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ENGL 2010-H25:
Writing About Shakespeare and Adaptation
TR 1:00-2:15 pm/Library 201A

In this course, as in all sections of English 2010, students will build on the skills learned in English 1010, focusing on critical thinking, argumentation, research, and documentation. The thematic focus of this course is Shakespeare and some of the cinematic, fictional, and theatrical interpretations his plays have inspired. In addition to plays by Shakespeare—*The Taming of the Shrew*, *Macbeth*, and one other to be chosen by the class—we will read and view texts that “appropriate” Shakespeare and, in doing so, attest to his enduring afterlife as a literary and cultural figure. This class will *not* focus on the careful, largely faithful film adaptations that retain both Shakespeare’s plots and language (think Kenneth Branagh’s *Hamlet* and then put it out of your minds!), but rather on texts that treat Shakespeare’s plays as a source or starting point for their own cultural, political, and artistic agendas. As we examine a range of adaptations—including but not limited to John Fletcher’s *The Tamer Tamed*, Eugene Ionesco’s *Macbett*, and Akira Kurosawa’s *Throne of Blood*—we will consider different theories of adaptation as a means to understanding 20th & 21st responses to Shakespeare’s work.

Required Textbooks/Materials

- Fletcher, John. *The Tamer Tamed*. New York and Manchester: Manchester University Press, 2006. [ISBN 978-0719053672]
- Shakespeare, William. *Four Tragedies*. New York: Penguin, 1994. [ISBN 978-0140434583]
- _____. *The Taming of the Shrew*. 2nd Revised Ed. Penguin, 1998. [ISBN 978-0833510853]
- Additional readings will be made available as via Canvas

Course Requirements

Reading Assignments. All readings must be completed before class on the day indicated in the syllabus. Films will be viewed during class, so if you are absent, you will have to arrange to view the film in the Gerald R. Sherratt Library’s Media Room.

Major Essays. Students will write three essays: the first, a narrative essay on an “experience” with Shakespeare (3-4 pages; 15%); the second, an essay developing a comparative or contrastive argument about a Shakespeare play and an adaptation of that play (4-5 pages; 20%); and the third, a researched argument in which you explore a topic related in some way to the adaptation or appropriation of Shakespeare’s work (8-10 pages; 30%). While the schedule dictates that the second essay will probably be on a topic relating to either *The Taming of the*

Shrew or *Macbeth*, the third essay will enable students to work with texts we have not covered in class, as well as to move beyond drama and to consider fine art, opera, dance, popular music, graphic fiction, or any other artistic form that has used a Shakespeare play as a source and/or creative starting point. 65%

Canvas Discussion Board. Throughout the semester I will post a question (or several questions from which you will choose one) about some aspect of the text we are studying that particular week. Each of you must respond to one of my questions and your post should be about 250 words. Although I see the discussion board as a place to continue our conversation outside of class, I also consider it an opportunity for each of you to practice writing skills, so expect to receive feedback about clarifying your arguments and supporting them with textual evidence. For grading purposes, I will average the best 6 out of 7 assigned posts. 10%

Group Presentation. In lieu of a final exam, each student group is required to do a creative presentation in which you “adapt” a Shakespeare play. Past creative projects have taken the form of videos, podcasts, comic books, and live performances. As a part of this assignment, each group will submit a collaborative proposal, 2-3 pages in length, and worth 10% of the category grade, which is subject to my approval. Although I have scheduled some time during class to work on presentations, please be prepared to meet with your group outside of class for this assignment. 20%

Participation. The participation grade will take into account more than your presence in class (see attendance policy below): it will be determined by your participation in large group discussion and small group activities, including writing workshops. 5%

Play Attendance. The Utah Shakespeare Festival’s touring production of *A Midsummer Night’s Dream* will be performed in Cedar City in late April, and I will be requiring all of you to attend this production (with tickets generously paid for by the Honors Program) and write a discussion board response on it.

Course Policies

Attendance. Because most class meetings will involve discussion of texts and group activities, regular attendance is critical to the learning process and your success in this class. While there are instances in which the university will sanction absences, any missed classes will make it difficult for you to do well on the writing assignments. *Should you miss more than 20% of the class meetings, which equals 6 classes, you will receive an F for the participation portion of this class regardless of your efforts when you have actually attended.*

Grading. My evaluation of your written work will consider how successfully you address the assignments in relation to purpose, content, development of ideas, organization, expression, and mechanics. Requirements for individual assignments will vary—and will be discussed at length well before the assignment due date.

Your final grade will be determined by the percentage of the 100 possible points earned: 97-100% A+, 93-96 % A, 90-92% A-, 87-89% B+, 83-86% B, 80-82% B-, 77-79% C+, 73-76% C,

70-72% C-, 67-69% D+, 63-66% D, 60-62% D-, and 59% and below, F. If you have a question about my comments or a grade be sure to make an appointment with me to discuss it.

Deadlines. Late discussion board responses and major essays will be docked 5 points per day—note that I have set up the Canvas system to close out the assignments shortly after the deadline (2 days for discussion posts, 4 days for essays), so after that time if you have not submitted one of these assignments you will receive an automatic 0. Also, make certain you are present for our final examination period's group presentations: even if the nature of your project doesn't require your physical presence on that day (e.g., we can all see from your video that you contributed to the project by playing a modern-day Lady M), I will still deduct 10 points for your absence that day. Of course, with regard to all instances of late work, extreme emergencies will be considered on a case-by-case basis.

