



ENG 526.01W / ENG 526.C2W / ENG 526.CRW:

Studies in Shakespeare

(28021 / 28175 / 28705)

COURSE SYLLABUS: SPRING 2024

Online and Asynchronous¹

INSTRUCTOR INFORMATION

Instructor: Dr. Deborah M. Scaggs, PhD (She/Her)

Office Location: 227 David A. Talbot Hall

Office Hours: By appointment and via Zoom

University Email Address: deborah.scaggs@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: 48-72 hours

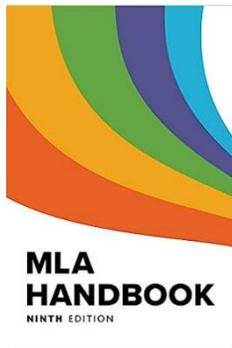


COURSE INFORMATION

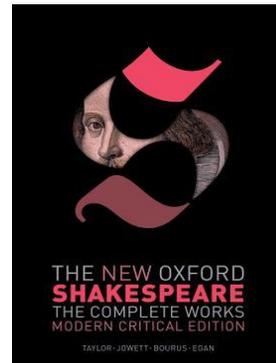
Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

1. Modern Language Association of America. *MLA Handbook*. 9th ed. MLA, 2021.
ISBN: 978-1603293518



2. Taylor, Gary and et al, editors. *The New Oxford Shakespeare: Modern Critical Edition*. Oxford UP, 2016.
ISBN-13: 978-019959115-2



Also available free through [Waters Library](#).

¹ “Asynchronous” means that all work will be completed without live interaction with the instructor or fellow class members.

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 a hardcopy, or buy a digital copy.

Software Required

1. Microsoft Word or its equivalent. Students using MACs **must** save documents as .rtf or .pdf files.
 - Students using [GoogleDocs](#) or [Office 365](#) are responsible for ensuring that their submissions are fully compatible with dropboxes in D2L and *TurnItIn*. **Do NOT use links.** (The hyperlinks direct you to instructions for converting to .doc files.)
 - Get [FREE Office 365](#) through TAMUC.
2. Adobe Reader for PDF files.
3. Webcam and microphone for submitting online work. This is **REQUIRED**.

Other Texts and/or Materials

1. All students *must* have a working TAMUC e-mail address.
2. Access to a computer and high-speed internet for writing, saving, and submitting assignments electronically and for viewing content on external sites.
3. Familiarity with [Discussion Forums in D2L](#) (DFs) for submitting responses to discussion questions.
4. Familiarity with using your webcam for recording videos for submission to D2L assignment dropboxes and discussion forums.
5. The instructor will provide recommended articles/handouts for students to use as needed.

Important Dates:



January 25: First day of Graduate 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: While there is no official final exam for this course, a final reflection is required to be submitted anytime between **Monday, May 6, 8:00 AM up through Tuesday, May 7, 11:59 PM.**

COURSE DESCRIPTION

ENG 526 – Studies in Shakespeare (3 SCH)

This course is designed to explore special topics, themes, or issues in Shakespearean studies. Focus could include an examination of his poetry or drama, adaptations of his work in a modern setting, or comparative studies with contemporaneous playwrights. Students will conduct research on the historical, social, and cultural issues of sixteenth/seventeenth century England in order to contextualize the works under study. May be repeated for credit when the emphasis changes.

This semester's focus will be on *Romeo and Juliet*, *Othello*, *As You Like It*, *Taming of the Shrew*, and *The Two Noble Kinsmen*.

The theoretical approach will be [cultural materialism](#) (also referred to as "cultural poetics" and sometimes "new historicism"), requiring readers to contextualize the texts within the time period they were composed and consumed. Students should avail themselves of the new [Research Methods Primary Sources](#) database to learn about primary text research.

Overarching Themes, Inquiries, and Foci: This semester, I want us to explore the nature of gender--particularly how *masculinity* is structured--and the nature of relationships between men, between men and women in marriage or in betrothals, and between concepts of masculinity and femininity in the period. What follows is by no means an exhaustive list of the ways we might engage Shakespeare, but they can provide some starting points for us as we dig deeply into his various works.

- ❖ Keeping in mind the *cultural poetics* methodology, how do the Elizabethan and Jacobean eras define the roles of men and women? How is marriage/betrothals defined?
- ❖ Homosexuality was punishable by death in most cases; however, homosocial relationships were embraced. Where in the plays do we see Shakespeare examining these kinds of relationships? What is his take on homosexual and homosocial relationships?
- ❖ Boys played the role females through cross-dressing, and if they were good at acting, they would castrate themselves to ensure a future in acting as adults. How does this help to complicate the ways Shakespeare deals with gender in the plays?
- ❖ What kinds of relationships seem to function well and which do not? What are the conditions under which these relationships thrive/fail?
- ❖ In what ways does Shakespeare deal with gender in tragedies that are similar to and/or different from comedies that are similar to and/or different from romances?
- ❖ How does Shakespeare work with *performativity*? That is, actors are performing their assigned characters, performing gender (as in the case of boys playing female roles), and performing for an audience. What is the relationship between these three (i.e. actors, characters, audience)? How does *performativity* relate to gender?

