

Term Information

Effective Term Spring 2023
Previous Value Autumn 2022

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Request to create online version of existing course.

What is the rationale for the proposed change(s)?

To provide enhanced access for students by providing option for 100% online delivery

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

N/A

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area	English
Fiscal Unit/Academic Org	English - D0537
College/Academic Group	Arts and Sciences
Level/Career	Undergraduate
Course Number/Catalog	2220
Course Title	Introduction to Shakespeare
Transcript Abbreviation	Intro Shakespeare
Course Description	Study of selected plays designed to give an understanding of drama as theatrical art and as an interpretation of fundamental human experience.
Semester Credit Hours/Units	Fixed: 3

Offering Information

Length Of Course	14 Week, 12 Week
Flexibly Scheduled Course	Never
Does any section of this course have a distance education component?	No
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

COURSE CHANGE REQUEST
2220 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/01/2022

Prerequisites/Corequisites	Prereq: Completion of GE Foundation Writing and Information Literacy course
Previous Value	<i>Prereq: 1110.01 (110.01), or equiv.</i>
Exclusions	Not open to students with credit for 2220H.
Previous Value	Not open to students with credit for 2220H (220H) or 220.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	23.1404
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior

Requirement/Elective Designation

General Education course:

Literature; Global Studies (International Issues successors); Literary, Visual and Performing Arts

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Goals:
 1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
 2. Successful students will experience the arts and reflect on that experience critically and creatively.

Previous Value

Content Topic List

- Shakespeare's comedies
- Shakespeare's tragedies
- Shakespeare's romances
- Shakespeare's histories
- Shakespeare's world
- Shakespeare's life
- Shakespeare's art
- Shakespeare's cultural contexts

Sought Concurrence

No

Previous Value

COURSE CHANGE REQUEST
2220 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
12/01/2022

Attachments

- distance_approval_cover_sheet_English 2220.pdf
(Other Supporting Documentation. Owner: Ramsey, Mary Katherine)
- English 2220au22 Wilson (in person).docx
(Syllabus. Owner: Ramsey, Mary Katherine)
- 2220sp22 Syllabus - ramsey ed 12.1.docx
(Syllabus. Owner: Ramsey, Mary Katherine)

Comments

- Please see Panel feedback email sent 11/29/2022. *(by Hilty, Michael on 11/29/2022 03:01 PM)*
- The in-person syllabus still has not been uploaded. Thanks. *(by Vankeerbergen, Bernadette Chantal on 10/26/2022 10:13 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Ramsey, Mary Katherine	09/20/2022 02:33 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	09/20/2022 03:14 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/20/2022 03:30 PM	College Approval
Submitted	Ramsey, Mary Katherine	10/25/2022 12:38 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	10/25/2022 05:04 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	10/26/2022 10:13 AM	College Approval
Submitted	Ramsey, Mary Katherine	10/26/2022 10:22 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	10/26/2022 10:25 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	10/26/2022 03:15 PM	College Approval
Revision Requested	Hilty, Michael	11/29/2022 03:01 PM	ASCCAO Approval
Submitted	Ramsey, Mary Katherine	12/01/2022 02:43 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	12/01/2022 02:46 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	12/01/2022 03:37 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	12/01/2022 03:37 PM	ASCCAO Approval

Course Syllabus

English 2220: Introduction to Shakespeare (Spring 2022)

Course Information

- **Course times and location:** Weekly asynchronous instruction through Carmen
- **Credit hours:** 3
- **Mode of Delivery:** Distance Learning (Asynchronous)

Instructor

- **Name:** Luke Wilson
- **Email:** wilson.501@osu.edu
- **Office hours:** on Zoom, Wednesdays 345-430p, and by appointment
- **Preferred means of communication:**
 - My preferred method of communication for questions is email.
 - My class-wide communications will be sent through the Announcements tool in CarmenCanvas. Please check your [notification preferences \(Links to an external site.\)](https://go.osu.edu/canvas-notifications) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

General Education Requirements: This course satisfies the GEN Foundation category Literary, Visual, and Performing Arts

Goals:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design. *The course involves close study of several of Shakespeare's plays, which are among the most significant works of literature in the Western canon.*
- 1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design. *By reading intensively, engaging in regular online discussion, and writing in a variety of modes, students will seek to understand how and why Shakespeare's works came to be established as canonical, and why they continue to be meaningful in contemporary American and global culture.*
- 1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior. Students will

seek to understand how Shakespeare's works responded to and shaped sixteenth- and seventeenth-century social and political values.

1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design. *Shakespeare's plays model a variety of social dispositions and the ethical conundrums that accompany them. In reading, writing, and discussion, students will explore these dimensions of the plays.*

2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design. *Students will articulate and share their experiences reading the plays and watching cinematic renderings of some of them.*

2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design. *Through several forms of written and oral expression, students will analyze both the play texts and their performances.*

This course satisfies the GEL categories Literature and Global Studies

Literature

Goals

Students evaluate significant texts in order to develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; and critical listening, reading, seeing, thinking, and writing.

Expected Learning Outcomes

1. Students analyze, interpret, and critique significant literary works.
2. Through reading, discussing, and writing about literature, students appraise and evaluate the personal and social values of their own and other cultures.

Global Studies

1. Students understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.
2. Students recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

Course Description

Shakespeare continues to blow our minds, over 400 years after his death. This is a little surprising. No other writer, before or since, has quite captured the minds of people across

the globe in the way that Shakespeare has. His plays have been translated into over 100 languages and performed in at least 75 countries. Countless film versions have been made in dozens of countries, including all the European ones (of course) but also India, China, Japan, Russia, Korea, Madagascar, and on and on. Despite a decline in the popularity of live theater in western cultures, Shakespeare continues to thrive on stage. And his works continue to be read at all levels in the Anglo-American world and beyond. What accounts for this enduring popularity? Why do we care so much about Shakespeare? In this course we'll explore some of the reasons for this global phenomenon, by reading the plays themselves closely and by studying the historical conditions – the culture, the politics, the religious milieu – in which Shakespeare wrote and lived. We'll pay special attention to the theatrical conventions that shape the *kinds* of plays Shakespeare wrote (comedies, histories, tragedies, romances), and to the ways in which he combined socially conservative views with an often radical and seemingly modern understanding of the relation between persons and cultural norms.

