

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number ENGL 483 or Degree Plan(s) _____

State the requested change and reason. A memo may be attached if more space is necessary.

Se attached application to include ENGL 483: Shakespeare into the Arts and Humanities menu

Indicate the requested change.

	Change to a Course	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	–	I	I	I
2.	Description (not affecting content)	A	A	A	I	–	I	I	I
3.	Course term(s)	A	I	A	I	–	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	–	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	–	A	A	I
6.	Course number within the hundred	A	A	I	I	–	I	I	I
7.	Course number beyond the hundred	A	A	A	A	–	A	A	I
8.	Prerequisites	A	A	A	I	–	I	I	I
9.	Course fee(s)	A	–	A	–	–	–	A	I
10.	From U to G <i>or</i> G to U	A	A	A	A	–	A	A	I
11.	Cross-list course	A	A	A	A	–	A	A	I
12.	Department of record	A	A	A	A	–	A	A	I
13.	Close a course	A	A	A	A	–	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	–	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	–	A	–	A	–	A	–
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	–	A	–	A	A	A	–
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	–	–	–	A	–	A	–	A	–
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	–	A	–	A	A	A	–
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	–	–	–	–	–	A	A	A	A	–
2.	Policies governing academic probation and suspension	–	–	–	–	–	A	A	A	A	–
3.	Requirements for graduating with honors	–	–	–	–	–	A	A	A	A	–
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	–	A	A	–	A	–
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	–	A	A	–	A	–
7.	Educational Program — Add ³	A	A	A	A	–	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	–	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	–	A	A	–	A	–
10.	Minor — Revise	A	A	A	I	–	I	I	–	I	–
11.	Minor — Add	A	A	A	A	–	A	A	–	A	–
12.	Minor — Discontinue	A	A	A	A	–	A	A	–	A	–
13.	Degree — Add	A	A	A	A	–	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	–	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	–	R	A	–	A	A	A	A	I
16.	Minor — Discontinue	R	–	R	A	–	A	A	–	A	–
17.	Degree — Discontinue	R	–	R	A	–	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
<u>Steven Moore</u>	<u>9-16-22</u>
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

College Academic Council(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Dean(s)	
<i>Signature</i>	<i>Approval date</i>
<i>Signature</i>	<i>Approval date</i>

Teacher Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

University General Education Council	
<i>Chair's signature</i>	<i>Approval date</i>

Abilene Undergraduate Academic Council	
<i>Chair's signature</i>	<i>Approval date</i>

Graduate Council	
<i>Chair's signature</i>	<i>Approval date</i>

Provost	
<i>Signature</i>	<i>Approval date</i>

Faculty	
<i>Chair of Faculty Senate</i>	<i>Approval date</i>

President	
<i>Signature</i>	<i>Approval date</i>

Application for Arts and Humanities Menu

Guidelines For All General Education Courses

1. All general education courses must be 100-level or above.
2. General education courses should present a breadth of knowledge, not focusing on skills, techniques, and procedures specific to a particular occupation or profession.
3. Individual courses will fulfill only a single general education requirement.
4. Courses free of prerequisites are preferred. Applications to add courses with prerequisites must provide additional evidence that the course contributes to a student's breadth of knowledge and is not specific to a particular occupation or profession.
5. Each course may appear on a maximum of two menus that accept applications (arts and humanities, cultural literacy, life and physical sciences, and social and behavioral sciences).

Arts and Humanities Description

Courses within this domain will expose students to other cultures, time periods, and points of view through a wide variety of media. Emphasis will be placed on understanding the human condition, relevance and aesthetics of rhetorical claims, interrogating one's own personal worldviews, and drawing conclusions from analysis of artifacts.

Instructions

Complete this form and submit it with a course syllabus and approval chart to the University General Education Council. Faculty submitting an application should be prepared to perform annual assessment for their course. The assessment will be conducted with the rubric included in this course application. See the last page of this document for explanation of disciplines that will be considered for the menu.

Subject code, course number, and title of course:	ENGL 483: Survey of Shakespeare
Terms offered:	Spring, sometimes summer
Catalog description:	An introduction to comedies, histories, and tragedies with attention to major critical approaches to Shakespearean drama.
Course prerequisites:	Completion of sophomore literature requirements
Cross-listed courses: *Note: Many gen ed courses are cross-listed between the Abilene and Dallas campuses.	n/a
Other general education menus on which the course appears or you are applying for:	n/a

Description of Menu Fit

Please describe how your class fits into the Arts and Humanities Menu (200 words or less).

