

**English 334  
Later Shakespeare  
Spring 2022**

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

**Texts**

Rental: Stephen Greenblatt, et al., eds. *The Norton Shakespeare*, 3<sup>rd</sup> ed., vol. 2:  
Later Plays and Poems

**Description and Goals**

When Queen Elizabeth I died in 1603, a major era of English history came to an end, and there was a change of tone in much of the work of writers and artists. For Shakespeare, this came roughly halfway through his career, and his plays shifted from primarily comedies and histories to tragedies; later still, romances became his dominant mode. We will explore a sampling of these later plays, beginning with a “problem comedy.”

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 Shakespeare’s plays thoughtfully, relating them to their cultural context and literary history.
- Write and 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, occasionally writing exercises, 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. 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.
- **Informal writing.** To warm up your writing muscles and practice some skills in a low-stakes way, there will be a few ungraded writing exercises. Prompts for these will be posted in Canvas.
- **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 10 pages), worth **30%** 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 **20%** 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.

## Grading Criteria for Attendance, Participation, and Informal Writing

### A:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 95% of the time.
- Treats other students and classroom community with respect.
- Contributions to discussions and peer feedback show careful listening, thoughtfulness, or effort to connect to others' ideas. May make an extra effort to contribute or to hold back occasionally to make space for others, or encourage other students to contribute.
- Completes all ungraded work satisfactorily (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive).

### B:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 90% of the time.
- Treats other students and classroom community with respect.
- Completes most ungraded work satisfactorily (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive)—possibly one or two assignments not done or sub-standard.

### C:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 75% of the time.
- Completes ungraded work satisfactorily more often than not (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive).

### D:

- Attends class, prepared, and engages in class activities (attentive, mentally engaged even if not speaking), at least 60% of the time.
- Completes some ungraded work satisfactorily (credible effort, drafts are substantial enough to allow for meaningful feedback, peer feedback is substantial and constructive).

Note: Expectations for attendance can be “fudged” to reflect valid reasons for absence. Examples of valid reasons include illness that makes meaningful participation impossible, unsafe, or disruptive; family or personal emergencies; field experiences for other classes; and travel for athletic competition. It is the student’s responsibility to notify the instructor to have these circumstances taken into account.

## Policies

**Attendance:** You should plan to attend class regularly. If you are unable to attend, let me know what is going on so that I can take your particular situation into account when I assign a grade for attendance and participation.

**Late papers:** A late paper will have its grade lowered by one-third letter grade (e.g. B to B-) per class meeting late. This penalty may be waived if circumstances warrant. Late submission of ungraded work will tend to lower that portion of the course grade, especially if chronic. If legitimate problems interfere with getting your work in on time, please discuss your situation with me.

### 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 and Assistive Technologies Center. Call 715 346-3365 or email [DATC@uwsp.edu](mailto:DATC@uwsp.edu) to make an appointment or get more information, or visit them on the 6th floor of Albertson Hall (a.k.a. Library). Visit their website at <http://www.uwsp.edu/disability/Pages/default.aspx>

**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.

**Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Other Guidance for COVID-19:**

- Please monitor your own health each day using [this screening tool](#). (Students who have been vaccinated are exempt from screening). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.
- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.
- If you [test positive for COVID, please fill out this form](#). If you tell me that you have tested positive and have not reported, I am required to report.
- If another student in the class is infected, and you are considered at risk, you will be contacted by health officials. You are not necessarily at risk, depending on how close you sit to the infected student. If you are required to quarantine due to exposure to COVID, contact me to discuss the resources available to help you keep up with the class.. You may have to quarantine longer than the student who was infected, due to the incubation period of the virus.

## Schedule

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

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| Jan. 25<br>First day of class  | Jan. 27<br><i>Measure for Measure</i> , through Act 2, scene 1 (pp. 477-492).  |
| Feb. 1<br><i>Measure for Measure</i> , through Act 3, scene 1 (pp. 492-512).                           | Feb. 3<br><i>Measure for Measure</i> , Acts 4 and 5 (pp. 512-535).             |
| Feb. 8<br>Concluding discussion of <i>Measure for Measure</i><br><b>Writing exercise 1</b>             | Feb. 10<br><i>Hamlet</i> “combined text,” through Act 2, scene 1 (pp. 134-157) |
| Feb. 15<br><i>Hamlet</i> through Act 3 (pp. 157-195)   | Feb. 17<br><i>Hamlet</i> Acts 4 and 5 (pp. 195-223)                            |
| Feb. 22<br>Concluding discussion of <i>Hamlet</i><br><b>Writing exercise 2</b>                         | Feb. 24<br>Secondary reading on <i>Hamlet</i> (TBA)                            |
| Mar. 1<br><i>Othello</i> through Act 2, scene 1 (pp. 380-403)<br><b>Paper 1 proposal/outline/start</b> | Mar. 3<br><i>Othello</i> through Act 4, scene 1 (pp. 403-434)                  |
| Mar. 8<br><i>Othello</i> to end (pp. 434-454)<br><b>Paper 1 draft</b>                                  | Mar. 10<br><b>Conferences on papers – schedule TBD</b>                         |
| Mar. 15<br>Concluding discussion of <i>Othello</i><br><b>Paper 1 revision</b>                          | Mar. 17<br><b>Midterm exam (in-class)</b>                                      |
| SPRING BREAK   |  |

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| Mar. 29<br><i>King Lear</i> through Act 2, scene 1<br>(combined text, pp. 790-813)             | Mar. 31<br><i>King Lear</i> through Act 3 (pp. 813-839)   |
| Apr. 5<br><i>King Lear</i> Acts 4 and 5 (pp. 839-866)  | Apr. 7<br>Concluding discussion of <i>King Lear</i>   |
| Apr. 12<br>Secondary reading on <i>King Lear</i> (TBA)<br><b>Writing exercise 3</b>            | Apr. 14<br><i>The Winter's Tale</i> , Acts 1 and 2 (pp. 1429-54)                                  |
| Apr. 19<br><i>The Winter's Tale</i> through Act 4, scene 3<br>(pp. 1454-67)                    | Apr. 21<br><i>The Winter's Tale</i> to end (pp. 1467-1500)  |
| Apr. 26<br>Concluding discussion of <i>The Winter's Tale</i><br><b>Topic ideas for paper 2</b> | Apr. 28<br>Workshop on paper ideas and secondary research   |
| May 3<br><i>The Tempest</i> , Acts 1 and 2 (pp. 1511-37)                                       | May 5<br><i>The Tempest</i> , Acts 3-5 (pp. 1538-62)<br><b>Draft of paper 2 due Sunday, May 7</b> |
| May 10<br>Conferences on papers, schedule TBD  | May 12<br>Wrap-up discussion<br><b>Revision of paper 2 due Friday, May 13</b>                     |
| <b>Monday, May 16, 12:30-2:30: Final exam</b>  |   |