

The background of the entire page is a painting. In the foreground, a man in a dark, ornate Elizabethan-style outfit with a black cap and a chain with a gold pendant holds a human skull in his hands. He is looking down at the skull. In the background, a ghostly, pale figure with long white hair and a beard, wearing a white robe, stands with one arm raised. The scene is set in a dark, possibly tomb-like environment with stone structures.

# ENGL 4326-001: Shakespeare

5W2 2018 | Dr. Worlow | TH 119

Class Time:	M-Th 1:00 – 3:00 PM
Office:	CARH 604
Office Hours:	M-Th 10:00 AM – 12:00 PM & by appointment
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Syllabus Rev.: 11 June 2018

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## Course Description

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In this course, I intend to provide you with an introduction to Shakespeare, his works, and his contexts. Towards these ends, you will learn about Tudor and Jacobean Britain and their theatrical and cultural contexts. Before we get to Shakespeare, we will also encounter Niccolò Machiavelli's *The Prince* and work to connect this text to Shakespeare over the course. We will work to contextualize these works in terms of gender constructions, politics and power, theatricality, art and imagination, and more. Our purpose is not only to understand Shakespeare in his historical context but also to develop the skills to understand him within modern contexts.

This syllabus includes a FAQ, just before the **Tentative Schedule**.

### **ENGL 4326. SHAKESPEARE. 3 Hours.**

Selected plays by Shakespeare in their historical and literary context. May include his nondramatic works.



### **Warnings!**

As students often fail to pay attention to the syllabus, I have marked certain key parts of the syllabus with a warning icon to call your attention to common problems for students in my classes.

## Student Learning Outcomes

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- A. Students will be able to articulate a knowledge of Shakespeare's literature and its cultural and literary contexts, including their treatments of gender, race, identity, class, art, and politics.
- B. Students will be able to analyze these literary and cultural texts and contexts from a variety of perspectives.
- C. Students will be able to synthesize these literary and cultural contexts in order to apply that synthesis in academic, critical arguments.
- D. Students will be able to discuss and explain literary and cultural themes relating to the subject matter of this course using the evaluative conventions of the discipline.

## Required Texts

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- *The Bedford Companion to Shakespeare*, 2nd edition, Russ McDonald
- *The Prince*, Niccolo Machiavelli—any reputable translation will work

You will also need a good critical edition (has an editorial apparatus, glosses/annotations, introductions, breakdown by acts, scenes, and line numbers) of each of the following works by William Shakespeare:

- The Sonnets
- *Much Ado about Nothing*
- *Richard III*
- *Othello*
- *Macbeth*
- *Hamlet*

I have ordered the very affordable and portable Folger Shakespeare Library editions of these works for the bookstore. You will also need one additional play, to be assigned to groups on the first day of the term. Otherwise, I would encourage you to use the Oxford, Norton, Riverside, Arden (individual plays), Pelican, Cambridge, or other scholarly critical editions. You can use a big anthology (e.g., the *Norton*, *Riverside*, or *Bedford Shakespeare* collections), but you do not need to do so.

We will also have additional readings available via Blackboard.

## Grade Breakdown

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Group Presentation	30%	8/8-8/9
Exploration Essays	15%	varies
Term Paper	30%	8/9
Daily Grade	10%	
Participation	15%	

**Papers that fail to meet the minimum required length earn a zero.  
Late assignments earn a zero.**



Students should keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels; see **Student Support Services** below.

## Major Assignments

### Group Presentation

On the first day of the term, I will assign the class into five teams of about 5 students each. Each team will be responsible for reading an additional play. Furthermore, your team must prepare a group presentation—a Team Teaching Presentation.

In this “TTP,” your team will make a **20-minute presentation** in which you should imagine that we are your colleagues in a high school English Department. You need to do the following in those 20 minutes:

1. Give us a synopsis of the play.
2. Outline and guide us through 4-5 major themes or motifs the play addresses.
3. Propose strategies for how to *teach* this play to high school students at a typical high school (assume junior or senior level) in 5 50-minute class periods.

4. Walk us through one or more exercises or strategies that teachers could use to engage students with the material and to use with students in class. (You may not resort to “We’ll watch the play in class.” Nor may you opt for “We’ll take turns reading scenes in class.”)
5. **After the 20-minute presentation**, you should prepare to answer our questions for several minutes.

