

ENGL 4326.001

Shakespeare:

Shakespeare, Subversion, & Freedom

---



Spring 2015

Dr. Worlow

Rev. 15 January 2015

## Contents

General Information .....	3
Required Texts .....	3
Grades & Major Assignments.....	3
Course Policies .....	5
Blackboard Quizzes .....	5
Extra Credit Opportunities.....	5
Late Work and Make-Up Policy .....	5
Turning in Assignments to Blackboard.....	6
Paper Formatting Requirements.....	6
Late Enrollment Policy .....	6
Paper Reuse Policy .....	6
Attendance .....	7
Missed Class .....	7
Excused Absences .....	7
Classroom Behavior .....	7
Classroom Visitors .....	8
Academic Integrity .....	8
Americans with Disabilities Act .....	9
Title IX .....	9
Drop Policy .....	9
Writing Center .....	10
Restroom Breaks .....	10
Student Support Services .....	10
Student Feedback Survey .....	11
Emergency Exit Procedures .....	11
Electronic Communication Policy.....	11
Conferences and Questions .....	12
Syllabus and Schedule Changes .....	12
Frequently Asked Questions (FAQ) .....	12
Tentative Schedule .....	15

## General Information

**Instructor:** Dr. Christian Worlow  
**Email:** [worlow@uta.edu](mailto:worlow@uta.edu)

**Office:** CARH 604  
**Office Hours:** TR 12-1:30 PM

**ENGL 4326. SHAKESPEARE (3-0)** Selected plays by Shakespeare in their historical and literary context. May include his nondramatic works.

This course approaches the topic of subversion and freedom—political freedom and agency, social mobility, personal and artistic freedom, and the intersection of these very related topics—in several of Shakespeare’s works. In particular, we will read and respond to *Richard II*, *1 Henry IV*, *As You Like It*, *Othello*, *Macbeth*, and *Hamlet*. We will situate Shakespeare within the history of ideas for the early modern period, with secondary readings by Machiavelli, Michel de Montaigne, Philip Sidney, and others. Student assessment will include in-class discussions, participation, and essays.

## Required Texts

- Russ McDonald, *The Bedford Companion to Shakespeare: An Introduction with Documents*, 2nd ed., Bedford (0312248806)
- Shakespeare, *The Norton Shakespeare*, 2nd ed., Norton (9780393929911)
- Machiavelli, *The Prince*, trans. Daniel Donno, Bantam (0553212788)
- Additional readings via Blackboard

Other than *The Bedford Companion*, students can rely on any reputable edition of Shakespeare’s works (e.g., Folger, Oxford University Press, Norton, Pelican, Riverside, etc.) and any reputable translation of Machiavelli. I have ordered the above editions for the bookstore.

## Grades & Major Assignments

<b>Midterm Exam:</b>	20%
<b>Final Exam:</b>	20%
<b>Pearls (3):</b>	10% each (lowest grade dropped)
<b>Term Project:</b>	20%
<b>Daily Work/Quizzes:</b>	10%
<b>Participation:</b>	10%

**Midterm and Final Exams:** These exams include essay questions, short answer, multiple choice, and passage identification questions. All questions require you to draw upon the readings, class discussion, and lecture.

**Pearls:** The pearls are half-page, single-spaced argumentative essays in which you argue for an interpretation of a passage, character, theme, or other matter relating to a text (play). You have a very limited space to advance an argument, and obviously, you cannot offer a reading of the *entire* text in half a page. Nor can you waste time establishing context or quoting the text. Point to evidence and quote only select phrases or words that help you make your point. At the same time, your pearl should offer a complete argument that you could expand into an argumentative, full essay. I will assign students to a group (A-D, assigned on the first day of class), and I have staggered due dates for the pearls over the course of the term for each group. **NB:** Pearls are not group or collaborative essays. You should submit a copy of your pearl on Blackboard before the deadline and bring a hard copy to class to turn in. I may ask you to read your pearl aloud and to contribute to class discussion. **NB:** Pearls are *not* reviews or about why you liked or disliked the reading.