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

1. formulate a viable line of questioning, using a specified critical theory or methodology;
2. select sources appropriate to the critical theory or methodology;
3. synthesize primary and secondary texts effectively into texts;
4. critique the cultural, social, and historical contexts of texts; and
5. create 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 (e.g., using Word), and engaging in online sources. Ability to use Word (or its equivalent), Adobe Reader, and D2L are needed. Students are expected to know how to use Discussion Forums ([DFs](#)) [for submitting responses to discussion questions](#). 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.

Instructional Methods

On-line courses are not “easier” than traditional, face-to-face courses. In fact, students who take on-line courses need to be highly organized, self-motivated, detail-oriented, and self-monitoring. What is normally done inside the classroom, such as discussion, debate, and close reading aloud, needs to be reproduced in an online environment; thus, the time commitment for an online class increases.

If students believe that this kind of learning environment may not be conducive to their learning style, reconsideration of this specific course is recommended. This course will include recorded lectures, independent reading and writing, and in-depth research. 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. Graduate school is like a full-time job, and the more classes you take, the more hours you are expected to devote to them outside of the typical 3-hour meeting time in a given week. In an online course like this one, presentations and discussions we would have in person during that 3-hour time block must be reproduce online. Students in this graduate level course should **expect to spend approximately 9 hours a week** outside of the 3 Semester Credit Hours (SCH) course for researching, thinking, reading, and writing for this course.

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 writing is content (argument, structure, research ethics); 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, 2) if writers have too many grammatical, mechanical, or usage errors, they will fail to communicate effectively, and 3) as English majors, your ability to control language is one of strengths you should hone. Therefore, students will need to achieve control of Standard Academic American English (SAAE).

Evaluation breakdown of assignments is as follows:

1. 30 % -- Oral Presentations with Annotated Bibliographies (200 pts. total)
 - 15% Oral Presentation 1 (100 pts.)
 - 15% Oral Presentation 2 (100 pts.)
2. 30 % -- Online discussions via Discussion Forums (DFs) ($\approx 50 \times 10$ pts. each ≈ 500 pts.)
3. 40 % -- Research Project (200 pts.)
 - 15 % Research Proposal (100 pts.)
 - 25 % Comparative Literary Analysis (120 pts.)

100 % \approx 900 pts total possible (weighted by category)

● **Grading Timetable:** The instructor will make every effort possible to evaluate work *within two (2) weeks* for long, written projects and *within seventy-two (72) hours after the deadline* for oral presentations and Discussion Forums, yet the instructor also reserves the right to require more time if needed and will notify students if this is the case.

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.

Required Coursework

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

● **Oral Presentations:** (30% of course grade) *Oral presentations 1 and 2 with annotated bibliography.* Students will conduct research about the assigned readings and what they find of interest. Each week will have assigned students who will provide an annotated bibliography with sources that relate to the assigned reading for the week, a set of discussion questions that emerge from that research, and will record an oral presentation for viewing by the class. Detailed parameters and instructions will be provided in class. (SLOs addressed: 1, 2, 5)

For Oral Presentations, the instructor will provide one (1) *contemporaneous, primary source* that relates in some way to the assigned reading for the week. All students will respond to this text in a Discussion Forum (DF). This will help students learn what a *contemporaneous, primary source* is and how to work with them. Presenters are responsible for providing an annotated bibliography of two (2) secondary sources that use cultural poetics methodology.

Because DF responses to posed questions are due Tuesdays and replies are due Thursdays, the presenting students will submit their recorded presentation with the annotated bib and questions by **Sunday night 11:59 PM**. This will only happen twice this semester, so plan ahead.

- a. Deduction of points (-1 per day) will apply to late submissions.
- b. Students will provide their fellow peers with an electronic copy of the annotated bibliography with prepared questions as an attachment when they submit their recorded oral presentation.
- c. All sources provided in the course, and any ideas that emerge in DFs, may serve as part of the research for the research proposals.

NOTE: Students must present once between Week 2 and Week 6 and once between Week 8 and Week 12.

● **Discussion Forums in D2L Brightspace:** (worth 30%) Students will participate in discussions in D2L Brightspace using [D2L Discussion Forums](#) (DFs). The topics will vary. The instructor will make every effort to evaluate these within seventy-two (72) hours after the final deadline.

The syllabus/schedule are subject to change.

Detailed parameters and instructions will be provided in discussion forums. (SLO addressed: 3, 4)

You earn up to 10 points for each completed response/reply cycle. Typically, a completed post/reply cycle includes the following:

1. Your initial post to **one** of the questions posed by **one** of the presenters for the week by deadline (Tuesdays by 11:59 PM). Aim for about a 400-word or 5-minute video response.
 - a. NOTE: Presenters **are required** to participate in this exchange during the week they present.
2. Your replies to at least 2 of your peers' posts with ideas or suggestions as feedback in either written form OR a video recording by deadline (Thursdays by 11:59 PM).

