

<p>Professor Celia A. Easton email: easton@geneseo.edu For another syllabus, handouts, etc.-- http://www.geneseo.edu/~easton Office: Welles 228b 245-5270 English Dept. 245-5273 Home (never after 9:00 p.m.) 442-5716 OFFICE HOURS: T, Th 9:00 am –11:15 am; Th 3:45-4:45, & all day Friday by appointment.</p>	<p>INTD 105 Writing Seminar: Shakespeare and Society Spring 2007 T, Th 11:20-12:35 pm Milne 105 Section 7 CRN 53591</p> <p>Geneseo Online Writing Guide: http://writingguide.geneseo.edu</p>
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All sections of Geneseo's Writing Seminar share these intended learning outcomes:

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| <ol style="list-style-type: none"> 1. The ability to read significant texts carefully and critically, recognizing and responding to argumentative positions. 2. The ability to write sustained, coherent and persuasive arguments on significant issues that arise from the content at hand. 3. The ability to write clearly, following the conventions of Standard English. |
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Required Texts: *The Little, Brown Compact Handbook with Exercises.*
 The Taming of the Shrew
 The Merchant of Venice
 Othello

In this section we will read three plays by William Shakespeare with a focus on social issues. Shakespeare’s poems and plays address concerns familiar to people in the twenty-first century, including race, gender, anti-Semitism, sexuality, and class. Additionally, Shakespeare engages his audience with a sense of humanity that cuts across these classifications of difference, showing us ways of thinking about power, love, jealousy, fear, loss, and survival. Sometimes we like what Shakespeare shows us; sometimes we do not. In this course, we will not keep Shakespeare on a pedestal. We will allow his language and his plots to challenge our beliefs while we equally question the social values explored in his writing. The Shakespeare texts studied will be *The Taming of the Shrew*, *The Merchant of Venice*, and *Othello*. I will order paperback versions of each text, but you may use any edition of the plays that you own for this course. You must write all six assignments (including the significant revision assignment) to pass this course, regardless of your grade average.

My goal in this class is to build a writing community. This is a writing seminar, not a remedial course. I expect that you will come to this class with a degree of writing competency; this class gives you an opportunity to write a series of papers and get feedback on your writing both from your professor and from your fellow students. Because there are different kinds of writing “competencies”—some of you are great creative writers; others of you are great report writers; others of you feel most satisfied with the personal rather than public writing you do—we will use some class time to make sure we share common knowledge of what the conventions of writing college-level essays are. The foundations for those conventions are discussed in detail in your writing handbook, a book I suggest you hold onto at least until you graduate.

For this writing community to be successful, you must attend class regularly and participate in all discussions and writing workshops. In this course participation counts for 10% of your course grade.

week	Tuesday	Thursday
	Jan 16 Intro to course	Jan 18 workshop on Paper #1
	Jan 23 Turn in paper #1 Begin discussion of <i>Shrew</i> , ACT 1.	Jan 25 <i>Shrew</i> , ACT 2.
	Jan 30 <i>Shrew</i> ACT 3.	Feb 1 <i>Shrew</i> ACT 4.
	Feb 6 <i>Shrew</i> ACT 5 & bring HANDBOOK.	Feb 8 Library—General Info.
	Feb 13 workshop on Paper #2	Feb 15 Hand in Paper #2. <i>Merchant of Venice</i> background discussion and HANDBOOK, research info.
	Feb 20. Library—Research skills	Feb 22 <i>Merchant</i> , Act I
	Feb 27 <i>Merchant</i> , Act 2	Mar 1 <i>Merchant</i> , Act 3
	Mar 6 <i>Merchant</i> , Act 4	Mar 8 <i>Merchant</i> , Act 5 & bring HANDBOOK
	Mar 13 SPRING BREAK	Mar 15 SPRING BREAK
	Mar 20 Workshop on Paper #3	Mar 22 Hand in Paper #3. <i>Othello</i> , background discussion
	Mar 27 Writing Review, bring HANDBOOK	Mar 29 <i>Othello</i> , Act 1
	Apr 3. <i>Othello</i> , Act 2	Apr 5 <i>Othello</i> , Act 3
	Apr 10 <i>Othello</i> , Act 4	Apr 12 <i>Othello</i> , Act 5
	Apr 17 No Classes—Attend undergraduate research day presentations.	Apr 19 Workshop, Paper #4
	Apr 24 How to revise papers, <i>seriously</i> . Bring HANDBOOK.	Apr 26 Assignment #5: hand in revised paper #1.
	May 1 Assignment #6: In-class essay on "Shakespeare and Society" (You'll type on laptops. Please make sure you have some money left on your printer balance.)	
	WEDNESDAY May 9, 2007. 12:00-3:00 pm is our Final Exam period. There will be a library skills assessment that should take you less than an hour, and I will be available in our classroom for questions or discussion.	