**Term Project:** You will submit your term project both on Blackboard and in class as a hard copy. Students have a choice between two options for the term project. Students will make this choice in their Abstract due during Week 10. The first option is for a term paper, a 2000-3000 word argumentative, research-based essay in which you advance a specific argument about a topic relating to one or more of the texts and issues raised in this course. You will also be responsible for a brief abstract/proposal (including tentative thesis statement for your term paper) and an annotated bibliography, both of which are due before the term paper is due. This term paper and annotative bibliography require *at least* five secondary, peer-reviewed sources.

Alternatively, students may choose to write a Formal Lesson Plan in which they develop a lesson plan for teaching some aspect of one of the plays we read this semester. You must specify you are choosing this option in the Abstract. An annotated bibliography will also be due for this option before the Formal Lesson Plan's final due date. This lesson plan must include the following:

1. A *Cover Page* and *Table of Contents*.
2. An *Introduction to the Lesson Plan* that includes a clearly stated educational objective for the Lesson Plan (250 words). You should identify the intended school level for the Lesson Plan.
3. A *Critical Overview* of the play/scene, offering a summary of the action of the scene in question as well as a brief overview of major critical readings of the scene (500-750 words; 3+ secondary sources). You should demonstrate a thorough understanding of the scene and the criticism surrounding the scene.
4. A *Pedagogical Approach*, in which you offer your reasoning and pedagogical support for your Lesson Plan's usefulness and validity (750-1250 words; 3+ secondary sources). You should draw on both general pedagogical theories and scholarly-published approaches to teaching Shakespeare in middle or high school.



5. The *Lesson Plan* itself, accounting for every minute of a 50-minute class period (750-1000 words). The Plan should have enough detail that anyone reading your Plan could teach that lesson to a class.
6. An *After-Lesson Assessment/Reflection* section (250 words) describing how you would follow up on the lesson after giving it in a classroom, including assessment options and connecting the lesson to the rest of the text or to other texts in an English classroom.
7. A *Works Cited* or *Bibliography* page, as appropriate to your chosen citation style.

**Daily Work/Quizzes:** Reading quizzes over the readings will appear on Blackboard and are due before class. I may assess other daily grades as the term progresses, averaged in with the quizzes.

**Participation:** All students should fully prepare before each class by reading the assigned texts for the day and taking notes. Students should participate actively in class discussion by asking questions, answering questions, offering their opinions and responses, and arriving punctually. For every class you miss, your Participation grade will decrease by 5% to a minimum of zero.

## Course Policies

### Blackboard Quizzes

Prior to each class, students are responsible for completing reading quizzes on Blackboard. These quizzes constitute your primary Daily Grade in the course, but I will drop your lowest quiz grade at the end of the term.

### Extra Credit Opportunities

I will drop an additional lowest quiz grade if you attend a performance of a Shakespearean play or another play from the period (the Tudor or Jacobean eras of English history in the English Renaissance). To qualify for this extra credit, you must attend the play and provide me evidence via a program, a ticket stub, and a 250-word review and short analysis of the production.

### Late Work and Make-Up Policy

I will not accept any late assignments for credit. Late work earns a zero for a grade. If you know you will miss class, then you are still responsible for submitting your assignments on time. Similarly, I will not give make-up quizzes or exams except in instances of excused university absences for the exams, but you must schedule alternative exam arrangements with me in advance of the exam dates.

## Turning in Assignments to Blackboard

All major assignments in this course will be submitted to Blackboard. All assignments submitted to Blackboard must be saved as a .pdf, .doc, or .docx file to ensure that I am able to open them on my computer. It is your responsibility to ensure that you have saved and submitted all of your work in the correct format.

**If you submit work in the wrong format, then you will receive a zero for the assignment. A hardcopy is also due in class by the deadline.**

I will not discuss any grade you receive on an assignment until at least 24 hours have passed.