These interactions are meant to engage you in conversations about the texts and potentially to spark ideas for research!

● **Research Proposal:** (worth 15% of course grade) This will be completed between Weeks 2-8. Students will develop viable research questions about Shakespeare and his plays, conducting research that will attempt to answer those questions. Detailed parameters and instructions will be provided in class. (SLOs addressed: 1, 2, 3, 4, 5)

● **Comparative Literary Analysis:** (worth 25% of course grade) Once the "Research Proposal" is submitted and approved, students will continue to conduct research with the aim of composing a well-researched manuscript that answers the research question(s). This is the final project of the course that will result in a final, written product of significant length. Master's students should aim for a minimum of 15+ pages (\approx 4500 words); Doctoral students should aim for a minimum of 20+ pages (\approx 6000 words). This manuscript will include at least eighteen (18) secondary sources and two (2) primary, contemporaneous texts from the late 16th or early 17th centuries. Detailed parameters will be provided in class. (SLOs addressed: 1, 2, 3, 4, 5.)

The comparative literary analysis will undergo a round of drafting and peer feedback before final submission of the final product. This encourages the *writing process*, so 20% of the comparative literary analysis score is derived from the first draft and peer-reviewing, and 80% is derived from the final product. Points are earned based on **completion of minimum requirements, on-time submission, assignment adherence, format, and quality**. Below is the breakdown of this project with evaluation criteria described within parentheses:

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

10 pts. – Peer Review** (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)

120 pts. possible

***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:** 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.

● **Ongoing, Independent Research:** When doing graduate-level research, it is imperative that you set aside time during the week and weekends to do the research and to think, read, and write. Therefore, you should set aside independent research time on your own starting Week 2, even if you are not presenting. You should identify sources that follow the methodology outlined for this course, read those sources, write-up your own annotations for them, and keep these as files. Then, when it is time to put together your Proposal for Week 8, the first half of the research is ready for assembly. Then, you continue with this up through Week 12 as needed for the plays you are going to analyze. In other words, you are building a *research process* during the course rather than rushing in the week before the proposal is due. This is how professional academics do the work we will be engaging in this course.

Note on Written Coursework

- **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 or venues 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 written work. It also ensures that your work is protected from any future use that you have not authorized. (That is, if your saved work is ever hacked or stolen, no one will be able to submit your work without being caught plagiarizing.)
 - ❖ 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) or as a "PDF" document (.pdf) to ensure computer software compatibility. Students will use the most common discipline-specific document design and citation format for English, which [is MLA 9th edition](#). Older editions will not be accepted and points will be deducted for inaccurate MLA citation and mechanics.

Students using [GoogleDocs](#) or [Office 365](#) are responsible for ensuring that their essays are fully compatible with the submission dropboxes in D2L and in DFs. (The hyperlinks direct you to instructions for converting to .doc files.)

- **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, **a MINIMUM of 72 hours in advance**, but the granting of an extension is dependent upon the circumstances. If an essay is turned in late without prior, approved negotiation, the essay 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.

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](#). 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.



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 friend's computer, 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 at any point in the semester through email. Second, the instructor will provide feedback on work submitted. 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. Since this is an asynchronous online course, students can send the instructor an email to set-up a good time to have a conference call via Zoom.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Attendance and Tardiness



Online Courses and Attendance: Though this class is set-up in an online environment, learning still takes place within the class community. Therefore, success in an online course depends on consistent interaction and collaboration with the online community. Consistent interaction and collaboration are defined as: logging into D2L frequently throughout the week, submitting all required work on time, completing discussions, and actively interacting with or responding to classmates and the instructor. Failure to consistently participate within this online community may result in failure to meet course objectives and/or failure to the complete parameters of a given assignment, all of which could lead to failure in the course. Students who are unable to meet deadlines and/or participate actively in an on-line environment should consider withdrawing from the course.

Face-to-Face Courses: 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.

In an online course, missing work or lack of engagement in the course materials constitutes “absence.” In face-to-face classes, not being physically present constitutes absence. **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 will not 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;

The syllabus/schedule are subject to change.

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.

Students are responsible for providing satisfactory evidence (e.g., physician's note, military orders, 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](#) (and the “Golden Rules for Netiquette,” a PDF file in D2L) for more information regarding how to interact with others in an online course. Students should make every effort to reduce distractions/noise in their recorded videos for an online class.

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

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.





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! 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.

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 threats 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](#).

Schedule of Activities

The following is our 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 should be done **by** the due dates listed. **Note: Oral Presentations** are due **Sunday night by 11:59 PM**. **Responses** to posed questions are due **Tuesday night by 11:59 PM**. **Replies to peers** are due **Thursday night by 11:59 PM** in D2L Brightspace under the corresponding week using Discussion Forums (DFs).