In this course we'll read examples of three of the four genres in which Shakespeare wrote (comedy, tragedy, and romance): *As You Like It*, *Measure for Measure*, *Hamlet*, *King Lear*, and *The Winter's Tale*. Your reading of the plays will be supplemented with occasional film clips, and you'll also watch full film versions of two plays: a 2019 Royal Shakespeare stage performance of *As You Like It*; and *Haider* (2014), a brilliant Bollywood adaptation of *Hamlet*.

How This Online Course Works

Mode of delivery. This course is 100% online and asynchronous. That means that you won't ever have to be online at any particular time. It does **not** mean that the course is "self-paced." On the contrary, you will need to **complete a series of tasks and assignments each week**, meeting regular deadlines. In a course like this, where direct, interactive contact between instructor and student will not be available (except optionally), it is crucial that you keep up with the reading and writing assignments. Although occasionally I will give special permission to make up work beyond a deadline, in most cases (as with weekly quizzes and discussion posts), this will not be allowed.

Online, asynchronous course work is not for everyone. It requires discipline and careful time management. **You are responsible for familiarizing yourself with the syllabus and understanding all rules, deadlines, and requirements. You are also responsible for reading all postings under the Announcements tab.**

Pace and structure of online activities

- Course material and assignments are grouped into **weekly modules** on Carmen.
- *Each week* you will have **assigned readings**, as indicated on the Schedule, at least some of which you are expected to complete *before* watching the first lecture.
- *Each week*, usually *by Tuesday*, I will post on Carmen a **recorded lecture** presenting the week's material.
- *Most weeks*, *by Friday*, I will post a **second lecture** or deliver instructional content in some other way. Some weeks there may not be a need for a second lecture.

- *Each week, by the Monday of the following week, by 11:59p, you will take a **brief online quiz** testing your familiarity with the contents of the lecture. Exception: the quiz for Week Nine must be completed by Friday, March 11, by 1159p.*
- *Each week you will post several times on Carmen **discussion threads**. The purpose of these posts is for you to respond to the reading and the lectures, and to interact with your classmates. For each thread I will normally pose a question or topic for discussion. You must post at least once by Tuesday of each week, and twice again before discussions will close on *the Monday of the following week at 1159p*. Missed contributions cannot be made up after discussions close. For more details on discussions, see also below, under Assignments.*
- **Watching stage/film performances.** In addition to the two films the whole class will watch, I encourage you to watch additional films or film clips. One of the written assignments will require you to watch a film chosen from a list I will provide. See below for details.
- **Other written work**, due from time to time, as described below, under Assignments and in the Schedule.
- **Note:** do not rely solely on the To Do list on the right side of the course page. This list may not include required discussion posts or other tasks. Instead, always refer to the Schedule in this syllabus to track your work in the course.

Credit hours and work expectations: This is a 3 credit-hour course. According to [Ohio State bylaws on instruction \(Links to an external site.\)](http://go.osu.edu/credithours) (go.osu.edu/credithours), students should expect around **3 hours per week** of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to **6 hours of homework** (reading and assignment preparation, for example) to receive a grade of C average.

Course Materials and Technologies

Required Texts (available at the OSU Barnes and Noble):

The Norton Shakespeare, ed. Stephen Greenblatt, et al. 3rd ed. Norton, 2015. Vol. 1: Early Plays and Poems; Vol. 2: Later Plays. These are available at the OSU Barnes and Noble bookstore. You may be able to substitute another edition, but please consult me first. (Acceptable editions include *The Riverside Shakespeare*, the *Complete Works* edited by David Bevington, the *Oxford Modern Critical* edition, ed. Taylor, et al., and single-play editions in the Pelican, Arden, Cambridge, and Bedford “Texts and Contexts” series. Most editions that are equipped with line numbers, substantial footnotes, and introductions should be acceptable.) The Norton edition comes with access to the full texts of the plays on-line (plus many extras), and you may want to take advantage of some of this. In any case, I strongly recommend that you own and use a **print edition** of the plays. Online texts can be convenient, but there’s no substitute for paper, which enables you to make detailed annotations in the text. Also, when it comes to *King Lear*, the Norton text contains the *two, independently authoritative* texts of the play. Most other editions of this play do not, and if you use one of these, you will miss out on key issues that I will talk about in some detail. **Even if you do not have the Norton edition, you are responsible for course material relating to the two texts of Lear.** The first two readings in the course will be from the Norton 3rd ed. Copies of these assignments will also be available on Carmen.

Required Equipment

- **Computer:** current Mac (MacOS) or PC (Windows 10) with high-speed internet connection
- **Webcam:** built-in or external webcam, fully installed and tested
- **Microphone:** built-in laptop or tablet mic or external microphone
- **Other:** a mobile device (smartphone or tablet) to use for BuckeyePass authentication

If you do not have access to the technology you need to succeed in this class, review options for technology and internet access at go.osu.edu/student-tech-access ([Links to an external site.](#))

Required Software

Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365. Visit the [installing Office 365](https://go.osu.edu/office365help) ([Links to an external site.](#)) (go.osu.edu/office365help) help article for full instructions.

CarmenCanvas Access

You will need to use [BuckeyePass](https://buckeyepass.osu.edu) ([Links to an external site.](#)) (buckeyepass.osu.edu) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you do each of the following:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](https://go.osu.edu/add-device) ([Links to an external site.](#)) (go.osu.edu/add-device) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click **Enter a Passcode** and then click the **Text me new codes** button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- [Install the Duo Mobile application](https://go.osu.edu/install-duo) ([Links to an external site.](#)) (go.osu.edu/install-duo) on all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at [614-688-4357](tel:614-688-4357) ([HELP](#)) and IT support staff will work out a solution with you.

Technology Skills Needed for This Course

- Basic computer and web-browsing skills
- [Navigating CarmenCanvas](https://go.osu.edu/canvasstudent) ([Links to an external site.](#)) (go.osu.edu/canvasstudent)
- [CarmenZoom virtual meetings](https://go.osu.edu/zoom-meetings) ([Links to an external site.](#)) (go.osu.edu/zoom-meetings)

- [Recording a slide presentation with audio narration and recording, editing and uploading video \(Links to an external site.\)](https://go.osu.edu/video-assignment-guide)(go.osu.edu/video-assignment-guide)

Technology Support

For help with your password, university email, CarmenCanvas, or any other technology issues, questions or requests, contact the IT Service Desk, which offers 24-hour support, seven days a week.