## Paper Formatting Requirements

You must format the essay exams and term paper as per MLA guidelines, including the following requirements:

- One-inch margins
- Double-spaced
- 12-point serif font (for example, Times New Roman, Garamond, Goudy)
- MLA style name block at the top of the first page
- MLA style name and page number header
- MLA style parenthetical citation, Works Cited page, and entries included at the end of the document OR Chicago Manual of Style end notes and citation
- *For the Term Project, if your project does not meet the minimum length requirements, I will assign a zero to your term project.*

For the pearls, your essays should follow the same guidelines as above with the following exceptions:

- Margins can be as low as ½ inch
- An MLA style name block at the *bottom* of your essay
- Your citations should be parenthetical, clear, and concise.

## Late Enrollment Policy

Though I realize that at times enrolling in a course after the start date is unavoidable, please be advised that you are responsible for the class periods that you have missed even if you were not enrolled in the course. I will not allow you to make up missed opportunities for participation points or any other assignments that occurred before you enrolled. If you enroll in class after the start date, then your responsibility is to contact your peers in order to get caught up on the schedule and any announcements that might have been delivered in your absence. This policy also applies to students who drop and add.

## Paper Reuse Policy

You may not reuse papers from prior classes in this course or any other course that you have taken at any institution. If you feel your situation constitutes a clear or significant exception to this rule, you must discuss this situation with me prior to the due date of the assignment.

## Attendance

At The University of Texas at Arlington, taking attendance is not required. Rather, faculty members are free to develop their own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section for the Spring 2015 term, I will take attendance every class period. Class attendance and participation are important for this class, as lecture and class discussion material will appear on the exams. Students should read the assigned reading for the day, should complete the quiz on Blackboard *before* class, and should have any books or reading materials with them for class that day.

If you are late to class or tardy, you are responsible for coming to me *immediately after class* to tell me you were late.

## Missed Class

If you miss a class, do **not** come to me to ask what you missed. I recommend you exchange emails with your classmates, so you can find out what we did in class when you were absent.

## Excused Absences

The only excused absences recognized by the University of Texas at Arlington are those wherein a student is representing the university in an official capacity and those religious holidays the student informs the instructor of at the beginning of the term in writing. *These absences will **not** be excused without appropriate documentation.* Athletes and other students who will miss class for an official university activity **must advise me in writing at least 48 hours in advance of the absence.** Notice only lets the instructor know that a student will be missing class; this notice does not extend due dates for assignments or allow the student to make up missed quizzes. Students must make arrangements with the instructor at least 48 hours prior to the absence for turning in the work. No guaranteed extensions.

## Classroom Behavior

Class sessions are short and require your full attention. You should work on whatever in-class activity we are working on that day. If I find you working on work for other classes, surfing the web, texting, or updating your Tumblr/Imagr/Whatever account, I will dismiss you from the class and count you as absent for the day. Although secondary readings are available on Blackboard in many cases, you are responsible for coming to class with a hard copy so you can refer to the text in class.

Remove all earpieces while in class. Store materials from other classes, reading not related to this class, bulky bags, and other distractions so that you can concentrate on the ENGL 4326 readings and discussions each day. Bring book(s) and e-reserve readings (heavily annotated and carefully read) to every class. Students should participate respectfully in class, should listen to other class members, and should comment appropriately. I also expect consideration and courtesy from students. Address your instructors appropriately, and communicate professionally.

According to *Student Conduct and Discipline*,

students are prohibited from engaging in or attempting to engage in conduct, either alone or in concert with others, that is intended to obstruct, disrupt, or interfere with, or that in fact obstructs, disrupts, or interferes with any instructional, educational, research, administrative, or public performance or other activity authorized to be conducted in or on a University facility. Obstruction or disruption includes, but is not limited to, any act that interrupts, modifies, or damages utility service or equipment, communication service or equipment, or computer equipment, software, or networks. (UTA Handbook or Operating Procedures, Ch. 2, Sec. 2-202)

Students who do not respect the guidelines listed above or who disrupt other students' learning may be asked to leave class and/or be referred to the Office of Student Conduct.