Your group can use PowerPoint and other aids in helping you make the presentation, and you group should determine how to make the presentation. I will post a rubric for the TTP on Blackboard that you should keep in mind.

Furthermore, I will want an outline of your TTP (hard copy in class for me and on Blackboard), and you should include a Works Cited.



Poster of Thos. W. Keene in *MacBeth*, c. 1884.

**Sources:** I want to see 5 peer-reviewed or otherwise academic articles (or books, chapters, etc.) that can include criticism, theory, and pedagogy (the philosophy and practice of teaching). NB: Teachers and professors write “how to teach such-and-such play” often for different academic journals and periodicals. Look for them. Use Chicago Manual of Style or MLA.

## Exploration Essays

At the end of every week, on Friday by 11:59 PM, you will need to submit a **350+ word “exploration essay”** that reflects on one or more of the readings of the last week and offers your critical, theoretical, and/or pedagogical exploration about the reading(s). You do **not** need to cover **all** the readings: I would rather you focus in on moments or details or motifs from the reading(s) that interested you.

Furthermore, **each essay should offer a tentative term paper topic** based on that week’s readings. I will offer quick feedback on these topics and ideas in the lead-up to the last week. Although you can do your term paper on a different topic, I encourage you to start exploring ideas you can develop in the term paper. NB: You can adapt or expand upon an Exploration Essay in the Term Paper.



## Term Paper

### Term Paper Option

The term paper is a research-based argumentative essay in which you advance and defend a controversial, argumentative thesis about some topic relating to the course's topics and readings. The paper must be **2500-3000 words** in length and have **at least five peer-reviewed secondary sources in addition to** the primary sources and any other sources you plan to use. See the **Term Project Assignment** document on Blackboard for more information.

### Daily Grades

Daily grades include reading quizzes, pop quizzes, and other assignments.

### Reading Quizzes

Before most classes, you should complete whatever quiz(zes) is due that day on Blackboard. These quizzes cover the readings due that day in class. If you have problems with Blackboard, then take a screenshot of the error and email me as soon as possible. **Do not wait until the last minute.** For all reading quizzes, you have **10 minutes** and **one** attempt, and you cannot go back to change your answers after you submit an answer.

### Pop Quizzes

I reserve the right to have a pop quiz in class at the beginning of class. If you miss it, then, no, you cannot make it up.

### Other Assignments

We may have other activities and exercises, including some group discussion and group work. We will also have two workshops relating to the term paper during the final week.



*Desdemona Cursed by her Father* by Eugene Delacroix (1850-4)

## 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 points to a minimum of zero.** I will also determine your participation grade based upon your participation in class discussion via questions, answers, and discussion. Please keep in mind that participation should be **civil** participation, even if you disagree with another's perspective.

## Expectations for Out-of-Class Study

For this course, students will be reading Shakespeare's plays and sonnets, *The Prince* by Machiavelli, selections from historical documents, and chapters from a text intended to help provide cultural context for Shakespeare and the Early Modern Period in Britain. In particular, I expect that Shakespeare's works will prove most challenging, and Shakespeare requires close and careful reading.

Furthermore, assignments typically feature argumentative literary criticism: the term paper, the essays, and the presentation. Exploration essays require that students read the text for the coming week ahead of time and write a 350-word argument, reflection, exploration, and paper proposal. The term paper requires research, drafting, and revision.

Accordingly, because of the compressed nature of 5-week summer courses, students in this course should expect to spend an **average** of 30 hours per week outside of class engaged in writing and study.



Print of Kean playing Richard III from sometime between 1835-63, via the Folger Shakespeare Library Digital Image Collection, by A. Park (publisher). CC SA 4.0.



## Class Policies

### Blackboard Quizzes

Prior to each class, students are responsible for completing any reading quizzes on Blackboard due that day. These quizzes constitute many of your primary Daily Grades in the course.

### Late Work and Make-Up Policy

**I will not accept any late assignments for credit. Late work earns a zero for a grade. No exceptions.** 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.

