ARIZONA STATE UNIVERSITY

GENERAL STUDIES PROGRAM COURSE PROPOSAL COVER FORM

Courses submitted to the GSC between 2/1 and 4/30 if approved, will be effective the following Spring.
Courses submitted between 5/1 and 1/31 if approved, will be effective the following Fall.

(SUBMISSION VIA ADOBE.PDF FILES IS PREFERRED)

DATE 04/02/2012

1. ACADEMIC UNIT: Division of Humanities, Arts & Cultural Studies

2. COURSE PROPOSED: ENG 294 Introduction to Shakespeare 3
   (prefix) (number) (title) (semester hours)

3. CONTACT PERSON:
   Name: Marsha Fazio
   Phone: (602)534-3006
   Mail Code: 2151 E-Mail: marsha.fazio@asu.edu

4. ELIGIBILITY: New courses must be approved by the Tempe Campus Curriculum Subcommittee and must have a regular course number. For the rules governing approval of omnibus courses, contact the General Studies Program Office at 965-0739.

5. AREA(S) PROPOSED COURSE WILL SERVE. A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. (Please submit one designation per proposal)

   Core Areas
   Literacy and Critical Inquiry--L ☐
   Mathematical Studies--MA ☐ CS ☐
   Humanities, Fine Arts and Design--HU ☒
   Social and Behavioral Sciences--SB ☐
   Natural Sciences--SQ ☐ SG ☐

   Awareness Areas
   Global Awareness--G ☐
   Historical Awareness--H ☐
   Cultural Diversity in the United States--C ☐

6. DOCUMENTATION REQUIRED.
   (1) Course Description
   (2) Course Syllabus
   (3) Criteria Checklist for the area
   (4) Table of Contents from the textbook used, if available

7. In the space provided below (or on a separate sheet), please also provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

   See page 2.

   CROSS-LISTED COURSES: ☒ No ☐ Yes; Please identify courses:

   Is this an upperdivision course?: ☒ No ☐ Yes; Is it governed by a common syllabus?

   Marlene Tromp
   Chair/Director (Print or Type)

   Date:

Rev. 1/94, 4/95, 7/98, 4/00, 1/02, 10/08
Core Area Requested: Humanities, Fine Arts and Design [HU]

7. Please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

ENG 294: Introduction to Shakespeare

This course is concerned with questions of human existence. Observing, for example, the titular characters of Macbeth, Othello or Hamlet, we are presented with enigmatic questions that pervade the human being's struggle to live and love, focusing on the nature of thinking and knowing, desire and deception, good and evil in context of religious, philosophical and literary traditions that have informed human thought and experience through the ages. As we relate to compelling human themes, noting commonalities and contrasts, we expand awareness of our own place in the world.
Rationale and Objectives

The humanities disciplines are concerned with questions of human existence and meaning, the nature of thinking and knowing, with moral and aesthetic experience. The humanities develop values of all kinds by making the human mind more supple, critical, and expansive. They are concerned with the study of the textual and artistic traditions of diverse cultures, including traditions in literature, philosophy, religion, ethics, history, and aesthetics. In sum, these disciplines explore the range of human thought and its application to the past and present human environment. They deepen awareness of the diversity of the human heritage and its traditions and histories and they may also promote the application of this knowledge to contemporary societies.

The study of the arts and design, like the humanities, deepens the student’s awareness of the diversity of human societies and cultures. The fine arts have as their primary purpose the creation and study of objects, installations, performances and other means of expressing or conveying aesthetic concepts and ideas. Design study concerns itself with material objects, images and spaces, their historical development, and their significance in society and culture. Disciplines in the fine arts and design employ modes of thought and communication that are often nonverbal, which means that courses in these areas tend to focus on objects, images, and structures and/or on the practical techniques and historical development of artistic and design traditions. The past and present accomplishments of artists and designers help form the student’s ability to perceive aesthetic qualities of art work and design.

The Humanities, Fine Arts and Design are an important part of the General Studies Program, for they provide an opportunity for students to study intellectual and imaginative traditions and to observe and/or learn the production of art work and design. The knowledge acquired in courses fulfilling the Humanities, Fine Arts and Design requirement may encourage students to investigate their own personal philosophies or beliefs and to understand better their own social experience. In sum, the Humanities, Fine Arts and Design core area enables students to broaden and deepen their consideration of the variety of human experience.