- **Self Service and Chat:** osu.edu/it (Links to an external site.)
- **Phone:** [614-688-4357](tel:614-688-4357) (HELP)
- **Email:** servicedesk@osu.edu

How your grade is calculated:

Assignment Category	Points
Weekly Quizzes (14 of them)	25
Discussion Posts	20
Short Writing Exercise	15
Film/Performance Review	15
Final Paper	25

Grading Scale

93–100: A
 90–92.9: A-
 87–89.9: B+
 83–86.9: B
 80–82.9: B-
 77–79.9: C+
 73–76.9: C
 70–72.9: C-
 67–69.9: D+
 60–66.9: D
 Below 60: E

Description of Major Course Assignments

Weekly quizzes. These will be short, time-limited, multiple-choice quizzes on Carmen. Quizzes are designed to ensure that you've done the reading and watched/read the weekly lecture. They are *not* designed to trip you up. If you watch/read with attention, you should do well on them. Quizzes are to be completed on your own, without assistance from another person; you can however use your own notes and any course material on Carmen. Quizzes close the Monday of the following week at midnight (exception is Week Nine – see Schedule, below). Collectively, 25% of final grade.

Discussion Posts. Because we are online and asynchronous, and cannot have any live discussions as a group, discussion posts are critical to sustaining at least some genuine interaction. I will post a couple of different prompts each week for you to engage with, and I will read your posts and post comments myself; but I see these primarily as *your* way to interact with each other, respond to the readings and lectures, and develop your ideas. Each week, you're expected to post three times; ideally, one of these will be an initial comment rather than a response to others' postings. The prompts will invite reactions to the week's readings and responses to the lectures. If you make the required number of posts each week, and provided your posts are substantial and on topic, you'll earn 100 out of 100 points at the end of the semester. Although you're welcome to post more often, doing so won't necessarily make up for missed weeks: what I want is consistent engagement over the semester. It's fine to agree with another poster, but when you do so you should still try to add something to the conversation rather than repeating points already made. Like all your written work in the course, discussion posts are to represent your own ideas; if you use any sources, these must be properly cited. Your first post must be made by the Tuesday of each week; the remaining two posts must be made before discussions for the week close the Monday of the following week at 1159p. Discussion posts cannot be made up after discussions close each week. 20% of final grade.

Short Writing Exercise. I will announce a topic ahead of time, possibly an analysis of a passage or problem in *Measure for Measure*. Length: one page, single-spaced, in Times New Roman 12-point or equivalent type. It should be an informal but to-the-point response to the prompt. I will not be looking here for fully developed arguments, but I do want clarity, coherence, and good grammar. Above all, avoid all unnecessary preambles and throat clearing. Due on Friday, February 18. 15% of final grade.

Film/Performance Review. For this assignment you will watch one of the films or filmed theatrical performances from a list I will provide (or, *with my approval*, one not on the list), and write an analysis of how it renders Shakespeare's text in the film or performance medium. Due on Friday, April 1. 15% of final grade.

Final Essay. This will represent a more formal version of what you do in the response papers. You will write a five-page essay on a topic chosen from a list I will provide. I may offer alternative assignments you can complete in lieu of a paper. Due as indicated on the Schedule. 25% of final grade.

Films. You are required to watch two films, as indicated on the Schedule; the Schedule also gives instructions on how to access them. Quizzes will cover both the films themselves and anything I say about them in the lectures.

Office Hours. I will hold regular office hours on Zoom each week, on Wednesdays, 345-430p. I'm happy to discuss any aspect of the course you might like, individually or with several of you at once. You can connect at <https://osu.zoom.us/j/4186851490?pwd=ZS9ZcytmSm9BMVdVN2syNnVjV0dIZz09>. If you can't make it at that time, and would like to meet, please email me to set up an appointment.

Academic integrity and collaboration

Your written assignments, including discussion posts, response papers, and presentations, must be your own original work. The final paper should follow MLA style (<https://style.mla.org> (Links to an external site.)) in all matters, including proper citation of ideas and words derived from your research sources. I will also post additional guidelines for the final paper. You are encouraged to ask a trusted person to proofread your assignments before you turn them in but no one else should revise or rewrite your work.

Late Assignments

Due dates are posted on Carmen. They are designed to ensure that you don't fall behind. Each week's discussion threads will close on Monday of the following week, at midnight, and, because discussions are specific to each week, they cannot be made up later. Similarly, quizzes will close Mondays at midnight, and cannot normally be made up. Other deadlines are flexible if you consult with me ahead of time. Generally, exceptions can be made only in special cases; see **COVID-19 and Illness Policies** (below).

Instructor Feedback and Response Time

The following list outlines my intended availability throughout the course. Technical problems are often best dealt with through the OSU Tech help-line (614-688-4357 (HELP)).

- **Preferred contact method:** If you have a question, please contact me first through my Ohio State email address (wilson.501). I will try to reply to emails within **24 hours**.
- **Class announcements:** I will send all important class-wide messages through the Announcements tool in Carmen. Please check [your notification preferences](#) (Links to an external site) to ensure you receive these messages. On occasion I may also email you.
- **Grading and feedback:** For assignments submitted before the due date, I will do my best to provide feedback and grades within **ten days**. Assignments submitted after the due date may have reduced feedback, and grades may take longer to be posted. Please be aware that final grades appearing on Carmen while assignments are still pending are often unreliable. If you have a question about your grade, please contact me.
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Academic Integrity Policy

This course will be conducted according to Ohio State's Academic Integrity Policy (see directly below). In all your work for this course, the University's policy applies. Online delivery changes nothing in this respect: you remain responsible for adhering to it. Response papers, the report, and the final paper will be routed through TurnItIn, which checks for unacknowledged use of others' work product. See Description of Major Course Assignments (above) for a few additional guidelines about collaboration and academic integrity in the context of this online class.

Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the university's [Code of Student Conduct \(Links to an external site.\)](http://studentconduct.osu.edu)(studentconduct.osu.edu), and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the university's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the university or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the university's *Code of Student Conduct* is never considered an excuse for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by university rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the university's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the university.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct \(Links to an external site.\)](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity \(Links to an external site.\)](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity \(Links to an external site.\)](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Copyright for Instructional Materials

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

Creating an Environment Free from Harassment, Discrimination, and Sexual Misconduct

The Ohio State University is committed to building and maintaining a community to reflect diversity and to improve opportunities for all. All Buckeyes have the right to be free from harassment, discrimination, and sexual misconduct. Ohio State does not discriminate on the basis of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, HIV/AIDS status, military status, national origin, pregnancy (childbirth, false pregnancy, termination of pregnancy, or recovery therefrom), race, religion, sex, sexual orientation, or protected veteran status, or any other bases under the law, in its activities, academic programs, admission, and employment. Members of the university community also have the right to be free from all forms of sexual misconduct: sexual harassment, sexual assault, relationship violence, stalking, and sexual exploitation.

To report harassment, discrimination, sexual misconduct, or retaliation and/or seek confidential and non-confidential resources and supportive measures, contact the Office of Institutional Equity:

1. Online reporting form at osu.edu ([Links to an external site.](#)),
2. Call 614-247-5838 or TTY 614-688-8605,
3. Or email equity@osu.edu

The university is committed to stopping sexual misconduct, preventing its recurrence, eliminating any hostile environment, and remedying its discriminatory effects. All university employees have reporting responsibilities to the Office of Institutional Equity to ensure the university can take appropriate action:

All university employees, except those exempted by legal privilege of confidentiality or expressly identified as a confidential reporter, have an obligation to report incidents of sexual assault immediately.

The following employees have an obligation to report all other forms of sexual misconduct as soon as practicable but at most within five workdays of becoming aware of such information: 1. Any human resource professional (HRP); 2. Anyone who supervises faculty, staff, students, or volunteers; 3. Chair/director; and 4. Faculty member.

Statement on Title IX

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support

applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu

COVID-19 and Illness Policies

Health and safety requirements

All students, faculty and staff are required to comply with and stay up to date on all university safety and health guidance (<https://safeandhealthy.osu.edu>), which includes wearing a face mask in any indoor space and maintaining a safe physical distance at all times. Non-compliance will be warned first and disciplinary actions will be taken for repeated offenses.

Student illness or absence

In the event you must quarantine because of exposure to someone diagnosed with COVID-19 OR you are feeling ill with COVID-19 symptoms, you still will be able to make progress in this class. Please contact your instructor right away, as some accommodations may require extra set-up or planning. Since this class is completely online, all the materials are (or will be) available on Carmen. If you are too ill to be able to keep up the pace with this course due to COVID-19 or another illness, please contact me **as soon as you are able** to discuss how to best approach deadlines or assignments. Alternate assignments or extensions may be arranged.

Your Mental Health

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. No matter where you are engaged in distance learning, The Ohio State University's Student Life Counseling and Consultation Service (CCS) is here to support you. If you find yourself feeling isolated, anxious or overwhelmed, [on-demand mental health resources \(Links to an external site.\)](https://go.osu.edu/ccsondemand) (go.osu.edu/ccsondemand) are available. You can reach an on-call counselor when CCS is closed at [614- 292-5766](tel:614-292-5766). **24-hour emergency help** is available through the [National Suicide Prevention Lifeline website \(Links to an external site.\)](https://www.suicidepreventionlifeline.org) ([suicidepreventionlifeline.org](https://www.suicidepreventionlifeline.org)) or by calling [1-800-273-8255\(TALK\)](tel:1-800-273-8255). [The Ohio State Wellness app \(Links to an external site.\)](https://go.osu.edu/wellnessapp) (go.osu.edu/wellnessapp) is also a great resource.

Accessibility Accommodations for Students with Disabilities

Requesting Accommodations

The university strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability including mental health, chronic or temporary medical conditions, please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with [Student Life Disability Services \(SLDS\) \(Links to an external site.\)](#). After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services.

Disability Services Contact Information

- Phone: [614-292-3307](tel:614-292-3307)
- Website: osu.edu (Links to an external site.)
- Email: slds@osu.edu
- In person: [Baker Hall 098, 113 W. 12th Avenue \(Links to an external site.\)](#)

Accessibility of Course Technology

This online course requires use of CarmenCanvas (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations as early as possible.

- [CarmenCanvas accessibility \(Links to an external site.\)](https://osu.edu/canvas-accessibility) (osu.edu/canvas-accessibility)
- Streaming audio and video [CarmenZoom accessibility \(Links to an external site.\)](https://go.osu.edu/zoom-accessibility)(go.osu.edu/zoom-accessibility)

Course Schedule

This schedule is subject to change as the need or occasion arises. It is quite possible that we'll have to make small adjustments from time to time. I will be sure to let you know if I make any, and when possible will consult you all first. Please refer to the week's module on Carmen for links to readings, lectures, quizzes, and discussions. Notice that although the weeks are designated as Monday through Sunday, you have until the following Monday to complete the previous week's assignments – *except* for Week Nine, when all work must be completed by Friday (to avoid crowding our spring break).

Week One (January 10-16): Introduction + Shakespeare's World

-watch lecture: Introduction to the Course

-read Greenblatt, "Shakespeare's World" (on Carmen; and in Norton Shakespeare, 3rd ed.)

-watch lecture: Shakespeare's World

-take quiz (closes Monday, January 17, 11:59p)

-post on discussion board once before the week's second lecture, and twice again before January 17, 1159p

Week Two (January 17-23): Shakespeare and the Theater + *As You Like It* Act 1

-read Syme, "The Theater of Shakespeare's Time" (on Carmen; and in Norton Shakespeare 3rd ed.) + Henslowe's diary, annotated excerpts (on Carmen) + Money in Shakespeare (on Carmen)

-watch lecture on Syme and Henslowe

-read *As You Like It* Act 1

-lecture: Introduction to *As You Like It*

-take quiz (closes Monday, January 24, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, January 24, 1159p

Week Three (January 24-30): *As You Like It* Acts 2-3

- read *As You Like It* Act 2
- watch lecture on *As You Like It* Act 2
- read *As You Like It* Act 3
- watch lecture on *As You Like It* Act 3
- take quiz (closes Monday, January 31, 1159p)
- post on discussion board once on or before Tuesday, and twice again before the following Monday, January 31, 1159p

Week Four (January 31-February 6): *As You Like It* Acts 4-5 + Sykes' *As You Like It* film

