

E9: Shakespeare

Prof. Julia Reinhard Lupton

Department of English, UC Irvine

jrlupton@uci.edu

This course uses three plays by William Shakespeare to explore the playwright's poetic gifts, his theatrical imagination, his global references and concerns, and his inquiry into human relationships and the human condition. Students will complete three multi-modal assignments as well as quizzes, comprehension questions, response questions, and peer evaluation of creative assignments.

Student Learning outcomes

1) Students will develop their **reading skills** by studying three Shakespeare plays in tandem with reading quizzes, video clips, and short lectures. Reading skills include: *basic comprehension* (quizzes) and *reading for meaning* (lectures and responses).

3) Students will develop their **written communication skills** through short responses and longer multi-modal assignments that connect Shakespeare's texts to performance choices. Specific written communication skills to be addressed include: *the paragraph*; *using evidence*; and *making claims*.

2) Students will develop their **oral communication skills** by reading Shakespeare out loud with attention to meaning, emotion, and audience ("Selfie Soliloquy").

3) Students will develop their **technological, design, and presentation skills** by creating slide-based assignments ("Design Notebook").

4) Students will develop their **evaluative and interpersonal skills**, as well as **intercultural fluency**, by responding to the creative work of other students.

Instructional Staff

Julia Lupton, English (course designer and instructor of record)

Kyle Grady, English (guest lecturer)

Rebeca Helfer, English (guest lecturer)

Andrea Henderson, English (guest lecturer)

Sheiba Kian Kaufman, English (guest lecturer)

Guest interviews

Phil Thompson, UCI Drama

Eli Simon, UCI Drama

Thomas Varga, UCI Drama

Michael Polak, New Swan Shakespeare Festival, fight

choreographer Lar Lubovitch, UCI Dance

Anandi Rao, UCI Comparative Literature

Seth Lerer, UCSD Literature

Course Pace

Login to the Canvas Course Site: This is a full 4.0 unit course delivered online. It is critical to be mindful about the assignments' deadlines. You are expected to login to Canvas at least **once a day** to ensure you are keeping up with the course pace.

We are reading three plays. Each play will be taught through three quizzes (taken before lectures), 12-15 short video lectures, and a multi-modal assignment. The lectures are under 20 minutes each and include a video clip from the play. They also have interactive questions to test your understanding and keep you engaged.

Sequence of work for each play (slightly altered for *Othello*):

1. Read 1-2 acts of the play.
2. Take a reading quiz (graded).
3. Watch the associated lectures with interactive questions
4. REPEAT THIS SEQUENCE 3 TIMES FOR EACH PLAY.
5. Discuss the play (at completion)
6. Complete multi-modal assignment and respond to work of other students as directed.

Introduction to Shakespeare

1. Course structure
2. Shakespeare's Globe
3. Shakespeare's Verse
4. Shakespeare's Texts

Romeo and Juliet [or A Midsummer Night's Dream]

1. Street life
2. A sonnet game
3. Balcony scene
4. A fatal fight
5. Lark and nightengale
6. Drinking the potion
7. In the crypt
8. Romeo and Juliet: ballet

Multi-modal assignment: Selfie Soliloquy. Record a monologue from *Romeo and Juliet* on your phone or lap top and write an artist's statement explaining your artistic choices and interpretation. 15 points.

Discussion: learning to love in Romeo and Juliet

Twelfth Night

1. If Music Be the Food of Love
2. Learning About Olivia
3. When life is a shipwreck
4. Is it a world to hide virtues in?
5. Olivia Unveiled
6. Make Me a Willow Cabin
7. "I am the man" and "Patience on a monument"
8. Cony-catching
9. Puritan reading
10. Twins in *Twelfth Night*
11. Epiphanies: Act Five
12. Happy endings?

Multi-modal assignment: Production Concept. Create a production notebook that pitches a production idea for *Twelfth Night*. Your notes will include costumes, setting, sound, and lighting. 15 points.

Discussion: Sex and Gender in *Twelfth Night*

Othello

1. The Moor of Venice
2. *Othello* and Race
3. Global *Othello*
4. Shakespeare's Ensign
5. Shakespeare's Festive Tragedy
6. Hidden Hospitality
7. Desdemona's Decision
8. Honeymoon in Cyprus
9. Turning Turk: A Christian Brawl
10. The Great Seduction
11. Handkerchief scene
12. Willow songs
13. Put out the light
14. Who hath done this deed?
15. A word or two before you go

Multi-modal assignment: Adaptation Studio. Analyze an adaptation of *Othello* from a set of provided examples. You will incorporate screen shots and close reading in a Power Point presentation. 15 points.

Discussion: Race and Racism in *Othello*

Final reflections:

- 1) festive comedy and festive tragedy – today?
- 2) hope and courage

Requirements

9 reading quizzes / 25% of the grade

3 multimodal assignments / 45% of the grade

Lectures with interactive quizzes / 10% of the grade

Discussion participation (commentary on multi-modal assignments and discussion of plays) / 15% of grade

Final reflections (two short posts) / 5% of the grade

Academic Integrity

The third multimodal assignment, “Adaptation Studio,” must be submitted through Turnitin.com on the Canvas site. You must turn in original work. All secondary sources that you consult, including Wikipedia and “No Fear” commentaries, should be cited. For more information on how to avoid plagiarism, please review [this handy web site](#).

The reading quizzes are designed to be taken independently. Once you open the quiz, you will have half an hour to complete it. You may (and should) refer to your book while answering the questions. Answers will be shared after the quiz has closed for all students. These quizzes are in place of a midterm and final.

LARC

The Learning & Academic Resource Center (LARC): The LARC office, located on the second floor of Rowland Hall, RH 282, offers a variety of student academic support and tutoring services. It is open M-F 8:30 am to 4:30 pm. Please visit LARC’s web site at <http://www.larc.uci.edu/> for details.

Disability Services Center

At UCI, providing equal opportunities for students with disabilities is a campus-wide responsibility and commitment. Disabilities include, but are not limited to, orthopedic, visual, hearing, learning, chronic health and psychological disabilities. If your disability and/or injury has hindered your online learning capability, please contact the Disability Services Center at 949-824-7494 immediately. For more information, please visit <http://www.disability.uci.edu/>.

Getting Help & Getting In Touch

Even though this is an online course, it’s not a “do it yourself” endeavor. Remember, your professor and TA(s) are here to help. We want you to be connected to your instructor and TAs. However, it is your

responsibility to seek help when you need it. Use the following methods to get in touch and/or ask questions:

- **Posting questions online:** Questions concerning the course platform (how things work, trouble accessing video clips, etc.) should be posted on the class forum called "Post Your Course Administrative Questions Here," so that all students can benefit from reading the answer. Discussion postings are archived and will be available throughout the course. *Please do not email the instructor with questions about the readings or video lessons. They should be posted to the discussion forum.* I will do my best to respond quickly to questions.

Because this is an online course, our interactions are intended to be conducted exclusively online. This does not mean we are not available to assist you. Rather, with an online course, your primary source of assistance and communication will be through our weekly conference sessions and the discussion forums. You can also message the TA and me directly through Canvas for questions about assignments and expectations. We will get back to you within 24 hours.

We will also have weekly office hours.

Code of Conduct

All participants in the course are bound by the University of California Code of Conduct, found at <http://www.ucop.edu/ucophome/coordrev/ucpolicies/aos/uc100.html>.