The study of Shakespeare clearly exposes students to another time period and culture (1590s-1610s England). Studying this time period and culture helps students understand the background to many topics relevant today. Renowned critic Harold Bloom titled one major *Shakespeare and the Invention of the Human*. I wouldn't go that far, but Shakespeare definitely helped create the human condition that we experience today, primarily in two ways. First, he helped establish some of the norms that we take for granted nowadays. In the comedies (and some tragedies like *Romeo and Juliet*), we see young people (representing quite literally the future) consistently wanting to marry for love, while the older generation is concerned with familial ties, status, and money. Nowadays, we take for granted that love is the basis for marriage, but Shakespeare helped create that norm at a time when prevailing norms were quite different. Second, Shakespeare greatly influenced the language that we use today—the language by which we study, understand, and continue to develop the human condition. Shakespeare invented a fair number of new words, but especially helped create turns of phrase and rhetorical patterns that assist us human beings as we use language to continue to progress.

Prerequisites

If the course has prerequisites, provide evidence that the course contributes to a student's breadth of knowledge. Also provide evidence that the course content is not specific to a particular occupation or profession (200 words or less).

The only prerequisite to this class is completion of sophomore literature requirements (as determined by the student's program of study). The sophomore literature classes are automatically approved as valuable under the revised general education plan. Clearly, these sophomore literature requirements also expose students to other times and cultures, as well as important cultural markers such as conflict, love, faith, doubt, and striving for improvement.

Relevant Outcomes

- A2: Listen to, understand, and critically evaluate rhetorical claims.
- B1: Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations.
- B2: Understand the interconnectedness of the human experience with a posture of humility while celebrating difference.
- B3: Interrogate one's internal and external views and values for greater self-awareness.
- C2: Analyze quantitative data, published writing, or observable phenomena to draw informed conclusions.

Describe how the course meets the A2 outcome (100 words or less).

Studying Shakespeare certainly helps students listen to, understand, and evaluate rhetorical claims. We listen in class to recordings—or the instructor and the students read out loud—the devious rhetorical machinations of Iago, seeking to destroy his general Iago through lies and jealousy. We evaluate Romeo’s shopworn love language in relation to Rosalind and his struggles to find new expression for his new love Juliet—and we hear Juliet’s more mature and believable declarations. Again, Shakespeare helped create the rhetorical tropes and structures that we all use today: what better way to study rhetoric?

Describe how the course meets the C2 outcome (100 words or less).

The Shakespeare course requires students to analyze published writing, starting with Shakespeare’s own plays. Studies have shown that wrestling with the inverted syntax of Shakespeare’s iambic pentameter stimulates brain activity. They are also, of course, required to use several peer-reviewed articles as they write their papers for the course. This means they must search for relevant articles on a topic, read and process the articles, work in some quotations appropriately into their argument, and comment on the quotations appropriately. These research skills are important cross-disciplinarily.

Describe how the course meets at least one or more of the following outcomes: B1, B2, B3 (200 words or less).

B1: One of the plays we always study in the course is *Othello*. This play helps us to study how people of African origin were treated in Europe in the Renaissance period. We look at how the racist society of Venice (including the Doge himself) treat Othello based on his skin color, and we see how Iago barrages Othello with racist ideas until Othello sadly begins to internalize the racism of the white characters around him.

B2: Since Shakespeare is one of the premiere minds in helping explain and define the human experience, reading his plays definitely helps students consider the profound commonalities that unite us as well as the wonderful differences that create the variety we experience in human beings. I always tell the students that one of the main reasons Shakespeare’s plays are still read and performed 400 years after they were written—unlike other playwrights of his time—is that he wrote women as human beings. Shakespeare Emilia (in *Othello*) helps us see what men and women have in common, while Shakespeare’s Kate (*Taming of the Shrew*) helps us see some of the unique challenges women face in traditional societies.

Outcomes assessment should occur within one or two exams/assignments. Please indicate which exams or assignments will be used for each outcome. Provide assignment prompts if available.

Area to Be Assessed	Assessment Artifact
Outcome A2	1. Reading aloud and discussing the plays in class.