### Turning in Assignments to Blackboard

You will submit all major assignments in this course to Blackboard. You must save all assignments submitted to Blackboard as a .docx Word document (unless otherwise specified) 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.**

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

### 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 catch up on the schedule and any announcements that occurred 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. Otherwise, I will consider you in violation of the provisions under **Academic Integrity**.



*Hamlet and Ophelia* (1853-4) by Dante Gabriel Rossetti

## Attendance Policy

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator in student success. Each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance every class session, and **absences count against your Participation grade. In addition, if you miss three class periods**, then I will penalize your final grade by one letter grade (e.g., an A becomes a B). **If you miss four class periods**, then you will earn a failing grade for the course.



While UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients "begin attendance in a course." UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Blackboard. This date is reported to the Department of Education for federal financial aid recipients.

If you are late to class or tardy, you are responsible for coming to me **immediately after class** to tell me you were late. If you are very tardy, I reserve the right to count you absent nonetheless. Do not email me later in the day to reassure me you were present.



Detail from *Depiction of the Church Scene in Much Ado about Nothing* (1846) by Alfred W. Elmore

### 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 count as 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 assign-

ments or allow the student to make up missed quizzes. Students must arrange-ments with the instructor at least 48 hours prior to the absence for turning in the work. Expect no guaranteed extensions.

If you are an armed forces reservist and you are called to active duty or otherwise have a schedule conflict, I need to see documentation in a timely manner that acknowledges your service commitment.

## 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*,



Beatrice from *The Graphic Gallery of Shakespeare's Heroines* (1896) via the Folger Shakespeare Library Digital Image Collection, by Frank Dicksee (artist). CC Attribution-Share Alike 4.0 International license.

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.



## Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit [www.uta.edu/news/info/campus-carry/](http://www.uta.edu/news/info/campus-carry/).

## Classroom Visitors

Only students officially enrolled in this section may 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 may not attend class as visitors at any time,

## Academic Integrity

Students enrolled all UT Arlington courses 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.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. 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)



Benjamin West, *Hamlet: Act IV, Scene V (Ophelia before the King and Queen)* (1792)

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.

Furthermore, please keep in mind that the following count as violating the Honor Code and constitute academic dishonesty:

- **Using or contributing to a website that distributes or sells papers/essays/course material to facilitate plagiarism and cheating**—these sites include the usual paper mills but also sites like Course Hero. If you use these sites or if you upload your papers to these sites, then you are going to get caught.
- **Cheating on quizzes (including taking quizzes as a group)**—All quizzes are for individual students to take individually. Be careful using Group.Me and similar group chat apps, especially to take a quiz “as a group.” This practice counts as “cheating” and “collusion.” Even if you do not participate in such group quiz or exam taking, if folks are doing so on your Group.Me, then suspicion can certainly fall on you.

In my experience, most students panic and decide to plagiarize at the last minute. It is always better for you to take the bad or failing grade on the one assignment than to plagiarize or cheat and fail the course and go on academic probation, or worse. Manage your time. Work on assignments before they are due.



*Ellen Terry as Lady Macbeth* by John Singer Sargent (1889)

## Disability Accommodation

UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. All instructors at UT Arlington are required by law to provide “reasonable accommodations” to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification **in the form of a letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: The Office for Students with Disabilities, ([OSD](#)), or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found [here](#).

Counseling and Psychological Services ([CAPS](#)) or calling 817-272-3671 is also available to all students to help increase their understanding of personal issues, address mental and behavioral health problems and make positive changes in their lives.

## Non-Discrimination Policy

The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [here](#).

## Title IX Policy

The University of Texas at Arlington (“University”) is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or [jmhood@uta.edu](mailto:jmhood@uta.edu).

## 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 officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships ([wweb.uta.edu/aao/fao/](http://wweb.uta.edu/aao/fao/)).

## 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 [here](#).

**University Tutorial & Supplemental Instruction (Ransom Hall 205):** UTSI offers a variety of academic support services for undergraduate students, including: 60-minute one-on-one tutoring sessions, Start Strong Freshman tutoring program, and Supplemental Instruction. Office hours are Monday-Friday 8:00am-5:00pm. For more information visit [www.uta.edu/utsi](http://www.uta.edu/utsi) or call 817-272-2617.

