

**San José State University**  
**English and Comparative Literature**  
**ENGL 145: Shakespeare and Performance, Fall 2020 ONLINE**

**Course and Contact Information**

Instructor:	Dr. Adrienne Eastwood
Office Location:	FOB 116
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Email:	Adrienne.Eastwood@sjsu.edu
Office Hours:	By appointment
Class Days/Time:	Mondays 12:00 – 1:15 and asynchronously
Classroom:	N/A
Prerequisites:	Upper division standing

**Course Format**

This is an online course. Students must have a computer (preferably with a camera), access to reliable internet connectivity, and the ability to log on to Canvas. All graded work will be submitted online. Class will meet virtually each week during the scheduled class time of Mondays, 12:00 – 1:15 p.m. Recorded lectures, quizzes, and discussions will be presented asynchronously using Canvas.

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](http://my.sjsu.edu) at <http://my.sjsu.edu> (or other communication system as indicated by the instructor) to learn of any updates.*

**Course Description**

This course examines in depth several of Shakespeare's plays, specifically addressing issues of performance. We will discuss each play in the context of its original performance during Shakespeare's time and its life on stage and screen in the ensuing centuries. Paying particular attention to modern productions, we will analyze the ways in which production elements such as setting, casting, staging, costuming, editing, and individual performances shape and create meaning (or fail to do so) for the audiences of today. Placing these plays within this context of performance will raise larger issues about the complex relationships between the Shakespearean canon and its ever-changing audiences. Students will respond to each Shakespearean play text through both writing and oral interpretation, integrating speech and dramatic performance with an understanding of the complexities of plot, characterization, and dramatic form.

**Course Goals**

- ❖ Explore several of Shakespeare’s plays both in textual form and through performance both on stage and screen.
- ❖ Demonstrate basic knowledge of the language of visual composition and principles of theatrical design (e.g., set design, costume, lighting, sound, props)
- ❖ Evaluate and deliver oral performance in a variety of forms
- ❖ Learn and apply the fundamentals of stage directing, including conceptualization, blocking (movement patterns), tempo, and dramatic arc (rising and falling action)
- ❖ Analyze and evaluate contemporary productions of the plays and assess their social impact
- ❖ Participate in and evaluate dramatic performances
- ❖ Employ basic elements of character analysis and approaches to acting, including physical and vocal techniques that reveal characterizations and relationships
- ❖ Demonstrate and evaluate individual performance skills (e.g., diction, enunciation, vocal rate, range, pitch, volume, body language, eye contact, and response to audience)

**The primary goals of this course are to introduce you to several of Shakespeare’s major works, and to encourage you to begin to imagine what life must have been like for Shakespeare and his audiences, as well as to get a sense of the enormous impact the professional theater had on Elizabethan culture. You will also gain from this course a general understanding of dramatic form (comedies, histories, tragedies, and romances), and a reading competence in Elizabethan English. Finally, I would like you to acquire an appreciation for the range of choices involved in performing—and therefore interpreting—a Shakespearean play.**

### **Course Learning Outcomes (CLO)**

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

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric (Familiarity with literary forms through reading, lecture, and discussion-assessed by participation grade, close reading skill)
2. Show familiarity with major literary works, genres, periods, and critical approaches to British literature (Final Exam)
3. Write clearly, effectively, and creatively (Essays and Reviews)
4. Develop and carry out research projects (Essays and Reviews)
5. Articulate the relations among culture, history, and texts (Lecture, Final, Essays)

This course serves the department’s Learning Objectives 1 and 2 (LO1 and LO2) by introducing you to Shakespearean poetry and drama. Students read closely throughout the course and will have ample opportunity to discuss and write about what they learn. LO1 and LO2 will be measured by the final grade in the course.

Students are asked to write several essays for this course (a total of at least 5,000 words) including one research assignment; this clearly serves Learning Objectives 3 and 4 (LO3 and LO4). Assessment of student success in LO3 and LO4 will be measured by their grades on these essays.

All of my classes are discussion based. Students are asked to come to class prepared to talk about the material they read, and my lectures aim to help students to realize the relations among culture, history, and the texts we read. The ability to articulate the relationships listed in Learning Objective 5 (LO5) is measured by the students’ participation grade in the course.