	2. Then, on the exams, students must identify quotations (rhetorical phrases) from the plays and then explain the meaning and significance of the quotations. The exams thus assess students' grasp of various rhetorical claims and devices. Incidentally, the exams also help assess the very meaningful reading aloud and discussion in class, since anyone not in attendance will have difficulty identifying and explaining the quotations.
Outcome C2	Two 7-9 page papers, including two (paper 1) or three (paper 2) peer-reviewed journal articles and thoughtful treatment of Shakespeare own language.
Outcome B1, B2, or B3 *note which of the 3 outcomes will be assessed	B1, B2: Several of the paper topics that may be chosen and essay topics on exams invite students to reflect on gender roles and/or social norms that treat some members of society unfairly. With the new general education menu in mind, I will revise the paper topics and exam essay topics to make sure that every student must engage one of these issues at some point in the class.

Please use the following rubric to perform assessment each year.

Student Learning Outcome A2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Evaluate rhetorical claims	Fails to demonstrate understanding or recognition of rhetorical claims.	Demonstrates effective understanding of and ability to critique rhetorical claims.	Demonstrates keen analytical abilities and attention to detail in understanding and evaluating rhetorical claims.

Student Learning Outcome C2

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Analyze data to draw conclusions	Lacks sufficient analysis of data or published writing.	Analyzes data and/or published writing in an effective manner.	Analyzes data and/or published writing in an exemplary manner.

Student Learning Outcome B (evaluate the one or more selected above)

Students will be able to:	Shortcomings	Meets Expectations	Points of Excellence
Demonstrate competent discourse in global, historical, and cultural experiences of diverse populations (B1)	Little to no engagement in discourse in global, historical, and cultural experiences of diverse populations.	Effectively presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.	Excellent presents the capacity to engage in discourse in global, historical, and cultural experiences of diverse populations.

Understand the interconnectedness of the human experience with a posture of humility while celebrating difference (B2)	Little to no demonstration of understanding or humility in relation to the human experience and diversity.	Effective demonstration of understanding or humility in relation to the human experience and diversity.	Exemplary demonstration of understanding or humility in relation to the human experience and diversity.
Interrogate one's internal and external views and values for greater self-awareness (B3)	Little to no interrogation of personal views and little to no movement toward self-awareness.	Effective interrogation of personal views with some attention to self-awareness.	Exemplary interrogation of personal views with an eye toward self-awareness.

Disciplines to Consider

Proposed courses should fit commonly accepted practices across disciplines. As an external indicator of what constitutes Humanities disciplines, we have consulted the American Academy of Arts and Sciences definition, which lists the following disciplines as humanities:

- Art and music history, musicology, and the academic study of drama and cinema
- American Studies and Area Studies (e.g., Latin American Studies, Africana Studies, etc.)
- Archeology
- Communication, including media studies, but not professionalization-oriented coursework
- Cultural, Ethnic, & Gender Studies: Programs studying from an interdisciplinary perspective race, ethnic, gender, or cultural groups, such as Black studies, Hispanic studies, women's studies, gender studies.
- English Language and Literature: English, American, and Anglophone literature; general literature programs; creative writing; speech and rhetoric (does not include technical and business writing programs).
- History
- Languages & Literatures Other than English: Modern languages and literature; linguistics; classics and ancient languages; comparative literature.
- Jurisprudence: Includes philosophy of law.
- Philosophy
- Religion: Programs in the comparative, nonsectarian study of religion; studies of particular religions; history of religion; does not include programs in theology or ministry.
- Selected Interdisciplinary Studies: General humanities programs; programs in the study of a particular historical period (e.g., medieval and Renaissance studies, classical and ancient studies, holocaust studies, etc.).

The criteria team anticipates some overlap with other menus, particularly cultural literacy.

In ACU's specific institutional context, the council recognizes religion as a humanities discipline but will not consider Bible courses for the Arts and Humanities menu because of the number of hours reserved in the Bible and Theology menu for these courses in the general education requirements.

Resources:

- [American Academy of Arts & Sciences — Scope of the Humanities](#)
- [4Humanities — Five Definitions of the Humanities](#)
- [Cambridge University Press — What Are the Humanities For?](#)

Syllabus for English 483.01
Shakespeare
3 Credit Hours
MWF 1:00-1:50, Ad 331

Joe Stephenson, Ph.D., Professor

email: joe.stephenson@acu.edu Office: 674-2255 Cell phone: (325) 201-1063

Office hours: By appointment, Zoom or office (Ad 217B), or drop by.

I am usually in my office TR from 12:30 to 1:20 and MW 2:00 to 3:00.
If we need more than a few minutes to talk in person, we will try to go outside or to a classroom with the windows open.
You may also email me at any time.

The Mission of Abilene Christian University: To educate students for Christian service and leadership throughout the world.

The Mission of the Language and Literature Department: To cultivate the effective use of language—through extensive reading and writing in English and mastery in other languages—as a powerful tool for communication, collaboration, creativity, and critical thinking in Christian service and leadership.