Revised October 2008
**ASU - [HU] CRITERIA**

**HUMANITIES, FINE ARTS AND DESIGN [HU]** courses must meet either 1, 2, or 3 and at least one of the criteria under 4 in such a way as to make the satisfaction of these criteria a CENTRAL AND SUBSTANTIAL PORTION of the course content.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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</thead>
<tbody>
<tr>
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<tr>
<td></td>
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<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
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<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
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<td></td>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<td>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
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<td>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
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<td>b. Concerns aesthetic systems and values, literary and visual arts.</td>
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<td>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
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<td></td>
<td>d. Deepen awareness of the analysis of literature and the development of literary traditions.</td>
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</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.

- Courses devoted primarily to developing skill in the use of a language. However, language courses that emphasize cultural study and the study of literature can be allowed.

- Courses which emphasize the acquisition of quantitative or experimental methods.

- Courses devoted primarily to teaching skills.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG</td>
<td>294</td>
<td>Introduction to Shakespeare</td>
<td>HU</td>
</tr>
</tbody>
</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasizes historical and literary contexts as well as psychological, religious, cultural and social forces that inform selected works --</td>
<td>Weekly DB questions to elicit critical responses and analytical discussion; analytical papers, poetry project --</td>
<td>Please see all DB questions and Short Paper prompts. Below is an example from each category. Examples from Discussion Board questions: 1. Is it only Shylock who blurs the distinction between human and economic values? Does the play successfully resolve the tension it evokes between these two values? Example Short Paper prompt: Stephen Greenblatt has suggested that Iago's playing upon Othello incorporates an attitude and practice that might be considered colonial. What exactly are the sources of Iago's power over Othello? To what degree does Iago's power depend upon Othello's own willingness to see his ensign as a figure of knowledge, sophistication, and authority that he himself lacks? How might Iago's exploitation of such deference be considered colonial?</td>
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<tr>
<td>2. Comprehension, interpretation and analysis of primary sources and secondary textual material; historical development of literary and textual traditions --</td>
<td>Examination of selected plays and poetry, including specific rhetorical devices, through close reading of each play and sonnet --</td>
<td>1. Please see enclosed screenshot of one Module showing my audio PowerPoint lecture presentation, &quot;The Language of Shakespeare.&quot; 2. Short Paper example: Characters may be dynamic or static. Dynamic characters undergo and important change in attitude, values, or behavior. In contrast, static characters remain pretty much</td>
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</tbody>
</table>
the same throughout a play, novel, or short story. Select one of the following characters and write an essay showing that the character is either dynamic or static: Kate, Bianca, Petruchio, Lucentio, Baptista, Trainio. Support your position by specific references to the character's words and actions. Do not merely retell the story.

3. Sample DB question: Shakespeare spends many words on the character of Clarence and his eventual demise. Discuss why you believe the playwright chose to explore this character and how the related scenes impact upon the entire play.

| 4(a) Development of human thought emphasizing the analysis of philosophical, religious systems -- | Focus throughout the course on the human experience through the ages, exploring and analyzing commonalities and contrasts reflected in culture, religion and philosophy -- | Example Short Paper prompt: 1. Where can we see (in both Macbeth and Richard III) Shakespeare's portrayal of the complexity involved in adjusting one's mind to doing evil or attempting to do evil? What are the psychological and philosophical implications inherent in these representations? |
| 4 (d) Students develop a more profound awareness of literary analysis and development of literary traditions -- | Readings of entire plays and sonnet series My audio lectures accompanied by PowerPoints | Discussion Board questions, audio visual lectures, short papers, written essay exam, final research paper |
Introduction to Shakespeare

Spring 2012
3 credit hours

Dr. Marsha Fazio
Division of Humanities, Arts & Cultural Studies
Arizona State University

Office: FAB 230N
Hours: T/TH 1:30 – 2:30
and by appointment
Email: marsha.fazio@asu.edu
Phone: 602 543-3020
Fax: 602 543-3006

There are 14 Modules in this course plus the Introductory Module (Jan. 5 -8) and the Concluding Module (April 23-24).