### Classroom Visitors

Only students officially enrolled in this section are allowed to attend class meetings. Students may not bring guests (children, spouses, friends, family) to class unless an academic request has been submitted and approved by the instructor well in advance of the proposed class visit. Children are not allowed in class as visitors at any time

### Academic Integrity

All students enrolled in this course must adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct, and the university will not tolerate academic dishonesty in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University:



Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts" (Regents' Rules and Regulations, Series 50101, Section 2.2)

You can get in trouble for plagiarism by failing to indicate correctly where you are making use of the work of another or by colluding with another to prepare assignments. You are responsible to familiarize yourself with the conventions of citation by which you indicate which ideas are not your own and how your reader can find those sources. Remember your First Year Writing courses and consult a writing handbook for more information on quoting, paraphrasing, summarizing, and citing properly to avoid plagiarism. If you still do not understand, **ask your instructor**. I will refer all students caught plagiarizing or cheating to the Office of Student Conduct.

### Americans with Disabilities Act

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate because of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. You can find information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

### Title IX

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit <http://www.uta.edu/titleIX>.

### Drop Policy

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to withdraw officially if they do not plan to attend after registering. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Financial Aid Office for more information.

## Writing Center

The English Writing Center is located in Room 411 Central Library. Hours are 9 am to 8:15 pm Mondays-Thursdays, 9 am to 3 pm Fridays, and Noon to 5:15 pm Saturdays and Sundays. Students must register and can make appointments online at <http://uta.mywconline.com>. Face-to-Face and online appointments for undergraduate students last 40 minutes. Writing Center consultants assist with any aspect of academic writing, from understanding an assignment, brainstorming, revising an early draft, to polishing a final draft. However, the Writing Center is not an editing service: consultants will not correct grammar or rewrite assignments during our long sessions. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for more information about services and guidelines.

**Quick Hits:** A Writing Center consultant is available in the Writer's Studio, 413b, to help students find answers on citation, style, minor editing, punctuation, and other quick questions that require 5 to 10 minutes. Although students must register with the Writing Center, Quick Hits walk-ins are welcome and students are assisted on a first-come, first-served basis. These are not one-on-one sessions. Quick Hits is available Mondays Noon-3:45 p.m., Wednesdays Noon-4:30 p.m., and Tuesdays and Thursdays 4:30-8:15 p.m. Students also may post short questions to our Facebook page during these periods at [www.facebook.com/WritingCenteratUTARlington](http://www.facebook.com/WritingCenteratUTARlington). QH Consultants will not make corrections, but will point clients to the answers.

## Restroom Breaks

- Students may leave the class and return without asking permission for restroom breaks.
- Be polite and quiet.

## Student Support Services

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

## Student Feedback Survey

At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

## Emergency Exit Procedures

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit:

1. Exit the classroom
2. Head towards the stairwells at either end of the hall.
3. Take the stairs until you reach the bottom floor.
4. Exit the building through the glass doors just past the bottom step.

When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will arrange to assist handicapped individuals.

## Electronic Communication Policy

The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. Students are responsible for checking their MavMail regularly. Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

However, please note the following requirements and guidelines regarding email communications for this course:

- Include ENGL 4326.001 and a detailed topic in the subject line of all emails. **I will not open emails that do not include a correct subject line.** (For example: *ENGL 4326.001: Question About Mid-Term.*)
- Sign your first and last name at the bottom of each email, so I know who you are.
- I check email daily, except on the weekends. I try to respond to emails within 24 hours. I will not check email after 7 PM.

- If you email me after noon on Friday or over the weekend, you will likely not hear back from me until Monday.

## Conferences and Questions

The office hours indicated on the syllabus are for students to drop by or to make an appointment to discuss course assignments, grades, or other class-related concerns. I will be happy to make other appointment times for you if your class schedule conflicts with regular conference times or if I am not available on certain days, but please note I am only on campus on Tuesdays and Thursdays.

## Syllabus and Schedule Changes

Instructors try to make their syllabuses as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies/assignments. Instructors reserve the right to make such changes as they become necessary. Students will be informed of any major changes in writing.