## Required Texts/Readings

### Textbook

*The Norton Shakespeare Essential Plays*. Ed. Stephen Greenblatt, Walter Cohen, Jean Howard, Katherine Eisaman Maus, Gordon McMullan, and Suzanne Gossett. ISBN: 978-0-393-933130

### Other Readings

Recommended: McDonald, Russ. *The Bedford Companion to Shakespeare*, 2<sup>nd</sup> Edition (BCS), New York: Bedford/St. Martin's, 200. 978-0-312-24880-6

### Other technology requirements / equipment / material

In order to participate in an online class, students must have a computer (preferably equipped with a camera), reliable internet connectivity, and the ability to log on to Canvas.

Our textbook is available in an electronic form as well as paper; however, in order to fully participate in our synchronous sessions, you must be able to follow along in your book during class. For this reason, I recommend that you use either the paper version or a separate tablet/e-reader.

**Film Viewing:** There are several films (indicated on the schedule below) that you are required to view for this class. These movies are widely available on Netflix and other streaming sites. After viewing a required film, you must write up a short review of the production. Instructions for reviews will be posted on Canvas.

**Kanopy Streaming:** SJSU Library has a link to a streaming database called Kanopy. Full-length films are available there for free (several of which are listed as optional for this course), and links to film clips will also be posted for some required assignments. In order to see what is posted there, you must log in using your SJSU account. Please make sure your account is working so that you can view these videos.

### Course Requirements and Assignments

**Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. This course will have integrated into the syllabus the following 1-unit course enhancement:**

**Increased course content and/or collateral readings: Final Project, Research Assignment**

### Assignments and Grading Policy

**Essays:** You will be asked to write two formal essays (1,500 words each) for this class. The first essay will require you to compare one aspect of at least two different film or stage versions of a play we will be reading for this class. The second essay will involve a more detailed analysis of some aspect of Shakespeare's plays. Prompts will be distributed for both essays in advance. Your success on these papers will be directly proportional to your knowledge and understanding of the texts.

**Film Reviews:** You will also be required to write reviews (1,000 words each) of some of the required films. The reviews will ask you to evaluate the production against your knowledge of the play itself. Detailed instructions will be distributed in advance of the first assignment..

**Format:** Your essay should follow MLA style guidelines which are available here:

<https://owl.english.purdue.edu/owl/resource/747/01/>

**Late Papers:** Turning in assignments late is unfair to the other students; therefore, I will lower your grade one full letter for each day the paper is late. In the case of emergencies, please see me.

**I do not accept emailed assignments under any circumstances.**

**Participation:** Because a large portion of this course involves discussion, workshops, and oral performances, active participation are imperative. Students will be expected to discuss the plays in detail, and to deliver and evaluate a variety of performances. In order to receive an A or a B in participation, you must log on in time for our Monday meetings, preferably with your camera on. Active participation in this class will include asking questions about the material, volunteering to read, participating in break-out groups, making requisite online discussion posts, and other activities. Meaningful and thoughtful responses to the online discussion threads will be part of your overall grade.

Participation also includes having your book during class and following along as directed. In other words, OPEN your book. Maintain proper posture and a polite demeanor: this means appearing awake and conscious while class is in session.

**Monologue/Oral Interpretation:** In addition to regular performance exercises, each student will be asked to memorize and deliver a monologue (of at least 20 lines) to the class. Students will be required to make a video of their monologue (using Quicktime or similar) and upload the recording to the Discussion tab on Canvas.

**Quizzes:** Each lecture module will include at least one quiz on the content presented in the lecture. These will make up 15% of your grade.

**Reading Responses:** Periodically, you will be asked to post responses to the lecture material as part of our online discussion.

**Research Assignment:** You will be asked to conduct research on one of the plays we are reading for this course and to upload a handout summarizing and evaluating the scholarly discourse on the play.

**Final Project:** By way of a final project, I would like you to respond creatively to one of Shakespeare's plays or to an important scene in one of the plays. You might decide to "produce" a version of an important scene for yourselves and then provide a written rationale of your production. Consider your creative options wide open. Make your choices dependent upon your talents and interests. You might wish to collaborate with other students to film a scene on video, do an audio production, or respond to the scene in some other way. For example, you might draw a cartoon version of a scene, or write an "updated" version. Since many of you will be going on to teach Shakespeare in high schools, you might choose to write a lesson plan for a unit on Shakespeare. Further instructions will be distributed later in the semester, but keep this requirement in mind as you read through the material.