Your grade in this course will be determined as follows:

participation in discussions and writing workshops 10%
 Paper #1 will be graded pass/fail, with comments.
 5 other assignments 90% (lowest paper grade will count 10%; the other four papers will be averaged for 80%).

Late paper policy: I will accept late papers with a legitimate excuse. "Legitimate excuses" are documented, e.g., evidence of death of a friend or family member; evidence of medical or counseling treatment. Vacations, computer problems, or the fact that you have work due for another course are not legitimate excuses. You may arrange with me to turn in an essay early. All essays are due IN CLASS unless we have made other arrangements. Do not email me your essay without prior permission. Do not put your essay in my mailbox without prior permission. If you are having a crisis and you can't reach me by phone, email me or have a friend email me. Even if you simply make some bad choices one week and don't get your work

done, keep in touch with me. Late papers with poor excuses will be accepted with a grade penalty only if you keep in touch with me.

Plagiarism Policy: Any act of plagiarism or cheating will result in a failing grade or zero on the assignment and notification of the Dean of Students. Here's what the College catalogue says about plagiarism:

Plagiarism is the representation of someone else's words or ideas as one's own, or the arrangement of someone else's material(s) as one's own. Such misrepresentation may be sufficient grounds for a student's receiving a grade of E for the paper or presentation involved or may result in an E being assigned as the final grade for the course.

Here's how librarians have expanded on that:

Any one of the following constitutes evidence of plagiarism:

1. direct quotation without identifying punctuation and citation of source;
2. paraphrase of expression or thought without proper attribution;
3. unacknowledged dependence upon a source in plan, organization, or argument.

Plagiarism includes using anyone else's ideas or words without giving him or her credit, whether the author is a fellow student, a published author, or a writer on the Internet. It doesn't matter how much you change the words if you are basically paraphrasing someone else's presentation. If you want to engage with or acknowledge someone else's ideas, include a clear and thorough citation. If you have any questions about plagiarism, feel free to speak with me. You will also find this Geneseo website useful: <http://library.geneseo.edu/research/plagiarism.shtml>

HOW I GRADE ESSAYS: The way you express yourself affects the grade you receive. Some "B" range papers (in terms of thought and ideas) get bumped down to "C" because they are poorly written. Even if you consider yourself a good writer, you might like to get some feedback on a draft of your essay by visiting the WRITING LEARNING CENTER, on the second floor of Welles Hall or Milne Library.

- An "E" range paper means that you did not understand the assignment or the texts you are discussing. Don't earn an "E" range paper.
- A "D" range paper means that you have made some attempt to address the thought question, but you have not satisfied all the requirements of the paper.
- A "C" range grade means that you have satisfied all the requirements of the paper, you have demonstrated an understanding of the texts, but you offer no original thinking and have simply reorganized information discussed in class.
- A "B" range paper means that you have satisfied all the requirements of the paper, you have demonstrated an understanding of the texts, and you have shown some original thinking in arguing your point.

- An "A" range paper means that you have satisfied all the requirements of the paper, you have demonstrated an understanding of the texts, you have shown outstanding original thinking in arguing your point, and you have expressed yourself with care and craft.

What is a "Writing Workshop"?

On days marked "Writing Workshop" you will come to class with three copies of the complete draft of your essay. We will discuss essays in peer editing groups. You'll receive your drafts along with comment sheets. Use these comments to polish your essay before handing it in at the following class. Hand in the signed comment sheets, stapled to your polished draft, when you turn in your paper. If a peer editor has not been attentive to your essay, that editor's participation grade will suffer. If you ignore helpful comments from peer editors, your paper grade will suffer.

PAPER # 1

For this paper you are going to write a letter to Shakespeare telling him how much you believe the world has changed since the 16th and 17th centuries when he lived, particularly in regard to social issues. Don't do any research for this essay. You can make reference to what you think you know about Shakespeare or what you recall from plays you have read. This assignment will give us an opportunity to talk about organization, and eventually about evidence and citation. This letter should be three pages long.

You're going to revise this letter for assignment #5. When you revise it, you're going to change from letter format to standard essay format. You're going to add in citations from plays we have read and you're going to find research support for claims you make. You'll have a chance to refine the argument you make about the difference between Shakespeare's time and our own. Assignment #5's goal is to think about revision as a substantial re-writing with additional thinking and concreteness.

Setting up your essays for this course.

All essays should be typed, double spaced, in 10, 11, or 12 point type. Do not include a cover sheet. Instead, type your name and the date in the upper right hand corner of the first page. Include page numbers on all your pages (you may omit the page # on page 1). Staple your pages with one staple in the upper left hand corner of the page. See your handbook for "block quotations" and MLA citation style. Every essay (including the letter) should have an interesting title, which is centered two lines above the beginning of your essay.