Our Module week begins on Monday (Day 1) and ends on Sunday (Day 7).

Communicating With Me
When questions arise during the course, please remember to check these three sources for a quick answer since we’ve found that most of the time, the answer is located in the Course Syllabus or has been put in Announcements.
1. Course syllabus
2. Announcements in Blackboard
3. The “Water Cooler” discussion board

Emailing me:
Please feel free to email me anytime about questions you have. I enjoy hearing from my students!

1. Put the Course number and name (294Shakespeare) in the subject line.
2. Include your full name in your message.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, please contact me via email. I will usually respond to email messages within 24 hours or sooner.

If you have a question about the technology being used in the course, please contact the UTO Help Desk for assistance (contact information is listed below).
Course Description
This course is designed to guide students to explore, understand and appreciate the works of William Shakespeare. You will become familiar and comfortable with the historical background and the literary and social contexts of the selected works. Through a methodical study of selected plays and sonnets, we progress from understanding plots, characters, and themes to analyzing and discovering the psychological, cultural and social forces that influenced the author and informed his works.

Course Overview & Learning Objectives
- Use critical thinking skills to analyze, interpret, and discuss selected plays and sonnets of Shakespeare
- Analyze, interpret, and discuss how the societal, cultural, philosophical, and historical contexts of the respective period informed the selected works
- Develop and write analytical essays on various works, smoothly synthesizing students’ own impressions and references to the text
- Demonstrate an understanding of the course content through assessments: short answer/multiple choice questions, short papers, and an original creative document
- Use online collaborative activities to interact within a community of learners, actively engaging and fostering others in their analysis and appreciation of literature

Course Textbook and Materials
Required: The Necessary Shakespeare; Bevington ISBN 139780205662167

Course Requirements
Online Course
This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize internet technologies.

Computer Requirements
This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:
- A web browser (Internet Explorer or Mozilla Firefox)
- Adobe Acrobat Reader (free)
- Adobe Flash Player (free)
- Microsoft Word
- You are responsible for having a reliable computer and internet connection throughout the course.

Email and Internet
You must have an active ASU e-mail account and access to the Internet. All instructor correspondence will be sent to your ASU e-mail account. Please plan on checking your ASU email account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades. The myASU/Blackboard Course Site can be accessed at http://my.asu.edu
Campus Network or Blackboard Outage
When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

Attendance/Participation
*Preparation* for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into the Blackboard and on a daily basis, submitting all assignments and *participating* in the all of activities that are posted in the course by the due dates.

Studying and Preparation Time
The course requires you to spend time preparing and completing assignments. A three-credit course requires 135 hours of student work. Therefore expect to spend approximately 7-9 hours a week preparing for and actively participating in this course.

Late, Missed, or Incomplete Assignments
- All assignments must be finished and turned in on time to Safe Assign. If I do not have it in Safe Assign, I will not be able to grade it, and you will receive no credit for the work.
- No late assignments will be accepted. Please do not ask me to make exceptions.
- Only complete assignments will be graded.
- No partial credit will be given for incomplete or late assignments.

Submitting Assignments
*Assignments are due by midnight of the date indicated.*

Posting Grades and Returning Papers and Assignments
- All assignment and papers will be graded within 1 week of the due date, usually sooner.
- When all grades have been posted to Gradebook, I will email everyone and post an announcement notifying you that the assignment has been graded.
- Go to Gradebook > find the assignment> click next to the grade> you will see your returned paper with comments and feedback.

No late assignments are accepted.

All assignments, unless otherwise announced by the instructor, MUST be submitted via Blackboard in a *Word Document*. Each assignment will have a designated place to submit in the appropriate Module.

Drop and Add dates
If you feel it is necessary to withdraw from the course, please see [http://students.asu.edu/drop-add](http://students.asu.edu/drop-add) for full details on the types of withdrawals that are available and their procedures.

Subject to change notice
All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

Academic Integrity
ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit http://provost.asu.edu/academicintegrity and the Student Conduct Statement below.

