

**Term:** Fall, 2016

**Course Number:** ENGL 310

**Instructor:** Dr. Chris Buczinsky

**Office:** 519 Office Phone: 219-473-4250

**E-mail:** [cbuczinsky@ccsj.edu](mailto:cbuczinsky@ccsj.edu)

**Office Hours:** Monday 7:00-10:00  
Tuesday 12:00-3:00  
Wednesday 7:00-10:00

**Instructor Background:** I am the son of a New York City Detective, born and raised in New York. I attended Northwest Nazarene College, a small Christian liberal arts college in Nampa, Idaho, and then I earned my B.A. in English Education from Northern Arizona University. I taught high school in Arizona for two years, and then earned my Ph.D. in English from Northwestern in 1994. This is my 15<sup>th</sup> year at CCSJ. I am head of both the EWPC program and director of the Humanities Department.

**Course Time:** Mondays and Wednesdays 10:15-11:45 a.m.

**Course Description:** This course examines the principal plays of Shakespeare. It engages students in his timeless characters, his riveting plots, and his universal human themes. It introduces students to his principal dramatic genres (history, comedy, tragedy, and romance) and his extraordinary dramatic poetry and sonnets, and it investigates the historical and social contexts in which he wrote, placing emphasis on his innovations and influence in the realms of language, literature, and theater.

**Learning Outcomes/ Competencies:**

1. to know the *characters, plots, and themes* of four representative Shakespearean plays.
2. to understand *the nature of the dramatic genres* in which Shakespeare wrote, including comedy, romance, tragedy, and history.
3. to understand the *great ideas* conveyed in Shakespeare's dramas and appreciate *the rhetorical and poetic art* through which those ideas are conveyed.
4. to apply a *knowledge of the social, political, and intellectual context of Elizabethan England* to an understanding of Shakespeare's works.
5. to analyze the way in which *theatrical productions and film adaptations of Shakespeare's plays* can enhance, change, and develop the meaning of the plays.
6. to know several *Shakespearean sonnets*, understand *the sonnet form*, analyze particular Shakespearean sonnets, and appreciate Shakespeare's contribution to the form.
7. to interpret particular Shakespearean works in *literary critical essays* of one's own.
8. to develop a life-long love of and appreciation for one of the English language's greatest artists.

**Textbooks:**

*As You Like It*

*Macbeth*

*Henry IV Part I*

*The Tempest*

Selections from *The Sonnets*

**Learning Methods:** Someone once said, “A college won’t and can’t educate you. It can only provide a setting for you to educate yourself.” To understand Shakespeare you have to do four basic things

1. **Take Notes.** My lectures are designed to introduce the genre, characters, and plots of the plays, explain relevant literary-critical, political, and historical contexts, and generally aid your understanding of the weekly reading. You are required to listen and take good notes: clear, legible, and well organized.
2. **Watch the Play.** Shakespeare is a lot easier to understand if you watch as well as read the plays. We will be watching all four plays in class. Your job is to pay attention, make a real effort to understand, but enjoy. Appreciating Shakespeare is like appreciating much fine art: throw yourself into it and you might be surprised by how much you like it.
3. **Read the Script.** To get the full import of a Shakespeare play you have to read the script. The language is simply too rich and arcane and the action too fast to “get it” with a single viewing. We will be moving back and forth between viewing the play and close reading the script in class. To do this effectively, you must do your initial reading for homework.
4. **Discuss the Issues.** Once we understand the play we will circle up and discuss the issues it raises. This is the fun part, allowing us to share our responses, voice our opinions, and clarify and test our ideas with and against one another.

**Assessment:**

Your final grade in this class will be assigned based on your performance in **three different areas** as follows.

<b>1. Unit Exams (4)</b>	<b>400 pts.</b>
<b>2. Literary Essays (4)</b>	<b>400 pts.</b>
<b>3. <u>Sonnet Presentation</u></b>	<b><u>200 pts.</u></b>
<b>Total Points</b>	<b>1000 pts.</b>

**1. Unit Exams.** The course is divided into **four units**, one for each of the four plays we will be studying. It will take us three weeks to work through each play (and even then we will feel like we have only scratched the surface).

At the end of each unit, every third week, we will have an exam on the play we have just finished reading. We will have **four unit exams**. Each exam will cover basic knowledge

of the play—the characters, plot, setting, theme, and language—but each will also assume that you have read the play in its entirety, that you have worked through the individual scenes with care, and that you are acquainted with the most important speeches. To do well on the exams you must read the plays thoroughly, attend class regularly, participate in class discussions, and take good notes on the lectures.

**2. The Literary Essays (400 pts.)** In the course of the semester, you must write **four 2-3 page literary essays**, one on each play.

You must write

- One **close-reading** essay on a specific passage or line of a play.
- One **character** analysis essay on a specific character in a play.
- One **thematic** essay on an important idea in a play.
- One **creative** response piece (poem, video, picture, etc.)

**The essay must be handed in on time.** Late essays will be marked down one letter grade for every *class period* it is late.

All papers will be/have:

- a. typed, double-spaced, stapled
- b. printed in 12 pt. New Times Roman font **ONLY**
- c. one inch margins
- d. a heading, flush left, on the first page with your **name, paper form and date**
- e. student's name and essay type on all subsequent pages (ex. Buczinsky/Close Reading/2)
- f. an interesting and accurate title

Papers not submitted in this format will not be accepted. Papers will be graded with the following rubric used at the end of this syllabus.

