

English_OX 185: Critical Reading and Writing
"Shakespeare and Film"
Spring 2016

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Office Hours: MW, 4:15 -5:15 pm; TuTh, 3-4 pm; also by appointment

REQUIRED TEXTS

A Midsummer Night's Dream (978-0-7434-7754-3)

Macbeth (978-0-7434-7710-9)

The Tempest (978-0-7434-8283-7)

A Short Guide to Writing About Film (Corrigan, 8th edition, 978-0205236398)

Writer's Help (e-book; purchase access at www.macmillanhighered.com/writershelp/hacker)

If you buy the books online, please do so quickly and choose a fast shipping option. Make sure to consult the ISBNs above and purchase the appropriate editions. It's important that you bring your copy of the texts we're covering to class each day!

COURSE PURPOSE AND THEME

Like all sections of English 185, the goal of this course is to develop skills crucial to success in college and beyond: close reading, critical thinking, writing, research, and oral communication. The skills that you acquire by researching, analyzing, and communicating about literary texts make you into people who'll do well at lots of things, from repairing a kidney to running a company. To put it simply, the patterns of thought and ways of writing that you'll practice here will serve you well no matter where you're hoping to go in life.

We can achieve those goals by focusing on any literary texts, so why are we studying these particular texts? Shakespeare's plays are some of the best-loved, most universally recognized works on the planet. They have been adapted into countless forms for many, many different purposes. The three plays we'll read in this course share important themes, so we'll consider the texts on their own and in conversation with each other. We'll learn some basic film studies concepts, too, so that we're able to consider how three film adaptations engage with the plays in their own complex ways. With hard work, you'll leave this course not only as a better writer and thinker, but also with a greater appreciation for Shakespeare, cinema, and cinema Shakespeare!

STUDENT LEARNING OUTCOMES

The following are outcomes that all students who successfully complete English 185 and 186 should achieve:

Critical Reading

Students will develop their ability to read texts closely and critically, focusing first on understanding before moving to evaluation.

Critical Writing

Argument – Students will develop their abilities to compose, organize and support academic arguments in order to engage in ongoing intellectual conversations.

Revision Process – Students will understand that good writing is the result of a process of planning, drafting, receiving and giving feedback and revision.

Research – Students will develop the abilities to find evidence using library and other resources, and to incorporate their findings into academic arguments and to document their sources.

Oral Expression

Students will develop, through informed conversation, the ability to speak clearly and persuasively about the texts they study.

COURSE REQUIREMENTS

Daily Work (Quizzes, In-Class Writing, *Writer's Help* Work, Participation): 20%

Response Papers (3): 30 %

Research Project (Includes Staged Assignments): 40%

Reflective Essay: 10%

**** Prompts for all major assignments will be available on Blackboard at appropriate points during the semester.***

Daily Work

Daily Assignments assess how well you're keeping up with the course. Since they are indicators of your class participation, they cannot be made up if missed. Missing just one assignment won't sink your grade, however, for these activities are evaluated holistically. Essentially, "holistic" grading means that I review your quizzes, in-class writing assignments, *Writer's Help* exercises, and consider your contributions to class discussion, then assign a grade that captures the "whole picture" of your daily activities. At midterm, upon request I will provide your current grade so that you can see how

you're doing and adjust accordingly for the remainder of term.

What exactly is class participation, by the way? If you listen actively, contribute to discussions, take notes, and refrain from engaging in disruptive behaviors, you're doing well. If you sleep, are clearly unprepared for class, have your phone out when we're not using it for a class activity, use your laptop inappropriately, are frequently tardy or absent, have side conversations with other students, or otherwise treat anyone in the room with disrespect, you're not doing well.

Response Papers

For each of the three plays we will focus upon this semester, you'll turn in a 700-800 word response paper. These papers are due before the start of class on the first day that we begin discussing each play.

Research Project

Each student will produce an 8-10 page research paper for the course. You'll focus on one of the films we've watched this semester, forming an original research question and using appropriate sources as evidence to support your thesis. In preparation for the paper, students will submit a number of "staged" or "process" assignments: a research proposal, an annotated bibliography, drafts, and peer reviews. These staged assignments are critical to success in the project as a whole and will compose a significant portion of the project's final grade.

Reflective Essay

This reflection is a thesis-driven essay that describes your development as a writer in this course, using examples from your work as supporting evidence for your main claim. It replaces your final exam; length TBA, but expect about 5 pages.