- read *As You Like It* Act 4
- watch lecture on *As You Like It* Act 4
- watch film: *As You Like It* (dir. Kimberly Sykes, 2019). Streams on Bloomsbury Drama Online, accessible through the OSU Library Catalogue. Search "As You Like It" and then limit the results to "online video." Be sure you have the right film: the title will read "As you like it / by William Shakespeare and The Royal Shakespeare Company." If in doubt, please contact me.
- read *As You Like It* Act 5
- watch lecture on *As You Like It* Act 5
- take quiz (closes Monday, February 7, 1159p)
- post on discussion board once on or before Tuesday, and twice again before the following Monday, February 7, 1159p

Week Five (February 7-13): *Measure for Measure* Acts 1-2

- read *Measure* Act 1
- watch lecture on *Measure* Act 1
- read *Merchant* Act 2
- watch lecture on *Measure* Act 2
- take quiz (closes Monday, February 14, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, February 14, 1159p

Week Six (February 14-20): *Measure for Measure* Acts 3-5

-read *Measure* Acts 3-4

-watch lecture on *Measure* Acts 3-4

-read *Measure* Act 5

-watch lecture on *Measure* Act 5

-Short Paper/Writing Exercise due Friday, February 18, 1159p

-take quiz (closes Monday, February 21, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, February 21, 1159p

Week Seven (February 21-27): *Hamlet* Acts 1-2

-read *Hamlet* Act 1

-watch lecture on *Hamlet* Act 1

-read *Hamlet* Act 2

-watch lecture on *Hamlet* Act 2

-take quiz (closes Monday, February 28, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, February 28, 1159p

Week Eight (February 28-March 6): *Hamlet* Acts 3-4

-read *Hamlet* Act 3

-watch lecture on *Hamlet* Acts 3

-read *Hamlet* Act 4

-watch lecture on *Hamlet* Act 4

-take quiz (closes Monday, March 7, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, March 7, 1159p

Week Nine (March 7-11): *Hamlet* Act 5 + Vishal Bhardwaj's *Haider*

-read *Hamlet* Act 5

-watch lecture on *Hamlet* Act 5

-watch film: *Haider* (dir. Bhardwaj, 2006): available on the Secured Media Library (<https://drm.osu.edu/media/>)

-watch lecture on *Haider*

-take quiz (closes **Friday, March 11, 1159p**)

-post on discussion board once on or before Tuesday, and twice again before the following **Friday, March 11, 1159p**

Spring Break March 12-20

Week Ten (March 21-27): *King Lear* Acts 1-2

-read *King Lear* Acts 1

-watch lecture on *King Lear* Act 1

-read *King Lear* Act 2

-watch lecture on *King Lear* Act 2

-take quiz (closes Monday, March 28, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, March 28, 1159p

Week Eleven (March 28-April 3): *King Lear* Acts 3-4

-read *King Lear* Act 3

-watch lecture on *King Lear* Act 3

-read *King Lear* Act 4

-watch lecture on *King Lear* Act 4

-Film/Performance Review due Friday, April 1, 1159p**

-take quiz (closes Monday, April 4, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, April 4, 1159p

Week Twelve (April 4-10): *King Lear* Act 5 + *The Winter's Tale* Act 1

-read *King Lear* Act 5

-watch lecture on *King Lear* Act 5

-read *The Winter's Tale* Act 1

Watch lecture: *The Winter's Tale* and the romance genre

-take quiz (closes Monday, April 11, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, April 11, 1159p

Week Thirteen (April 11-17): *The Winter's Tale* Acts 2-4

-read *The Winter's Tale* Act 2-3

-watch lecture: *The Winter's Tale* Acts 2-3

-read *The Winter's Tale* Act 4

-watch lecture on *The Winter's Tale* Act 4

-take quiz (closes Tuesday, April 18, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Tuesday, April 18, 1159p

Week Fourteen (April 18-24): *The Winter's Tale* Act 5 + Shakespeare's Sonnets

-read *The Winter's Tale* Act 5

-watch lecture on *The Winter's Tale* Act 5

-read Shakespeare's Sonnets (#s 1, 18, 20, 30, 35, 42, 73, 121, 126, 127, 129, 130, 135, 138, and 152; in the Norton)

-watch lecture on the Sonnets

-take quiz (closes Monday, April 25, 1159p)

-post on discussion board once on or before Tuesday, and twice again before the following Monday, April 25, 1159p

****Final Paper due Friday, April 29, by 1159p****

English 2220: Introduction to Shakespeare

Autumn 2022

Instructor: Prof. Luke Wilson (wilson.501@osu.edu)

Classroom and Time: DE 214, WF 2:20-3:40

Office: 521 Denney Hall

Office hours: WF 12-1, and by appointment

Preferred means of communication: If you need to get in touch, please email me (wilson.501@osu.edu). I will communicate with the class as a whole through the Announcements tool on Carmen. Please check your [notification preferences](#) (go.osu.edu/canvas-notifications) to be sure you receive these messages.

Mode of Delivery: In-person

Course Description: This course serves as an introduction to Shakespeare's work and the times in which he lived and wrote. Our focus will be on close analysis of the texts themselves, but we will also pay attention to the social and political milieu in which the plays were composed and first performed. We will read *Twelfth Night*, *Measure for Measure*, *Hamlet*, *King Lear*, and *The Winter's Tale*, and end with a selection of Shakespeare's sonnets. We'll also read Maggie O'Farrell's *Hamnet* (2021), a novel about the short life of Shakespeare's son Hamnet and its relation to the writing of *Hamlet*. Requirements include response papers, quizzes, a film review, discussion posts, and a final paper.

General Education Requirements: This course satisfies the GE Foundation category Literary, Visual, and Performing Arts

Goals:

1. Successful students will analyze, interpret, and evaluate major forms of human thought, cultures, and expression, and demonstrate capacities for aesthetic and culturally informed understanding.
2. Successful students will experience the arts and reflect on that experience critically and creatively.

