

# ENGL 353, SECTION L01 (WINTER 2017)

COURSE OUTLINE:

**DRAMA: READING AND ANALYSIS**  
TR 12:30-1:45, EDC388



DEPARTMENT OF ENGLISH  
UNIVERSITY OF CALGARY

*Home page:* [j.mp/drama353](http://j.mp/drama353)  
*Blog:* [engl353.ucalgaryblogs.ca](http://engl353.ucalgaryblogs.ca)  
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## COURSE DESCRIPTION & GOALS

Life, wrote Elbert Hubbard, is just one damn thing after another. But drama arranges the randomness of life into a satisfying story: one that turns people into characters who struggle against external forces to change their worlds. In English 353, we'll read some of the best plays in the English language, ranging across genres (two tragedies, a comedy, a morality play about everything and an existential play about nothing) and from every major era in dramatic history -- from the classical era to the middle ages, and from the Renaissance to the 19th and 20th centuries. We will treat them as writing both for public performances, and for textual interpretations. You will learn about these five plays, but more broadly about the techniques and conventions of analyzing drama.

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## LEARNING OUTCOMES

By the end of this course, you will know the historical contexts of these five plays, and analyze why theatre and performance histories matter to our interpretations of them. You will reflect on contemporary theatre practices to make directorial decisions. You will consider these plays as texts for close reading, and for your expository critical essays.

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## TEXTBOOKS

- \* Shakespeare, *Titus Andronicus* (Oxford)
- \* Euripides, *Medea* (Free Press)
- \* *Everyman* (Arden/Bloomsbury)
- \* Beckett, *Waiting for Godot* (Grove Press)
- \* Wilde, *The Importance of Being Earnest* (Harvard)

### Note:

You must read **these editions** of the plays.

One of these plays is about rape and mutilation (*Titus Andronicus*) and another about infanticide (*Medea*). Facing the complexities of such difficult issues builds intellectual and emotional maturity, which is why universities promote critical thought and free expression.

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## EVALUATION

Participation	10%	90 + %	A+	4.0
Context Paper	15%	85 – 89 %	A	4.0
Midterm	25%	80 – 84 %	A–	3.7
Review	20%	77 – 79 %	B+	3.3
Take-Home Exam	30%	74 – 76 %	B	3.0
	100%	70 – 73 %	B–	2.7
		67 – 69 %	C+	2.3
		64 – 66 %	C	2.0
		60 – 63 %	C–	1.7
		55 – 59 %	D+	1.3
		50 – 54 %	D	1.0
		0 – 49 %	F	0.0

There are brief descriptions of each assignment below. Details on each will be provided as the course unfolds.

Each component is graded on a percentage scale. At right are their letter-grade equivalents.

**You must complete all four assignments to pass this course: Context Paper, Midterm, Review, and Take-Home Exam.**

There will be no Registrar-scheduled exam in this course.

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## PARTICIPATION (10%)

2% is for **your introduction** posted to the D2L discussion board in the first week of class. Include a brief biography, the name of your favourite novel (*be truthful: it doesn't need to be highbrow*), and your goals for this course. Why are you here? If it's because your program requires you to take an English course, what are the goals of that requirement? Finally, upload a selfie or avatar for your profile picture.

8% is for **two reading quizzes**. They will be short-answer or multiple-choice questions about the secondary readings (PDFs) for that day. I will announce the quizzes and passwords in class, **without advance warning**. You then write the quizzes on D2L before midnight of that day.

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## CONTEXT PAPER (15%)

The Context Paper is a 750-word (maximum) analysis of *Medea*'s origins and performances in the Greek theatre, that researches printed books and articles on the subject and uploads them to D2L. The best 3 papers in this category will be required reading for your classmates (*pending the approval of their authors*).

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## MIDTERM (25%)

For the in-class midterm exam, you will identify and close-read sight passages from the first three plays (*Titus*, *Medea*, and *Everyman*). The exam will be open-book. You are permitted to bring in only your annotated copies of the three plays.