Prerequisite: Completion of sophomore literature requirements

Course objectives:

- To read, enjoy, and analyze several plays by William Shakespeare;
- To understand Shakespeare as part of Renaissance English culture;
- To understand Shakespeare as part of his theater culture; and
- To appreciate Shakespeare's use of the genres of comedy and tragedy, as well as the development of the new style of tragicomedy.

Course overview and faith context:

This course involves the interested student in the writings of the most successful writer who ever lived: William Shakespeare. The course fulfills certain requirements for English majors and is useful for theater majors, history majors, and anyone who wants to learn more about human existence. Shakespeare uniquely articulated the struggles, aspirations, joys, and pains of our human existence as we strive to make our way in this world with or (as we may think) without God. The stark clarity of Shakespeare's portrayals encourages the Christian reader to ponder the spiritual dimensions of the characters and situations in the plays and to learn from them.

Learning Outcomes

A student who succeeds in this course will have acquired the ability to deal with all of the following challenges:

- ~ digest complicated readings from another time period
- ~ analyze a topic in a focused paper ~ write clearly and succinctly in class
- ~ demonstrate independent thought ~ make connections among various texts
- ~ quickly recall information during quizzes ~ discuss material effectively

Course Policies

Attendance:

- You and/or your parents are paying a lot of money for this class. Why would you pay so much for something and not use it to your full advantage? Viewed from another perspective, if you miss more than 25% of scheduled class meetings (i.e., nine meetings of a MWF class), you are subject to being dropped from the class.
- In-class writing responses and quizzes over the day's reading often take place at the beginning of the period, as do some important announcements. If you miss a quiz or in-class writing, you may not make it up. In consideration of realities such as sickness and human nature, however, I will drop the lowest quiz.
- If you are absent, you are responsible for getting the information you missed from a member of the class, not necessarily from the instructor.
- In consideration of all the above points, you will see that attendance is quite important. Even "excused" or "unavoidable" absences are harmful to your performance in this class, just as in many other real-life situations.
- The words *attendance* and *attention* derive from the same Latin root. The professor will not be impressed with your mere physical presence. Repeated instances of inattention will be considered non-attendance.
- As per University and state mandates, face coverings (masks, not shields) are required in all meetings. We are looking out for the vulnerable and considering others better than ourselves in accordance with a Christian worldview.
- Any members of the class who cannot attend live must attend via Zoom synchronously.
- If the class is moved online (as it will be starting November 30), be prepared to meet synchronously via Zoom and to complete assignments online.
- Standards of behavior and dress are the same for face-to-face meetings and Zoom meetings. Please don't show up for a Zoom class meeting in pajamas or worse. It is desirable to be able to use the video camera during Zoom if possible.

Late Work:

- Late assignments may be accepted within reason, but the grade will be lowered by eight points.

- Since we all depend upon technology in our work, we must plan ahead for the occasional glitch. Problems with technology will not excuse a student from the penalty for late work.

Academic Integrity:

Violations of academic honesty, including plagiarism and other forms of cheating as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

The full policy is available for review at the Provost's office website <https://cdn01.acu.edu/community/offices/administrative/office-of-the-provost/academic-integrity-policy/overview.html>

Offensive Material

No student will be required to read or engage material that he or she believes will be spiritually damaging. Although this issue will probably not arise in this course, any student who finds an assignment compromising may petition the instructor for a substitute assignment of approximately the same length. The student should contact the instructor outside class for arranging such substitutions.

It bears mentioning, however, that one attribute of an educated Christian is the ability to respond intelligently and courageously to irreligious, antireligious, or otherwise challenging works of art.

Miscellaneous

- If you would like to do an honors contract and/or use material learned from this class to submit to the Undergraduate Research Festival, I will be glad to work with you.
- Use technology appropriately, for class-related activities. Do not behave like a high-school student.
- Tardiness is rude and can be tantamount to absence in affecting your grade, since quizzes and announcements may be missed.
- For the sake of understanding and participating in discussions, performing well on quizzes and tests—in short, to pass the course and learn anything at all—it is imperative to attend class, do the reading, and prepare homework responsibly.
- Please keep your graded works (and write down your grades on your quizzes and the midterm) in order to keep track of how you are doing and to clarify grades in case there is a question.

- If you are planning to contact me after the semester is over in order to complain about your grade, do not bother. Put the effort in now while it can make a difference.
- This is an unusual year. Let's all do our best to make the class succeed.