**The IDEAS Center (2nd Floor of Central Library)** offers FREE tutoring to all students with a focus on transfer students, sophomores, veterans, and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at [www.uta.edu/IDEAS](http://www.uta.edu/IDEAS), or call (817) 272-6593.

**The English Writing Center (411LIBR):** The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments [online](#). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information on all our programs and services.

If your grammar or mechanics or paragraph writing skills need work, I strongly suggest you work with the Writing Center. While they cannot offer you help on how your instructions are working, they can help you with your writing in general.

[The Library's 2nd floor Academic Plaza](#) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.

**Librarian to Contact:** [Diane Shepelwich](#) (English Subject Librarian)

## Student Feedback Survey

At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online 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 via the SFS database is aggregated with that of other students enrolled in the course. Students' anonymity will be protected to the extent that the law allows. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit [www.uta.edu/sfs](http://www.uta.edu/sfs).



Shakespeare's Globe by Steve Collis (2012), CC Attribution 2.0 Generic license

## Final Review Week

For semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

## 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. When exiting the building during an emergency, you 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 individuals with disabilities.

## Electronic Communication Policy

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

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

- Include ENGL 4326 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: Question about Term Paper.*)
- 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 5 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.

## 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 learn of any major changes in writing.



## Library & Research Assistance

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University-level research requires university-level sources. Contact the Library for personalized help in navigating research resources and locating the sources you need.

- **Librarian:** Your librarian is Diane Shepelwich ([dianec@uta.edu](mailto:dianec@uta.edu)). If you need help getting started with your research or have questions along the way, contact Diane for personalized assistance.
- **Research Coach:** [Research Coaches](#) are UTA students trained to help you frame your research questions, develop search strategies, understand citation styles, and select and evaluate relevant resources.
- **Library Staff:** Find library staff at the Service Zone, Central Library first floor, or at the branch libraries, by phone at (817) 272-3395, by text at (817) 727-8395, email at [AskUs@uta.edu](mailto:AskUs@uta.edu), or chat on the [library's homepage](#).
- **Research Consultation:** [To set an appointment](#) to meet with your librarian or research coach.
- **Research Guides:** [For a list of useful guides](#) to help you start your research.



## Frequently Asked Questions (FAQ)

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### FAQ about Course Policies

**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. Do not 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 are a little over the maximum, then do not worry about it. If you are well over the maximum (for example, 10 pages rather than 5), then I am 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 are worried about passing, then you probably should have done more/done a better job/gotten help sooner. If I have already offered extra credit, then do that, but do not expect to change magically a failing grade into a passing one.

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

A. Maybe you should have done better before this point.

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

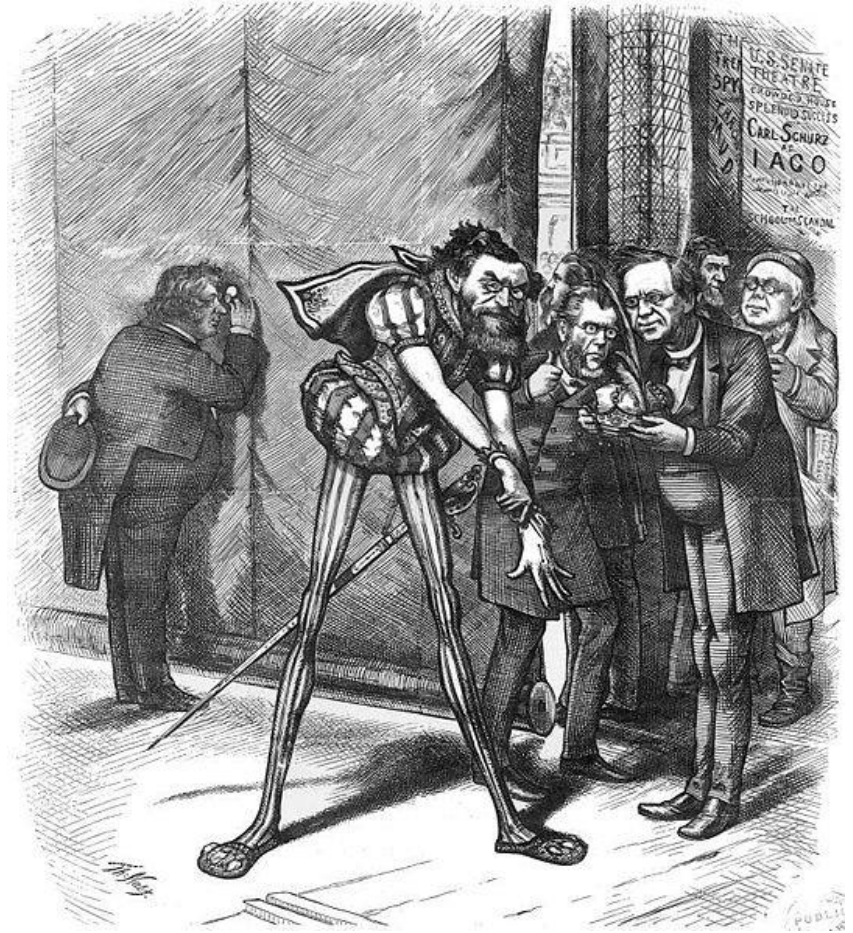
A. If you miss three classes, you lose a letter grade on your final course grade. If you miss four classes, you fail the course. I take roll each class.

