts that show shoddy or careless writing will not earn points. Peer-reviewers should provide feedback that is substantive, moving beyond simple judgments of "this is good" or "fix spelling." Final drafts must show significant revision.

- **Revising** means that students will not only change the grammatical and usage errors, but they will develop their paper by adding more examples, removing poor examples, or unnecessary sentences, or the student might supply a more focused controlling idea, clearer topic sentences, or better organization throughout the assigned piece of writing.

- **Late Work:** Regardless of the assignment, deadlines are deadlines. Since most of the writing in this course will be submitted electronically, there really is no excuse for late or missing work due to absence unless there is an extreme circumstance—or a sudden, serious situation—that prevents a student from meeting a deadline. In such cases, the student should communicate with the instructor so that a solution to the problem can be found. A student may **request** an extension by communicating with the instructor, in person or via e-

mail, **as soon as possible in advance of a deadline**, but the granting of an extension is dependent upon the circumstances. If work is turned in late without prior approval, then the work will be lowered a letter grade for each weekday's delay, and a student has up to three (3) days (including weekends) to present the late work.

**RECOMMENDATION:** While it is not required, students are strongly encouraged to use the Writing Center to receive extra attention and help on writing assignments. The Writing Center is a wonderful resource at TAMUC and is located in 103 David A. Talbot Hall. The Writing Center also has virtual writing sessions. For further information, please visit the [Writing Center's Website](#).

## TECHNOLOGY REQUIREMENTS

### LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Visit D2L Brightspace webpages for the [LMS requirements](#) and for [LMS Browser Support](#). The university also uses Zoom, when needed. Users will need to prepare for the use of Zoom by verifying [Zoom System Requirements](#).

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).



**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

## COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your instructor.

### Technical Support

If you are having technical difficulty with any part of D2L Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or visit [D2L Brightspace's support page](#).

## Interaction with Instructor Statement

There will be many opportunities to interact with the instructor. First, the instructor is open to questions, observations, or needs for clarification during class. Second, the instructor will provide feedback on final drafts and on discussions. Third, the instructor has office hours where students are welcome to attend to discuss class materials, writing concerns, or future endeavors, or to receive academic advising.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### Course Specific Procedures/Policies

#### Attendance and Tardiness



Students are expected to attend classes on-time and in their entirety and to complete all assignments. If there are extreme circumstances—or a sudden, serious situation—that prevents a student from arriving to class on time or remaining in the class for its duration, then it is the student’s responsibility to communicate absences with his/her professor.

**Tardiness:** If a student is more than 10 minutes late to class or if a student leaves class 10 minutes or more early, this will count toward attendance. Three (3) “tardies” or leaving early equals one (1) absence.

**Absence:** If students have excessive, unexcused absences from class, they will fail this course. “Excessive, unexcused absences” are determined as follows: four (4) or more in a MW or TR course, six (6) or more in a MWF course, and three (3) or more in a MTWR summer course or in a once-a-week graduate course.

All absences are considered unexcused **until and unless** the student persuades the instructor that the absence merits being excused. Instructors require documentation within seven (7) calendar days for the absence to be excused and missing assignments to warrant acceptance. Acceptable reasons for an absence, which cannot affect a student’s grade, include, but are not limited to:

1. Participation in University sponsored activity at the request of University Authorities;
2. Death or major illness in a student’s immediate family;
3. Illness of a dependent family member;
4. Participation in legal proceedings or administrative procedures that require a student’s presence;
5. Religious holy days;
6. Illness that is too severe or contagious for the student to attend class;
7. Required participation in military duties;
8. Mandatory admission interviews for professional or graduate school which cannot be rescheduled; and
9. Doctor visits that can not be rescheduled or that require travel.

*The syllabus/schedule are subject to change.*

Students are responsible for providing satisfactory evidence (i.e., physician note, medical release, etc.) to the faculty member within seven (7) calendar days of their absence and return to class. They must substantiate the reason for absence. If an off-campus licensed physician provides evidence of a student's illness, the written excuse, orders or documentation must contain:

- the date and time of the doctor's appointment,
- the prognosis of illness,
- the doctor's opinion and recommendations for the individual student, and
- the opinion on whether or not the student is able to attend class.