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## REVIEW (20%)

Imagine you have been tasked with directing any one of the five plays we are reading. This assignment will require you to attend and review a live or cinema-broadcast theatrical performance (not concert) in Calgary, and reflect on how its decisions make you think differently about staging your chosen play.

By January 31st, write a proposal with the title, date (before the end of March), and venue of your chosen performance. After you go, post a 1000-word review to the course blog that assesses the performance and its impact on your decisions as a director. Include a selfie at the theatre or cinema, and upload the link to your post to D2L.

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## TAKE-HOME EXAM (30%)

The Take-Home Exam requires you to write two 1000-word essays on both *Waiting for Godot* and *The Importance of Being Earnest* and their secondary sources (McDonald, Edwards, and Jackson). You will compare each play to at least one of the first three plays (*Titus*, *Medea*, and *Everyman*).

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## COURSE SCHEDULE

Read assigned texts *before* the first class. Always bring your annotated texts to class.

Writings	Date	Readings
	JAN 10	<i>Introduction</i>
	JAN 12	<ul style="list-style-type: none"> <li>• Dillon, "Titus Andronicus," <i>Cambridge Introduction to Shakespeare's Tragedies</i>, PDF</li> <li>• Ulliyot on the Elizabethan theatre (YouTube)</li> </ul>
	JAN 17	<ul style="list-style-type: none"> <li>• Shakespeare, <i>Titus Andronicus</i>, introduction (58-69)</li> <li>• <i>Titus Andronicus</i>, Act 1</li> </ul>
	JAN 19	• <i>Titus Andronicus</i> , Acts 2-3
	JAN 24	• <i>Titus Andronicus</i> , Acts 4-5
Context Papers (on Greek Theatre)	JAN 26	<i>Films</i> (scene comparisons): <ul style="list-style-type: none"> <li>• Julie Taymor, "Titus" (1999)</li> <li>• BBC, "Titus Andronicus" (1985) on <i>Theatre in Video</i></li> <li>• Globe on Screen, "Titus Andronicus" (2014)</li> </ul>
Review Proposals	JAN 31	• Euripides, <i>Medea</i> , introduction (xi-xxi) + glossary (79-83) + pp. 1-47
	FEB 2	• <i>Medea</i> , pp. 47-77
	FEB 7	<i>Film</i> : "Medea" (1982) on <i>Theatre in Video</i>
	FEB 9	• <i>Everyman</i> , introduction (1-8, 41-61)
	FEB 14	• <i>Everyman</i>
	FEB 16	• <i>Everyman</i>
	-	<b>Reading Week</b>
	FEB 28	<b>Midterm Exam</b> (in class)
	MAR 2	• McDonald, "Waiting for Godot," <i>Cambridge Introduction to Samuel Beckett</i> , PDF
	MAR 7	• Beckett, <i>Waiting for Godot</i> , Act 1 (1-59)
	MAR 9	• <i>Waiting for Godot</i> , Act 2 (61-109)
	MAR 14	<i>Film</i> : "Waiting for Godot" (2001)
	MAR 16	• Edwards, "Wilde, Oscar (1854–1900)," <i>Oxford Dictionary of National Biography</i> , PDF
	MAR 21	<i>Film</i> : "Wilde" (1997)

	<b>MAR 23</b>	<ul style="list-style-type: none"> <li>• Wilde, <i>The Importance of Being Earnest</i>, introduction (1-33)</li> <li>• Jackson, "The Importance of Being Earnest," <i>The Cambridge Companion to Oscar Wilde</i>, PDF</li> </ul>
	<b>MAR 28</b>	• <i>The Importance of Being Earnest</i> , Act 1 (48-123)
Reviews	<b>MAR 30</b>	• <i>The Importance of Being Earnest</i> , Act 2 (124-213)
	<b>APR 4</b>	• <i>The Importance of Being Earnest</i> , Act 3 (214-261)
	<b>APR 6</b>	<i>Films</i> (scene comparisons): <ul style="list-style-type: none"> <li>• "The Importance of Being Earnest" (1952)</li> <li>• "The Importance of Being Earnest" (2002)</li> </ul>
	<b>APR 11</b>	<i>Review and Conclusions</i>
Take-home Exam	<b>APR 20</b>	

## LAPTOP & MOBILE POLICY

Computers will be allowed in class **only** if you use them to take notes, to follow along with classroom demonstrations, or to use them for other course-related purposes. If you cause a distraction by using them for other purposes, you will have this privilege withdrawn. Simply put, **there is no need for any internet-connected program to run on your computer** during class.