Course Grading

Grades and Grading Scale

- BlackBoard Gradebook is calibrated to equate letter grades to my point system and vice-versa.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.33</td>
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<tr>
<td>A</td>
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<tr>
<td>A-</td>
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<tr>
<td>B+</td>
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<td>3.00</td>
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<td>B-</td>
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<td>C+</td>
<td>2.33</td>
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<td>D</td>
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<thead>
<tr>
<th>Percentage</th>
<th>A+</th>
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<th>A-</th>
<th>B+</th>
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Grades for papers will be letter grades; grades for quizzes will be points. BlackBoard converts letter grades to points and percentages. You will receive plus/minus grades for assignments, papers, and your final grades as well.

Summary of Assignments

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Date</th>
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<tbody>
<tr>
<td>Weekly Discussions:</td>
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<tr>
<td>Discussion</td>
<td>20 point max. each Module</td>
<td>Modules 1 -14</td>
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<tr>
<td>Board/questions and replies</td>
<td>280 points total</td>
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<tr>
<td>(14 Modules)</td>
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<tr>
<td>Self-Learning Mastery-</td>
<td>Max. 20 points each</td>
<td>Modules 3,5,7,9,11,13</td>
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<tr>
<td>Quizzes (6)</td>
<td>120 points total</td>
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<tr>
<td>5 Short Papers</td>
<td>Max. 100 points each</td>
<td>Modules 4,6,8,10,12</td>
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<td>500 points total</td>
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<tr>
<td>1 Poetry Project</td>
<td>Max. 100 points</td>
<td>Concluding Module (April 24th)</td>
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<td>1000 points total</td>
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</tbody>
</table>

Please see the requirements for the specific Assignments in the Learning Modules.
# COURSE CALENDAR

## INTRODUCTORY MODULE

<table>
<thead>
<tr>
<th>JAN. 5-8</th>
<th>Lessons</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to the course</td>
<td>View audio PowerPoint Welcome</td>
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<tr>
<td></td>
<td></td>
<td>Read all Course Information</td>
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<tr>
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<td></td>
<td>Review Course Calendar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Read from textbook Introduction to the Course and to the Period</td>
<td>DB posts and replies Video</td>
</tr>
<tr>
<td>JAN. 9-15</td>
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<tr>
<td>Module 2</td>
<td>Read from textbook Theatre, Life, and Works</td>
<td>DB post and replies View video</td>
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<tr>
<td>JAN. 15-22</td>
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<tr>
<td>Module 3</td>
<td>Read from textbook Introduction <em>The Taming of the Shrew</em></td>
<td>DB post and replies Synopsis Video</td>
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<tr>
<td>JAN. 23-29</td>
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<tr>
<td>Module 4</td>
<td><em>The Taming of the Shrew</em></td>
<td>Watch video Read criticism DB post and replies</td>
</tr>
<tr>
<td>JAN. 30-FEB. 5</td>
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<tr>
<td>Module 5</td>
<td>Read from textbook Introduction <em>The Merchant of Venice</em></td>
<td>DB post and replies Synopsis Video</td>
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<tr>
<td>FEB. 6-12</td>
<td></td>
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</tbody>
</table>
| Module 6 | FEB.13-19 | *The Merchant of Venice* | Watch video  
Read criticism  
DB post and replies  
**Short Paper** |
| --- | --- | --- | --- |
| Module 7 | FEB. 20-26 | Read from textbook  
Introduction  
*Othello* | DB post and replies  
Synopsis  
Video  
**Quiz** |
| Module 8 | FEB. 27- MARCH 4 | *Othello* | Watch video  
Read criticism  
DB post and replies  
**Short Paper** |
| Module 9 | MARCH 5-11 | Read from textbook  
Introduction  
*Richard III* | DB post and replies  
Synopsis  
Video  
**Quiz** |
| Module 10 | MARCH 12-18 | *Richard III* | Watch video  
Read criticism  
DB post and replies  
**Short Paper** |
| **MARCH 19- 25** | **SPRING** | **BREAK** | |
| Module 11 | MARCH 26- APRIL 1 | Read from textbook  
Introduction  
*Macbeth* | DB post and replies  
Synopsis  
Video  
**Quiz** |
| Module 12 | APRIL 2-8 | *Macbeth* | Watch video  
Read criticism  
DB post and replies  
**Short Paper** |
| Module 13 | APRIL 9-15 | Read from textbook  
Introduction  
Selected Sonnets | DB post and replies  
Handouts  
View Power Points |
**How to Succeed in this Course**