## Frequently Asked Questions (FAQ)

### **Q. Can I turn in late work?**

A. No. If your work is late, you get a zero.

### **Q. What if it's a couple of minutes late?**

A. Tough. Don't wait until the last minute.

### **Q. Can I revise for a better grade?**

A. No. Turn it in right the first time. Besides, in my experience, students don't "revise" so much as fix a comma or two and call that a "revision." So no, you can't revise.

### **Q. What if my assignment is too short/doesn't meet the minimum length required?**

A. Then it earns a zero.

### **Q. What if my assignment is longer than the listed maximum length?**

A. If you're a little over the maximum, then don't worry about it. If you're well over the maximum (for example, 10 pages rather than 5), then I'm only reading and grading until page 5.

### **Q. Can I have an Incomplete?**

A. No.

### **Q. Can I do anything to get a better grade?**

A. Do the work in the first place the first time around. If we are approaching the end of the term and you're worried about passing, then you probably should have done more/done a better job/gotten help sooner. If extra credit has already been offered, then do that, but don't expect to magically change a failing grade into a passing one.

**Q. But I need this class for my nursing degree/engineering degree/teaching certificate!**

A. If you're having problems, maybe that program isn't right for you. You might consider speaking with an advisor for other options with your academic career.

**Q. But I need [some particular grade] for financial aid/to graduate!**

A. Maybe you should've done better before this point.

**Q. How many absences can I have?**

A. I used to have a maximum number of absences policy, but UTA has no official attendance policy. I take roll each class, but you have no "maximum" number of absences. Of course, if you miss several classes and several daily/in-class grades, then you'll fail under your own power.

**Q. Can I go to the restroom?**

A. Yes. Stop asking me. Just go. Be discrete and don't disrupt class, but you aren't in high school anymore.

**Q. Can you look at my draft for me and give me feedback?**

A. Sure. Bring it by my office as a hard copy. Don't bring your laptop. I will send you on your way if you slide your MacBook towards me. *Print out your draft.* Be aware: My job is not to edit/copyedit/revise your work. I will point to issues or give you guidance on how to improve your draft, but I do not give out a formula to students for specific grades. That is, I do not say, *If you do this and this and this with your draft, you will earn an A.*

**Q. But you said my draft looked fine! Why did I get [grade I do not want]?**

A. Because your work earned that grade. Do not mistake "You're on the right track" or "This looks okay" for "This gets an A." A *D* is passing. A *C* reflects *average* work.

**Q. But I worked so hard on this!**

A. Effort does not equal competency or success.

**Q. But I submitted my assignment to Blackboard/I had a Blackboard issue!**

A. If it's before the deadline, try using a different browser. If that doesn't work, email it to me before the deadline as an attachment. If it's after the deadline, start thinking about how to avoid having this problem on the next assignment. If a quiz has an issue, then contact me before class.

**Q. Do you drop any grades?**

A. I typically drop a lowest daily grade at the end of the term. If you have perfect attendance, I will drop *another* lowest daily grade.



**Q. I was late to class! What should I do?**

A. Come to me at the end of class to let me know you were present but late. Do not *assume* I marked you down. If you came in *very* late, then I will likely mark you absent nonetheless.

**Q. What does it take to earn an A on an assignment?**

A. For papers, projects, essays, etc., the assignment must satisfy all requirements. It must have few if any errors, and it should be engaging to read, demonstrating a mastery of the material and concepts the project addresses. It should demonstrate *excellence*, not merely *goodness* or *seems good* or *well, it's doing most of what I asked you to do*. It should demonstrate any and all of the following: good writing style; mastery of grammar, spelling, and punctuation; effective organization; engaging content and rhetoric appropriate to the intended audience and purpose; concision and clarity; and mastery of the subject matter at hand.

For argumentative essays/projects, it should demonstrate an effective argumentative organization: an introduction and strong, clear thesis; claim-driven topic sentences for unified, coherent paragraphs; a clear, strong conclusion; convey complex ideas in simple, clear, concise prose.

For technical writing projects, it should demonstrate excellent writing style (including few if any passive constructions or other style issues) and excellent document/graphic design based upon the principles taught in class.