Set your mobile phone to vibrate and put it away. Do not use it in class, except in case of real emergencies.

## SUBMISSION POLICY

Each student is permitted one extension, on **either** the Context Paper or the Review, of one day without penalty.

Beyond these provisions, I penalize late assignments — i.e. those submitted *after class ends* on the due date — at a rate of 5% daily for the first two days, and 1% daily thereafter, excluding weekends and university holidays. **I do not give any other extensions.** Writing assignments must be submitted no later than one calendar week after the due date. Any later, and you will receive a zero grade on that assignment.

The only legitimate excuse for late submissions is a documented medical emergency — as opposed to less drastic misfortunes like the deaths of beloved family pets. Last-minute technological problems (e.g. printers, mail servers, corrupted files) are your own responsibility. Prevent them from costing you marks by finishing before the due date.

**Submit your assignment to the appropriate Dropbox on D2L.** If that is impossible, take your paper to the Department office (SS1152), where your paper will be date-stamped and put in my mailbox. *Always keep a copy* in case of loss. Papers will not be returned by office staff.

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## GRADING SYSTEM

I use percentages to grade every assignment, and give their letter-grade equivalents (see page 2) on substantial assignments. Only at the end of the course do I convert your final percentage grades into letters or GPA scores.

Please note that, according to the University Calendar (E1), instructors may use their discretion when rounding upwards or downwards when the average of term work and exams is between two letter grades.

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## ACADEMIC INTEGRITY

**Using any source whatsoever without clearly documenting it is a serious academic offense.** If you submit an assignment that includes material (even a very small amount) that you did not write, but that is presented as your own work, you are guilty of plagiarism. The consequences include **failure** on the assignment or in the course, and **suspension** or **expulsion** from the university. For details, see [www.ucalgary.ca/pubs/calendar/current/k-2-1.html](http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html)

**Please read the following information carefully.** The penalty routinely recommended by the English Department for documented plagiarism is failure of the course in which the offence occurred; academic probation is also routinely applied at the Faculty level. Suspension or expulsion can result from severe or repeated plagiarism.

The **University Calendar** states:

1. Plagiarism - Essentially plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:

(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),

(b) parts of the work are taken from another source without reference to the original author,

(c) the whole work (e.g., an essay) is copied from another source, and/or,

(d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved.

While it is recognized that scholarly work often involves **reference** to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be **explicitly and clearly noted**.

Plagiarism occurs when direct quotations are taken from a source without **specific acknowledgement**, or when original ideas or data from the source are not acknowledged. **Citing your sources in a bibliography is not enough**, because a bibliography does not establish which parts of a student's work are taken from other sources. MLA (Modern Language Association) documentation or other recognized forms of citation must be used for this purpose.

**Advice on adequate documentation can be found at the following web sites:**

<http://www.dianahacker.com/resdoc/>

<http://owl.english.purdue.edu/owl/resource/747/01/>

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## DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar ([www.ucalgary.ca/pubs/calendar/current/j.html](http://www.ucalgary.ca/pubs/calendar/current/j.html)), "The University of Calgary community has undertaken to be guided by the following statements of purpose and values: to promote free inquiry and debate, to act as a community of scholars, ..., to respect, appreciate, and encourage diversity, [and] to display care and concern for community". The Department of English, like the university as a whole, is committed to a "positive and productive learning and working environment." This environment is characterized by appreciation and encouragement of diversity and respect for the dignity of all persons: students, support staff, and faculty. The department will not tolerate unacceptable behaviour, such as threatening gestures, threatening or abusive verbal or written communication (including e-mails), or any conduct that "seriously disrupts the lawful education and related activities of students and/or university staff". Any cases of such misconduct should be reported immediately to the department Head, who, depending on the nature and severity of the incident, may then take further appropriate action.

