Course Description:
Largely performed in an open-air amphitheater space, Shakespeare’s plays were crafted to take advantage of the natural light of the afternoon sun in an intimate and transparent environment. While the later Globe had flying equipment capable of lowering Jupiter to the floor in *Cymbeline* and a trapdoor from which the ghost of Old Hamlet might have emerged, little was done to make the Bard’s plays “realistic” to early modern audiences. No fog machines signaled Macbeth’s encounter with the weird sisters, nor obscured the identity of Edgar disguised as “Poor Tom” in *King Lear*. This class will unpack the possible choices made in the performance of these plays by examining the staging possibilities of Shakespeare’s original context and modern-day productions. How might these staging choices open up or obscure interpretation of Shakespeare’s plays? In order to puzzle out these interpretive cruxes, we will discuss the plays slowly and thoroughly—unpacking the authorial choices Shakespeare makes, staging choices directors make, and interpretive choices we make as readers.

Student Learning Outcomes:
This course has two primary goals: first, students will develop their close reading and analytical skills through careful work relating to both the structural and thematic elements of Shakespeare’s plays and the context in which they were created; second, students will develop their argumentation abilities, working closely with the text and learning to test their interpretations against those of their classmates and other critics.

Because these goals necessitate a careful and thorough consideration of primary texts, we shall analyze a relatively small sampling of the Bard’s works, moving chronologically through the Shakespearean canon. We shall work through these texts slowly, meticulously puzzling out Shakespeare’s interpretive choices and the implications of staging and other decisions. In addition to working within the thematic and performance choices of early modern England, we will also familiarize ourselves with a sample of the critical debates which surround these texts.

*Upon completion of English 4309, students*
- should know how to interpret and analyze a literary text. They should be able to apply literary concepts and terminology in interpretation and analysis of a literary text.
- should know how to produce rhetorically, stylistically, grammatically, mechanically, and conventionally effective writing. They should know how to choose audience-appropriate organizations and styles and follow common standards of written English.
- should demonstrate specialized content knowledge, including responding to current scholarship in literary studies. They should demonstrate their knowledge of the interrelationship among authors, texts, genres, literary movements, and common themes in both British and American literature.
In short, this course seeks for students to 1) to gain a broader understanding and appreciation of intellectual and cultural activity 2) to learn to analyze and critically evaluate ideas, arguments, and points of view; and, 3) to develop creative capacities.

**Required Texts:**
Students should purchase the plays listed in the calendar as separate texts or as part of a complete works. One proviso when shopping for Shakespeare: it is essential that your edition offer extensive footnotes and gloss archaic language in a manner that will benefit your reading. Arden, Bantam, Folger, and Penguin all offer good, useable options. If you would prefer a single text, I recommend *The Complete Works of Shakespeare* (Pearson) edited by David Bevington, available at the ASU Bookstore. Do not purchase any edition that promises to “translate” Shakespeare into modern English or does not offer a critical apparatus.

**COVID Protocols**
*Mask/Face Covering Policy*
The Texas Tech University System has implemented a mandatory Facial Covering Policy to ensure a safe and healthy campus experience. Current research on the COVID-19 virus suggests that there is a significant reduction in the potential for transmission of the virus from person-to-person by wearing a mask/facial covering that covers the nose and mouth areas. Because of the potential for transmission of the virus, and to be consistent with the University’s requirement, students on campus are to wear a mask/facial covering. Observing safe distancing practices while on campus by spacing out and wearing a mask/facial covering will greatly improve our odds of having a safe and healthy campus experience.

Students requesting an exemption may need to wear a clear plastic face shield instead of a face mask. Students needing this accommodation should register with Student Disability Services and provide the appropriate documentation supporting this request. No accommodation exists that would exempt a student from wearing a mask/facial covering at any university-sponsored activity or event.

For religious or any other exemption-related questions, students should contact the Office of Student Affairs.