AToT = Approximate Time on Task TBD = To Be Determined DF = Discussion Forum

T = Tuesday R = Thursday F = Friday Sa = Saturday

WHO	WHAT	WHEN	WHERE
Oral Presenter(s)	Oral Presentation with Annotated Bibliography (Completed TWICE in the course)	DUE: Sunday by 11:59 PM	Discussion Forum under Corresponding Week
ALL students (including presenter[s])	Response to a Posed Question from an Oral Presentation	DUE: Tuesday by 11:59 PM	Discussion Forum under the submitted oral presentation
ALL students (including presenter[s])	Replies to responses	DUE: Thursday by 11:59 PM	Discussion Forum under peers' responses

START HERE

Online Course Orientation

NOTE: This is a module at the top of the left-hand menu in D2L. In this module are materials for getting oriented to this online course. This module is “full” because we are starting 2 ½ weeks later than usual, yet you should have received an email on Tuesday, January 16 with information and files to give you a head start.

Date	Day	Reading Assignments	AToT	Writing Assignments	AToT
1/30	T	Access: START HERE in the left-hand menu			
		Read: “Online Course Orientation” (PDF)	15 m		
		Read: “Golden Rules for Netiquette and Online Civility”	15 m		
		Watch: “Course Introduction Video”	55 m	Discussion Forum (DF) 1.0: Introductions (DUE: Tuesday, 1/30 by 11:59 PM)	10 m
				Submit: Introduction Survey	5 m

				(DUE: Tuesday, 1/30 by 11:59 PM)	
		Read: "Syllabus and Schedule"	40 m		
		Review: Folder "Getting Oriented to the Class Technology"	30 m	Watch: Videos as needed	TBD
		Review: Folder "Research Methods"	30 m	Review as needed	TBD
		Access: Week 1's folder			
2/1	R			Submit: Replies to DF 1.0: Introductions (DUE by 11:59 PM)	30 m
				Submit: Syllabus Scavenger Hunt quiz (DUE by 11:59 PM)	15 m

Week 1

Introduction and Historical Context

This week is devoted to getting oriented to the course and to the methodology. This includes how I teach online, my course expectations, main assignments, and research for the course. NOTE: You should have received an email on Tuesday, January 16 with files to give you a head start, and then you should have received two (2), additional emails with the Doodle links on Monday, January 22.

Date	Day	Reading Assignments DUE	AToT	Writing Assignments DUE	AToT
1/30	T	On Your Own: Peruse the readings for this course and do some cursory research on Shakespeare and the plays, paying attention to when a play is assigned on our schedule (Weeks 2-6) and what you find interesting about them. Then, sign-up for Oral Presentation 1 using the Doodle link sent to your TAMUC email and also reproduced to the right.	45 m	Doodle 1: Sign-up for Oral Presentation 1: Weeks 2-6 https://doodle.com/meeting/participate/id/e3Yw51Rb (DUE: Tuesday, 1/30 by 11:59 PM)	3 m
		On Your Own: Peruse the readings for this course and do some cursory research on Shakespeare and the plays, paying attention to when a play is assigned on our schedule (Weeks 8-12) and what you find interesting about them. Then, sign-up for	45 m	Doodle 2: Sign-up for Oral Presentation 2: Weeks 8-12 https://doodle.com/meeting/participate/id/boAyg7Ne (DUE: Tuesday, 1/30 by 11:59 PM)	3 m

The syllabus/schedule are subject to change.

		Oral Presentation 2 using the Doodle link sent to your TAMUC email and also reproduced to the right.			
		Watch: Instructor Video	15 m		
		Read: Methodology Approach (PDFs in D2L) 1. John Brannigan, "Cultural Materialism: Literature and Dissident Politics" (1998) 2. Michel Foucault, "The Subject and Power" (1982) 3. Raymond Williams, "Dominant, Residual, Emergent" (1977)	120 m	DF 1.1: Responding to PDFs on Methodology (<i>DUE: Thursday, 2/1 by 11:59 PM</i>)	30 m
		Access: Research Methods Primary Sources NOTE: This database will take you through a tutorial for what "primary research methods" are and will help you with the coursework.	TBD	Explore: Database	TBD
2/1	R	Read: MLA Handbook: "One Work Cited Different Ways": p. 207, entry 5.104; "Names of Literary Periods and Cultural Movements": p. 52-56, entries 2.88-2.90	20 m		
		Watch: Instructor Video	TBD		
		Read: Louis Montrose, "'Shaping Fantasies': Figurations of Gender and Power in Elizabethan Culture" (1983)	60 m	DF 1.2: Responding to Research by Scholarly Authors (<i>DUE by 11:59 PM</i>)	45 m
		Read: PDF: Jeffrey Masten, "Playwriting: Authorship and Collaboration" (1997)	60 m		
		Read: PDF: Tim Fitzpatrick, "What Playwrights Expected Onstage" (2011)	60 m		
		Read: PDF: Amanda Bailey, "Monstrous Manner: Style and Early Modern Theater" (2003)	60 m		
		Read: Assignment sheet for "Oral Presentation with Annotated Bibliography" and its Rubric	20 m	DF 1.3: Questions and Concerns on Assignments (<i>DUE by 11:59 PM</i>)	10 m
		Read: Assignment sheet for "Research Proposal" and the Rubrics	20 m		
		Read: PDF: "Tips and Tricks for Researching"	20 m		
		Watch: Instructor Video on Researching, Assignments, and Rubrics	45 m		

