**English 305-001: Shakespeare (Spring 2018), 3 credits hours**

TR, 2:00-3:15, Kinard 215

**Professor's Information**

* Dr. Matthew Fike
* Office: Bancroft 258; 803-323-4575
* Departmental Office: Bancroft 250 (803-323-2171)
* Office Hours: MW, 2:00-3:00; TR, 9:00-10:00; and by appointment
* E-mail: [fikem@winthrop.edu](mailto:fikem@winthrop.edu)
* Web site: <http://faculty.winthrop.edu/fikem>

**Course Description and Goals**

English 305, a survey of seven Shakespeare plays (comedy, history, tragedy, romance), is required for the English major and for teacher licensure. Although our emphasis is on your own close reading of the primary texts, criticism and historical background play an important role in the course. We will sample a variety of critical approaches, and among the requirements is an 8-12 page research paper in multiple stages (longer is okay, but please do not exceed 15 pages). You should feel free to construct an interdisciplinary research project, especially if you are not majoring in English. WRIT 101 and ENGL 203 are prerequisites for ENGL 305. Additional background in 200-level literature courses is highly recommended. I advise against taking Shakespeare if you have not passed HMXP 102 and CRTW 201. Note: ENGL 305 is not a course in Shakespeare's minor poems. You have (some of) them in your anthology and can check them out on your own. We will not spend class time on them. Some of Shakespeare's non-dramatic works are covered in ENGL 203 and ENGL 514.

**Course Goals**

* To gain an overview and solid understanding of Shakespeare's four genres or "modes."
* To deepen your understanding of Shakespeare's historical/cultural/literary situation by reading background information in *The Bedford Companion to Shakespeare*.
* To enhance your understanding of critical approaches to Shakespeare by sampling critical approaches from a variety of perspectives.
* To do all of the above largely through active discussion with your classmates.
* To produce a paper at (or approaching) a level suitable for an undergraduate conference such as Big SURS, NCUR, SOURCE, or our departmental conference.
* Note:  These goals are in harmony with the department's goals for English majors at <http://www.winthrop.edu/cas/english/default.aspx?id=20751> .

**Learning Outcomes**

By the end of the semester, students will be able to

* **Recall** substantive differences among the four modes of Shakespeare's plays.
* **Analyze** representative plays in the Shakespeare canon.
* **Draw** connections between texts and across genres within that canon.
* **Relate** Shakespeare's plays to their author's historical context.
* **Produce** a research paper in multiple stages, including online research (MLA Bibliography and other databases).
* **Apply** a variety of critical approaches to Shakespeare.
* **Discuss** Shakespeare's biography and the theater of his day to his plays.

**University-Level Competencies (ULCs)**

Winthrop’s University-Level Competencies (ULCs) identify learning outcomes that apply across all undergraduate programs and that all Winthrop graduates attain. These capacities are essential preparation for working productively and living meaningfully in the contemporary and emerging world.  The ULCs were approved by Faculty Conference in October 2010.

**Competency 1: Winthrop graduates think critically and solve problems.**

Winthrop University graduates reason logically, evaluate and use evidence, and solve problems. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions. Winthrop graduates consider the full context and consequences of their decisions and continually reexamine their own critical thinking process, including the strengths and weaknesses of their arguments. [ENGL 305's term project, daily discussions of text, and in-class exercises fulfill this ULC.]

**Competency 2: Winthrop graduates are personally and socially responsible.**

Winthrop University graduates value integrity, perceive moral dimensions, and achieve excellence. They take seriously the perspectives of others, practice ethical reasoning, and reflect on experiences. Winthrop graduates have a sense of responsibility to the broader community and contribute to the greater good. [ENGL 305's emphasis on the proper incorporation of borrowed information fulfills this ULC.]

**Competency 3: Winthrop graduates understand the interconnected nature of the world and the time in which they live.**

Winthrop University graduates comprehend the historical, social, and global contexts of their disciplines and their lives. They also recognize how their chosen area of study is inextricably linked to other fields. Winthrop graduates collaborate with members of diverse academic, professional, and cultural communities as informed and engaged citizens. [ENGL's emphasis on historical context and incorporation of other disciplines' points of view fulfill this ULC.]

