

**English 333  
Early Shakespeare  
Fall 2022**

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Office hours: Monday, 1:30-3:00, Tuesday/Thursday, 12:45-1:45, and Friday 1:30-2:00  
– in CCC 433, with Zoom option available on request  
Other times available by appointment

PLEASE NOTE: Due to construction work that will happen during the fall semester, my office location and possibly hours will change at some point. Updates will be posted in Canvas.

**Texts**

Rental: Stephen Greenblatt, et al., eds. *The Norton Shakespeare*, 3<sup>rd</sup> ed., vol. 1: Early Plays and Poems

**Description and Goals**

Shakespeare, of course, needs no introduction. No other writer in English is more well known or more influential, and no plays have been performed or adapted more than his. As we read and discuss his early plays, we will strive to better appreciate his distinctive genius while also seeing him in the context of his time. His fellow (often rival) playwright Ben Jonson said of him that “he was not of an age, but for all time,” but our study of his works will be enhanced by familiarity with his historical context and the place of the theater in the late Elizabethan era.

The primary goal of this course is to increase your familiarity with, and ability to appreciate, discuss, and interpret the early works of Shakespeare. For English majors and minors, it meets the Major Authors requirement. Another goal of the course is to develop your ability to write about literature effectively and with awareness of the conventions and standards of literary criticism.

By the end of the course you should be able to

- Analyze and interpret British literature of the early modern period thoughtfully, relating it to its cultural context and literary history.
- Write and speak effectively about literature, citing primary and secondary sources appropriately.

Classes will consist primarily of full- and small-group discussion, with some mini-lectures on background material. Course work includes daily preparation, participation in discussions, two papers, and two exams.

## Requirements and Grading

- **Preparation for class.** Read the material scheduled for each day, making note of your questions and observations. You may find some of this material difficult, but do what you can with it. For some readings, I will post some suggestions for possible things to look for or think about as your read, as well as links to useful resources. Feel free to draw on these, or follow your own interests.
- **Attendance and participation.** Regular attendance and meaningful engagement during class is expected.
- **Papers.** The first will be a relatively short, focused analysis (about 5 pages), worth **20%** of the course grade. The other will be a longer analysis, incorporating secondary sources (about 8 pages), worth **35%** of the course grade. Deadlines are shown on the schedule below, and guidelines will be provided in separate handouts. Grading criteria will be detailed on a separate handout and discussed before the first paper is due.

Drafts of the papers will be submitted for instructor and/or peer review.

- **Exams.** There will be two essay exams, each worth **15%** of the course grade.
- The remaining **15%** of the course grade will reflect your attendance, participation in class, and ungraded work. The rubric on the next page will guide the determination of your grade.

How I calculate grades: Letter grades are converted to points, and points back to a letter grade for the course, using the following scale: D, 60-66.99%; D+, 67-69.99%; C- 70-72.99%; C, 73-76.99%; C+, 77-79.99%; B-, 80-82.99%; B, 83-86.99%, B+, 87-89.99%, A-, 90-92.99%, A, 93-100%. An assignment not turned in or test essay not attempted is a 0, but an F paper/essay will earn points in the F range.

	<b>Plusses– at least a few of these needed for an A</b>	<b>Expectations for a B</b>	<b>Minuses – these will lead to grades lower than B</b>
Attendance	Is present for all of every class meeting, or (rarely) is absent for a compelling reason, which is shared with the instructor promptly.	Attends consistently (at least 90% of the time). Occasional absences or late arrival are mostly for a valid reason.	Missing class, arriving late, or leaving early, more than 10% of the time, or less often but without explanation.
Attentiveness	Consistently comes equipped (book, notebook, etc.) to class. Is always listening actively when not speaking.	Usually comes equipped and is listening actively when not speaking.	Attends to something other than class activities.
Drafts		Submitted as scheduled, showing an appropriate degree of progress toward the final draft, allowing for meaningful feedback.	Not done, done late, or done but sketchy (failing to show appropriate progress toward the final draft; not enough material to allow for meaningful feedback).
Peer feedback	More than usually helpful or insightful.	Specific comments are made and explained.	Not done, done late, or comments are too brief, vague, or general to give the writer much useful feedback.
Quality of participation	Makes comments that stand out for the level of careful thought they demonstrate: about the material and about the unfolding conversation.		Makes comments that reflect inattentiveness to others' contributions or lack of preparation, are irrelevant, or otherwise tend to derail the conversation.
Classroom community	Improves the conversation in a significant way. (E.g. helps draw others out, makes extra effort to contribute if shy, etc.)		Impairs the conversation in a significant way. (E.g. dominates discussion, talks while others are talking, treats other students or their ideas with disrespect)

## Policies

**Attendance:** You should plan to attend class regularly. Absences and late arrivals will impact your grade directly through the Attendance/Participation part of your grade, and will likely have a negative effect on your performance on graded assignments. If you are ever absent, let me know the reason, if it is something that you want me to take into account in grading. If you are absent for any reason, it's a good idea to check Canvas for any handouts or powerpoints you missed and to ask a classmate to share their notes—but these are the next-best-thing, not a substitute for coming to class.

**Late papers:** You will benefit most from this course if you follow the schedule for drafting, getting feedback, and revising. A late paper will have its grade lowered at the rate of one letter grade per week. If legitimate problems interfere with getting your work in on time, talk with me about them, the sooner the better.

