



ELL 302 – Shakespeare I
Asst. Prof. Michael D. Sheridan

Tuesday 13⁰⁰–15⁰⁰ (H110)
Wednesday 10⁰⁰–11⁰⁰ (H110)

Office Hours: Monday 15³⁰–18⁰⁰ (B165 or online via Zoom)
Email: michael.sheridan@tedu.edu.tr

Course Description

This course will focus on the sonnets in the sonnet sequence by William Shakespeare, as well as on his plays in two genres: comedy (*Twelfth Night; or, What You Will*), and history (*Henry IV, Parts 1 and 2*). In reading and analyzing these texts, we will not only examine Shakespeare's language and poetic, dramatic, and characterization techniques, but we will also concentrate on a variety of topics and issues, among them sexuality and gender in the Renaissance era; contemporary ideas of order and disorder in the individual, society, and politics; how and why certain people were marginalized by social and/or political authorities; and the relation or conflict between the face one presents to others and one's "true self." We will primarily look at these topics and issues as they appear in the texts, but will also take care to situate them in their historical sociocultural context.

Readings and Course Materials

All texts for the course will be provided for you via the course Moodle page, mainly in PDF format. However, I strongly recommend that you print out paper versions of the texts and read them that way: this is because reading physical copies of texts allows better annotation and note-taking as compared to electronic versions, and therefore facilitates more active engagement in the classroom and better understanding as a whole.

For each of the plays that we read, videos of stage and/or television performances will also be provided for you. While these will not be required viewing, I strongly recommend that you watch them (or alternative versions if you can find some) because it must not be forgotten that Shakespeare's plays were meant to be performed and seen, not simply read as texts.

This course focuses on primary-source material (*i.e.*, the sonnets and plays themselves) and not on secondary-source material (*i.e.*, introductory, critical, and/or analytical texts); nevertheless, I will assign certain secondary-source readings as necessary, and any such readings that are not in the course schedule below will be announced in class and/or via email or Moodle.

Learning Outcomes

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

- ✓ recognize the elements of the Shakespearean sonnet and of Elizabethan and Shakespearean theater and dramatic genres
- ✓ relate Shakespeare's works to their historical, intellectual, sociocultural, and theatrical contexts
- ✓ interpret the verbal, generic, structural, and dynamic/dramatic qualities of Shakespeare's sonnets and plays
- ✓ formulate independent ideas relating to Shakespeare's works, their significance in their own time, and their relevance to our time

Course Format and Expectations

Any lectures or mini-lectures will be delivered by the instructor in order to lay the theoretical and literary ground. However, the bulk of classroom discussion will be the students' responsibility, in which they are asked to take the lead, whether we are meeting face-to-face or online.

Students will be asked to share their ideas and participate actively in discussions of the material at hand. As such, it is of utmost importance that they come to class having read or viewed the assigned material.

Important Points

How to Listen: Note-taking is an ideal form of active listening, and thus it is highly recommended that you take notes during class sessions, especially because in the classroom I rarely use slides but make frequent and heavy use of the blackboard/whiteboard. When you are writing down the ideas you are hearing, you summarize and retain those ideas more than when you let them wash over you, and certainly more than when you are distracted. You are, of course, welcome to take notes in the way you prefer (via handwriting or digital tools).

Classroom Courtesies: I will gladly honor your request to address you by an alternate/preferred name or gender pronoun, but you are kindly asked to use your legal name(s) in exams, papers, or any other official course document. Please advise me early in the semester if you have any such preferences as to how to address you so that I may make appropriate changes to my records.

You are kindly asked to keep your camera on during Zoom meetings unless you have a major reason for being unable to do so, in which case you are kindly asked to inform me of this reason beforehand.

Punctuality: Please be on time for classes. If you are late for any reason, please make sure not to disrupt the flow of the lecture or discussion.

Course Requirements: Please attend class regularly, and please come to class prepared to discuss the assigned material, as discussion forms a central part of the coursework. You are responsible for regularly checking the course Moodle page for assigned readings, updates, and announcements.