**Competency 4: Winthrop graduates communicate effectively.**

Winthrop University graduates communicate in a manner appropriate to the subject, occasion, and audience. They create texts – including but not limited to written, oral, and visual presentations – that convey content effectively. Mindful of their voice and the impact of their communication, Winthrop graduates successfully express and exchange ideas. [ENGL 305's term project fulfills this ULC.]

**Program Goals**

**English majors analyze and synthesize various forms of traditional, digital, and non-print texts.** Our students read the works of authors from a broad range of cultural, ethnic, racial, and gendered backgrounds, and they develop a nuanced understanding of how historical and cultural context affect literary/textual production. Majors learn to engage in literary and rhetorical analysis, as well as demonstrate knowledge of theory, criticism, research methods, and documentation techniques.

**English majors gain knowledge of the English language arts.** Majors explore topics such as the teaching of literature and the structure and historical development of the English language.They become familiar with various approaches to grammar, gaining recognition of dialects and patterns of usage, the digital humanities, and the purposes of language from theoretical and technological approaches.

**English majors compose carefully crafted texts and construct persuasive arguments based on analysis and deliberation.**

Their writings may take the form of critical essays, fictional or poetic works, and professional documents. All majors learn to write sustained texts that contain the following: researched material, appropriate awareness of audience and purpose, and mastery of grammar, mechanics, and usage. Students [ethical tied to ULCs] provide proper documentation of primary and secondary sources and demonstrate effective use of existing technologies to research, prepare, and present information.

**Departmental SLOs:** [http://www.winthrop.edu/cas/english/default.aspx?id=20748](http://www.winthrop.edu/cas/english/default.aspx?id=20748http://www.winthrop.edu/cas/english/default.aspx?id=20748)

BA in English Student Learning Outcomes (SLO)

SLO 1: English majors think critically by evaluating and using evidence. They seek out and assess relevant information from multiple viewpoints to form well-reasoned conclusions.

SLO 2: English majors are personally and socially responsible. They practice ethical reasoning and demonstrate an understanding of the moral dimensions of English Studies through well-documented research.

SLO 3: English majors comprehend the historical, social, and global contexts of their disciplines and their lives.

SLO 4: English majors are able to construct persuasive arguments based on careful analysis and deliberation and use a voice and format suitable for the intended audience.

SLO 5: English majors are able to read and interpret a wide range of texts and demonstratecomprehension of their content and relevant textual characteristics.

SLO 6: English majors demonstrate familiarity with the concepts and pertinent applications of major critical theories and schools of criticism within the discipline.

**General Education**: ENGL 305 meets the Humanities and Arts requirement of General Education by addressing the following: human diversity (both past and present), the diversity/history of ideas, institutions, philosophies, moral codes, and ethical principles; aesthetic values, the creative process, and the interconnectedness of the literary, visual, and performing arts; and values, attitudes, beliefs, and habits that define the nature and quality of life.

**Required Texts**

* Bevington, *The Necessary Shakespeare* (any edition.) or *The Complete Works of Shakespeare* (any edition.)
* McDonald, *The Bedford Companion to Shakespeare: An Introduction with Documents*, 2nd edition.

Note:  If you do not use one of the Bevington anthologies, you must at least use an edition with line numbers and footnotes (e.g., Signet Classic). You may have difficulty following along in class if you do not have Bevington's line numbers. You may not use e-books in class. You must have a hard copy that you can mark.

**Resources**

* Videos of our plays are on reserve at the library.
* Plot summaries are available in *Masterplots Complete CD-Rom* (REF PN 44.M35 1997) and at <http://www.sparknotes.com>.
* You may also be interested in *Shakespeare's Characters for Students* (REF PR 2989.S53 1997, library use only).
* I have placed the following books on reserve: Stone's *The Family, Sex, and Marriage in England, 1500-1800*; Burton's *Anatomy of Melancholy*; Parker and Hartman's *Shakespeare and the Question of Theory*; Fike’s *A Jungian Study of Shakespeare: The Visionary Mode*; and Russ McDonald's *The Bedford Companion to Shakespeare* and *Shakespeare: An Anthology of Criticism*. In addition, DVD or VHS copies of all the plays in our course are on reserve.
* Those who are doing Shakespeare lesson plans should consult <http://www.shakespearehigh.com>. However, be advised that you are supposed to construct your own teaching materials, not retrieve others' work from the internet.
* The works of Shakespeare (sans line numbers and footnotes) are available at <http://shakespeare.mit.edu/>.
* The *Oxford English Dictionary* is available as a database on the Dacus Library’s site.

