

## ENGLISH 6339, British Drama: "Teaching the Bard in the 21st Century"

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010 Academic Building  
Online / In-Person Office Hours:  
MWF: 9-10AM / TR 8—10AM CST  
and by appointment

### Course Description:

This course will engage samples from the canon of William Shakespeare's works to consider how best to make the Bard relevant to twenty-first century learners. Students will gain competency with the language of Shakespeare through assignments and discussions of the poetry and plays, but will also devise strategies for appealing to students unfamiliar with Shakespeare's works.

### Course Objectives:

The goals of this course are multiple. Foremost, it seeks to develop students' understanding of Shakespeare through careful and informed analysis of a variety of plays. Secondly, it aims to push students to engage skillfully the texts' historical contexts and the critical discourses in order to inform pedagogical approaches and practice. Culminating in the students' creation of fully developed, researched, and executable lessons, this course will educate students as to the variety and depth of critical dialogue and educational practices surrounding these rich texts.

Because these goals necessitate a careful and thorough consideration of primary and secondary texts, we shall analyze only the sampling of Shakespeare's canon that commonly appears in high school curriculum. While this class will engage the variety and breadth of the literature produced on the early modern stage, we will never sacrifice in-depth analysis for a superficial rendering of a text.

Upon completion of this course, graduate students will be better able to:

- demonstrate advanced knowledge of theories, terms, classifications, methods, and trends common to the discipline.
- contribute insightfully to scholarly discourse on literature through individual projects and collaborative activities.
- demonstrate advanced abilities in reading and writing for inquiry, learning, and critical thinking.
- demonstrate an advanced ability to execute both written and oral analysis of texts common to the discipline.
- demonstrate historical and cultural awareness in discussing and analyzing Shakespearean texts.
- work collaboratively to develop scholarly ideas in relation to the discipline.

In particular, this course seeks to help you 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 of secondary materials; and, 3) to develop creative capacities.

### Required Texts:

Students are required to purchase relevant hard copies of the texts covered in the calendar. A scholarly complete works of Shakespeare should cover it. Supplemental readings will be required each week

along with primary readings that will inform your understanding of the texts and the discussions they generate. All of these will be available online through the courses' Blackboard website.

#### Evaluation:

Your final course grade will be determined by your performance in a variety of assignments and mediums:

<b>Video Recitation Average</b>	<b>15 %</b>
<b>Discussion Board Post Average</b>	<b>40 %</b>
<b>Proposal for Teaching Portfolio</b>	<b>15 %</b>
<b>Teaching Portfolio</b>	<b>30 %</b>

#### Covid Protocols:

Please keep abreast of the ever-changing situation of campus related to Covid-19 by periodically checking the university's webpage <https://www.angelo.edu/covid-19/>. The Daily Wellness Screening is required 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>. 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>

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>).
- Please notify [students-wellness@angelo.edu](mailto:students-wellness@angelo.edu) that you are being tested.

#### 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

#### Class Responsibilities:

In an online environment, students are more responsible for their own learning – they must invest in the course in order to get the most out of it. The online classroom is fundamentally de-centered: I will direct conversation by giving you information not available in a text you are reading, by asking questions for you to answer, and by replying to threads of discussion you generate. But, if you are not doing your part, there is little I am able to do. The minimum standards are listed below and relate to the areas of our online class: reading (accomplished outside of class); viewing presentations and other material (accomplished through the course's website); and answering discussion queries (based reading and reflection).

**Reading.** You must read assigned texts before any written assignments are due (generally Sunday at 11:59PM). Keep notes while you read and discuss (write in your texts; make them your own). Assigned secondary texts are required unless directly indicated as "recommended"; please read all required material thoughtfully.

**Technology:** This category is particular to an online environment. While it probably goes without saying, all students must have ready access to a computer upon which to check in with the class, view announcements, craft and submit assignments, respond to his or her peers, and communicate with classmates and me. This class cannot be successfully completed exclusively through a phone. More particularly, I will expect the following from you as students:

- You should check in daily with the course (while announcements will be sent to your email, please do not rely upon this exclusively) in order to be on top of due dates, assignments and videos.
- You should back up assignments on flash/thumb drives and submit information on time (just like the proverbial dog, “the computer ate my homework” is not a valid excuse).
- Any file needs to be uploaded in a MS Word or PDF file (I cannot read Mac files). Corrupted files will be counted late. Please double-check your files before uploading them.
- You should have access to a webcam and software to create and upload short videos through Blackboard’s program Kaltura (we will make at least four during the semester, and you may want to be able to do this for your final project).