If an absence is not an excused absence, the faculty member will decide whether makeup work will be allowed. In some courses, attendance and in-class participation are ongoing requirements and an integral part of the work of the course.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#). Some key elements that are part of "common decency and acceptable behavior" include:

1. Using the "silent" mode on cell phones for the duration of class.
2. Removing headphones or earphones for the duration of class.
3. Not accessing the web or apps on cell phones, tablets, or laptops unless it is directly related to the current course (i.e., ebooks, notetaking).
4. Arriving to class on time.
5. Not speaking while others are speaking.
6. Not bringing children to class.

If there is an emergency or an issue that demands attention, then students should step out of the classroom to address it. Students should also consult the [Rules of Netiquette](#) for more information regarding how to interact with students in an online forum.

### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

### **Academic Integrity**

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty, see the following procedures:

[Undergraduate Academic Dishonesty Policy 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

[Graduate Student Academic Dishonesty Policy 13.99.99.R0.10](#)

[Graduate Student Academic Dishonesty Form](#)

### **Students with Disabilities-- ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

#### **Office of Student Disability Resources and Services**

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

### **Nondiscrimination Notice**

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to the [Carrying Concealed Handguns on Campus](#) document and/or consult your event organizer. Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

## A&M-Commerce Supports Students' Mental Health

**Counseling Center:** The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. Visit the [Counseling Center website](#) for events and confidential services.



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**The Lion Food Pantry:** Now located in 103 Halladay Student Services Building, the [Lion Food Pantry](#) supports students who struggle with food security. Without good food, it is difficult to sleep or to keep up with your academics or engage in social activities. This service also provides personal care items. If you need help, then reach out to them: [LionPantry@tamuc.edu](mailto:LionPantry@tamuc.edu)! They are open Wednesdays, 11:00-4:00 PM.

**Course Content Disclaimer:** Students may find that readings, class discussions, or assignments address issues that are unfamiliar, controversial, or uncomfortable. They do not necessarily reflect the viewpoints of the faculty, department, college, or institution. The course activities are meant to engage critical thinking and intellectual inquiry and honor the concept of free speech. Civil disagreement is fine. Bullying, name-calling, yelling, or other acts of aggression will not be tolerated. The policy of "Student Conduct" applies to the examination of course content as well as to participant interaction in, and out of, the classroom

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**Final Note:** As students enter the university, they are also entering a research community where faculty and students are studying not only the world outside of the university, but also the teaching and learning that occurs inside of the university. On occasion, other faculty members may observe classes in order to provide feedback to the faculty member about the course activities, the goal, of which, is to improve individual teaching and the design of this course so that they work as effectively as possible in preparing all students for academic and professional success. Therefore, any writing that a student passes in this semester may be read by other faculty members here at TAMUC but without names so that the student, as the writer, remains anonymous. **NOTE: Students should keep in mind that any subject matter they disclose about past, present, or future abuse, assault, harassment, or mortal will be reported to the appropriate authorities in accordance with federal and state laws.** For more information, please see the [University's Privacy Policy](#) and [Student Rights and Responsibilities](#).

**Note:** The following is our tentative schedule of activities and due dates for this course. Any changes that are made will be given well in advance in class. *The assigned readings for each class period should be done before coming to class.*

PDF: **P**ortable **D**ocument **F**ile located in D2L under the corresponding week

PSM: **P**ocket **S**tyle **M**anual (handbook)

### **Week 1: Introduction to the Course**

1/10 W: Introduction

1/12 F: Discussion of Assignment for Close Reading and Explication (CREs) and MLA format

### **Week 2:**

1/15 M: No Class: MLK Day Observed

1/17 W: *Romeo and Juliet*, Act I

**PSM:** p.148-150, "The Works Cited list at a glance"; p. 147, entries #1, #2, #3; p. 162-163, entries #28, #29, #30

1/19 F: *Romeo and Juliet*, Act II

**PSM:** p.131, "Plays"

### **Week 3:**

1/22 M: *Romeo and Juliet*, Act III

**Draft of Soliloquy Explication 1**

1/24 W: PDF: Jonathan Hope's "Shakespeare's Natiue [sic] English"