Access Week 2 Folder and Prepare for What Is Coming-Up

Week 2

Romeo and Juliet (1595?)

Remember: If you are presenting this week, then you must submit your **annotated bibliography with questions and your recorded presentation** to the Discussion Forum by **Sunday night 11:59 PM**.

<i>Date</i>	<i>Day</i>	<i>Reading Assignments DUE</i>	<i>AToT</i>	<i>Writing Assignments DUE</i>	<i>AToT</i>
2/4	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 2.1 for peers to access			
2/6	T	Read: MLA Handbook: “Appendix 1: Abbreviations: Works by Shakespeare”: p. 299-300; “Using an Ellipsis to Mark Material Omitted from Quotations”: p. 272-279, entries 6.58-6.67.	20 m		
		Watch: Instructor Video	≈ 45 m		
		Read: <i>Romeo and Juliet</i>	180 m		
		Read: PDF: “Detailed Directions for Response/Replies to Oral Presentation Discussion Forums”	10 m		
		Watch: Oral Presentation 1.1: Oral Presentation 1.2: Oral Presentation 1.3: Oral Presentation 1.4:	40 m	DF 2.1: Response to a Presentation Question (DUE by 11:59 PM)	30 m
2/8	R	Read: MLA Handbook: “Using abbreviations for titles of works”: p. 240-241, section 6.13-6.14; “Commonly cited works”: p. 244, section 6.21; “Verse works”: p. 245-246, section 6.22; “Scripture”: p. 247, section 6.25; “Orthography”: p. 281, section 6.74	30 m		
		Watch: Instructor Video	≈ 45 m		
		Read: George Whetstone’s <i>A Heptameron of Ciuill Discourses</i> (1582)	60 m	DF 2.2: Response to <i>A Heptameron of Ciuill Discourses</i> (DUE by 11:59 PM)	30 m

	NOTE: This is a primary, contemporaneous source. Access this version since it gives you the digitized version and transcribed one. Read the short section entitled “Householde Lawes, to keepe the Maryed, in Loue, Peace, and Amytie: Reported, by Segnior Phyloxenus,” located just after the seventh day exercise.			
	Read/Watch: Responses to DF 2.1	5 m	Submit: Replies to DF 2.1 (DUE by 11:59 PM)	30 m
	Read: Assignment sheet for “Comparative Literary Analysis” and the Rubric	30 m	DF 2.3: Questions and Concerns on Assignments (DUE by 11:59 PM)	10 m
	Watch: Instructor Video on “Comparative Literary Analysis” and the Rubric	30 m		
On Your Own: Research, Think, Read, and Write				
	On Your Own: Now that you have read this play, what kinds of questions are you asking? Identify and read 2 secondary sources that address one of those questions.	180 m	On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m
Access Week 3 Folder and Prepare for What Is Coming-Up				

Week 3 is on the next page.



Week 3					
<i>Romeo and Juliet</i>					
Remember: If you are presenting this week, then you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM .					
Date	Day	Reading Assignments DUE	AToT	Writing Assignments DUE	AToT
2/11	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 3.1 for peers to access			
2/13	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: “Approximate date given in source” and “Uncertain date given in source”: p. 186, entries 5.82-5.83; “City of publication”: p. 172-3, entry 5.67; “What Not to Reproduce from Your Source”: p. 279-280, entry 6.68; “Original publication date”: p. 209-210, entry 5.108	30 m		
		Re-Read: <i>Romeo and Juliet</i>	180 m		
		Watch: Oral Presentation 1.5: Oral Presentation 1.6: Oral Presentation 1.7:	40 m	DF 3.1: Response to a Presentation Question (DUE by 11:59 PM)	30 m
2/15	R	Read: MLA Handbook: “Formatting Your Research Project”: p. 1-6, entries 1.1-1.6.	15 m		
		Watch: Instructor Video	≈ 30 m		
		Read: Richard Greenham’s <i>A Godlie Exhortation, and Fruitfull Admonition to Virtuous Parents and Modeft Matrons</i> (1584) NOTE: This is a primary, contemporaneous source.	60 m	DF 3.2: Response to A Godlie Exhortation... (DUE by 11:59 PM)	30 m
		Read/Watch: Responses to DF 3.1	5 m	Submit: Replies to DF 3.1 (DUE by 11:59 PM)	15 m
On Your Own: Research, Think, Read, and Write					

