

ENGL 412, SECTION L01
(WINTER 2017)

COURSE OUTLINE:
ELIZABETHAN DRAMA
TR 9:30-10:45, SH157



DEPARTMENT OF ENGLISH
UNIVERSITY OF CALGARY

Home page: j.mp/engl412
Instructor: Dr Michael Ullyot
Office: Social Sciences 1044
Office hours: Wednesdays, 2-3 p.m.
Phone: (403) 220 4656
E-mail: ullyot@ucalgary.ca
Twitter: @ullyot
Instagram: @michael.ullyot
Web: j.mp/ullyot

COURSE DESCRIPTION & GOALS

English 412 is, in its official description, "A survey of drama from 1558 to 1603, including works by William Shakespeare and Christopher Marlowe." In this course, you'll read and analyze Elizabethan plays by these and other authors. But you won't just learn particular plays; you'll learn to read texts critically and imaginatively, for the ideas they provoke and the performances they inspire.

We'll focus on six revenge tragedies, the blockbuster genre of the Elizabethan theatre: plays filled with bloody violence, elevated rhetoric, and ghosts imploring justice. Like classic Hollywood films, revenge tragedies demanded more collaborations among writers than any other genre -- famous playwrights like Marlowe and Shakespeare, and the lesser-known Thomas Kyd, George Peele, John Marston, Henry Chettle, and Thomas Middleton. You'll learn about their collaborations and their competitions for audiences, and their tragedies' adaptations of ancient sources to modern contexts.

PREREQUISITES

English 302 and one of 240 or 340.

TEXTBOOKS

- * Kyd, Shakespeare, Marston, Chettle, Middleton: *Five Revenge Tragedies*, ed. Emma Smith (Penguin)
- * Shakespeare, *Titus Andronicus*, ed. Eugene M. Waith (Oxford Shakespeare)

Note:

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

EVALUATION

Participation	10%	90 + %	A+	4.0
Midterm Exam	20%	85 – 89 %	A	4.0
Response Paper	20%	80 – 84 %	A–	3.7
Discussion Topics	10%	77 – 79 %	B+	3.3
Discussion Responses	10%	74 – 76 %	B	3.0
Unessay	30%	70 – 73 %	B–	2.7
	100%	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 these three assignments to pass this course: the Response Paper; the Midterm Exam; and the Unessay.

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

PARTICIPATION (10%)

2% is for your introduction posted to the “Introductions” discussion forum on D2L 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. I've posted my own bio for you, as a model. **The due date for completion of this requirement is midnight on Sunday, 15 January.**

8% is for two reading quizzes. They will be short-answer or multiple-choice questions about the material that we are reading 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.

MIDTERM (20%)

For the in-class midterm exam, you will identify and close-read sight passages from the first four plays (*The Spanish Tragedy*, *Titus Andronicus*, *Hamlet*, and *Antonio's Revenge*). The exam will be open-book. You are permitted to bring in only your annotated copies of the four plays.

RESPONSE PAPER (20%)

The Response Paper is a 750-word essay making a counter-argument to any argument in any of the six critical sources listed under *The Spanish Tragedy* in the *Further Reading* section of Smith's *Five Revenge Tragedies* (pp. xxvi-xxvii).

For full marks, your essay will make a clear, concise, and effective argument about Kyd's play that uses close readings of speeches from at least three different acts of the play. It will also follow the three guidelines of my *Effective Critical Writing* guide, *j.mp/ullyotecw*: a rigorous and thorough argument (1) composed in clear, concise, and natural language (2) that obeys the rules of grammar (3).

Include a word-count (including quotations, but excluding Works Cited) on your title page. 750 words is a strict maximum, so don't waste precious words on a lengthy introduction or conclusion; plunge into your argument from the first sentence.

DISCUSSION TOPICS (2X5=10%)

Post two topics in the D2L discussion forums, each about 100-150 words, on two different plays from two different parts of our reading list (A1, A2, or A3; and B1, B2, or B3). Your topics will quote at least two lines of your chosen play, and ask a few questions that those lines provoke for you. Both your lines and your questions must be different from those in other topics. I've posted a model topic about Marston's *Antonio's Revenge* in Forum B1.

It's a good idea to start with the lines that are memorable and puzzling. (Try this: the day after you read the play, return to the parts that you remember, and are curious about.) Ask questions about those lines, that you would like us to address in class the following week — so don't post questions without coming to class that next week. In the **subject** of your topic, **summarize your questions**.

The deadline for your topic is the Friday before the last week we're covering that play. (So, for instance, you can post a topic in "Forum A1: The Spanish Tragedy" anytime before the end of the day on Friday, 20 January.)

I will grade each topic using the Topic Rubric on D2L. Each is worth 5% of your grade in the course (10% in total). If you miss your opportunity to post a topic, there is no make-up exercise. (So you need to post a topic to either A1, A2, or A3 before they are locked.) I will grade your **last two topics** if you post more than two in either A1, A2, or A3; and/or in B1, B2, or B3.

DISCUSSION RESPONSES (2X5=10%)

Post responses to at least two topics (other than your own), at least one in A1, A2, or A3; and at least one in B1, B2, or B3. **Respond to somebody else's topic, not your own.** I've posted a model response, also in Forum B1.

Address the questions posed in the topic, in about 100-150 words, by quoting at least two more lines from the same play. You don't necessarily have to *answer* the questions; you can add new information, or consider other evidence. In the **subject** of your thread, **summarize your answer**.