**Daily Wellness Screening**
Screening is required daily for all students as you come on to campus or participate in ASU sponsored activities. It only takes a short moment [https://www.angelo.edu/wellness-screening](https://www.angelo.edu/wellness-screening). Be sure to review the Ram Family Protection Standards and apply these principles to create a healthy educational and working environment. [https://www.angelo.edu/covid-19/ram-family-protection-standards.php](https://www.angelo.edu/covid-19/ram-family-protection-standards.php)

If you declare in the screening tool that you have any symptoms related to COVID-19, a healthcare provider will contact you to evaluate your health and determine if you need to be tested for COVID-19. You may be asked to perform the following steps:

- The Shannon Drive-Thru Testing / Shannon on Demand ([http://www.shannonondemand.com](http://www.shannonondemand.com)).
- Please notify students-wellness@angelo.edu that you are being tested.
Attendance:
Successful students attend class regularly and are not tardy; however, occasionally life intervenes, causing students to miss class. I allow for such problems, but encourage regular attendance. **If you miss 20% of our classes without proper documentation (physician’s note or screenshots of consecutive failed daily wellness screening), you will receive a grade of F for excessive absences.** For a class scheduled two days a week, 20% is 6 absences. Additionally, for each unexcused absence after the third, your course average drops by a third of a letter (e.g. from B- to C+).

To be counted present at all, you must attend 70% of the class period: In a class scheduled for two days a week, 70% is 53 minutes. **It is your responsibility to alert me to the fact that you are present after class if I have already taken roll when you enter. If you arrive late, you may mistakenly be marked absent.**

Please notify me in advance if you are missing class: in most cases, students who fail their wellness screening, leaving town for a funeral, or absent for just about any other reason, can at least send me an e-mail to tell me beforehand that they are missing and why. Such notifications are professional and respectful. Students who notify me that they are missing in a timely manner prior to the missed class will be allowed to make up work when appropriate. Student athletes and students representing the university in other capacities should provide a list of travel-related absences as soon as possible and, when possible, complete work prior to departure.

Evaluation:
Your final course grade will be determined by your performance in class, on quizzes, the final exam, and written assignments. You will complete two sets of written assignments in this course. The first type will be a series of responses that will analyze an interpretive crux in a Shakespeare text. The second type asks you to test your reading of an interpretive choice against those of published critics. This type of assignment should take into account the historical context of Shakespeare’s play and incorporate secondary research to complicate your opinion about the text. The percentage breakdown of your final grade is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes and Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Response Papers (3)</td>
<td>30%</td>
</tr>
<tr>
<td>Research Project (Proposal and AB, Paper)</td>
<td>40%</td>
</tr>
<tr>
<td>Final</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Policy
Assignments are graded A through F with pluses and minuses as necessary. Work that is not done or not turned in is recorded as a zero. No exceptions.

A+=98, A=95, A-=92, B+=88, B=85, B-=82, C+=78, C=75, C-=72, D+=68, D=65, D-=62, F=50
In-Class Participation
Throughout the class, I will use class discussions to support our learning. In these discussions, it is expected that you participate fully, listening to the ideas of others as well as contributing your own. I expect the highest standards of professionalism and respect in this class. This means that you are fully attentive to others during class. I expect that you will be fully engaged, listening, taking notes, responding, and not engaged in other activities.

This is very important: participation does not just mean offering your ideas in class. It also means that you have demonstrated the ability to listen carefully to others’ ideas, respond to others’ ideas (as in discussion), and to monitor your own talking in relation to the others in class. This means that you are aware of when you have talked more than others, and give others an opportunity to present their ideas. Not all students are equally as assertive in bringing their ideas forward, and require space and invitation to do so. Please be respectful of the others in the class by monitoring your own talking. This is an equity issue, part of being a professional, and a point I take very seriously when evaluating your in-class performance.

You must bring the appropriate text every day to class: you cannot participate properly without it— for each day you forget your text, your participation grade will be recorded as a zero. If the problem persists, I will ask you to leave class and will mark you absent.

All telephonic communication—including texting—is prohibited in class. I request that you turn off all devices and put them in your bags during class. If class is interrupted by your phone or if you are texting, you automatically will receive a zero participation grade for the day. If such disruptions continue, I will request that you leave. Falling asleep during class also results in a zero participation grade.

Paper Formatting and Submission
All paper assignments should adhere to the guidelines and formatting rules of the Modern Language Association and are due at the beginning of class on the day assigned. Late assignments will be lowered by one letter grade for each day they are late and will not receive comments from me.

Students should submit all materials via Blackboard <blackboard.angelo.edu>. No assignment is considered "complete" until it is submitted; submitting your paper via email attachment should be regarded as a back-up measure only and will not replace submission to blackboard.

Standard Penalties
The following list of penalties comprise those I see most often in student papers at all levels. These are not the only penalties that you should look out for in your papers, but these can be applied to many of the papers you will submit in English 4309.