**Q. Can this absence/assignment be excused because I was sick/at a funeral/etc.? I have a doctor's/other note!**

A. Being ill does **not** excuse you from submitting or completing assignments, especially since the vast majority of them are online. Being sick doesn't excuse an absence either. The only exception I am generally willing to entertain is if you are **contagious**, and in that case, you need a doctor's note indicating that you **shouldn't** be in class. Don't show up ill and contagious with a doctor's note: show me that doctor's note when you're no longer contagious.

All that said, if you have extenuating circumstances, **be proactive and contact me as soon as possible**. Do not disappear from class for two weeks and then mysteriously return having never bothered to contact me during that time and expect to have any excuse work.

I'm sorry if you happen to feel ill. However, you're still responsible for whatever happens. That said, don't come to class and infect me and your classmates. Communicate with me via email if you have problems or if something does come up.



"Carl Schurz as Iago from Shakespeare's play *Othello*, amidst his co-conspirators, prepares to enter the limelight." From *Harper's Weekly*, March 30, 1872, page 241.

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

A. Yes. Stop asking me. Just go. Be discrete and do not disrupt class, but you are not 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. Do not bring your laptop.** I will send you on your way if you slide your MacBook towards me. **Print out your draft.** That said, you can also email me a copy of your draft ahead of time. 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 is before the deadline, try using a different browser or another computer. If that does not work, email it to me **before the deadline as an attachment.** If it is after the deadline, start thinking about how to avoid having this problem on the next assignment. If a quiz has an issue, then take a screenshot of the error and contact me before class.

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

A. I typically drop a lowest daily grade at the end of the term.

**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, seems good, well, or it is doing most of what I asked you to do.* It should demonstrate 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.

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

A. Maybe. 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 have 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. In addition, please **ask** me before I see a request for a recommendation from some automated system, and just because you do fulfill the above requirements does not mean I will want to recommend you for everything you might ask about.



*Portrait of Machiavelli by Santi di Toto (sixteenth century)*

**Q. Where is your office? When are your office hours?**

A. Look at the cover page of this syllabus.

**Q. Do you post your PowerPoints or lecture notes on Blackboard?**

A. No. When I do so, **no one pays attention in class**. So, no, I do not post any notes on Blackboard, but I will typically do so if we miss class (snow/ice days, emergencies, etc.) to help make up for lost time.

**Q. Blackboard dumped me out of this quiz/would not take my paper! What should I do?**

A. Take a screenshot and email me at [worlow@uta.edu](mailto:worlow@uta.edu) as soon as possible. Do not wait until the last minute.

**Q. What should I do if I miss class?**

A. Contact your colleagues. Do not ask me what you missed. If you want notes from class, make arrangements with your colleagues.

## FAQ about Papers & Shakespeare

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

A. No. 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 within which you are working. If you don't know how to find reputable, academic, peer-reviewed sources, then you need to go find a librarian or research coach. Thankfully, we have several.