A word about the importance of drafts: in order to write successfully, we need to write in stages, review what we've written, and revise accordingly once we've discovered which parts of our essays need further development and clarification. I can't help you—and your peers can't help you—if you fail to complete drafts of your essays. **If drafts are not turned in on time, I will not read them: you can still beg your peer group to review your work or go to the Writing Center, but do not ask me.**

Office Hours. If you have any questions or concerns about any aspect of this course, please come see me during my office hours.

The Writing Center. Because all writers need readers, the BC204 Writing Center is open to SUU students seeking free consultations. Take advantage of the center since your HSS program fees support the program, which is staffed by junior and senior English majors trained in peer tutoring. Just visit the center or e-mail us at writingcenter@suu.edu to sign up for 30 minute or full hour appointments. We accommodate walk-in appointments when our schedule board is not filled. Please be aware that the center closes early (at noon) on class days that fall before school holidays. We are also closed during Finals Week to allow our student writing assistants the opportunity to prepare for their own final exams and papers.

University Policies

Academic Integrity. Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. You are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ADA Statement. Students with medical, psychological, learning or other disabilities desiring academic adjustments, accommodations or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

Emergency Management Statement. In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the mySUU portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency plan can be found at <http://www.suu.edu/ad/facilities/emergency-procedures.html>

HEOA Compliance Statement. The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

Disclaimer Statement. Information contained in this syllabus, other than grading, late assignments, makeup work, and attendance policies, may be subject to change with advance notice as deemed appropriate by the instructor.

Course Schedule

All readings are from the assigned textbooks unless otherwise noted; all handouts (from reading questions to writing assignments and a few primary readings) are available through Canvas. Please make certain that you complete all readings before coming to class.

Date	Reading Assignments	Writing Assignments
T 1/10	Intro. to Course and Course Policies; Introductions; Discuss Guidelines for Reading Plays	
R 1/12	Read <i>The Taming of the Shrew</i> , Act 1; Discuss guidelines for Essay 1 (handout)	
T 1/17	<i>Shrew</i> , Acts 2-3	
R 1/19	<i>Shrew</i> , Act 4-5	Canvas Discussion 1 Due: on <i>Shrew</i>
T 1/24	Writing Workshop (about 30 minutes); discuss revision strategies and introduce John Fletcher	Draft of Essay 1 Due: bring 2 copies of your draft to class
R 1/26	Read <i>The Tamer Tamed</i> , Act 1	
T 1/31	<i>The Tamer Tamed</i> , Acts 2-3	
R 2/2	<i>The Tamer Tamed</i> , Acts 4-5; Discuss Guidelines for Essay 2	Canvas Discussion 2 Due: on <i>The Tamer Tamed</i>
T 2/7	Read <i>Macbeth</i> , Acts 1-2	Essay 1 Due: upload your final draft to Canvas by 5:00 pm
R 2/9	Read <i>Macbeth</i> , Acts 3-4	

T 2/14	Read <i>Macbeth</i> , Act 5; and introduce Eugene Ionesco and Theatre of the Absurd	Canvas Discussion 3 Due: on <i>Macbeth</i>
R 2/16	Read Ionesco's <i>Macbett</i> (electronic text available on Canvas)	

T 2/21	Continue discussion of <i>Macbett</i>	Canvas Discussion 4 Due: on <i>Macbett</i>
R 2/23	No Class: mandatory conferences to discuss Essay 2 topics	

T 2/28	Writing Workshop	Draft of Essay 2 Due: please bring enough copies for each of your group members and one for me
R 3/1	Workshop continued, if needed; Discuss revision strategies for Essay 2	

T 3/6	Watch <i>Throne of Blood</i>	
R 3/8	Finish <i>Throne of Blood</i> ; check out the Canvas announcement regarding possible options for our final pair of Shakespeare/Adaptation readings.	Essay 2 Due: upload final draft to Canvas by 5:00 pm

Spring Break

T 3/20	Be prepared to discuss and vote on final group of texts for course! Discuss Essay 3 Guidelines	
R 3/22	Discuss Guidelines for Final Creative Group Presentations: I'll preview some past projects to get your creative juices flowing and give you some time in class to discuss options with your group members	

T 3/27	Shakespeare play: TBA	
R 3/29	Shakespeare play: TBA	Canvas Discussion 5 Due: on TBA play

T 4/3	Work on Group Proposals (bring laptops to class, please)	
R 4/5	Discuss Research Strategies for Essay 3, and please come to class prepared to discuss your final essay topic.	Group Proposals Due (on Canvas by 5pm)

T 4/10	Adaptation (TBA)	
R 4/12	Adaptation (TBA)	Discussion 6 Due: on TBA Adaptation

T 4/17	Writing Workshop on Essay 3	Draft of Essay 3 Due: please
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		bring copies for each of your group members and one for me
R 4/19	Writing Workshop continued; we'll also discuss Works Cited issues beyond citing primary texts, so be prepared to ask questions about unusual sources.	
M 4/23	Special Event: USF's touring production of <i>A Midsummer Night's Dream</i> at 7:30 pm in the Randall Jones Theatre (tickets will be purchased by the Honors Program)	
T 4/24	Small group work on final presentation (in or outside of class: just check in with me at our classroom so I won't count you absent)	Discussion 7 Due: on USF's <i>A Midsummer Night's Dream</i>
R 4/26	Last Day of Class: we'll discuss the play and any questions you have about final essays.	Essay 3 Due: please upload to Canvas by 5:00 pm
W 5/2	Final Group Presentations , 3-450 pm (this is our regularly scheduled exam period)	