### Classroom Etiquette:

- During in-person meetings, tablets and other devices can be used for taking or referring to notes, if you can resist their temptations. However,
  - Students may not make audio, video, or photographic recordings of lectures or other class activities without written permission from the instructor. Anyone violating this policy will be asked to turn off the device being used. Refusal to comply with the policy will result in the student being asked to leave the classroom, and possibly being reported to the Dean of Students. (English Department Policy)
- Diverse perspectives are an asset to class discussions. Please treat those whose ideas or experiences are different from yours with the same respect you want for yourself.

**Academic honesty:** I assume that students enrolled in a 300-level course understand the difference between appropriate and inappropriate forms of help in writing papers and know how to cite sources properly. If you have questions or feel unsure about any use of help or sources, please ask. The university policy on Academic Misconduct will be followed when applicable and includes the possibility of an F for the assignment or for the course. For more information about UWSP's policies regarding Academic Misconduct, see <http://www.uwsp.edu/dos/Documents/AcademicIntegrityBrochure.pdf>.

**Accommodations for Students with Disabilities:** If you have a condition requiring accommodations for this course, please contact the Disability Resource Center. Call 715 346-3365 or email [DRC@uwsp.edu](mailto:DRC@uwsp.edu) to make an appointment or get more information, or visit them in Room 108 of the Collins Classroom Center. Visit their website at <https://www.uwsp.edu/disability-resource-center/>

**Email:** Your UWSP email account is the university's standard method of communication with you, and you should check it regularly. I may at times use email to contact the class as a whole or individual students; I will routinely use the course home page in Canvas for reminders and announcements.

## Schedule

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See Canvas for resources and suggestions for things to think about as you read.

	<p>Sept. 8</p> <p><i>A Midsummer Night's Dream</i>, through Act 2, scene 1 (pp. 1048-62).</p>
<p>Sept. 13</p> <p><i>A Midsummer Night's Dream</i>, through Act 3 (pp. 1062-80).</p>	<p>Sept. 15</p> <p><i>A Midsummer Night's Dream</i>, to the end (pp. 1080-95).</p>
<p>Sept. 20</p> <p><i>The Merchant of Venice</i>, through Act 2, scene 4 (pp. 1339-56)</p>	<p>Sept. 22</p> <p><i>The Merchant of Venice</i>, through Act 3, scene 4 (pp. 1356-75)</p> <p><b>Writing Exercise 1</b></p>
<p>Sept. 27</p> <p><i>The Merchant of Venice</i>, to the end (pp. 1375-93)</p> <p>Secondary reading TBA</p>	<p>Sept. 29</p> <p><i>Richard III</i>, Act I (pp. 566-590)</p> <p><b>Writing Exercise 2</b></p>
<p>Oct. 4</p> <p><i>Richard III</i>, through Act 3, scene 2 (pp. 590-607)</p>	<p>Oct. 6</p> <p><i>Richard III</i>, through Act 4, scene 3 (pp. 607-624)</p>
<p>Oct. 11</p> <p><i>Richard III</i>, to the end (pp. 624-47)</p> <p>Secondary reading TBA</p> <p><b>Turn in paper topics for feedback</b></p>	<p>Oct. 13</p> <p><i>Henry IV, Part 1</i>, Act 1 (pp. 1177-91)</p>
<p>Oct. 18</p> <p><i>Henry IV, Part 1</i>, Act 2 (pp 1191-1210)</p> <p><b>Draft of paper 1 due</b></p>	<p>Oct. 20</p> <p><b>Conferences on papers – schedule TBD</b></p>
<p>Oct. 25</p> <p><i>Henry IV, Part 1</i>, Act 3 and Act IV, scenes 1 and 2 (pp. 1210-1228)</p>	<p>Oct. 27</p> <p><i>Henry IV, Part 1</i>, Act 4, scenes 3 and 4, and Act 5 (pp. 1228-43)</p> <p>Secondary reading TBA</p> <p><b>Paper 1 revision due</b></p>

Nov. 1 <b>Midterm exam (in-class)</b>	Nov. 3 <i>Henry V</i> , through Act 2, scene 1 (pp. 1544-58)	
Nov. 8 <i>Henry V</i> , scene 2, through Act 3, scene 6 (pp. 1558-75)	Nov. 10 <i>Henry V</i> , through Act 4, scene 3 (pp. 1575-92)	
Nov. 15 <i>Henry V</i> , to the end (pp. 1592-1611) Secondary reading TBA	Nov. 17 Selection from Sonnets (scan, posted in Canvas) <b>Writing Exercise 3</b>	
Nov. 22 <i>Much Ado about Nothing</i> , through Act 2 scene 2 (pp. 1406-23)	Nov. 24 HAPPY THANKSGIVING!	
Nov. 29 <i>Much Ado about Nothing</i> , through Act 3 (pp. 1423-40) <b>Topic ideas for paper 2</b>	Dec. 1 <i>Much Ado about Nothing</i> , Acts 4 and 5 (pp. 1441-62)	
Dec. 6 <i>As You Like It</i> , through Act 2, scene 4 (pp. 1625-43) <b>Proposal and preliminary bibliography</b>	Dec. 8 <i>As You Like It</i> , through Act 3, scene 4 (pp. 1644-62)	
Dec. 13 <i>As You Like It</i> , to the end (pp. 1662-83) <b>Draft of paper 2 due</b>	Dec. 15 Conferences on papers, schedule TBD	Dec. 16 <b>2:45 – 4:45 pm, final exam</b>
<b>Revision of paper 2 due by Dec. 22</b>		