**Course Requirements and Evaluation Methods (Student Learning Activities—Performance Measures)**

Examinations:  40 points

* 20    Midterm examination (comedies, histories, *Bedford Companion*)
* 20    Final examination (tragedies, romance, *Bedford Companion* + a comprehensive question)

Term Project:  50 points

|  |  |  |
| --- | --- | --- |
| Points | Term Paper | Lesson Plan |
| 0 | Three topics that interest you, ranked 1-3 | NA |
| 5\* | Paper Proposal (2 full pages minimum) | Proposal |
| 10\* | Short nonresearched analysis paper (5 full pages minimum) | Short calendar |
| 5\* | Annotated bibliography (10 sources minimum: your play plus at least 9 pieces of Shakespeare criticism) | Annotated bibliography: at least 3 sources in each of four areas: 3 subject areas and pedagogy |
| 5/10\* | Researched outline (5-10 pages; do not exceed the page limit; do not submit more than 15 pages) | Critical introduction (turnitin.com) |
| 5\* | Draft of researched essay (8-12 pages; turnitin.com; do not submit more than 20 pages) | Long calendar |
| 5\* | Self-analytical cover letter (2 full pages minimum) | Self-analytical cover letter (2 full pages minimum) |
| 10 | Final draft of research paper | Lesson plan portfolio |
| 5\* | Conference abstract | NA |

Notes:

* The lesson plan is only for those who are seeking teacher licensure. The LP should be prepared for a two-week unit in a HIGH SCHOOL literature course.
* The items marked with \* are "process assignments," which means that your grades will not be rubric-based. In other words, your grades on the process assignments will nurture you in the right direction even if your work is imperfect as long as it meets basic requirements such as (but not necessarily limited to) length and focus. There are 40 process points available.
* If you do not submit your researched draft or critical introduction to turnitin.com, you must do so as part of the final submission.
* There is no performance option. All of you need my help learning how to write a research paper or its pedagogical equivalent.
* All assignments except the conference abstract and the cover letter must have a list of works cited.
* The outline, full draft, and final draft must all cite at least five critical sources (Shakespeare criticism) and at least one Shakespeare play. Primary sources like Freud, Jung, Virgil, and works of history, mythology, or philosophy, etc. do not count in the total. YOU MUST ACTUALLY *CITE* AT LEAST 5 ARTICLES AND/OR BOOKS AND/OR CHAPTERS OF SHAKESPEARE CRITICISM.
* Multiple articles in an edited anthology of criticism count as separate sources, but it is really cheesy to rely so heavily on one collection of essays.

Participation: 10 points

**Class Participation**: Participation in discussion is a crucial element of this class, and you are expected to speak up at every class meeting. If you do not volunteer comments, I will encourage you to share your thoughts. Obviously participation is hard to quantify, but the following scale will lend some structure: frequent contributions will be worth 9-10 points (A); regular contributions, 8 (B); occasional contributions, 7 (C); few contributions, 6 (D); rare contributions, 5 (F); so rare that I can count them on one hand, (1-4); no contributions, 0. The substance of your remarks may also be a factor when I assign class participation grades. You are welcome to submit a discussion log in your portfolio to document your contributions (organize it by date and indicate the substance of your contribution in bullet points; a discussion log is not the same thing as your class notes).