Academic Integrity: This course adheres to the academic honesty policy. All work submitted and presented by you must be your own original work, with any contributions by others to that work being openly acknowledged. Any cases of plagiarism or cheating of any kind will on no grounds be tolerated: such cases will be reported to the department chair and result in a grade of zero for the relevant work.

In regard to academic integrity, please keep the following points in mind:

- Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from various websites to handing in a paper downloaded from the Internet. All of these are plagiarism.
- All parties to plagiarism are considered equally guilty. If a student shares their coursework with another student and that student plagiarizes it, the sharer is considered as guilty as the one who has plagiarized their work, since they enabled the plagiarism to take place. Under no circumstances should a student make their coursework available to another student unless the instructor gives explicit permission for this to happen. Copying someone's work is an extreme and straightforward act of plagiarism. More commonly, however, students plagiarize without realizing they are doing so. This generally happens when a student fails to acknowledge the source of an idea or phrasing. A student can avoid such plagiarism by citing their sources properly.
- Read the university's academic honesty contract at:
<https://student.tedu.edu.tr/en/principles-academic-integrity>.
- Assignments will be uploaded on Moodle, which integrates TurnItIn. The TurnItIn similarity index of your assignments must be lower than 25% to qualify for evaluation.
- You may neither receive help from nor give help to others during exams. During exams, you may not leave the room, talk, or use any electronic devices. You must also keep your eyes on your own work.

Non-discrimination Policy: In this course, discrimination and harassment based on race, color, religion, creed, ethnicity, ancestry, national origin, sexual orientation, age, or disability, among other personal characteristics or choices, are strictly prohibited and will not be tolerated.

Late Submissions: Late submission of assignments, except in cases of documented illness or emergency, will be accepted at a penalty of 5% reduction of the assignment's overall grade per day. After three days from the due date, late submissions will no longer be accepted.

Grading

Your final grade will be determined according to the following criteria:

- **Assignments (30% of total grade, 15% each)**

During the semester, you will write a total of two (2) assignments, one in the first half of the semester and one in the second half of the semester. The responses will require you to write between approximately 750 and 1,250 words each, with each assignment worth 15% of your total grade. The due dates of the assignments are listed in the course schedule below, but please keep in mind that these due dates may change slightly. More details about these assignments will be provided during the semester at appropriate times.

- **Midterm examination (30% of total grade)**

During Week 9, there will be an online midterm examination covering the material from Weeks 1 through 8. It will be held during class hours on both class days (Tuesday, May 2 and Wednesday, May 3). More information about this exam will be provided in due course.

- **Final examination (40% of total grade)**

During the final examination period (June 12–23), there will be a comprehensive, face-to-face final examination covering the material from Weeks 1 through 14. More information about this exam will be provided in due course.

Feedback and Email Policies

There will be a grading rubric available on Moodle that will give you a basic idea of what I look for in written work and thus how I grade. For each submitted assignment, I will provide a breakdown of your grade according to this rubric, and, where necessary, a couple of short comments as feedback. If you would like more detailed feedback on a graded assignment, please email me to request it within three (3) days after the grade is posted.

Whenever you write an email to me for any question or request, please be aware that I will respond to your email as soon as I am able, but only within weekday business hours; that is, I do not respond to emails in the evenings or on weekends.

Course Schedule

Below you will find a thematic schedule outlining the basic topics to be covered each week, along with the texts that we will be reading. More precise details of each week's daily reading will be provided via Moodle, email, and/or in class as the semester progresses, but please keep in mind that you are responsible for checking on and keeping up with the assigned reading before coming to class, in order to facilitate discussion.

Please note that the schedule and readings below are subject to change, including additions and/or removals, with any changes to be announced via Moodle, email, and/or in class. Also note that the schedule might be subject to change based on procedures decided on by Turkey's Higher Education Council.