Expected Learning Outcomes:

Successful students are able to:

- 1.1. Analyze and interpret significant works of visual, spatial, literary, and/or performing arts and design.
- 1.2. Describe and explain how cultures identify, evaluate, shape, and value works of literature, art, and design.
- 1.3. Evaluate how artistic ideas influence and shape human beliefs and the interactions between the arts and human perceptions and behavior.
- 1.4. Evaluate social and ethical implications in literature, visual and performing arts, and design.
- 2.1. Engage in informed observation and/or active participation within the visual, spatial, literary, or performing arts and design.
- 2.2. Critically reflect on and share their own experience of observing or engaging in the visual, spatial, literary, or performing arts and design.

Texts (available at the OSU Barnes and Noble Bookstore)

The Norton Shakespeare, ed. Stephen Greenblatt, et al. 3rd ed. Norton, 2015. Vol. 2: Later Plays (ISBN 9780393938586). I've ordered only the second of the two volumes, since it contains all but one of the plays we'll be reading. You can, if you prefer to own the complete works of Shakespeare, order instead either both volumes of the Norton, the Norton complete plays in one volume, or another complete edition. Acceptable editions include *The Riverside Shakespeare*; the *Complete Works* edited by David Bevington; the Oxford Modern Critical edition, ed. Taylor, et al.; and single-play editions in the Pelican, Arden, Cambridge, and Bedford "Texts and Contexts" series. Most editions that are equipped with line numbers, substantial footnotes, and introductions should be acceptable. **However**, in the case of *King Lear*, you will be at a distinct disadvantage if you choose an edition other than the Norton, for reasons I will explain. The Norton edition (at least when you buy it new) comes with access to the full texts of the plays on-line (plus many extras), and you may want to take advantage of some of this, though I would prefer that each of you bring to every class meeting an acceptable print copy of the text(s) we're reading.

O'Farrell, Maggie. *Hamnet*. Knopf Doubleday, 2021. (ISBN 9781984898876)

Credit hours and work expectations: This is a three credit-hour course. According to [Ohio State bylaws on instruction](http://go.osu.edu/credithours)(go.osu.edu/credithours), students should expect around three hours per week of time spent on direct instruction (live class lecture and discussion; on-line discussion; watching pre-recorded lectures, if any) in addition to six hours of homework (reading, watching, and assignment preparation).

Assignment Summary (see Requirements, below, for details)

Response papers (3)	25%
Discussion posts	15%
Quizzes (4)	25%
Film/Performance paper	10%
Final Paper / Project	25%

Grading Scale

93–100: A
90–92.9: A-
87–89.9: B+
83–86.9: B
80–82.9: B-
77–79.9: C+
73–76.9: C
70–72.9: C-
67–69.9: D+
60–66.9: D
Below 60: E

Requirements

1) Regular class **attendance** and **preparation**. I expect you to come to each class having read the assigned reading and equipped with reading notes and questions for discussion (see Requirement 2, below). **I would prefer that you bring your copy of the Norton** (or other approved paper edition of the plays) with you to class each day. Paper books are good technology; research has shown that writing and annotating by hand produces better retention of material than digital engagement with a text. I discourage, therefore, use of a laptop in class to access the texts (an exception is our first play, for which there is no assigned paper text). If you do access course material online, use the Norton's digital editions of the plays and editorial material. There are advantages to doing so, but also disadvantages. If it turns out people are using their laptops for purposes other than accessing the readings, I will forbid them altogether. I also want to stress the difference between using unedited digital versions of the plays and using the Norton digital versions. The latter is equipped with footnotes and lots of supplemental editorial materials, and you can make notes and annotations. (Obviously, please silence and put away your mobile phones for the duration of the class.) You may take **two absences** without incurring any penalty or needing to supply an excuse, and a third with a proper excuse. If you miss four classes, your final grade will be reduced by one increment (A to A-, C+ to C, and so on). Missing more than four classes may incur a final grade of E. Unless mandated as an option by the university, attendance over Zoom will not be permitted.

2) Your **participation** in class discussions is vital to the success of the course. I expect everyone to participate as much as they feel able. There is no participation grade as such; but regular, productive participation will earn you one grade increment (A- to A, for example) on your final grade.

3) **Supplemental PowerPoint**s. From time to time I may also ask you to review PowerPoints, available on Carmen, either before coming to class or as a follow-up to our discussions. If I present a PowerPoint in class, I will typically post it on Carmen afterwards.

4) To encourage preparedness and participation, over the semester each of you will produce **three written responses** to the readings, to be submitted on Carmen ahead of time and brought to class. These can involve observations about what you've read or questions you'd like to see addressed in class. You may or may not be asked to summarize your response in class, but in any case I will grade your submission on Carmen. Length: no more, but preferably not much less, than **one single-spaced page** in Times New Roman 12-point type. A response paper

resembles a formal paper but is shorter and depends less heavily on a sustained argument. Criteria for grading include relevance, insight, specificity, concision. Due dates are as indicated in the Schedule. Cumulatively, these will count for **25% of your final grade**.

5) **Discussion posts** on Carmen. These provide a forum of expression supplemental to class discussion. Each of you is required to submit **one original post** and **one response to someone else's post** for a) the introductory essays we'll read in the next two class meetings, b) each play, c) the sonnets, and d) O'Farrell's *Hamnet*. That's sixteen posts total over the semester. (You are of course welcome to post more if you like.) In order to give some coherence to online discussions, you will be randomly assigned to one of three **discussion groups** for the duration of the semester. Posts about a text must be completed *before* the final class meeting on that text. **15% of the final grade**.

6) **Quizzes**. You'll take **four** multiple-choice quizzes, on Carmen, due as indicated on the Schedule. These will test you on material covered in the immediately preceding weeks. Cumulatively **20% of the final grade**.

7) **Film assignment**. You will choose, from a list I will provide, a film of one of the plays to **watch and write a report on it**. One page, single-spaced, Times New Roman 12 point, to be submitted on Carmen, as indicated on the Schedule. Most films will be available through OSU's [Secured Media Library](http://go.osu.edu/SecuredMediaLibrary)(<http://go.osu.edu/SecuredMediaLibrary>), but some are available elsewhere as well. **15% of the final grade**.

8) A **final paper**, about 5 pages, due as indicated on the Schedule. Beyond good (error free) writing and effective organization, which I assume and expect, I value depth, detail, insight, and a strong argument that is a) plausible, and b) worth making. To be submitted on Carmen. Prompts and formatting instructions to follow. For those who would prefer an **alternative to a formal paper**, I will give you some options later on. **25% of the final grade**.