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

A. You should use **either** MLA style or the Chicago Manual of Style (CMS), but be consistent. 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. Furthermore, you should always use parenthetical citation when citing Shakespeare in the body of your writing. NB: MLA has recently updated their formatting for Works Cited entries!

**Q. I do not understand what's going on in this play/poem! Help!**

A. Use the tools available to you. Firstly, look at synopses of scenes and plays to get a sense for **what is happening** plot-wise. Secondly, I encourage you to find a cinematic adaptation of the play that is faithful to the text (many Royal Shakespeare Company productions via the BBC do so) and read while following along. It can help to see the lines **performed** as you read them. Thirdly, try reading difficult passages aloud. Fourthly, pay attention to any glosses on the page for difficult or obscure words (or words used in ways that are not common anymore).

**Q. Do I need a cover page for my term paper?**

A. No. Please do not bother with one. Use the standard MLA-style heading at the top of the first page.

**Q. How do I parenthetically cite plays and poetry?**

A. Since we break Shakespeare's plays up by act, line, and scene number, you should include that information in parenthetical citations. For Act 3, scene 1, lines 44-47 of *Hamlet*, you would render that citation as (3.1.44-47). Please avoid Roman numerals. **Always** include **all** of this information.



For the sonnets, you will cite line numbers, **not pages**. For example, for lines 13-14 of a sonnet, you would cite it as (13-14).

**Q. How do I quote poetry?**

A. For poetry, you want to include the lineation—the line breaks—in your quotations. For example, if you were quoting from Sonnet 116 the first three lines, you would do so as follows: "Let me not to the marriage of true minds / Admit impediments. Love is not love / Which alters when it alteration finds" (1-3). When *block* quoting poetry, make sure that each line represents a single line of the poem, as so:



Let me not to the marriage of true minds  
 Admit impediments. Love is not love  
 Which alters when it alteration finds,  
 Or bends with the remover to remove (Shakespeare 1-4)

**Q. How do I refer to the individual sonnets in the body?**

A. Simply state the sonnet and number: e.g., Sonnet 130, Sonnet 1, or Sonnet 28.

## Tentative Schedule

- All readings are due the day indicated below, along with any quizzes **(RQ)**, which you should complete on Blackboard **before** class. All quizzes are due when class begins.
- **Exploration Essays** are due Friday at 11:59 PM during Weeks 2-4.
- All other assignments are due at the beginning of class unless otherwise noted.
- As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.



Week	Date	What's Due/What Are We Doing?
1	July 10	<ul style="list-style-type: none"> <li>• Introduction and Opening Contexts</li> <li>• Assign Groups and TTP Play</li> </ul>
	July 11	<ul style="list-style-type: none"> <li>• Early Modern Drama</li> <li>• Bedford Companion, Chapters 1-4 (RQ)</li> <li>• Syllabus Quiz Due</li> <li>• Course Contract Due (see last page)</li> </ul>
	July 12	<ul style="list-style-type: none"> <li>• Early Modern Misogyny</li> <li>• Bedford Companion, Chapter 8, including <i>Homily on Matrimony</i> (285-90) (RQ)</li> <li>• Montaigne's "Of Friendship" (on Blackboard) (RQ)</li> <li>• Sonnets and the Sonnet Tradition</li> </ul>
2	July 16	<ul style="list-style-type: none"> <li>• Selected Sonnets by Shakespeare: 1-3, 18, 20, 29, 37, 55, 73</li> <li>• Philip Sidney, <i>Astrophil &amp; Stella</i>, <a href="#">Sonnet 9</a> (blazon example)</li> <li>• Petrarch, Poem 189 (on Blackboard)</li> </ul>
	July 17	Selected Sonnets by Shakespeare: 116, 127, 130, 135, 138, 153-4
	July 18	<i>Much Ado about Nothing</i> (acts 1-3) (RQ)
	July 19	<i>Much Ado</i> (acts 4-5) (RQ)
	July 20	Exploration Due by 11:59 PM