Week 1 (Mar. 7 + 8): Introduction – The Life of William Shakespeare

- “Shakespeare’s Life” from the Folger Shakespeare Library:
<https://www.folger.edu/shakespeares-life>
- Podcast: “The Upstart Crow: Shakespeare’s Feud with Robert Greene”:
<https://artsci.wustl.edu/ampersand/upstart-crow-shakespeares-feud-robert-greene>

Week 2 (Mar. 14 + 15): Reading Shakespeare and Early Modern English

- *In-class reading and viewing*: Selections from the works of Shakespeare and his contemporaries
- J.M. Pressley, “A Quick Guide to Reading Shakespeare”:
<https://www.bardweb.net/content/ac/shakesreader.html>
- Emma Smith, “How to Read Shakespeare for Pleasure”:
<https://www.english.ox.ac.uk/article/how-to-read-shakespeare-for-pleasure>

Weeks 3–5 (Mar. 21 + 22, Mar. 28 + 29, Apr. 4 + 5): Shakespeare’s Sonnets

- “Fair Youth” sonnets: Sonnets #1, 12, 18, 27–30, 70–71, 73, 116
- “Dark Lady” sonnets: Sonnets #127, 129–130, 134, 138, 144, 147, 151

Week 6–8 (Apr. 11 + 12, Apr. 18 + 19, Apr. 25 + 26): Shakespearean Comedy

- ***Twelfth Night; or, What You Will***
 - Optional viewing: Shakespeare’s Globe 2013 production of *Twelfth Night*
- Stephen Greenblatt, Introduction to *Twelfth Night* from the Norton Shakespeare edition
- *Optional reading*: “Shakespeare’s Theater” from the Folger Shakespeare Library, <https://www.folger.edu/shakespeares-theater>

📌 Assignment #1: Due before class on Wednesday, Apr. 26

Week 9 (May 2 + 3): Midterm Examination

📌 The midterm examination will be held online during class hours this week. It will cover material from Weeks 1 through 8.

Weeks 10–12 (May 9 + 10, May 16 + 17, May 24 + 25): Shakespearean History

- ***Henry IV, Part 1***
 - Optional viewing: *The Hollow Crown*, Season 1, Episode 2 (2012); directed by Richard Eyre
- Jean E. Howard, Introduction to *Henry IV, Part 1* from the Norton Shakespeare edition
- ***Henry IV, Part 2 – Act 5, Scene 5***
 - Optional viewing: *The Hollow Crown*, Season 1, Episode 3 (2012); directed by Richard Eyre

Week 13 (May 31 + June 1): Review of Shakespearean Sonnets, Comedy, and History**Week 14 (June 6 + 7): Preparation for Final Examination**

📌 Assignment #2: Due before class on Wednesday, June 7

📌 The final examination will cover material from Weeks 1 through 14.

Student Services Information

Student Development and Psychological Counseling Center

The center is a service mandated with providing crisis intervention and supportive listening services to the campus community. A major part of fulfilling that mandate is raising awareness of our service so that students know they are never alone in dealing with problems. You may contact the center at:

- *Email:* ogrencidanismamerkezi@tedu.edu.tr
- *Telephone:* 0312 585 0316
- *Office:* A122
- *Website:* <http://csc.tedu.edu.tr/>

TEDU COPeS – Psycho-Social Support

The TED University Psychosocial Support Team was initially established to facilitate coping with the psychological, social, familial, academic, and professional difficulties that may arise due to adverse conditions associated with COVID-19 pandemic for TEDU students and employees.

In time we have expanded our services to provide psychosocial support in diverse disasters. In this line, TEDU COPeS offers psychosocial support for TED University students and employees in the aftermath of the Kahramanmaraş earthquakes.

For further information and/or questions, visit their website at <https://copes.tedu.edu.tr/>.

Specialized Support and Students with Disabilities

Students who may require specialized support due to a disability affecting mobility, vision, hearing, learning, and/or mental or physical health should consult with the Specialized Support and Disability Coordinator, Asst. Prof. Emrah Keser (Email: emrah.keser@tedu.edu.tr), or visit the website at <https://www.tedu.edu.tr/tr/main/engelsiz-tedu>.