**Participation and Assigned Work:** Throughout the class, I will ask you to engage in active verbal activities (videos) and in active writing activities (discussion board posts) to gauge your learning. The videos are designed to practice some pedagogical ideas about pronunciation and recitation in a low-stakes, fun way; the discussion board queries to engage your reading and support our learning. In these discussions, it is expected that you participate fully: this is defined as your consistently posting insightful and fully-developed answers to the query posed, and posting all assignments appropriately and on time. I expect the highest standards of professionalism and respect in this class. This means that you are well-versed in your own observations about texts but also fully attentive to the views of others. A successful post will NOT a) summarize the reading; b) detail what you “like” or “don’t like” about the reading or c) evaluate the author’s skill as a writer according to a measure of your personal aesthetic, or (d) be off topic or make me suspicious of your level of engagement with the primary or secondary texts.

Credit for videos and discussion board posts cannot be recuperated. This means that late videos and posts will not be accepted, and, as always, any instances of plagiarism will result in a failing grade in the class.

**Formatting and Submission of Written Assignments:** All papers should be formatted according to MLA style guidelines. You may review MLA guidelines through the Purdue OWL) and should be submitted electronically through the course’s dropbox before the deadline on the syllabus and on Blackboard. In addition to following MLA style guidelines, please adhere to the following conventions for all your papers:

- Include an accurate Word Count of your original text (and only your original text). This should be under the rest of your information in the upper left corner of the first page of text;
- Your paper should have an accurate and original title—name your paper;
- All papers should include relevant sources in the Works Cited page;

- Your file should be submitted through Blackboard's Dropbox with a file name that includes your last name and the assignment. Please do not name your file "English paper."

**Written Assignments:** The main goal of these assignments is to practice in-depth literary analysis and demonstrate your understanding of the text in relation to the ideas raised in the critical arguments. They each should be between 500 and 750 words in length (or about two double-spaced MS Word pages) 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 evidence from the text and should connect your claims and your evidence clearly and thoroughly.

I will respond to all discussion board posts in the form of extensive comments that will evaluate your ideas for their thoroughness, insight, and originality, pointing you to additional evidence, contradictions and complications to your argument, and provide constructive feedback. If you ever have any questions or concerns about your grades or my evaluation standards, please do not hesitate to make an appointment.

**Final Assignment:** The final project of the semester will be the creation of a fully developed lesson plan of a text of your choice we covered over the semester: this should be complete with learning outcomes, a thorough pedagogical narrative, and should contain all assignments and lectures. While length will vary depending upon the text, medium, and the teacher, you should think about it being the equivalent of approximately 5,000 words.

#### **Late Policy:**

Any late discussion board posts or peer responses will not be accepted. All other written assignments (proposal and final assignment) will be penalized a letter grade for each 24 hour period they are late. After five days, late assignments will no longer be accepted and a zero will be recorded.

#### **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.

#### **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 their 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.

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](http://www.angelo.edu/incident-form)

Face to Face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: [michelle.boone@angelo.edu](mailto: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](http://www.angelo.edu/title-ix).

#### Make-Up Work:

As this class is self-paced and online, the possibility of making up work due to a conflict or illness is less urgent than in a face to face course. Nevertheless, certain similarities will exist. As always, it is the student's responsibility to arrange all make-up work: (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 makeup work will be permitted after the fact; all arrangements must be made in advance and you and I must agree upon a timetable prior to your absence.

#### 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](mailto:ADA@angelo.edu). For more information about the application process and requirements, visit the Student Disability Services website at [www.angelo.edu/ADA](http://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](mailto:dallas.swafford@angelo.edu) and at 325-942-2047.