**Examinations**: There will be midterm and final examinations; both will be taken in class in a closed-books and closed-notes format. No study guides or "character banks" will be provided other than the reading questions on *The Bedford Companion* to Shakespeare and a semester's worth of class notes in the form of PowerPoints. The midterm will cover the comedies and histories; the final will cover the tragedies and the one romance. Also, the essay questions on the midterm and final will relate in some way to material from *The Bedford Companion*. Each examination will ask you to identify and analyze quotations and to write one essay. You will not necessarily have a choice of quotations. The final examination will ask you to demonstrate your comprehensive knowledge by making connections between modes (comedy, history, tragedy, romance); and the question will require some reflection upon the entire course; however, the quotations will be from the second half of the course (tragedies, romance). *Unless the Registrar documents that you have three exams scheduled for that day, I will expect you to be present. Do not ask me to schedule an alternative time for you because you want to leave for vacation*.

**Grading**: The grade you receive for the final draft of your research paper will be based on the descriptions in the ["Freshman Composition Rubric."](http://faculty.winthrop.edu/fikem/Courses/CRTW%20201/Rubric.htm)  All of you must submit the Full Researched Draft of your papers to turnitin.com. Your final course grade will be based on a 100-point scale. I do not report or discuss grades over the phone or on e-mail. Nor do I calculate students' grades for them during the semester. You will be graded on a 100-point scale as follows: A, 95-100; A-, 90-94; B+, 87-89; B, 83-86; B-, 80-82; C+, 77-79; C, 73-76; C-, 70-72; D+, 67-69; D, 63-66; D-, 60-62; F, 0-59. Note:  It is really hard not to pass this class if you do all the process assignments. If you skip some of them, you may not have the points you need to qualify for a D or an "S."

**Portfolio**: Your goal is to put one topic through a series of stages: preproposal, proposal, short nonresearched analysis paper, annotated bibliography, researched outline, full researched draft, conference abstract, final draft, and self-analytical cover letter. However, your portfolio should include only the following items in this order: cover letter, conference abstract, revision of researched draft, and original researched draft with my comment sheet. Naturally, you must follow MLA format for the use of secondary sources (even the paper proposal must have a works cited page). Process assignments will receive full credit if they are of sufficient length and respond adequately to the assignment. Those of you who are seeking licensure as a secondary school English teacher have the option to do a high-school-level [lesson plan](http://faculty.winthrop.edu/fikem/Courses/ENGL%20305/305%20Lesson%20Plan.htm) instead of a [term paper](http://faculty.winthrop.edu/fikem/Courses/ENGL%20305/305%20Term%20Paper%20Assignment.htm). If you choose a lesson plan, I highly recommend that you have a conference with me before each due date so that we can normalize expectations. Note: Anyone who ignores my comments on the researched draft and simply prints off a clean copy to submit as the revision will receive a zero for that part of the portfolio. Also note: It is absolutely inappropriate to submit an outline your analysis paper and to tack on the bibliography as though together they constituted a researched outline. If you do that, you will receive a zero for the outline. The outline should include your research, not just repackage a previous assignment.

**Quizzes**: There will be no official quizzes this semester. However, quizzes are posted online along with the PowerPoint presentations. You can use these quizzes to help review the plays. Since quizzes are not a requirement, you are on your own to keep up with the reading.

**Departmental Policies and Procedures**

"Unless your professor specifies otherwise on her or his syllabus, the following policies and procedures apply for all courses offered by the Department of English (CRTW, ENGL, ENGE, and WRIT)." —Department of English

**Goals**: Goals for all courses in the Department of English, including those that meet requirements for NCATE certification, are described at <http://www.winthrop.edu/english/goals.htm>.

**Syllabus Change Policy**:The version of your instructor's policy posted on her/his website, WebCT site, or [www.turnitin.com](http://www.turnitin.com) site is the official policy statement for your class. This page may change during the semester, so make sure you check it frequently to keep up with changes.

**Resources**: The English Department's home page is <http://www.winthrop.edu/english>. Please check there for links to instructors' webpages, course materials, and *The English Major's Handbook* <http://www.winthrop.edu/cas/english/default.aspx?id=20804> of useful links.

**Office Hours**: My office hours this semester are **MTWR, 3:30-4:30.** I will make every effort to be available during these hours or to notify you if I cannot be available. If you want to have a conference with me, please make an appointment. I will NOT be available under any circumstances on Fridays:  this is my own dedicated research time.