**PSM:** p. 163, entry #29: One selection from an anthology or collection

**Peer Review of Soliloquy Explication 1**

1/26 F: *Romeo and Juliet*, Act IV

**Final Product of Soliloquy Explication 1**

### **Week 4:**

1/29 M: *Romeo and Juliet*, Act V

1/31 W: *The Taming of the Shrew*, Act I

2/2 F: PDF: Jean Howard's "Cross-dressing, Theater and Gender Struggle"

**PSM:** p. 163, entry #29: One selection from an anthology or collection

### **Week 5:**

2/5 M: *The Taming of the Shrew*, Act II

**Draft of Soliloquy Explication 2**

2/7 W: *The Taming of the Shrew*, Act III

**Peer Review of Soliloquy Explication 2**

2/9 F: *The Taming of the Shrew*, Act IV

**Final Product of Soliloquy Explication 2**

### **Week 6:**

2/12 M: *The Taming of the Shrew*, Act V

2/14 W: PDF: Lucy Munro's "They eat each other's arms': Stage Blood and Body Parts"

**PSM:** p. 163, entry #29: One selection from an anthology or collection

2/16 F: PDF: Andrew Gurr's "Social Composition"  
**PSM:** p. 162, entries #26a and #26b

**Week 7:**

2/19 M: *Titus Andronicus*, Act I

2/21 W: *Titus Andronicus*, Act II

2/23 F: *Titus Andronicus*, Act III

**Week 8:**

2/26 M: *Titus Andronicus*, Act IV

**Draft of Soliloquy Explication 3**

2/28 W: *Titus Andronicus*, Act V

**Peer Review of Soliloquy Explication 3**

3/1 F: PDF: Amanda Bailey's "'Monstrous manner': Style and the Early Modern Theater"

**PSM:** p. 155, entry #13a, b, and c

**Final Product of Soliloquy Explication 3**

**Week 9:**

3/4 M: *The Merchant of Venice*, Act I

3/6 W: *The Merchant of Venice*, Act II

3/8 F: *The Merchant of Venice*, Act III

**Week 10:** SPRING BREAK—NO CLASS

**Week 11:**

3/18 M: *The Merchant of Venice*, Act IV

**PSM:** p. 121-128, Section 31

**Draft of Soliloquy Explication 4**

3/20 W: *The Merchant of Venice*, Act V

**PSM:** p. 129-130, Sections #32a-c

**Peer Review of Soliloquy Explication 4**

3/22 F: *Richard III*, Act I

**Final Product of Soliloquy Explication 4**

**Week 12:**

3/25 M: *Richard III*, Act II

3/27 W: *Richard III*, Act III

3/29 F: *Richard III*, Act IV

**Week 13:**

4/1 M: *Richard III*, Act V

**Draft of Soliloquy Explication 5**

4/3 W: *King Lear*, Act I

**Peer Review of Soliloquy Explication 5**

4/4 F: *King Lear*, Act II

**Final Product of Soliloquy Explication 5**

**Week 14:**

4/8 M: *King Lear*, Act III

4/10 W: *King Lear*, Act IV

4/12 F: *King Lear*, Act V

\*\*Choose Soliloquy or Monologue for Dramatization

**Week 15:**

4/15 M: **PDF:** Don Weingust's "Rehearsal and Acting Practice"

4/17 W: *Pericles*, Act I

**PSM:** p. 90-92, Section #26

4/19 F: *Pericles*, Act II

**PSM:** p. 99, Section #28

**Week 16:**

4/22 M: *Pericles*, Act III

**PSM:** p. 151, entry #6

**Draft of Literary Analysis**

4/24 W: *Pericles*, Act IV

**Peer Review of Literary Analysis**

4/26 F: *Pericles*, Act V

**Final Product of Literary Analysis**

**Week 17:**

4/29 M: Last Class Day

**Final Exam:** Friday, May 12: 8:00 AM – 10:00 AM  
Dramatization of Soliloquies or Monologues