- Incorrect/Missing Formatting Elements - 1/3 letter grade
- Paper below Word Count (< 10%) - 1 letter grade
- Paper below Word Count (>10%) - 2 letter grades
- Major Errors in Works Cited - 1/3 letter grade
Responses
Each student is required to write responses to THREE of the texts we read. These responses are due on Thursdays throughout the semester and will be evaluated for their thoroughness, insight, originality, and style. The main goals of these assignments is to practice in-depth literary analysis and to demonstrate your understanding of the text in relation to the ideas raised in class discussion and in critical discourse. They should be at least 1000 words in length and should raise interesting questions about the text as well as assert your reading of the selection. You should support your questions or reading with well-considered textual evidence that is connected to your claims clearly and thoroughly. A successful response will NOT a) summarize the reading; b) simply detail what you "like" or "don't like" about the reading or “correct” the author; or 3) evaluate the author’s skill.

I will respond to these posts extensively at first to help push your insights and to encourage you to improve your analytical skills. As the semester progresses, however, these extensive comments will taper off to more generalized comments about the strengths and weaknesses of an argument. If you ever have any questions about your grades or my standards, please do not hesitate to make an appointment. I am happy to discuss ways in which you may improve your analytical or writing skills.

Students must complete 3 (of 5) responses—each must be completed by class time on the relevant due date. You may complete more and I will drop the lowest grade. This is the only extra credit that will be offered.

Research Project
Students will construct a 3000-word academic paper engaging an argument about a primary text and the relevant critical conversations surrounding that text. This paper will serve as the culminating exercise of the class but will be scaffolded with other assignments before the final argument is competed: specifically, students will turn in a short proposal and annotated bibliography that will argue for a specific topic and demonstrate the student’s preliminary research. I do strongly recommend (but do not mandate) that students meet with me prior to beginning research so we may talk through a topic or thesis statement.

Make-Up Work:
Students traveling to university-sponsored events and students who have spoken to me in advance about missing a class will have the opportunity to make up whatever work can be completed. The opportunity to make-up work is the student’s responsibility to arrange: (1) notification must be made in writing and in advance of the absence and (2) all work must be completed in what I deem to be a timely manner. To be clear, no arrangements will be made AFTER the absence; all arrangements must be made in advance and you and I must agree upon a timetable.
Blackboard®
This course operates a Blackboard website, where you will find important announcements, assignment prompts and guidelines, and relevant handouts <http://blackboard.angelo.edu>. You should check Blackboard daily to stay abreast of new assignments, changes in the syllabus and announcements. If I must cancel classes due to illness or conflict, I will post a message to Blackboard and send an email to students.

Office Hours
When questions cannot be easily answered by consulting course materials, I encourage you to come to office hours, call my office, or email me. My office hours are a time that I set aside to be available to students who want help with assignments, are concerned about their work, or simply need to chat. You are welcome to come by during these times, though you might want to tell me in advance that you will be there so I can let you know when I have specific time available or if a conflict has arisen. If you cannot make my scheduled office hours, email me and I will make every effort to accommodate you.

Email Policy
Some questions can be asked and answered via email. For these questions, I ask two things: the first is that you please check the syllabus before emailing. The second is that your email attend to some basic conventions of electronic communication. For example, your emails should begin with some sort of salutation, “Dear Dr. Ashworth-King,” or “Hi, Professor AK,” are both fine—these greetings don’t have to be formal. As a general rule, the more specific the question you ask, the more likely you are to receive a speedy reply; longer, more detailed questions are welcome but need more time, and I may respond by asking you to come to office hours or to make an appointment. I will attempt to answer emails quickly within business hours (M-F 9am-5pm); after 5pm and on weekends, I check my email less regularly and it may be awhile before you hear back. Never worry about “nagging” me if substantial time has gone by and you have not received a response. Please follow-up.

Observances of Religious Holidays
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Arts and Humanities adheres to the Statement of Academic Integrity

Plagiarism
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.
In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the works cited page.

If you do not understand the rules regarding plagiarism as outlined in the Academic Honor Code, it is incumbent upon you to seek clarification from me prior to the first assignment. Papers are subject to be evaluated for originality via Turnitin. Resources to help you understand this policy better are available at the ASU Writing Center. In addition to asking me, you may consult the Academic Integrity Website. Your participation in English 4309 assumes your agreement to ASU’s honor code.

I have no tolerance for plagiarism: it is an inexcusable abuse of my trust, the trust of your classmates, and the trust that the university placed in you when you were admitted.

ANY instances of cheating or plagiarism will result immediately in a failing grade in the class.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Counseling Services
Students struggling with events in their lives or with mental health issues should seek out allies and resources available on campus. The following are institutional sources of support, but you may seek out faculty, staff and others on campus for help, including myself.