GRADING

The grading scale is as follows: A 100-92; A- 91-90; B+ 89-88; B 87-82; B- 81-80; C+ 79-78; C 77-72; C- 71-70; D+ 69-68, D 67-60, F 59 and below.

POLICIES

Absences

You are allowed three absences without penalty. These absences can be for whatever reason—illness, sports, travel, etc. They are yours to “distribute” in your own way. Subsequent absences, however, will result in a one-point penalty on your final grade for each absence. For example, if your final grade is an 85 and you miss five classes, you'll earn an 83 in the course.

The exception to this policy pertains to religious holidays. If you observe religious holidays that might require you to exceed the absence policy, you must email me with a list of prospective dates by January 21st. I will confer with our college chaplain and discuss possible additional absences with you

individually.

Tardiness seriously affects my ability to teach effectively. After the first week of school, ***if you arrive after I have taken roll or leave class early, you will be marked absent.*** If you engage in disruptive behaviors such as those described in the "Daily Assignments" section, ***I will ask you to leave and you will earn an absence for the day.*** This absence policy is non-negotiable and strictly enforced.

If you do miss a class, it is your responsibility to get notes ***from another student.*** I will not respond to emails asking for notes or a summary of what we did in class on a particular day.

Late work

Daily work cannot be made up or submitted late. For all other assignments, policies for late work vary and will be outlined in prompts.

A Note on Student Work

Student work submitted as part of this course may be reviewed by Oxford College and Emory College faculty and staff for the purposes of improving instruction and enhancing Emory education.

Email

While I will frequently respond sooner, allow 24 hours for a response to your email during the regular business week. Please feel free to email me during the weekend, but in most cases expect a response on Monday. Use a respectful and professional tone when emailing any member of the faculty or staff at Oxford. Finally, note that federal law prohibits discussion of grades via email, so come to office hours with all grade-related matters.

Laptops

I encourage you to bring laptops to class. I will, however, ask you not to use them at certain times. If you seem to be using your laptops for matters unrelated to class, your participation grade will suffer.

As we begin work on our research projects, using a laptop for writing workshops will be essential. If you don't own one or yours isn't working, please check out library loaner machine to bring to class.

Film Screenings

If we do not screen a particular film in class, I will arrange a screening shortly before we begin discussing it in class. The films will also be on reserve in the library. If you miss class/choose not to attend screenings, it is your responsibility to view the film on your own and be prepared to discuss it in class. You'll need to view the film on which you focus your research project several times, so at that point you may wish to purchase your own copy.

Honor Code

Students are responsible for understanding the college's Honor Code, available here:

<http://oxford.emory.edu/academics/student-services/student-honor-code/>.

In ***all*** assignments, no matter how “low-stakes,” you must adhere to the Honor Code. The Honor Code applies to all assignments, in and out of the classroom. Writing is often collaborative, so you will no doubt have questions about how and when to give credit to others—when in doubt, ask me or a librarian for help! We will discuss proper citation at length in the course, but it's ultimately your responsibility to be proactive about academic integrity.

Access

Students registered with the Office of Disability Services should see me as soon as possible. If you think you might be eligible for accommodations and have not registered with ODS, please visit their webpage for details and contact information: <http://www.ods.emory.edu/students/index.html>.

RESOURCES

Oxford College Writing Center

The OWC, which I direct, can work with you at any stage of the writing process. I strongly advise, however, that you work with a tutor early on rather than waiting until the last minute. Tutors LOVE to help you organize your ideas right after you get a prompt! They can work with you on everything from your thesis to sentence-level concerns. The only thing they can't do is "edit" or "proofread"; they can help you learn to find and correct errors, but they won't correct, or even just find, all of your errors for you.

To make an appointment, visit <https://oxford.mywconline.com/>. The account creation process is quick and easy. You can find available appointments by selecting our campus from the drop-down menu. The Center is open from 3 – 11 pm, Sunday through Thursday (closed Friday, Saturday, and college holidays). Please bring hard copies of your assignment and your current draft (if you've started drafting).

ASSIGNMENTS

Your assignments are available on the Blackboard Calendar. Blackboard is the central hub of our course, so check it frequently for updates to assignments, materials, grades, and the syllabus. All reading and other assignments should be completed by the beginning of class for the dates listed.