Extra credit assignment. Attend a performance of the English Department's Lord Denney's Players' production of *Chronicle History of Henry the Fifth*, a shorter version of his history play *Henry V*, and write a one-page account of the experience. Performances will be **November 9, 10, 15, 16, 17** in the MadLab Theatre in downtown Columbus. Easy to get to; free for English majors, \$5 for other students. Details to follow.

****In case you're interested in being more involved in the production, auditions will be held on Tuesday, September 6 (Denney Hall 311) & Wednesday, September 7 (Denney Hall 238), with callbacks on Thursday, September 8 (Denney 311). Those auditioning should prepare a short (60 second) monologue from a Shakespeare play and prepare to be given sides to cold read. No experience is necessary.) For more information contact Sean Naughton (naughton.41@osu.edu).****

Disability Services Statement

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Ohio State's Academic Integrity Policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute Academic Misconduct.

The Ohio State University's [Code of Student Conduct](http://studentconduct.osu.edu) (studentconduct.osu.edu) Section 3335-23-04 defines academic misconduct as: Any activity that tends to compromise the academic integrity of the University, or subvert the educational

process. Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code of Student Conduct is never considered an excuse for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct.

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- [Committee on Academic Misconduct](http://go.osu.edu/coam) (go.osu.edu/coam)
- [Ten Suggestions for Preserving Academic Integrity](http://go.osu.edu/ten-suggestions) (go.osu.edu/ten-suggestions)
- [Eight Cardinal Rules of Academic Integrity](http://go.osu.edu/cardinal-rules) (go.osu.edu/cardinal-rules)

Mental Health Statement

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling [614-292-5766](tel:614-292-5766). CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when

CCS is closed at [614-292-5766](tel:614-292-5766) and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

Title IX Statement

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Diversity Statement

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Schedule (subject to change)

W 8/24 Introduction

F 8/26 Greenblatt, "Shakespeare's World" (on Carmen; and in Norton Shakespeare, 3rd ed.)

W 8/31 Syme, "The Theater of Shakespeare's Time" (on Carmen; and in Norton Shakespeare 3rd ed.) + additional reading (on Carmen)

F 9/2 *Twelfth Night* (1601-2) Act I. Access via the Norton website if you have access, or at https://internetshakespeare.uvic.ca/doc/TN_M/complete/index.html.

Monday, 9/5 Quiz #1 to be completed by midnight

W 9/7 *Twelfth Night* Acts II-III

F 9/9 *Twelfth Night* Acts IV-V

W 9/14 *Measure for Measure* (1604) Act I

F 9/16 *Measure for Measure* Act II

Monday, 9/19 First Response Paper due, on Carmen, by midnight

W 9/21 *Measure for Measure* Acts III-IV

F 9/23 *Measure for Measure* Act V

Monday, 9/26 Quiz #2 to be completed by midnight

W 9/28 *Hamlet* (1599-1601) Act I-II

F 9/30 *Hamlet* Act III

W 10/5 *Hamlet* Act IV

F 10/7 *Hamlet* Act V

W 10/12 O'Farrell, *Hamnet* (2021), pp. 1-123; Greenblatt on Shakespeare's Life (Norton, pp. 44-60, and on Carmen)

F 10/14 NO CLASS – Autumn Break

Monday, 10/17 Second Response Paper due, on Carmen, by midnight

W 10/19 O'Farrell, *Hamnet*, pp. 124-305

F 10/21 *King Lear* (1606) Act I

Monday, 10/24 Quiz #3 to be completed by midnight

W 10/26 *King Lear* Acts II-III

F 10/28 *King Lear* Act IV

W 11/2 *King Lear* Act V

F 11/4 *The Winter's Tale* (1610) Act I

Monday, 11/7: Film Assignment due on Carmen by midnight

W 11/9 *The Winter's Tale* Act II

F 11/11 NO CLASS Veterans Day

W 11/16 *The Winter's Tale* Acts III-IV

F 11/18 *The Winter's Tale* Act V

Monday, 11/21 Third Response Paper due, on Carmen, by midnight

W 11/23 NO CLASS Thanksgiving Break

F 11/25 NO CLASS Thanksgiving Break

Monday, 11/28 Quiz #4 to be completed by midnight

W 11/30 *Sonnets* #s 1, 18, 20, 30, 35, 42, 73, 121, 126

F 12/2 *Sonnets* #s 127, 129, 130, 135, 138, and 152

W 12/7 Conclusion

Monday, 12/12 Final Paper due, on Carmen, by midnight

Distance Approval Cover Sheet

For Permanent DL/DH Approval

Course Number and Title: **English 2220 Introduction to Shakespeare**

Faculty Preparer Name and Email: **Luke Wilson Wilson.501@osu.edu**

Carmen Use

For more on use of Carmen: <https://teaching.resources.osu.edu/teaching-topics/carmen-common-sense-best-practices>

A Carmen site will be created for the course, including a syllabus and gradebook at minimum. **Select**

If no: **Enter additional details if you responded no...**

Syllabus

Proposed syllabus uses the ODEE distance learning syllabus template (or own college distance learning syllabus template based on ODEE model), includes boilerplate language where required, as well as a clear description of the technical and academic support services offered, and how learners can obtain them. **Select** yes

Syllabus is consistent and is easy to understand from the student perspective. **Select** yes

Syllabus includes a schedule with dates and/or a description of what constitutes the beginning and end of a week or module. **Select** yes

If there are required synchronous sessions, the syllabus clearly states when they will happen and how to access them. **Select** yes

Additional comments (optional):
Enter any additional comments about syllabus...

Instructor Presence

For more on instructor presence: <https://teaching.resources.osu.edu/teaching-topics/online-instructor-presence>

Students should have opportunities for regular and substantive academic interactions with the course instructor. Some ways to achieve this objective:

Regular instructor communications with the class via announcements or weekly check-ins

Instructional content, such as video, audio, or interactive lessons, that is visibly created or mediated by the instructor

Regular participation in class discussion, such as in Carmen discussions or synchronous sessions

X Regular opportunities for students to receive personal instructor feedback on assignments

Please comment on this dimension of the proposed course (or select/explain methods above):
Enter comments, 1-3 sentences...Weekly assignments including quizzes and discussion posts

Delivery Well-Suited to DL/DH Environment

Technology questions adapted from the [Quality Matters](#) rubric. For information about Ohio State learning technologies: <https://teaching.resources.osu.edu/toolsets>

The tools used in the course support the learning outcomes and competencies. Select yes

Course tools promote learner engagement and active learning. Select yes

Technologies required in the course are current and readily obtainable. Select yes

Links are provided to privacy policies for all external tools required in the course. Select yes

Additional technology comments:

Enter any additional comments about course technology...