#### Office Hours:

My office hours, posted above, are a time that I set aside to be available to students who want help with readings or assignments. You are welcome to come by during these times or to email or call. When I think it warranted, I will request that you speak with me to chat about your progress or any concerns

that I have about your work in the class. My door (both physically and metaphorically) is always open. If I am not answering your query immediately, know that I will get back to you as soon as I can—I might have a student or colleague in my office.

### Calendar of Readings and Assignments

This calendar is subject to change. Please keep up with announcements.

Wk #	Readings	Assignments Due
Prior to 1st Assignment	Syllabus and Policies	<ul style="list-style-type: none"> <li>Read Syllabus</li> <li>Upload Introduction Video by Wednesday 11:59PM</li> </ul>
One	<ul style="list-style-type: none"> <li>Shakespeare, sel. from <i>Sonnets</i></li> <li>Newlin, “Close Reading of Shakespeare’s Sonnets”</li> <li>McDonald, “Shakespeare, ‘Shakespeare,’ &amp; the Problem of Authorship”</li> <li>McDonald, “Performances, Playhouses, and Players”</li> <li>Taylor, “Shakespeare Plays on Renaissance Stages”</li> </ul>	<ul style="list-style-type: none"> <li>Watch Presentation</li> <li>Upload Recitation Video by Sunday 11:59PM</li> <li>Answer Two DB Queries by Sunday 11:59PM</li> </ul>
Two	<ul style="list-style-type: none"> <li><i>Romeo and Juliet</i></li> <li>Andreas, “Teaching Shakespeare’s Bawdry”</li> <li>Kehler, “Teaching <i>Romeo &amp; Juliet</i> Historically”</li> <li>Willson, “Star-Crossed Generations: Three Film Versions of <i>Romeo &amp; Juliet</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Watch Presentation</li> <li>Answer Two DB Queries by Sunday 11:59PM</li> </ul>
Three	<ul style="list-style-type: none"> <li><i>Midsummer Night’s Dream</i></li> <li>Garner, “Jack shall have Jill...”</li> <li>Patterson, “Bottom’s Up: Festive Theory in <i>MSND</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Watch Presentation</li> <li>Upload Pronunciation Video by Sunday 11:59PM</li> <li>Answer Two DB Queries by Sunday 11:59PM</li> </ul>
Four	<ul style="list-style-type: none"> <li><i>Julius Caesar</i></li> <li>Boecherer, “Lessons Learned from Killing Caesar ...”</li> <li>Geddes “Sacred Blood and the Body’s Rich Legacy in <i>Julius Caesar</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Watch Presentation</li> <li>Answer Two DB Queries by Sunday 11:59PM</li> <li>Write and Upload Proposal for Final Portfolio by Monday 11:59PM</li> </ul>
Five	<ul style="list-style-type: none"> <li><i>Hamlet</i></li> <li>Secondary Criticism TBA</li> </ul>	<ul style="list-style-type: none"> <li>Watch Presentation</li> <li>Upload Recitation Video by Sunday 11:59PM</li> <li>Answer Two DB Queries by Sunday 11:59PM</li> </ul>
Six	<ul style="list-style-type: none"> <li><i>Macbeth</i></li> <li>Tromly, “Macbeth and his Porter”</li> <li>Worster, “Performance Options and Pedagogy: <i>Macbeth</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Watch Presentation</li> <li>Answer Two DB Queries by Sunday 11:59PM</li> </ul>
Seven	<ul style="list-style-type: none"> <li><i>The Tempest</i></li> <li>Hamilton, “Shakespeare’s Romances and Jacobean Political Discourse”</li> <li>Peterson, “The Utopias of <i>The Tempest</i>”</li> <li>Stockholder, “Shakespeare’s Magic and Its Discontents: Approaching <i>The Tempest</i>”</li> </ul>	<ul style="list-style-type: none"> <li>Watch Presentation</li> <li>Upload Recitation Video by Sunday 11:59PM</li> <li>Answer Two DB Queries by Sunday 11:59PM</li> </ul>
Eight	Not Applicable	<ul style="list-style-type: none"> <li><b>FINAL PROJECT DUE by Sunday 11:59PM</b></li> </ul>