### **Final Examination or Evaluation**

A final exam will be given at the end of the semester involving close reading and identification of Shakespeare's text and an essay component.

## Grading Information

### Grading Breakdown:

Class Participation: 5%  
Discussion: 5%  
Monologue: 5%  
Essay 1: 10 %  
Essay 2: 15 %  
Film Reviews: 15%  
Final Project: 10%  
Research Assignment: 5%  
Quizzes: 10%  
Reading Responses: 5%  
Final Exam: 15 %

### Department Grading Policy:

*In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:*

The “**A**” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “**B**” essay will demonstrate competence in the same categories as the “**A**” essay. The chief difference is that the “**B**” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “**C**” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “**B**” essay.

The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

“The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC shall replace D or F. In such cases, NC shall also substitute for W (or Withdrawal) because neither grade (NC or W) affects students’ GPA.”

<i>Grade</i>	<i>Points</i>	<i>Percentage</i>
<i>A</i>	930 to 1000	93 to 100%
<i>A minus</i>	900 to 929	90 to 92%
<i>B plus</i>	860 to 899	86 to 89 %
<i>B</i>	830 to 829	83 to 85%
<i>B minus</i>	800 to 829	80 to 82%
<i>C plus</i>	760 to 799	76 to 79%
<i>C</i>	730 to 759	73 to 75%
<i>C minus</i>	700 to 729	70 to 72%
<i>D plus</i>	660 to 699	66 to 69%
<i>D</i>	630 to 659	63 to 65%
<i>D minus</i>	600 to 629	60 to 62%

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation/studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

### **Classroom Protocol**

**Course Recommendations:** Read the materials thoroughly before class. Read actively: mark passages that interest you and formulate questions about them. Come prepared to discuss what interests you about these texts. Bring the appropriate texts with you to class so that you can follow the lectures and participate in the discussions.

Please arrive on time and have the materials read in full by the time we begin to discuss them in class. Regular attendance and active class participation are required. I reserve the right to assign quizzes and other written assignments throughout the semester.

**Classroom Etiquette:** Laptops, cell phones, or other computer devices have no place in this classroom. You must keep these devices put away while you are here. Bring the assigned texts to each class meeting and please arrive on time.

### **University Policies**

Per University Policy S16-9 (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant information to all courses, such as academic integrity, accommodations, dropping and adding, consent for recording of class, etc. is

available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/> Make sure to review these university policies and resources with students.

## ENGL 145 Fall 2020, Reading Schedule: SUBJECT TO CHANGE

List the agenda for the semester including when and where the final exam will be held. Indicate the schedule is subject to change with fair notice and how the notice will be made available.

### Course Schedule

Week/Module	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
Homework: Before our first meeting on 8/24: Watch Welcome Video, review syllabus, post to Canvas Discussion, read "Shakespeare's World" in your anthologies (pages 1-31).		
Week 1	8/24*	CLASS MEETING Shakespeare's World
Module 1	8/26	Watch <i>Playing Shakespeare</i> Complete Plagiarism Quiz
Homework: Read sonnets 1-5, 18-20, 127, 131, and 144 for class on 8/31		
Week 2	8/31*	CLASS MEETING Crash Course on the Sonnet Intro to <i>Romeo and Juliet</i>
Module 2	9/2	Pework: Read <i>Romeo and Juliet</i> Watch: Lecture 1 on <i>Romeo and Juliet</i> Complete Quiz 1 Sign up for Monologues
Week 3	9/7	Labor Day – No Class
Module 3	9/9	View video clips and post to Discussion Watch Lecture 2 on <i>Romeo and Juliet</i> Complete Quiz 2 Review directions for Film Reviews
<b>Required Viewing: <i>Romeo + Juliet</i>, dir. Baz Luhrman.</b> <b>Optional Viewing: <i>Romeo and Juliet</i>, dir. F. Zeffereilli</b>		
Week 4	9/14*	CLASS MEETING <i>Romeo and Juliet</i>
Module 4	9/16	Pework: Read <i>A Midsummer Night's Dream</i> Watch Lecture on <i>A Midsummer Night's Dream</i> Complete Quiz 3 Post Reader Response 1 Review Essay 1 Prompt
	9/18	<b>Film Review 1 DUE by 11:59 p.m.</b>
Week 5	9/28*	CLASS MEETING, <i>A Midsummer Night's Dream</i>