3	July 23	<ul style="list-style-type: none"> <li>• Machiavelli, <i>The Prince</i> (RQ)</li> <li>• Bedford, Chapter 9, including James (336-9) and <i>Homily</i> (345-9) (RQ)</li> <li>• <i>Richard III</i> (acts 1-3) (RQ)</li> </ul>
	July 24	<i>Richard III</i> (acts 4-5) (RQ)
	July 25	<i>Othello</i> (acts 1-3) (RQ)
	July 26	<i>Othello</i> (acts 4-5) (RQ)
	July 27	Exploration Due by 11:59 PM
4	July 30	<i>Macbeth</i> (acts 1-3) (RQ)
	July 31	<i>Macbeth</i> (acts 4-5) (RQ)
	August 1	<i>Hamlet</i> (acts 1-3) (RQ)
	August 2	<i>Hamlet</i> (acts 4-5) (RQ)
	August 3	Exploration Due by 11:59 PM
5	August 6	<ul style="list-style-type: none"> <li>• Submit Draft Intro &amp; Thesis AND Draft Body Paragraph by 10 AM</li> <li>• Writing Workshop on Intros, Thesis Statements, and Body Paragraphs</li> </ul>
	August 7	Catch-Up/Political Shakespeares
	August 8	Presentations in Class (Teams 1-3)
	August 9	<ul style="list-style-type: none"> <li>• Presentations in Class (Teams 4-5)</li> <li>• Closing Thoughts</li> <li>• Term Paper Due (beginning of class)</li> </ul>

## Syllabus Contract

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I have read and understood the syllabus, and I agree to abide by the course policies.

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

## Permission to Use Student Writing

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Student's Name\_\_\_\_\_

Class Number and Section\_\_\_\_\_

Instructor Name\_\_\_\_\_

I give my permission for my writing to be used as an example of student work and/or as a teaching tool for future classes. I understand that my name will be removed from my work before it is shared with other students.

Student's signature\_\_\_\_\_

UTA ID\_\_\_\_\_ Date\_\_\_\_\_

## Beyond This Class: Technical Writing & Internships

Dr. Worlow also teaches Technical Writing, and the Department offers a minor and [Certificate in Technical Writing and Professional Communications](#). You might want to go check it out: technical writing offers any student a good skillset that helps distinguish and market themselves when on the job market.

In addition, Dr. Worlow is the Internship Coordinator for the Department of English. [Internships](#) can count towards the above Certificate, and they can give you vital **professional experience** before you graduate.



The High-Impact Activity for the Department of English is internships. We are proud to offer a host of internship possibilities for our students. The Coordinator for our internships is Dr. Chris Worlow ([worlow@uta.edu](mailto:worlow@uta.edu)).

An infographic with a dark blue background and orange accents. At the top, the word 'go!' is written in large, blue, lowercase letters, with an orange exclamation mark. Below this, the text 'TECHNICAL & PROFESSIONAL WRITING CERTIFICATE' is written in orange. A horizontal band of orange contains the text 'Department of English' in white. Below this, a white box contains text about technical writing careers. To the right, an orange box lists the 'TOP 10 STATES HIRING TECHNICAL WRITERS'. Below the white box, the word 'CREATE' is written in large, grey, block letters, with a hand holding a pencil writing the letter 'E'. Below this, a section titled 'OUTLOOK FOR EMPLOYMENT' discusses projected growth. At the bottom, there is a white mug with the text '<tech\_w good >/tech\_w' and a blue box with the University of Texas Arlington Department of English logo.

**go!**

TECHNICAL & PROFESSIONAL WRITING CERTIFICATE

Department of English

Technical writers often begin their career as research assistants or specialists; additional experience may bring opportunities to work on more complex projects. Prospects for advancement include positions such as senior technical writer and technical publications manager. Some technical writers operate on freelance contracts, working for multiple clients.

**CREATE**

**OUTLOOK FOR EMPLOYMENT**

Employment of technical writers is projected to grow by 10% through 2024, exceeding the average rate of 7% for all occupations, according to May 2016 data from the U.S. Bureau of Labor Statistics (BLS).

**TOP 10 STATES HIRING TECHNICAL WRITERS**

1. Minnesota
2. Utah
3. Nebraska
4. Michigan
5. Florida
6. Massachusetts
7. New York
8. Maryland
9. Oregon
10. California

Source: *Forbes*  
18 August 2015

<tech\_w  
good  
>/tech\_w

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