Which components of this course are planned for synchronous delivery and which for asynchronous delivery? (For DH, address what is planned for in-person meetings as well.)

Enter details about synchronous and asynchronous components... asynchronous online

If you believe further explanation would be helpful, please comment on how course activities have been adjusted for distance learning:

Enter comments...

Workload Estimation

For more information about calculating online instruction time: [ODEE Credit Hour Estimation](#)

Course credit hours align with estimated average weekly time to complete the course successfully.
 Select yes

Course includes direct (equivalent of “in-class”) and indirect (equivalent of “out-of-class”) instruction at a ratio of about 1:2. Select yes

Provide a brief outline of a typical course week, categorizing course activities and estimating the approximate time to complete them or participate:

Enter details... Monday: prior week quiz due Tuesday: recorded lecture posted; Friday: second lecture posted; Daily: discussion threads and readings

In the case of course delivery change requests, the course demonstrates comparable rigor in meeting course learning outcomes. Select yes

Accessibility

For tools and training on accessibility: [Digital Accessibility Services](#)



Instructor(s) teaching the course will have taken Digital Accessibility training (starting in 2022) and will ensure all course materials and activities meet requirements for diverse learners, including alternate means of accessing course materials when appropriate. **Select yes**

Information is provided about the accessibility of all technologies required in the course. All third-party tools (tools without campus-wide license agreements) have their accessibility statements included. **Select yes**

Description of any anticipated accommodation requests and how they have been/will be addressed. **Enter comments...yes**

Additional comments:
Enter any additional comments about accessibility...

Academic Integrity

For more information: <https://go.osu.edu/teaching-resources-academic-integrity>

The course syllabus includes online-specific policies about academic integrity, including specific parameters for each major assignment: **Select yes**

Assignments are designed to deter cheating and plagiarism and/or course technologies such as online proctoring or plagiarism check or other strategies are in place to deter cheating: **Select yes**

Additional comments:
Enter additional comments about academic integrity...

Frequent, Varied Assignments/Assessments

For more information: <https://teaching.resources.osu.edu/teaching-topics/designing-assessments-student>

Student success in online courses is maximized when there are frequent, varied learning activities. Possible approaches:

- Opportunities for students to receive course information through a variety of different sources, including indirect sources, such as textbooks and lectures, and direct sources, such as scholarly resources and field observation
- Variety of assignment formats to provide students with multiple means of demonstrating learning
- Opportunities for students to apply course knowledge and skills to authentic, real-world tasks in assignments

Comment briefly on the frequency and variety of assignment types and assessment approaches used in this course (or select methods above):
Enter comments, 1-3 sentences...

Community Building

For more information: <https://teaching.resources.osu.edu/teaching-topics/student-interaction-online>

Students engage more fully in courses when they have an opportunity to interact with their peers and feel they are part of a community of learners. Possible approaches:

- Opportunities for students to interact academically with classmates through regular class discussion or group assignments
- Opportunities for students to interact socially with classmates, such as through video conference sessions or a course Q&A forum
- Attention is paid to other ways to minimize transactional distance (psychological and communicative gaps between students and their peers, instructor, course content, and institution)

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Transparency and Metacognitive Explanations

For more information: <https://teaching.resources.osu.edu/teaching-topics/supporting-student-learning-your>

Students have successful, meaningful experiences when they understand how the components of a course connect together, when they have guidance on how to study, and when they are encouraged to take ownership of their learning. Possible approaches:

- Instructor explanations about the learning goals and overall design or organization of the course
- Context or rationale to explain the purpose and relevance of major tasks and assignments
- Guidance or resources for ancillary skills necessary to complete assignments, such as conducting library research or using technology tools
- Opportunities for students to take ownership or leadership in their learning, such as by choosing topics of interest for an assignment or leading a group discussion or meeting
- Opportunities for students to reflect on their learning process, including their goals, study strategies, and progress
- Opportunities for students to provide feedback on the course

Please comment on this dimension of the proposed course (or select methods above):

Enter comments, 1-3 sentences...

Additional Considerations

Comment on any other aspects of the online delivery not addressed above:

Enter any additional considerations...

I have completed and signed off on the preliminary distance learning review for the **English 1105 Introduction to Shakespeare course** approval proposal (see signed Cover Sheet attached). This syllabus includes all required syllabus elements and provides an overview of the course expectations. I have a few *recommendations* that I think will improve the course design, add clarity to the syllabus, and support a successful review by the faculty curriculum committee:

- Though the Weekly Discussion posts are a significant amount of the grade for the course, and the clear expectation is that students will post and comment on other student's posts, the only due date referenced in the Calendar is the initial post for each week. I have seen other instructors assign a due date early in the week (Tuesday, for example) for posts and another later in the week for responses (Saturday, for example), to guide students to consider this a multipart assignment and schedule separate time blocks for posts and responses.
- This being an asynchronous course focused on complex language, I wonder if using hypothesis as a tool to frame class discussions around specific parts of the text might support high level textual analysis and discussion among students? I only mention this tool because it seems ideal for the meeting the instructional goals for this particular class: <https://ascode.osu.edu/hypothesis-social-annotation-tool-your-carmen-course>
- Two required syllabus elements were recently updated and approved by the College Faculty Curriculum committee, the Statement on Disability Services and the Mental Health/CCS statement. You can find both of these here: <https://asccas.osu.edu/curriculum/syllabus-elements>

The ASC Office of Distance Education strives to be a valuable resource to instructors and departments in the College of Arts and Sciences. In addition to managing the [DL course review](#) process, [hosting ASC Teaching Forums](#), and developing an ever-expanding catalog of [instructor support resources](#), we also provide one-on-one instructional design consultation to ASC instructors interested in redesigning any aspect of their online course. If your department or any of your individual instructors wish to [meet with one of our instructional designers](#) to discuss how we can provide advice, assistance, and support, please do let me know.

Jeremie Smith

10/10/2022