Special Needs Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667.

ACU is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112 -- The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide "reasonable accommodation" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

Texts:

- *The New Oxford Shakespeare*, Modern Critical Edition. Online access via <https://acu.idm.oclc.org/login?url=https://www.oxfordscholarlyeditions.com/nos>
- It may be useful to have other good editions at hand as well, such as *The Riverside Shakespeare* or *The Norton Complete Shakespeare*.
- Any other readings (poems, criticism, documents from the period) that are not in the online edition will be handed out in class, uploaded to Canvas, or sent through email. You are responsible for making sure you have these.
- We will see a performance or two during the semester of some sort. This may involve some cost, which we will strive to keep at a minimum.
- Bring a laptop or tablet to class for quizzes and connectivity.
- Here is a link to audio recordings of all of Shakespeare's plays:
https://drive.google.com/drive/folders/1UvKrC608kFPJ_w0W5IEQITOU0vR_6zM6

Schedule of Readings and Major Assignments:

Note: Relevant secondary readings are not named on this schedule, but will be assigned and distributed during class or via Canvas.

- January 10: Introduction to the course; poems by Digges, Jonson, Basse, Milton; preliminary material
- January 12: *The Taming of the Shrew*, Induction (p. 412 ff) and Act 1 (p. 419 ff)
- January 14: *The Taming of the Shrew*, Induction and Acts 1 and 2
- January 17: *The Taming of the Shrew*, Induction and Acts 1, 2, and 3
- January 19: *The Taming of the Shrew*, entire work
- January 21: *The Taming of the Shrew*, continued; secondary reading
- January 24: *The Taming of the Shrew*, concluded
- January 26: *A Midsummer Night's Dream*, Act 1
- January 28: *A Midsummer Night's Dream*, Acts 1 and 2
- January 31: *A Midsummer Night's Dream*, Acts 1, 2, and 3
- February 2: *A Midsummer Night's Dream*, Act 1
- February 4: *A Midsummer Night's Dream*, entire work; secondary reading
- February 7: *A Midsummer Night's Dream*, continued
- February 9: *A Midsummer Night's Dream*, concluded
- February 11: *Much Ado About Nothing*, Act 1
- February 14: *Much Ado About Nothing*, Acts 1 and 2
- February 16: *Much Ado About Nothing*, Acts 1, 2, and 3
- February 18: *Much Ado About Nothing*, entire work; secondary reading
- February 21: *Much Ado About Nothing*, concluded
- February 23: *Measure for Measure*, Act 1
- February 25: *Measure for Measure*, Acts 1 and 2
- February 28: *Measure for Measure*, Acts 1, 2, and 3
- March 2: *Measure for Measure*, entire work; secondary reading
- March 4: *Measure for Measure*, concluded
- √ PAPER 1 DUE
- March 7: *Macbeth*, Act 1
- March 9: *Macbeth*, Acts 1 and 2
- March 11: √ MIDTERM EXAMINATION
(take-home essay due; remainder in class)

- Week of March 14: SPRING BREAK
- March 21 *Macbeth*, complete work
- March 23: *Macbeth*, concluded
- March 25: *Hamlet*, Act 1
- March 28: *Hamlet*, Acts 1 and 2
- March 30: *Hamlet*, Acts 1, 2, and 3
- April 1: *Hamlet*, entire work; secondary reading
- April 4: *Hamlet*, concluded
- April 6: *Othello*, Act 1
- April 8: *Othello*, Acts 1 and 2
- April 11: *Othello*, Acts 1, 2, and 3
- April 13: *Othello*, complete work
- April 15: *Othello*, complete work; secondary reading
- April 18: *King Lear*, Act 1
- April 20: *King Lear*, Acts 1 and 2
- April 22: *King Lear*, Acts 1, 2, and 3
- April 25: *King Lear*, complete work
- April 27: *King Lear*, continued; secondary reading
- April 29: Leftovers, presentations, review
- May 2 (dead day): ✓ PAPER 2 DUE.
- Date and time set by the University: ✓ FINAL EXAMINATION (comprehensive)

Course Requirements and Grading:

- Unannounced quizzes over the reading assignments, homework, online postings, in-class writing, performance attendance and review (20%)
- Midterm examination, March 11 (20%)
- Paper 1 (7-9 pages), due March 4 (20%)
- Paper 2 (7-9 pages), due May 2 (20%)
- Final examination, date and time set by the University (20%)
- Grades are figured mathematically:

A = 90-100 B = 80-89 C = 70-79 D = 60-69 F = 0-59