On Your Own: Now that you have re-read this play, what additional questions are you asking? Identify and read 1 secondary source that addresses one of those questions.	180 m	On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m
Access Week 4 Folder and Prepare for What Is Coming-Up			

Week 4					
<i>The Taming of the Shrew (1591?)</i>					
Remember: If you are presenting this week, you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM .					
Date	Day	Reading Assignments DUE	AToT	Writing Assignments DUE	AToT
2/18	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 4.2 for peers to access			
2/20	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: “Journal articles”: p. 178, entry 5.73; “Date of access”: p. 211, entry 5.111; “DOIs,” “Permalinks,” and “URLs”: p. 194-196, entries 5.93-5.96; “Breaking” and “Including terminal slash”: p. 196, entries 5.97-5.98.	15 m		
		Read: <i>The Taming of the Shrew</i>	180 m		
		Watch: Oral Presentation 1.8: Oral Presentation 1.9: Oral Presentation 1.10: Oral Presentation 1.11:	40 m	DF 4.1: Response to a Presentation Question (DUE by 11:59 PM)	30 m
2/22	R	Read: William Whately’s <i>A Bride-Bush: Or, A Direction for Married Persons Plainely Describing the Duties Common to Both, and Peculiar to Each of Them</i> . (1619) NOTE: This is a primary, contemporaneous source. It was published after Shakespeare’s death, but the content was circulated before its publication. It captures the sentiment of the time.	60 m	DF 4.2: Response to A <i>Bride-Bush</i> ... (DUE by 11:59 PM)	30 m

	Read/Watch: Responses to DF 4.1	5 m	Submit: Replies to DF 4.1 (<i>DUE by 11:59 PM</i>)	15 m
On Your Own: Research, Think, Read, and Write				
On Your Own: Now that you have read this play, what kinds of questions are you asking? Identify and read 2 secondary sources that address one of those questions.	180 m		On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m
Access Week 5 Folder and Prepare for What Is Coming-Up				

Week 5					
<i>The Taming of the Shrew (1591?)</i>					
Remember: If you are presenting this week, you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM .					
Date	Day	Reading Assignments DUE	AtoT	Writing Assignments DUE	AtoT
2/25	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 5.2 for peers to access			
2/27	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: “Multiple works by one author”: p. 221, entry 5.126; “Multiple works by two authors”: p. 222, entry 5.127; “Multiple works by more than two authors”: p. 222-223, entry 5.128; “Multiple works by a single author and coauthors”: p. 223, entry 5.129.	15 m		
		Re-read: <i>The Taming of the Shrew</i>	180 m		
		Watch: Oral Presentation 1.12: Oral Presentation 1.13: Oral Presentation 1.14:	40 m	DF 5.1: Response to a Presentation Question (<i>DUE by 11:59 PM</i>)	30 m
2/29	R	Read: PDF: <i>A Watch-Word for Willfull Women...</i> (1581) NOTE: This is a primary, contemporaneous source.	60 m	DF 5.2: Response to <i>A Watch-Word For Willfull Women...</i> (<i>DUE by 11:59 PM</i>)	30 m
		Read/Watch: Responses to DF 5.1	5 m	Submit: Replies to DF 5.1 (<i>DUE by 11:59 PM</i>)	15 m
On Your Own: Research, Think, Read, and Write					

On Your Own: Now that you have re-read this play, what kinds of questions are you asking? Identify and read 1 secondary source that addresses one of those questions.	180 m	On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m
Access Week 6 Folder and Prepare for What Is Coming-Up			

Week 6					
<i>Othello (1604?)</i>					
Remember: If you are presenting this week, you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM .					
Date	Day	Reading Assignments DUE	AToT	Writing Assignments DUE	AToT
3/3	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 6.2 for peers to access			
3/5	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: p. 237-240, entries 6.9-6.13	15 m		
		Read: PDF “Writing the ‘Literature Review’ Section in Your Proposal”	20 m		
		Read: <i>Othello</i>	180 m		
		Watch: Oral Presentation 1.15: Oral Presentation 1.16: Oral Presentation 1.17: Oral Presentation 1.18:	60 m	DF 6.1: Response to a Presentation Question (DUE by 11:59 PM)	30 m
3/7	R	Read: Myles Coverdale’s <i>The Christen State of Matrimony, Wherein Husbands and Wyves Learne to Keepe House Together wyth Loue (1575)</i> NOTE: This is a primary, contemporaneous source. It is a long work, so skim it and read one or two chapters of interest to you.	60 m	DF 6.2: Response to <i>The Christen State of Matrimony...</i>	30 m
		Read/Watch: Responses to DF 6.1	5 m	Submit: Replies to DF 6.1 (DUE by 11:59 PM)	15 m
On Your Own: Research, Think, Read, and Write					

