Moberly Area Community College
Common Syllabus
LAL265 Shakespeare

Instructor: [Instructor Name]
Office number: [Office Number]
Office hours: [Office Hours]
Contact information: [Contact Information]
Classroom number: [Classroom Number]
Class days and time: [Class Days and Time]

Catalog Description: *LAL265 Shakespeare (3-0-3)
This course provides an introductory study of Shakespeare's tragedies, comedies, and histories, and a careful study of Shakespeare's sonnets. Shakespeare's importance as a dramatist and the enduring nature of his ideas and vision are stressed. The course studies the cultural contexts in which Shakespeare lived and worked. The class may view films and live performances.

Prerequisite: None

Text: Title: *Shakespeare’s Plays, Sonnets, and Poems from The Folger Shakespeare*  
Editors: Barbara Mowat, Paul Werstine, Michael Poston, and Rebecca Niles.  
Publisher: Folger Shakespeare Library  
Site: [https://shakespeare.folger.edu/shakespeares-works/](https://shakespeare.folger.edu/shakespeares-works/)

Other Required Materials: Per instructor

Purpose of Course: This course is an introductory survey of the major works of William Shakespeare. The course will focus on the language, dramatic structure, narrative themes, and historical context of his work. (3 transfer credits)

The course will focus on Shakespeare's major plays—the tragedies, comedies, romances, and histories—as well Shakespeare's sonnets. The course further will examine Shakespeare's unsurpassed achievement and influence as a dramatist, as well as the continued importance of his ideas and vision. The course will situate Shakespeare’s major works in terms of Shakespeare’s own milieu as well as the works’ place in the contemporary world, including how the works continued to be adopted for stage and film alike.

Course Objectives:

- Demonstrate basic knowledge of Shakespeare’s major works;
• Read Shakespeare’s major works for meaning, form, and cultural context;
• Identify the social and historical influences on Shakespeare as reflected in his major works;
• Understand the cultural circumstances that gave rise to Shakespeare’s drama and poetry;
• Write an argumentative essay about literary texts using textual citations and providing support and warrant to buttress a claim;
• Identify what characterizes Shakespeare’s comedies, tragedies, histories, and romances
• Identify and understand the characteristics of the Shakespearean sonnet
• Read and understand Early Modern English;
• Identify and understand Shakespeare’s neologisms and contributions to the English language
• Discuss literature cogently;
• Write college-level English vis-à-vis reflections and interpretations of Shakespeare;
• Develop a life-long appreciation for literature.

Course Content:
1. Shakespeare’s milieu: Elizabethan England
2. Shakespeare’s sonnets
3. Shakespeare’s histories
4. Shakespeare’s tragedies
5. Shakespeare’s comedies
6. Shakespeare’s romances
7. Shakespeare’s place in the contemporary world

Assessment of Student Learning:

Grading Scale:
100%-90% = A
89%-80% = B
79%-70% = C
69%-60% = D
59% or below = F

Expected Study Time Commitments: Students should expect to spend approximately 2 to 4 hours per week studying, reading, and working on assignments for each registered credit hour. For example, 6 to 12 study hours per week may be expected for a 3 credit hour class.

Description of Major Assignment(s)/Project(s): Per instructor

Statement to Connect Course with General Education Outcomes: In compliance with MACC’s General Education Outcomes, the student who successfully completes this course will be able to:
• **Communication**: Students will demonstrate the ability to communicate effectively through oral, written, or digital channels using the English language or quantitative or other symbolic systems. Students should be able to write and speak with thoughtfulness, clarity, coherence, and persuasiveness; read and listen critically; and select channels appropriate to the audience and message.

• **Higher Order Thinking**: Students will demonstrate the ability to distinguish among opinions, facts, and inferences; to identify underlying or implicit assumptions; to make informed judgments; to solve problems by applying evaluative standards; and to reflect upon and refine those problem-solving skills. This outcome involves creative thinking, critical thinking, and quantitative literacy.

• **Managing Information**: Students will demonstrate the ability to discern when there is a need for information; and to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

• **Valuing**: Students will demonstrate the ability to understand the moral and ethical values of a diverse society; and to appreciate the values of diversity, equity, and sustainability.