### **3. Sonnet Presentation**

The Sonnet Presentation is a **15-minute recitation and explication** of a Shakespearean sonnet of your choice. You must memorize the poem, recite it to the class, and then lead the class through an explication of the piece—describing the theme, outlining the movement of thought, unfolding the tropes etc.

The presentation is graded on the quality of your ideas and on how thoroughly, accurately, and clearly you communicate those ideas. At some point I will provide you with an example and the rubric with which the presentation will be graded. Like the essays, no research is allowed.

**Note:** Going to the Internet to help write your presentation or any of your essays is cheating and will be dealt with as **plagiarism**. The assignment is meant to teach you how to think and write, not how well you steal the ideas of others. Trust yourself.

**Attending Class.** You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, you must give notice of your absence in advance, and you are responsible for all missed work. Being absent doesn't excuse you from doing class work; you have more responsibilities to keep up and meet the objectives of this course.

**Course Calendar:**

<b>Week</b>	<b>Class Assignments</b>	<b>Exam/Essay Due Dates</b>
1-9/7	Introduction. Syllabus.	
2-9/12-14	<i>As You Like It</i>	
3-9/19-21	<i>As You Like It</i>	
4-9/26-28	<i>As You Like It</i>	<b>Exam I/Essay 1 Due</b>
5-10/3-5	<i>Macbeth</i>	
6-10/10-12	<i>Macbeth</i>	
7-10/17-19	<i>Macbeth</i>	<b>Exam II/Essay 2 Due</b>
8-10/24-26	<b><i>Sonnet Presentations I</i></b>	
9-10/31-11/2	<i>Henry IV Part I</i>	
10-11/7-9	<i>Henry IV Part I</i>	
11-11/14-16	<i>Henry IV Part I</i>	<b>Exam III/Essay 3 Due</b>
12-11/21-23	<i>The Tempest</i>	
13-11/28-30	<i>The Tempest</i>	
14-12/5-7	<i>The Tempest</i>	<b>Exam IV/Essay 4 Due</b>
15-Finals	<b><i>Sonnet Presentations II</i></b>	

**I reserve the right to change this schedule to meet the needs of the class.**

**Grading Scale:**

Grades will be assigned based on your performance on the requirements listed above. Students will be assigned final grades based on a traditional scale:

0-59% = F	70-72% = C-	80-82% = B-	90-94% = A-
60-62 = D-	73-76% = C	83-86% = B	95-100% = A
63-66 = D	77-79% = C+	87-89% = B+	
67-69 = D+			

**Class Policies**

This class has **five rules**.

1. **Be on time.** You must be on time and stay for the whole class. I reserve the right to mark you absent for the whole class if you develop a habit of leaving early.
2. **Eat Before Class.** You may snack discretely on low-mess items like Skittles or drink coffee, but no pizza, McDonalds, sandwiches, or anything else that resembles a full and fragrant meal.
3. **Come Prepared.** I expect you to bring a binder for this class only, paper for notes, and something to write with, and I expect you to read the assignments completely and regularly. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent. Speak up in a way that shows you have done the assigned reading and don't talk while someone else is talking (especially Mr. Buczinsky).
4. **Turn Off Cellphones.** No high tech shenanigans of any kind. That means no cell phones on in class. No texting, no listening to music with ear buds, no mobile Web surfing, no updating your Facebook status. If you have a family emergency or work situation that requires you to have your phone on, please ask permission before class. Research has shown that students assimilate and remember information better using hand written notes; the use of laptop computers therefore requires special permission from the instructor.
5. **Do Your Own Work.** Keep your eyes on your own paper during an exam, no borrowing somebody else's homework, and no plagiarizing (using someone else's ideas, thoughts, or words and presenting them as if they were your own).

If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.

Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.

***PLEASE NOTE:*** All papers may be electronically checked for plagiarism.

### **English Department Attendance Policy**

In accordance with English program policy, any student missing more than NINE (9) hours of class will receive an F. These nine hours include both excused and unexcused absences; it also includes all tardies of more than 15 minutes. Please be aware these hours include birthdays, sport events, illness, work, etc. If a problem arises with your absences, please come and talk to me immediately. *Note: there is no need to contact me if you are going to be absent from class.*

**Withdrawing from Class.** After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.

### Resources

**Student Success Center.** The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at **219 473-4287** or stop by the Library.

**Disability Services.** Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at **219-473-4349**.

**CCSJ Alerts.** Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: <http://www.ccsj.edu/alerts/index.html>.

In addition, you can check other media for important information, such as school closings:

**Internet:** <http://www.ccsj.edu>

**Radio:** WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78

**TV Channels:** 2, 5, 7, 9, 32

**Modifications to this syllabus may be made to meet the needs of this specific class.**

## **Emergency Procedures**

### **MEDICAL EMERGENCY**

#### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

### **FIRE**

#### **EMERGENCY ACTION**

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
  - Location of the fire within the building.
  - A description of the fire and how it started (if known)

## **BUILDING EVACUATION**

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE.** **DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

### **IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:**

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

## **HAZARDOUS MATERIAL SPILL/RELEASE**

### **EMERGENCY ACTION**

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

## **TORNADO**

### **EMERGENCY ACTION**

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

## **SHELTER IN PLACE**

### **EMERGENCY ACTION**

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

## BOMB THREATS

### EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
  - Don't touch it!
  - Evacuate the area.

## TERRORISM AND ACTIVE SHOOTER SITUATIONS

### EMERGENCY ACTION

1. Call 911 and report intruder.

•

#### • **RUN, HIDE OR FIGHT TIPS:**

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.