Michelle Boone, Title IX Coordinator 325-486-6357
Campus Counselling Services 325-942-2171
Campus Police 325-942-2071
San Angelo Police 911

Title IX
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form
Face to Face: Mayer Administration Building, Room 210
Phone: 325-942-2022  
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

Incomplete Policy
It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Students with Disabilities:
ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website at www.angelo.edu/ADA. The employee charged with the responsibility of reviewing and authorizing accommodation requests is Ms. Dallas Swafford, Director of Student Disability Services, and she may be contacted at dallas.swafford@angelo.edu and at 325-942-2047.
Calendar of Readings and Assignments

This syllabus is subject to change; you’re responsible for all changes announced in class.
Supplementary materials, both historical and critical, will be assigned.

<table>
<thead>
<tr>
<th>Date</th>
<th>In-Class</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>T 26 January</td>
<td>Introduction to Course, Shakespeare</td>
<td></td>
</tr>
<tr>
<td>R 28 January</td>
<td>Gurr &amp; Ichikawa, “Conditions of Original Staging”</td>
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<tr>
<td>T 2 February</td>
<td><em>Titus Andronicus</em></td>
<td></td>
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<tr>
<td>R 4 February</td>
<td><em>Titus Andronicus</em></td>
<td>RQ (due before class)</td>
</tr>
<tr>
<td>T 9 February</td>
<td><em>Titus Andronicus</em></td>
<td></td>
</tr>
<tr>
<td>R 11 February</td>
<td><em>Titus Andronicus</em></td>
<td>SRP</td>
</tr>
<tr>
<td>T 16 February</td>
<td><em>Midsummer Night’s Dream</em></td>
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<tr>
<td>R 18 February</td>
<td><em>Midsummer Night’s Dream</em></td>
<td>RQ (due before class)</td>
</tr>
<tr>
<td>T 23 February</td>
<td><em>Midsummer Night’s Dream</em></td>
<td></td>
</tr>
<tr>
<td>R 25 February</td>
<td><em>Midsummer Night’s Dream</em></td>
<td>SRP</td>
</tr>
<tr>
<td>T 2 March</td>
<td><em>Henry V</em></td>
<td>RQ (due before class)</td>
</tr>
<tr>
<td>R 4 March</td>
<td><em>Henry V</em></td>
<td></td>
</tr>
<tr>
<td>T 9 March</td>
<td><em>Henry V</em></td>
<td>SRP</td>
</tr>
<tr>
<td>R 11 March</td>
<td><em>Hamlet</em></td>
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<tr>
<td>T 16 March</td>
<td><em>Hamlet</em></td>
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<tr>
<td>R 18 March</td>
<td><em>Hamlet</em></td>
<td>RQ (due before class)</td>
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<tr>
<td>T 23 March</td>
<td><em>Hamlet</em></td>
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<tr>
<td>R 25 March</td>
<td><em>Hamlet</em></td>
<td>SRP</td>
</tr>
<tr>
<td>T 30 March</td>
<td><em>Measure for Measure</em></td>
<td>RQ (due before class)</td>
</tr>
<tr>
<td>R 1 April</td>
<td><em>Measure for Measure</em></td>
<td>Proposal Project Due</td>
</tr>
<tr>
<td>T 6 April</td>
<td><em>Measure for Measure</em></td>
<td></td>
</tr>
<tr>
<td>R 8 April</td>
<td><em>Measure for Measure</em></td>
<td></td>
</tr>
<tr>
<td>T 13 April</td>
<td><em>Macbeth</em></td>
<td>RQ (due before class)</td>
</tr>
<tr>
<td>R 15 April</td>
<td><em>Macbeth</em></td>
<td></td>
</tr>
<tr>
<td>T 20 April</td>
<td><em>Macbeth</em></td>
<td>SRP</td>
</tr>
<tr>
<td>R 22 April</td>
<td><em>Macbeth</em></td>
<td></td>
</tr>
<tr>
<td>T 27 April</td>
<td><em>Tempest</em></td>
<td>RQ (due before class)</td>
</tr>
<tr>
<td>R 29 April</td>
<td><em>Tempest</em></td>
<td>Conference Paper Due</td>
</tr>
<tr>
<td>T 4 May</td>
<td><em>Tempest</em></td>
<td></td>
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<tr>
<td>R 6 May</td>
<td><em>Tempest</em> and Review</td>
<td></td>
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</tbody>
</table>

FINAL EXAM MUST BE SUBMITTED BY 10AM, MAY 13th