**Q. Can I have a letter of recommendation?**

A. Two things: Firstly, you cannot have a recommendation until after the class is over. I want to see if you are the kind of student I feel confident and comfortable in recommending for something. Also, I might have something to *talk about* by that point. I've used students' work and projects in my classes as specific examples to *justify* why I recommend students for scholarships, academic programs, etc. Secondly, I only write letters of recommendation for students who earned A's in the course overall.

**Q. Can I use Wikipedia, Ask Jeeves, About.com, Ask.com, Metafilter, Reddit, or some other general internet resource as a source in my paper/project?**

A. No. If you're in a Literature course, then you should use the MLA International Bibliography or maybe Academic Search Complete via our library. Otherwise, for literature or composition or technical writing, you should be searching for reputable sources—and have a good understanding of what reputable sources *are* and which are appropriate to the project or discipline you are working within.

## Q. What citation style should I use for my projects/assignments?

A. My answer varies depending on the kind of course you are taking:

- For *composition and literature courses*, use MLA Style parenthetical citation with Works Cited pages.
- For *Shakespeare*, use MLA Style or Chicago Manual of Style (CMS), but do not mix the two. Offer parenthetical citations for primary text passages or references. If you use MLA, be sure to have a Works Cited page. If you use CMS, use end notes or footnotes.
- For Technical Writing, choose a citation style and stick to it on particular projects. Note that choice on the Style Sheet. NB: The Formal Project requires you to use APA style citation. You will have a Works Cited, References, or Bibliography section as appropriate to the style you choose.

Please note that the library can direct you to more information about those specific styles. I recommend you *avoid* using Citation Machine and similar web services to generate your Works Cited entries unless you are working with printed, hardcopy sources like books and journal articles.

**Emergency Phone Numbers:** In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

## Tentative Schedule

All readings are due on the day indicated below. Please check Blackboard for supplemental readings and for quizzes due before class. BC refers to the *Bedford Companion*.

### Week 1

Jan 20 Introduction  
Jan 22 Writing about Lit (in-class): writing style, pearls, etc.; Syllabus Quiz due on BB

### Week 2

Jan 27 *Bedford Companion*: 1-28; 36-58  
Jan 29 *Bedford Companion*: 79-98; 109-27

### Week 3

Feb 3 *The Prince* (all)  
Feb 5 *The Prince* (cont'd) & Montaigne, "Of Friendship" (on Blackboard)

### Week 4 – Group A

Feb 10 *As You Like It* act 1; BC: 253-77, 285-90  
Feb 12 *As You Like It* acts 2-3; BC: 219-36

**Week 5 – Group B**

Feb 17 *AYLI* act 4; Sidney, *Apology for Poetry* (selections on Blackboard)  
Feb 19 *AYLI* act 5

**Week 6 – Group C**

Feb 24 *Richard II* act 1; BC: 303-25, 328-31, 345-9, 351-2  
Feb 26 *Richard II* acts 2-3

**Week 7 – Group D**

Mar 3 *Richard II* act 4  
Mar 5 *Richard II* act 5

**Mar 9-13 Spring Break****Week 8 – Group A**

Mar 17 Mid-Term  
Mar 19 *1 Henry IV* act 1

**Week 9 – Group B**

Mar 24 *1H4* acts 2-3  
Mar 26 *1H4* acts 4-5

**Week 10 – Group C**

Mar 31 *Othello* act 1 – Abstract Due  
Apr 2 *Othello* acts 2-3

**Week 11 – Group D**

Apr 7 *Othello* act 4  
Apr 9 *Othello* act 5

**Week 12 – Group A**

Apr 14 *Macbeth* act 1 – Annotated Bibliography Due  
Apr 16 *Macbeth* acts 2-3

**Week 13 – Group B**

Apr 21 *Macbeth* – Performance Adaptation (in-class)  
Apr 23 *Macbeth* acts 4-5

**Week 14 – Group C**

Apr 28 *Hamlet* act 1 – Term Project Due  
Apr 30 *Hamlet* act 2

**Week 15 – Group D**

May 5 *Hamlet* act 3  
May 7 *Hamlet* acts 4-5

**Week 16**  
Final Exam