**E-mail List Serves**:Winthrop automatically generates a listserv for each class using the Winthrop e-mail addresses of all students enrolled in a class on the first day of instruction. I do not plan to use it. Announcements will be posted on (and messages sent through) Blackboard.

**Contacting Your Instructor**: All instructors in the Department have voice mail in their offices and Winthrop e-mail addresses. Make sure you write down your instructor's phone number and e-mail address where you will not lose it. You can leave messages for your instructor in the department mailroom, 248 Bancroft, which is open from 8:30-5:00 each day.

**Instructor Accessibility**: You can expect me to be available as a resource from which to draw and to obtain feedback. I am very responsive to email questions as long as I know who the email is from and have all information necessary to provide a complete answer. Please be sure to "sign" your emails; otherwise, email names may be confusing (e.g., brownb1@winthrop.edu could be Bob Brown or Beth Brown). Please make sure to speak slowly and comprehensibly if leaving a voicemail so that I can decipher the name, message, and return phone number as well.   
  
What you cannot expect of me is to be available 24/7. While I do check my email and voicemail regularly, I do not necessarily check them more than once a day or late in the evenings. I never check e-mail or voice mail on weekends. Therefore, if you procrastinate on an assignment, you may not have the information you need to complete the assignment appropriately. Please plan your time accordingly to maximize the probability that you will receive a response in time for it to be useful. If you want help, it is really more fruitful to come see me in person.

**Student Conduct Code:** As noted in the *Student Code of Conduct*, "Responsibility for good conduct rests with students as adult individuals." The policy on student academic misconduct is outlined in the “Student Conduct Code Academic Misconduct Policy” in the online *Student Handbook*: <http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf>.

**Handheld Devices:**You may not use any electronic devices in class unless I give you specific permission or unless you have official accommodations from Services for Students with Disabilities. See the College of Arts and Sciences' policy on handheld devices at <https://www.winthrop.edu/uploadedFiles/artscience/PolicyForHandHeldTech-April2014.pdf>. Turn off all electronic devices before class starts and put them away.

**Plagiarism:** Plagiarism is the use of someone else’s thoughts, words, ideas, or lines of argument in your own work without appropriate documentation (a parenthetical citation at the end and a listing in "Works Cited")—whether you use that material in a quote, paraphrase, or summary. It is a theft of intellectual property and will not be tolerated, whether intentional or not. It is also a violation of the *Student Code of Conduct* [(http://www.winthrop.edu/uploadedFiles/studentconduct/StudentHandbook.pdf](http://www.winthrop.edu/studentaffairs/Judicial/judcode.htm)). The English Department has prepared *The Correct Use of Borrowed Information* to explain plagiarism: <http://www.winthrop.edu/uploadedFiles/cas/english/CorrectUseBorrowedInfo.pdf>. You may be required to print out this statement, sign the last page, and bring it to class when required by your instructor. Ignorance or failure to consult this material is no excuse.

**Grades:** The Department of English has established a ["Freshman Composition Rubric."](http://faculty.winthrop.edu/fikem/Courses/CRTW%20201/Rubric.htm) A formal description of letter grades used by Winthrop instructors can be found in the *Undergraduate Catalog.*

**Attendance:** The official Winthrop attendance policy is found on p. 8 of *The Undergraduate Catalog 2009-2010* "Academic Regulations" section (<http://www.winthrop.edu/uploadedFiles/recandreg/Catalogs/09-10/2009_10_catalog_Acad_Regs.pdf>)*.* The policy for attendance at final examinations is also found on page 8.

**Final Examinations:** Winthrop University policy requires that all classes meet during their scheduled final examination period. This schedule can be found on the Records and Registration website. Winthrop University policy specifies that personal conflicts such as travel plans and work schedules do not warrant a change in examination time. You are responsible for checking the time of your final examination and for making arrangements to be there.

**Expectations for Classroom Behavior:** The classroom environment should provide a safe environment for exploring ideas and challenging assumptions. Students are expected to listen respectfully to the voices of other individuals and to share their own opinions and values in a positive, respectful manner. Students and the instructor are expected to treat each member of the class with respect and civility. Classroom behavior that a reasonable person would view as substantially or repeatedly interfering with the conduct of the class will not be tolerated in this course. Students who engage in disruptive behavior will be subject to sanctions as specified in the Student Conduct Code.