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## SCRIBE AND MUSE CLUB FOR ENGLISH STUDENTS

The Scribe and Muse Reading and Writing Club (SMRWC) fosters and champions reading and writing through community service, leadership, and engagement. We strive to enhance the academic and social experience of undergraduate students by promoting academic excellence and interaction between students, faculty, and the community, through social, cultural, and academic events. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com)

<http://english.ucalgary.ca/scribe-and-muse-english-club>

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## DEPARTMENT WEBSITE

For more information about courses, programs, policies, events and contacts in the Department of English, please go to our website at <http://english.ucalgary.ca>. Please note that the course outlines posted on the English Department website constitute the official course outline for purposes of appeals. Students should verify any hard copies against this posted version. For courses which employ numerical grades, the official departmental percentage to letter grade conversion scale is also posted on the department website.

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## WRITING SUPPORT

The Student Success Centre offers both online and workshop writing support for U of C students.

<http://www.ucalgary.ca/ssc/writing-support>

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## GUIDE TO E-MAIL ETIQUETTE

<https://gsa.ucalgary.ca/wp-content/uploads/2016/09/Email-Etiquette.pdf>

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## LIBRARY & RESEARCH SUPPORT

Christie Hurrell, Interim Librarian for English, offers research support to students, including strategies for finding articles, books, and other library materials.

Contact: [christie.hurrell@ucalgary.ca](mailto:christie.hurrell@ucalgary.ca)

Find The English Pages research guide here:

<http://libguides.ucalgary.ca/english>

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## ACADEMIC REGULATIONS & SCHEDULES

Consult the Calendar for course information, university and faculty regulations, dates, deadlines and schedules, student, faculty and university rights and responsibilities. The homepage for the University Calendar is:

<http://www.ucalgary.ca/pubs/calendar/current/index.htm>

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## GRADE APPEALS

Consult the following University Calendar link and request advice from the English Department office, SS 1152. Please note that “mere dissatisfaction with a decision is not sufficient grounds for the appeal of a grade or other academic decision.”

<http://www.ucalgary.ca/pubs/calendar/current/i.html>

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## DEFERRAL OF TERM WORK AND FINAL EXAMINATIONS

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work form must be completed. The University also has regulations governing the deferral of final examinations.

<http://www.ucalgary.ca/pubs/calendar/current/g-6.html>,  
<http://www.ucalgary.ca/pubs/calendar/current/g-7.html>

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## STUDENT ACCOMMODATIONS

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors.

For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/)

Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor.

The full policy on Student Accommodations is at [http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy\\_0.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy_0.pdf)

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## EMERGENCY EVACUATION / ASSEMBLY POINTS

<http://www.ucalgary.ca/emergencyplan/assemblypoints>

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## FREEDOM OF INFORMATION & PROTECTION OF PRIVACY ACT

<http://www.ucalgary.ca/legalservices/foip/>

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## SAFEWALK PROGRAM

Campus Security will escort individuals day or night: call 220-5333 for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

<http://www.ucalgary.ca/security/safewalk/>

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## PROGRAM ADVISING & INFORMATION RESOURCES

Have a question, but not sure where to start? The Arts Students' Centre (ASC) is your information resource for everything in Arts.

Drop in at SS102, call us at 403-220-3580 or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate> which has detailed information on common academic concerns.

For program planning and advice, contact the Student Success Centre (formerly the Undergraduate programs Office) at (403) 220-5881 or visit them on the 3rd Floor of the Taylor Family Digital Library.

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

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FACULTY OF ARTS STUDENTS'  
UNION REPRESENTATIVES

Contact:

*arts1@su.ucalgary.ca, arts2@su.ucalgary.ca,  
arts3@su.ucalgary.ca, arts4@su.ucalgary.ca*

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S T U D E N T   O M B U D S M A N ' S  
O F F I C E

*<http://www.ucalgary.ca/provost/students/ombuds>*

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UNIVERSAL STUDENT RATINGS  
OF INSTRUCTION (USRI)

Feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (*www.ucalgary.ca/usri*). Your responses make a difference; please participate in USRI Surveys.