- Check your ASU email regularly
- Log in to the course web site daily
- Communicate with your instructor
- Create a study schedule so that you don’t fall behind on assignments

**Student Conduct Statement**

Students are required to adhere to the behavior standards listed in Arizona Board of Regents Policy Manual Chapter V – Campus and Student Affairs: Code of Conduct (http://www.abor.asu.edu/1_the_regents/policymanual/chap5/5Section_C.pdf), ACD 125: Computer, Internet, and Electronic Communications (http://www.asu.edu/aad/manuals/acd/acd125.html), and the ASU Student Academic Integrity Policy (http://www.asu.edu/studentaffairs/studentlife/srr/index.htm).

Students are entitled to receive instruction free from interference by other members of the class. If a student is disruptive, an instructor may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in withdrawal from the course. An instructor may withdraw a student from a course when the student’s behavior disrupts the educational process under USI 201-10 http://www.asu.edu/aad/manuals/usi/us1201-10.html.

Appropriate classroom behavior is defined by the instructor. This includes the number and length of individual messages online. Course discussion messages should remain focused on the assigned discussion topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board messages may be deleted if an instructor feels it is necessary. Students will be notified privately that their posting was inappropriate.

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<table>
<thead>
<tr>
<th>Module 14</th>
<th>Selected Sonnets</th>
<th>DB post and replies View Power Points Poetry Project Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>APRIL 16-22</td>
<td>Discussion of Poetry Project</td>
<td></td>
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<tr>
<td>CONCLUDING MODULE APRIL 23,24</td>
<td>Open Poetry Project Forum: Discussion of Poetry (not graded)</td>
<td>Poetry Project due midnight APRIL 24TH, LAST DAY OF CLASS</td>
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Please see the requirements for the specific assignments in the Learning Modules on Blackboard.
Student access to the course Send Email feature may be limited or removed if an instructor feels that students are sending inappropriate electronic messages to other students in the course.

**Syllabus Disclaimer**

The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

**Technical Support Contact Information**

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

- Phone: 480-965-6500
- Email: helpdesk@asu.edu

For information on systems outages see the ASU systems status calendar, please visit [http://syshealth.asu.edu/](http://syshealth.asu.edu/) and [http://systemstatus.asu.edu/status/calendar.asp](http://systemstatus.asu.edu/status/calendar.asp)

**Accessibility Statement**

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act of 1990, professional disability specialists and support staff at the Disability Resource Centers (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities. DRC staff coordinate transition from high schools and community colleges, inservice training for faculty and staff, resolution of accessibility issues, community outreach, and collaboration between all ASU campuses regarding disability policies, procedures, and accommodations.

Students who wish to request an accommodation for a disability should contact the Disability Resource Center (DRC) for their campus.

**Tempe Campus**

- 480-965-1234 (Voice)
- 480-965-9000 (TTY)

**Polytechnic Campus**

- 480.727.1165 (Voice)
- 480.727.1009 (TTY)

**West Campus**

- [http://www.west.asu.edu/drc/](http://www.west.asu.edu/drc/)
- University Center Building (UCB), Room 130
- 602-543-8145 (Voice)

**Downtown Phoenix Campus**

- [http://campus.asu.edu/downtown/DRC](http://campus.asu.edu/downtown/DRC)
- University Center Building, Suite 160
- 602-496-4321 (Voice)
- 602-496-0378 (TTY)