**Students with Disabilities: Students with Disabilities:** Winthrop University is committed to providing access to education.  If you have a condition which may adversely impact your ability to access academics and/or campus life, and you require specific accommodations to complete this course, contact the Office of Accessibility (OA) at 803-323-3290, or, [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu). Please inform me as early as possible, once you have your official notice of accommodations from the Office of Accessibility.

OA Staff:

* Tina Vires – Program Director, extension 6174; [virest@winthrop.edu](mailto:virest@winthrop.edu)
* Shardae Nelson– Assistant Coordinator, extension 6188; [nelsons@winthrop.edu](mailto:nelsons@winthrop.edu)
* Hope Williams – Administrative Specialist, extension 3290; [accessibility@winthrop.edu](mailto:accessibility@winthrop.edu)
* Susan Sistar – Coordinator for Testing Program and the Test Center, extension 6173; [sistars@winthrop.edu](mailto:sistars@winthrop.edu) or [testcenter@winthrop.edu](mailto:testcenter@winthrop.edu)
* From off campus – 803/323-3290

**Winthrop's Academic Success Center** is a free resource for all undergraduate students seeking to perform their best academically. The ASC offers a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic skill development (test taking strategies, time management counseling, and study techniques), group and individual study spaces, and academic coaching. The ASC is located on the first floor of Dinkins, Suite 106. Please contact the ASC at 803-323-3929 or [success@winthrop.edu](mailto:success@winthrop.edu). For more information on ASC services, please visit [www.winthrop.edu/success](http://www.winthrop.edu/success).

**Safe Zones Statement:** The professor considers this classroom to be a place where you will be treated with respect as a human being—regardless of gender, race, ethnicity, national origin, religious affiliation, sexual orientation, political beliefs, age, or ability. Additionally, diversity of thought is appreciated and encouraged, provided you can agree to disagree. It is the professor's expectation that ALL students consider the classroom a safe environment. Note:  I have been through SZ training, and I display a SZ decal on my office door.

**Duplicate Submission of Papers:** You may not submit a paper for a grade in this class that already has been (or will be) submitted, in whole or in part, for a grade in another course, unless you obtain the explicit written permission of your instructor and the other instructor involved *in advance*. This is to conform to the *Student Code of Conduct*, §V, which states: "Academic misconduct includes but is not limited to . . . presenting the same or substantially the same papers or projects in two or more courses without the explicit permission of the professors involved" (*Student Code of Conduct* §V).

**Writing Center**: The Writing Center provides support for all students in all Winthrop classes free of charge. It is located in 242 Bancroft (ext. 2138). Check its web page ([http://www.winthrop.edu/wcenter](http://www.winthrop.edu/wcenter/)) for current hours. I will provide extra credit if you visit the Writing Center: .5 point for every 30-minute visit and 1 point for a 60-minute visit up to 5 points. You do not have to give me the documentation slips (I get a monthly printout); however, you should keep them until the end of the semester in case there is a problem.

**Other Course Policies**

**Attendance**: Here is Winthrop's standard attendance policy: "If a student's absences in a course total 25 percent or more of the class meetings for the course, the student will receive a grade of N, F, or U, whichever is appropriate" (*Undergraduate Catalog*). There are 27 scheduled class meetings this semester; therefore, a seventh absence means that you have exceeded 25%. If you hit 8 absences by any combination of absences and tardies, you will receive an automatic F for the course. Our attendance policy holds for *all* absences, regardless of the cause; this includes absences for Winthrop-sponsored activities like athletic competitions and Model UN. **Remember: Documentation of a legitimate absence means that you may make up work that was due on that day, *but the absence still counts toward the total number of absences***. Do not hand me a medical excuse, expecting me to waive your absence because you were gone from class for a good reason.