Week/Module	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
Module 5	9/30	Pework: Read <i>Merchant of Venice</i> Watch Lectures 1 and 2 on <i>Merchant of Venice</i> Complete Quiz 4
	10/2	Essay 1 DUE by 11:59 p.m.
<b>Required Viewing:</b> <i>The Merchant of Venice</i> , dir. M. Radford, (with Al Pacino).		
Week 6	10/5*	CLASS MEETING, <i>Merchant of Venice</i>
Module 6		Watch Lecture 3 (3 Short Videos) on <i>Merchant</i> Post Reader Response 2
	10/9	Film Review 2 due by 11:59 p.m.
Week 7	10/12*	CLASS MEETING – <i>Merchant of Venice, Richard III</i>
Module 7	10/14	Read <i>Richard III</i> Review Genealogy Watch Lectures 1 and 2 on <i>Richard III</i> View video clips and post to Discussion Complete Quiz 5
Optional Viewing: <i>Richard III</i> . Dir. Richard Loncraine with Ian McKellen. Optional Viewing: <i>Richard III</i> . Dir. Laurence Olivier. The Criterion Collection, 1955.		
Week 8	10/19*	CLASS MEETING – <i>Richard III</i>
Module 8	10/21	Watch Lectures 3 and 4 on <i>Richard III</i> Review Essay 2 Prompt Post Reader Response 3
Week 9	10/26*	CLASS MEETING – <i>Richard III</i>
Module 9	10/28	Pework: Read <i>Hamlet</i> Watch <i>Hamlet</i> Lectures 1 and 2 Complete Quiz 6
	10/30	Essay 2 Due
Week 10	11/2*	CLASS MEETING – <i>Hamlet</i>
Module 10	11/4	Watch <i>Hamlet</i> Lectures 3 and 4 Post Reader Response 4 View video clip and post to Discussion Review Research Assignment Directions
<b>Required viewing:</b> <i>Hamlet</i> Dir. M. Almereyda, with Ethan Hawke. Optional viewing: <i>Hamlet</i> . Dir. K. Branagh. Optional viewing: <i>Hamlet</i> with David Tennant. PBS.		
Week 11	11/9*	CLASS MEETING - <i>Hamlet</i>
Module 11	11/11	Watch <i>Hamlet</i> Lecture 5 Complete Quiz 7

Week/Module	Date	Topics, Readings, Assignments, Deadlines (If appropriate, add any extra column(s) to meet your needs.)
	11/13	Film Review 3 Due
Homework: Read Act 1 of <i>Othello</i> to prepare for class 11/6		
Week 12	11/16*	CLASS MEETING <i>Othello</i>
Module 12	11/18	<i>Othello</i> , Lectures 1 and 2 View video clips and post to Discussion Complete Quiz 8
	11/20	Research Assignment Due by 11:59 p.m.
Week 13	11/23*	CLASS MEETING <i>Othello</i>
Optional viewing: <i>Othello</i> , Dir. Parker, with Lawrence Fishburne and Kenneth Branagh Optional viewing: <i>Othello</i> , Dir. Jonathan Miller, with Anthony Hopkins.		
Module 13	11/25	Watch Lecture 3 on <i>Othello</i> Complete Quiz 9 Review Final Project Directions
Homework: Read Act 1 of <i>Macbeth</i> for class on 11/30		
Week 14	11/30*	CLASS MEETING, <i>Macbeth</i>
Module 14	12/2	Watch Lecture on <i>Macbeth</i> Complete Quiz 10 Post Reader Response 5 View video clips and post to Discussion Take Practice Final
Optional viewing: <i>Macbeth</i> . Dir. Rupert Goold. With Patrick Stewart.		
	12/7*	CLASS MEETING, <i>Macbeth</i>
	12/7	Final Projects Due by 11:59 p.m.
Module 15 FINAL EXAM	12/15	Timed Final available from 7:00 a.m. to 5:00 p.m. on 12/15.