**Course/Instructor Evaluation**

The course/instructor evaluation for this course will be conducted online 7-10 days before the last official day of
classes of each semester or summer session. Your response(s) to the course/instructor are anonymous and will not be returned to your instructor until after grades have been submitted. The use of a course/instructor evaluation is an important process that allows our college to (1) help faculty improve their instruction, (2) help administrators evaluate instructional quality, (3) ensure high standards of teaching, and (4) ultimately improve instruction and student learning over time. Completion of the evaluation is not required for you to pass this class and will not affect your grade, but your cooperation and participation in this process is critical. About two weeks before the class finishes, watch for an e-mail with "NCIAS Course/Instructor Evaluation" in the subject heading. The email will be sent to your official ASU e-mail address, so make sure ASU has your current email address on file. You can check this online at the following URL: http://asu.edu/epoupdate
# COURSE CALENDAR

<table>
<thead>
<tr>
<th>Modules</th>
<th>Lessons</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Module 1</td>
<td>Read from textbook Introduction to the Course and to the Period</td>
<td>DB posts and replies Video</td>
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<tr>
<td>JAN. 9-15</td>
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<tr>
<td>Module 2</td>
<td>Read from textbook Theatre, Life, and Works</td>
<td>DB post and replies View video Short Paper</td>
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<tr>
<td>JAN. 15-22</td>
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<tr>
<td>Module 3</td>
<td>Read from textbook Introduction <em>The Taming of the Shrew</em></td>
<td>DB post and replies Synopsis Video Quiz</td>
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<tr>
<td>JAN. 23-29</td>
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<tr>
<td>Module 4</td>
<td><em>The Taming of the Shrew</em></td>
<td>Watch video Read criticism DB post and replies Short Paper</td>
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<tr>
<td>JAN. 30-FEB. 5</td>
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<tr>
<td>Module 5</td>
<td>Read from textbook Introduction <em>The Merchant of Venice</em></td>
<td>DB post and replies Synopsis Video Quiz</td>
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<td>FEB. 6-12</td>
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<td>Module 6</td>
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<td>FEB.13-19</td>
<td>FEB. 20-26</td>
<td>FEB. 27-MARCH 4</td>
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<tr>
<td><em>The Merchant of Venice</em></td>
<td>Read from textbook Introduction <em>Othello</em></td>
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<td>DB post and replies</td>
<td>Watch video Read criticism DB post and replies Short Paper</td>
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<td>Synopsis Video Quiz</td>
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<td>Module 9</td>
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<td>MARCH 5-11</td>
<td>MARCH 12-18</td>
<td>MARCH 26-APRIL 1</td>
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<tr>
<td>Read from textbook Introduction <em>Richard III</em></td>
<td><em>Richard III</em></td>
<td>Read from textbook Introduction <em>Macbeth</em></td>
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<td>Watch video Read criticism DB post and replies Short Paper</td>
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<td>Module 12</td>
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<td>APRIL 2-8</td>
<td>APRIL 9-15</td>
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<tr>
<td><em>Macbeth</em></td>
<td>Read from textbook Introduction <em>Selected Sonnets</em></td>
<td>DB post and replies Handouts View Power Points</td>
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| Module 14  
APRIL 16-22 | Selected Sonnets  
Discussion of Poetry Project | DB post and replies  
View Power Points  
Poetry Project Preparation |
| CONCLUDING MODULE  
APRIL 23,24 | Open Poetry Project Forum: Discussion of Poetry (not graded)  
**Poetry Project due midnight APRIL 24TH, LAST DAY OF CLASS** |
All about the Discussion Board

When:
Each Module will have a Discussion Board Question to be answered by Friday, Day 5. You will also respond to at least 2 classmates’ posts (those who do not yet have 2 responses) by Sunday, Day 7.

How:
The Discussion Board is our “class discussion,” so you may use informal, yet correct language.
Your replies to classmates should consist of commentary that furthers the discussion: you may agree or disagree, providing reasons for your opinions. You may add information and ask questions as well. Please do not merely comment on what a fine post your classmate has written; although encouraging words are always welcome, we are looking to deepen and strengthen the discourse by adding valuable questions and/or commentary.

Length of Posts:
Since the DB Questions are quite thought-provoking, you may want to elaborate a bit. I expect that all of you will have a good deal to say, so while you should try to keep your writing concise, please feel free to write as much as you like!