**Make-up work**: In order to make up a missed assignment or exam, you must provide some kind of official paper documentation (e.g., doctor's note, funeral program, letter from the athletic department). I will keep the documentation in a file until the end of the semester. If you do not provide documentation, you will not be allowed to make up missed work without a grade penalty. If you will be absent on a due date because of university business, you must submit your work in advance. See also "Attendance" above. Makeup work is due not later than one week from your return to class and should be accompanied by your paper documentation; after that, it will receive a zero.

**Tardiness**:  Please remember that coming in late disrupts everyone and may even stop the class for a few moments. I expect you to arrive at least a few minutes early and to be ready to begin right at the start of the hour.*Get out your book, notebook, and pen or pencil BEFORE the day's activities begin*. Arriving more than 10 minutes late (or leaving more than 10 minutes early) will be considered a full absence. I will count every three tardy arrivals (10 minutes or less) as a full absence. Tardy-generated absences will count against the university's 25% attendance policy. **\*\*\*Finally, if you come in late, it is a good idea to see me after class to make sure that I change your absence mark to a tardy mark. If you do not see me after class, I will try to remember to mark you present, but I cannot guarantee that I will do so in all cases.\*\*\*.** Note:  "Late" means "after I close the door."

**Illness**: Save your absences for days when you are ill. If you are ill, it is best not to come to class. If you are coughing so loudly and frequently that you are disrupting class, or if you are sneezing or in any other way compromising others' health, I will ask you to leave. So it is better to stay home on days when your health is poor. Similarly, do not come to my office when you are sick, especially if you are coughing or sneezing. I will ask you to come back another time.

**Format for Papers**:

* Word-processed double-spaced papers are required.
* Only black print will be acceptable.
* Print only on one side of the page and do not use the "draft" function on your computer:  give me a good-looking, easy-to-read copy.
* The margins should be 1¼ inch. Use a ragged right margin. This document has a ragged (uneven) right margin.
* If you use MS Word, the font you must use is called Courier New, 12-point. It is NOT called Courier. If you are using an Apple computer or a computer from overseas, you may have to play with the font size in order to get it exactly right. The font may also be off in Google Docs.
* Put your name and course number in the top left corner of page one, number your pages, give your paper a title, underline your thesis statement like this, **and boldface your topic sentences like this**. Note: The introduction and conclusion do not contain topic sentences.
* Staple your pages together ½ inch from the upper left corner; make sure that the staple is at a 45-degree angle ½ inch from the corner; do not use paper clips or bend the pages over at the top. Absolutely do not bend and tear the corners of your pages! (You are probably thinking that I am too picky. Just wait until you get to your first job and get called out for slovenly paperwork. You will wish that you had paid more attention in Shakespeare class.)
* Use the MLA format. See our handout: "Guide to MLA Format 8th Edition."  You must have parenthetical citations and a list of work(s) cited at the end of every paper. I may ask you to redo a paper if it is not in the proper format.
* You are required to bring large blue books for in-class examinations and to write only with a blue or black ballpoint pen. You may NOT use your own paper when you write the examinations!

**Late Assignments**: Written work is due in class on the days designated in the Calendar. Late work will be penalized 1 point for each 24-hour period it is late. I am willing to give brief extensions for written work if you are ill, provided that you call me in advance and provide official written documentation from the Health Clinic or your physician when you turn in your work. *If you are responsible and well organized, I will be flexible*. If you will be absent on a due date or on the day of the midterm examination because of university business, you must submit your work in advance (written work) or make arrangements with me in advance (midterm examination). ***I do not accept papers submitted over e-mail***. **ALL MAKEUP WORK IS DUE ONE WEEK FROM THE DATE OF YOUR RETURN TO CLASS FOLLOWING A DOCUMENTED ILLNESS. SUBMIT YOUR MEDICAL EXCUSE WITH YOUR LATE WORK (do not just give me a look at it after class; paper clip it to your assignment). I will not allow you to overlap assignments. In other words, if you miss an assignment, you will not be allowed to make it up after the next assignment is due.**

If papers are not submitted in class, they can be slid through my mail slot (Bancroft 258). However, you are responsible for making sure that the paper was actually received. The same is the case if you submit your work at the English office. Do not come to me on the last day of class and tell me that you turned in various assignments altogether at the department's office and that you were too shy to ask me why you did not get them back to from me.