The deadline for your response is midnight on the Sunday before the last week we're covering that play. (So, for instance, you can post a response in "Forum A1: The Spanish Tragedy" anytime before the end of the day on Sunday, 22 January.)

I will grade each response using the Response Rubric on D2L. Each is worth 5% of your grade in the course (10% in total). If you miss your chance to post a response before the forum is locked, there is no make-up exercise. (So you need to post to either A1, A2, or A3 before they are locked.) I will grade your **last two responses** if you post more than two in either A1, A2, or A3; and/or in B1, B2, or B3.

UNESSAY (5 + 25%)

The Unessay is your opportunity to make a compelling argument free of the formal strictures of a traditional essay. Use any form or media — except a conventional research essay — to make a compelling and effective argument that uses textual evidence.

To quote Daniel O'Donnell, whose assignment I have adapted, "in an unessay you have complete freedom of form: you can use whatever style of writing, presentation, citation — even media you want. What is important is that the format and presentation you do use helps rather than hinders your explanation of the topic."

Past students have experimented with a range of rhetorical forms: TED talks; board games; New Yorker-style articles; Twitter feeds; radio/video documentaries; Pechakucha slideshows; graphic novels; blogs by fictional characters; modernizations/adaptations; performances; experimental poetry; board game; and data visualizations.

I will grade your Unessay using a rubric that will be distributed in advance. Two criteria to keep in mind:

1. I'm explicitly asking for an **argument** using quotations (textual evidence) from on any **two** of the six Elizabethan revenge **plays** that we are reading, and from at least **two** peer-reviewed, literary-critical **sources** published since 2001. (That is: journal articles, book chapters, or scholarly books. We will discuss how to find them using the MLA International Bibliography.)
2. Second, I'm asking you to address three broad **questions**: What is revenge tragedy for? What are its aims and purposes? How is it still relevant in 2017?

There are two parts to this assignment: your Unessay proposal and your Unessay itself. The Unessay proposal is due two weeks before the Unessay itself. This is a one-page summary of how you will interpret these questions using the plays we are reading; and why your argument is best suited to the form you've chosen — i.e. beyond its novelty value.

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	• Smith, Introduction (xv-xxv)
	JAN 17	• Kyd, <i>The Spanish Tragedy</i>
	JAN 19	• Kyd, <i>The Spanish Tragedy</i>
Forum A1 Topic: Friday Jan 20; Response: Sunday, Jan 22		
	JAN 24	• Kyd, <i>The Spanish Tragedy</i> • Semenza, “ <i>The Spanish Tragedy</i> and Metatheatre,” <i>Cambridge Companion to English Renaissance Tragedy</i> , PDF
	JAN 26	• Kyd, <i>The Spanish Tragedy</i>
Response Paper	JAN 31	• Shakespeare, <i>Titus Andronicus</i>
	FEB 2	• Shakespeare, <i>Titus Andronicus</i>
Forum A2 Topic: Friday Feb 3; Response: Sunday, Feb 5		
	FEB 7	• Shakespeare, <i>Titus Andronicus</i>
	FEB 9	• Shakespeare, <i>Titus Andronicus</i>
	FEB 14	• Shakespeare, <i>Hamlet</i> (Q1) + appendix 417-19 • Kastan, “Shakespeare and the Book,” PDF
	FEB 16	• Shakespeare, <i>Hamlet</i> (Q1)
	-	Reading Week
Forum A3 Topic: Friday Feb 24; Response: Sunday, Feb 26		
	FEB 28	• Shakespeare, <i>Hamlet</i> (Q1)
	MAR 2	• Shakespeare, <i>Hamlet</i> (Q1)
	MAR 7	• Marston, <i>Antonio’s Revenge</i>
	MAR 9	• Marston, <i>Antonio’s Revenge</i>
Forum B1 Topic: Friday Mar 10; Response: Sunday, Mar 12		
	MAR 14	• Marston, <i>Antonio’s Revenge</i>
	MAR 16	Midterm Exam (in class)
	MAR 21	• Chettle, <i>The Tragedy of Hoffman</i>

Unessay Proposal MAR 23 • Chettle, *The Tragedy of Hoffman*

Forum B2 Topic: Friday Mar 24; Response: Sunday, Mar 26

MAR 28 • Chettle, *The Tragedy of Hoffman*

MAR 30 • Middleton, *The Revenger's Tragedy*

Forum B3 Topic: Friday Mar 31; Response: Sunday, Apr 2

APR 4 • Middleton, *The Revenger's Tragedy*

Unessay APR 6 • Middleton, *The Revenger's Tragedy*

APR 11 **Down with Essays!** The Unessay Festival, with refreshments

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 Response Paper or the Unessay, 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.

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.

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

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/>

DEPARTMENT OF ENGLISH STATEMENT ON PRINCIPLES OF CONDUCT

According to the University Calendar (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.

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

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

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.

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>

GUIDE TO E-MAIL ETIQUETTE

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

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

Find The English Pages research guide here:

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

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>

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>

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>

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/

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

EMERGENCY EVACUATION / ASSEMBLY POINTS

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

FREEDOM OF INFORMATION & PROTECTION OF PRIVACY ACT

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

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/>

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. 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.

FACULTY OF ARTS STUDENTS'
UNION REPRESENTATIVES

Contact:

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

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>

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.