**College / Instructor Policies:**

**Academic Dishonesty**: MACC board policy is as follows: “Academic dishonesty by students damages institutional credibility and unfairly jeopardizes honest students; therefore, it will not be tolerated in any form.” Forms of academic dishonesty include but are not limited to the following: violations of copyright law, plagiarism, fabrication, cheating, collusion, and other academic misconduct. Incidents of dishonesty regarding assignments, examinations, classroom/laboratory activities, and/or the submission of misleading or false information to the College will be treated seriously. The procedure for handling academic dishonesty is outlined in the Student Handbook (*Policy Handbook M.010*). In cases of alleged academic dishonesty, the burden of proof is on the student, not on the instructor.

**Attendance Policy**: Students are expected to attend all class sessions for which they are enrolled. The College reserves the right to drop or withdraw students from courses due to lack of attendance.

Students need to be aware that dropping/being dropped from a course and their last date of attendance in the course may impact their financial aid.

MACC faculty are required to track attendance and report lack of attendance. An instructor must complete the appropriate steps to drop a student within one week following the student’s violation of the attendance policy. Additionally, a student’s attendance rate will be calculated based upon the first day the academic session begins (not the student’s date of enrollment in the course). If a student does not attend a course as defined below, the student will be dropped as “Never Attended.”
Simply logging into the Learning Management System (Canvas) and/or accessing the course and course related material does not constitute active participation for the online component of hybrid courses or for online courses. (*Policy Handbook*, l.090 & M.095)

### Term Length Drop Calculations

- **16-week:** Any student who misses two (2) consecutive weeks of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **8-week:** Any student who misses one (1) consecutive week of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **4-week:** Any student who misses two (2) consecutive days of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

- **Intersession:** Any student who misses one (1) day of class will be dropped from the course by the instructor unless acceptable justification is provided by the student and the student still has the opportunity to be successful in the course.

Acceptable justification may include, but is not limited to, family emergencies, illness or injury, college-approved co-curricular and extra-curricular activities, and religious holidays.

### Definition of Course Attendance

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<tr>
<th>In Seat Course</th>
<th>Physically attending scheduled, face-to-face, class meetings</th>
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<tr>
<td>Virtual Course</td>
<td>Being present, via appropriate platform, for scheduled class meetings/activities</td>
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<tr>
<td>Hybrid Course</td>
<td>Physically attending scheduled, face-to-face, class meetings and active participation in the online portion of the course which may include any or all of the following: Completion of quizzes or exams during class meetings and online Submission of assignments during class meetings and online Participation in discussions during class meetings and online</td>
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Online Course: Active participation in an online course includes the following:
Completion of quizzes or exams
Submission of assignments
Participation in threaded discussions

Tardiness: Per instructor

Make-up and late work: Per instructor

Extra-credit work: Per instructor

Student Email: MACC Mail is the official student email system at MACC. Official college communication is sent via this email system. Students are responsible for checking their MACC Mail account regularly. Students may also receive notifications and reminders from MACC through the online learning platform. However, students should remain aware that the online learning platform messaging system and MACC Mail (student email) system are two separate systems.

ADA Statement: Students who have disabilities that qualify under the Americans with Disabilities Act may register for assistance through the Office of Access and ADA Services. Students are invited to contact the Access Office to confidentially discuss disability information, academic accommodations, appropriate documentation and procedures. For more information, please call either the Moberly office at (660) 263-4100 x 11240 or the Columbia office at (573) 234-1067 x 12120, or visit our web page at http://www.macc.edu/index.php/services/access-office.

Title IX Statement: MACC maintains a strict policy prohibiting sexual misconduct in any form, including sexual harassment, sexual discrimination, and sexual violence. All MACC employees, including faculty members, are considered mandated reporters of sexual misconduct and as such are expected to contact the Title IX Coordinator when they become aware, in conversation or in writing, of an incident of sexual misconduct. For more information on this policy or to learn about support resources, please see http://www.macc.edu/sexual-misconduct-policy (links to an external site) or contact Ms. Cheryl Lybarger, MACC’s Title IX Coordinator, at 660-263-4110, ext. 11369 or CherylLybarger@macc.edu