On Your Own: Now that you have read this play, what kinds of questions are you asking? Identify and read 2 secondary sources that address one of those questions.	180 m	On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m
Access Week 7 Folder and Prepare for What Is Coming-Up			

Week 7
SPRING BREAK!: No Classes/No assignments
REMINDER: Proposal is due at the end of Week 8.
Access Week 8 Folder and Prepare for What Is Coming-Up

Week 8					
<i>Othello</i> (1604?)					
Remember: If you are presenting this week, you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM .					
<i>Date</i>	<i>Day</i>	<i>Reading Assignments DUE</i>	<i>AToT</i>	<i>Writing Assignments DUE</i>	<i>AToT</i>
3/17	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 7.2 for peers to access			
3/19	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: "Formatting Your Research Project": p. 1-6, entries 1.1-1.6	5 m		
		Re-read: <i>Othello</i>	180 m		
		Watch: Oral Presentation 2.1: Oral Presentation 2.2: Oral Presentation 2.3: Oral Presentation 2.4:	40 m	DF 8.1: Response to a Presentation Question (<i>DUE: by 11:59 PM</i>)	30 m
3/21	R	Read/Watch: Responses to DF 8.1	5 m	Submit: Replies to DF 8.1 (<i>DUE by 11:59 PM</i>)	15 m
3/23	Sa	Research Proposal 1 DUE by 11:59 PM			

On Your Own: Research, Think, Read, and Write			
On Your Own: Now that you have re-read this play, what kinds of questions are you asking? Identify and read 1 secondary source that addresses one of those questions.	180 m	On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m
Access Week 8 Folder and Prepare for What Is Coming-Up			

Week 9					
<i>As You Like It (1600?)</i>					
Remember: If you are presenting this week, you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM .					
<i>Date</i>	<i>Day</i>	<i>Reading Assignments DUE</i>	<i>AToT</i>	<i>Writing Assignments DUE</i>	<i>AToT</i>
3/24	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 8.2 for peers to access			
3/26	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: "Cross-References": p. 225, entry 5.131; "Notes": p. 287-291, entries 7.1-7.4.	10 m		
		Read: <i>As You Like It</i>	180 m		
		Watch: Oral Presentation 2.5: Oral Presentation 2.6: Oral Presentation 2.7:	40 m	DF 9.1: Response to a Presentation Question (<i>DUE: by 11:59 PM</i>)	30 m
3/28	R	Read: PDF: Edmonde Tilney's <i>A Briefe and Pleasant Discourse of Duties in Mariage, Called the Flower of Friendshippe</i> (1573) NOTE: This is a primary, contemporaneous source. This is a short work dedicated to Queen Elizabeth. Very interesting!	60 m	DF 9.2: Response to <i>Flower of Friendshippe</i>	30 m
		Read/Watch: Responses to DF 9.1	5 m	Submit: Replies to DF 9.1 (<i>DUE by 11:59 PM</i>)	15 m
On Your Own: Research, Think, Read, and Write					

On Your Own: Now that you have read this play, what kinds of questions are you asking? Identify and read 2 secondary sources that address one of those questions.	180 m	On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m
Access Week 10 Folder and Prepare for What Is Coming-Up			

Week 10					
<i>As You Like It (1600?)</i>					
Remember: If you are presenting this week, you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM.					
Date	Day	Reading Assignments DUE	AToT	Writing Assignments DUE	AToT
3/31	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 9.1 for peers to access			
4/2	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: “Quoting and Paraphrasing Sources”: p. 252-260, entries 6.31-6.42.	15 m		
		Re-read: <i>As You Like It</i>	180 m		
		Watch: Oral Presentation 2.8: Oral Presentation 2.9: Oral Presentation 2.10: Oral Presentation 2.11:	40 m	DF 10.1: Response to a Presentation Question (DUE: by 11:59 PM)	30 m
4/4	R	Read: PDF: Excerpt from <i>An Homily on the State of Matrimony</i> (1563) NOTE: This is a primary, contemporaneous source.	60 m	DF 10.2: Response to <i>An Homily on the State of Matrimony</i> (1563)	30 m
		Read/Watch: Responses to DF 10.1	20 m	Submit: Replies to DF 10.1 (DUE by 11:59 PM)	15 m
		Re-read: Assignment sheet for “Comparative Literary Analysis” and the Rubric	30 m	DF 10.3: Questions and Concerns on Assignments (DUE by 11:59 PM)	10 m
On Your Own: Research, Think, Read, and Write					
On Your Own: Now that you have re-read this play, what kinds of questions are you asking? Identify and read 1 secondary source that addresses one of those questions.			180 m	On Your Own: Write up a 400-word annotation for each source. (This will be used later in the course.)	60 m

Access Week 11 Folder and Prepare for What Is Coming-Up

Week 11

The Two Noble Kinsmen (1613?)