An Excellent DB submission:
The following is a list of criteria that must be met in order to earn full credit for the Discussion Board component:
Your post should
(1) answer the question completely;
(2) demonstrate your understanding of and familiarity with assigned readings, videos, and informational material in the Module;
(3) support your opinions by references to the text and/or assigned reading and/or logical reasoning;
(4) provide links to external sources (if you choose to include them) to support answers to questions and replies to classmates;
(5) contribute to expanding and deepening the discourse;
(6) use an appropriate respectful tone.
All about the Modules

I've divided the course into 14 Modules plus the Introductory and Concluding Modules.

Each Module Week will begin on Monday, Day 1 and end on Sunday, Day 7. Due date is until midnight.
I've provided ample time at the beginning of each Module to read and prepare, with the deliverables due towards the end of each Module.

We will dedicate two Modules/weeks to each play. To understand and enjoy the plays, I am suggesting you follow these steps, in order, as listed below:

During the first week dedicated to the play you will
(1) first read a synopsis of the play;
(2) then read the textbook introduction and the entire play;
(3) view any included Power Points Presentations;
(4) take a self-learning quiz (you may look up the answers);
(5) answer the DB question;
(6) reply to two classmates' posts (those without 2 posts).

During the second week dedicated to the play,
(1) first watch a video of the play;
(2) then read selected criticism;
(3) answer the DB question;
(4) reply to classmates;
(5) submit a short (two page) paper on the topics provided.

Due Dates (midnight of due date)
- Answers to the DB question due by Friday, Day 5
- Replies to classmates' DB posts due by Sunday, Day 7
- Quizzes are due by Sunday, Day 7
- Papers are due by Sunday, Day 7
All about the Short Papers
(5 Short Papers, Modules 4, 6, 8, 10, 12)

You will write a short (two page minimum, double-spaced) paper at the end of our study of each play (Modules 4, 6, 8, 10, 12).

Follow MLA guidelines for headings, citations, etc.

- You are not required to do research, but if you do, please include appropriate documentation (MLA).
- You may write more than two pages if you like.

Papers will be graded on the following criteria:
1. Complete discussion of the question
2. Detailed references to the text to support opinions
3. Logical analysis
4. Clear demonstration of familiarity with the play
5. Appropriate, college-level grammar, punctuation and style
6. MLA guidelines

Note: avoid long quotes; instead, insert quoted words, phrases within your own sentences (see OWL at Purdue) or use short quotes that you will analyze or refer to.

Submission:
The Module in which the paper is due will have a link for submission.
About the Quizzes

The Self-Learning Quizzes are designed to provide a forum for students to demonstrate their knowledge of essential information about the plays as well as the historical timeframe, and related context.

You may take the quiz as many times as necessary, looking up wrong answers and re-submitting.

You are not restricted by a time limit for these quizzes, but final submission is due by Sunday, Day 7 of the Module.
SONNET PROJECT

DUE APRIL 24TH, MIDNIGHT

• Create a sonnet according to the guidelines you have studied, modeled from the sonnets you have read.
• You need not adhere to topics of love.
• Include an explanation of the rhyme scheme, meter, and format as well as an overview of some poetic devices (alliteration, metaphor, etc.) you have employed in your work.

SONNET PROJECT REQUIREMENTS

In addition to an original sonnet, you will provide a complete and detailed explanation of the poetic devices you have employed, including simile, metaphor, hyperbole, etc. Consider, for example, enjambment and caesura. Describe the rhyme and meter you have used. Explain your word choice and punctuation. Refer to the subject and speaker of your poem.
Module 7 Quiz Questions

Multiple choice self-learning quiz

Module 7 Quiz Questions

Attached files: "Thistle.jpg" (package FMR)

Othello: The Moor and the (Kingly)audi. PowerPoint Lecture

Read from textbook: Introduction, pages 65-61; Othello, pages 61-65

Textbook Reading

Synopsis and Characters

I'm looking forward to hearing your thoughts about Othello.

Question: What would you have done differently, if anything, in your interpretation of Othello's actions? How do you think his motivations and decisions are portrayed in the play?

In Module 7 we begin our reading of Shakespeare's heart-wrenching story of a wronged hero and his betrayal. Let's dive in and explore the complexities of Othello's character.