Remember: If you are presenting this week, you must submit your **annotated bibliography with questions and your recorded presentation** to the Discussion Forum by **Sunday night 11:59 PM**.

<i>Date</i>	<i>Day</i>	<i>Reading Assignments DUE</i>	<i>AToT</i>	<i>Writing Assignments DUE</i>	<i>AToT</i>
4/7	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 10.1 for peers to access			
4/9	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: “Placement of Parenthetical Citations”: p. 260-1, entry 6.43; “Consolidating citations,” “References to a single source,” and “References to multiple works citing the same idea”: p. 261-263, entries 6.44-6.46	5 m		
		Read: <i>The Two Noble Kinsmen</i>	180 m		
		Watch: Oral Presentation 2.12: Oral Presentation 2.13: Oral Presentation 2.14: Oral Presentation 2.15:	40 m	DF 11.1: Response to a Presentation Question (<i>DUE: by 11:59 PM</i>)	30 m
4/11	R	Read: PDF: William Gouge’s <i>Of Domestic Duties Eight Treatises</i> (1622) NOTE: This is a primary, contemporaneous source. It comes after Shakespeare’s work, but it contains the sentiments of the period. Look through the Table of Contents (p. 10 in the EEBO) and explore Treatise 4: “Of Husbands particular duties.” You might also consider Treatise 3: “Of wives particular Duties” as a way of comparison.	60 m	DF 11.2: Response to <i>Of Domestic Duties Eight Treatises</i> (<i>DUE by 11:59 PM</i>)	30 m
		Read/Watch: Responses to DF 11.1	20 m	Submit: Replies to DF 11.1 (<i>DUE by 11:59 PM</i>)	15 m

On Your Own: Research, Think, Read, and Write			
On Your Own: Start working on your Comparative Literary Analysis that is due in DRAFT form Week 13!	180 m	On Your Own: Finish-up any research you are doing.	60 m
Access Week 12 Folder and Prepare for What Is Coming-Up			

Week 12					
<i>The Two Noble Kinsmen (1613?)</i>					
Remember: If you are presenting this week, you must submit your annotated bibliography with questions and your recorded presentation to the Discussion Forum by Sunday night 11:59 PM .					
<i>Date</i>	<i>Day</i>	<i>Reading Assignments DUE</i>	<i>AToT</i>	<i>Writing Assignments DUE</i>	<i>AToT</i>
4/14	Su	Presenters submit Annotated Bib with questions and recorded Oral Presentation to DF 11.1			
4/16	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: Punctuation with Quotations: Introducing quotations": p. 264-265, entry 6.49; "Quotations within quotations": p. 265-266, entry 6.50.	15 m		
		Re-read: <i>The Two Noble Kinsmen</i>	180 m		
		Watch: Oral Presentation 2.16: Oral Presentation 2.17: Oral Presentation 2.18: Oral Presentation 2.19:	40 m	DF 12.1: Response to a Presentation Question (DUE: by 11:59 PM)	30 m
4/18	R	Read/Watch: Responses to DF 12.1	20 m	Submit: Replies to DF 12.1 (DUE by 11:59 PM)	15 m
On Your Own: Research, Think, Read, and Write					
On Your Own: Keep working on your Comparative Literary Analysis that is due in DRAFT form next week!			180 m		
Access Week 13 Folder and Prepare for What Is Coming-Up					

Week 13					
DRAFT and PEER REVIEW of Comparative Literary Analysis					
Remember: This week you will submit your DRAFT of the Comparative Literary Analysis to the Discussion Forum labeled as “DRAFT” by Sunday night 11:59 PM.					
<i>Date</i>	<i>Day</i>	<i>Reading Assignments DUE</i>	<i>AToT</i>	<i>Writing Assignments DUE</i>	<i>AToT</i>
4/21	Su	ALL students submit draft of Comparative Literary Analysis			
4/23	T	Watch: Instructor Video	≈ 45 m		
		Read: MLA Handbook: “Marking the end of a quotation,” and “Periods and commas,” and “Other punctuation marks”: p. 266-268, entries 6.51-6.53.	15 m		
		Read: DRAFT of Comparative Literary Analysis	180 m	Complete: Peer Review of DRAFT	120 m
4/25	R	Read/Watch: Peer Feedback on DRAFT	20 m	Revise: Comparative Literary Analysis	TBD
On Your Own: Research, Think, Read, and Write					
On Your Own: Keep working on your DRAFT, filling in gaps and revising based on Peer Review feedback.			180 m		
Access Week 14 Folder and Prepare for What Is Coming-Up					

Week 14					
Comparative Analysis					
<i>Date</i>	<i>Day</i>	<i>Writing Assignment DUE</i>			
4/30	T	Comparative Analysis DUE by 11:59 PM			

Final Exam: Monday, December 11, 8:00 AM up through Tuesday, December 12, 11:59 PM:
Complete Reflection on Research under the “Final Exam” Folder