

Course Completion Plan
or
Shakespeare in the Time of Corona

ENGL 366C A01 Spring 2020 (CRN 21259)
Shakespeare: Comedies, Problem Plays, and Romances

Dr. Janelle Jenstad
Virtual Office Hours M, W, Th 2:30-3:20 or by Appointment

I. The “tl;dr” Summary

- I’m dropping the 7th **quiz** (on *The Winter’s Tale*) and not even trying to create an online alternative.
- I will calculate your **overall quiz grade** from your 5 best quiz scores of the 6 already written (on the grounds that some of you might have been hoping to pull up your scores on the 7th quiz).
- There are **3 assessment models to choose from**. Each of you will choose the one that is best for you.
- The **term project** is now optional. You can finish it, drop it entirely, or complete an alternate shorter assignment.
- Everyone will write a **take-home exam**.
- No one is *required* to write on (or even read) a 7th **play** for the exam ... but the option of writing on a play we haven’t studied in class is still open to those of you who wish to choose it.
- I will send you notes for the remaining topics on *Measure for Measure*.
- I will use *The Winter’s Tale* to review our various reading strategies, again by sending you notes.
- We will continue to communicate by email, phone, and the course webpages. I will not require you to add new technologies to your lives, but I *will* share additional ways you can contact me. (See details below.)
- Submit all further assignments as email attachments to jenstad@uvic.ca. (See details below.)
- All of these decisions are necessarily adjustable on a case-by-case basis, given that you are facing extraordinary circumstances and will (as a class) have a higher-than-usual need for accommodations, concessions, and compassion. Talk to me; we will figure it out!

II. Principles Behind this Completion Plan

Each of you has been (and will be) affected by the current public health crisis in different ways. Some of you have left or will be leaving Victoria. Some of you now have additional caring responsibilities. Some of you may even become ill yourselves. Some of you will no longer have reliable off-campus access to computers, internet connections, and research materials. I don’t know if the campus library will remain open, and we don’t yet know how our digital infrastructure will cope with the bandwidth requirements of many people working remotely. In short, we’re all under stresses that we couldn’t have imagined at the beginning of term, and we’re trying to plan for eventualities we cannot yet see. As we proceed, let’s be kind with each other, flexible, and accommodating.

I’ve kept **two principles** in mind as I’ve devised this completion plan:

1. The **achievement of our core learning outcome** for the course.
2. **Equity in grading and assessment**.

1. Achievement of Core Learning Outcome

You'll recall that our main goal was to develop a "toolbox" of reading strategies that you could apply to any Shakespeare play. To that end, we have been taking different approaches with each of our six plays: structural (the 4 Cs of Comedy), rhetorical analysis, character analysis, staging and dialogic stage directions, performance history, and so on. You'll find a complete list of the approaches here:

<https://janellejenstad.com/how-to-read-a-shakespeare-play/>.

My plan was to have you demonstrate mastery of those approaches by applying them to a 7th play we had not read in class and writing about that play in the context of a timed final examination. However, you can *achieve* this core learning outcome without necessarily reading and being tested on another play. (Indeed, I hope you will leave this course with a lifelong interest in Shakespeare, a desire to read more, and a commitment to seeing Shakespeare on stage or film whenever you have the opportunity.)

I've decided to use our remaining play, *The Winter's Tale*, to review the various reading strategies. I will send you notes and ideas for each strategy, which will serve as a model of how to apply what we've already learned this term.

On the take-home examination, you will apply two of those reading strategies to another play (not *The Winter's Tale*). I'll say more about the take-home examination below.

2. Equity in Grading and Assessment

Equity means that each person gets what they need to succeed. Some of you already have formal accommodations from the Centre for Accessible Learning (CAL). In addition to continuing with those accommodations, I am offering each of you a choice of assessment models. I hope that these choices will allow you to assess your own circumstances and think realistically about what you *can* do right now to demonstrate what you've learned. I believe that these options mean that your final grade will be the same as or close to the grade you would have received had the term played out as planned.

III. Revised Assessment Plan

I've come up with three assessment plans. Please choose the one that suits you best and let me know by Wednesday, March 25. I recognize that what suits you best this week may not suit you next week if your circumstances. At any time, you are welcome to change your mind, with this proviso: if you submit assignments under Plan B or Plan C, you cannot later decide to switch to Plan A because you didn't receive the grade you were hoping for on an assignment. See my comments on each of the plans below the table.

Original Plan	Plan A	Plan B	Plan C
10% 7 quizzes.	20% Best 5 of the 6 quizzes already written.	15% Best 5 of the 6 quizzes already written	10% Best 5 of the 6 quizzes already written
25% Performance exercise.	40% Performance exercise	35% Performance exercise	25% Performance exercise
35% Term paper or project. Due April 1.	n/a	20% Short character analysis (1000 words) due April 1. See note 1.	35% Term paper or project. Due 4:30 on April 3 (Friday).
30% Exam. Scheduled for April 20.	40% Take-home exam due 10 pm on April 20. See note 2.	30% Take home exam due 10 pm on April 20. See note 2.	30% Take-home exam due 10 pm on April 20. See note 2.

Plan A reduces the number of components in the course and reweights all of them. You might choose this option if you are happy with your grade going into the exam, have already acquired the skills that a research essay teaches, and/or are not in a position to complete a research paper/project now.

Plan B replaces the research essay with a short character analysis and shifts some of the weight to the quizzes and the performance exercise. You might choose this option if you would like to improve your grade before the exam but are not in a position to complete a term paper/project now. (You have all the skills you need to do a character analysis.)

Plan C retains the weight of all the components of the course and retains the term project as is. You might choose this option if you would like to improve your grade before the exam, want to develop or refine the skills required for an extended argument (or research paper), and/or have the capacity/time to do the required research and writing. I am giving you 2 extra days to consult with me and complete the term project if you choose Plan C.

Note 1. For the **character analysis**, follow the prompt for Topic C on the “Term Paper or Project” handout. Analyze a minor character (e.g., Nerissa but not Portia; Gratiano but not Bassanio; Shallow but not Falstaff) and scale back the exercise so that you use *some* of the analytical tools available to you. Write about 900-1100 words (instead of the 1750-2250 required of the term paper/project assignment).

Note 2. The take-home **exam** will ask you to apply three of the reading techniques to make sense of *one* (1) play—not *The Winter’s Tale*, nor the play you analyzed for your performance exercise, but one of the other four plays or another play we have not studied together. It will ask you to make some reference to at least two other plays (and these can include *The Winter’s Tale* and the play you analyzed for your performance exercise. The key differences between the exam as I’d envisioned it in January and the exam I’m now writing are as follows:

- You *may* write about a play we have studied together.
- You are *no longer* required to read a play that is not on our reading list. (The option to read and write about another play remains open to you. No one will be penalized or rewarded either way, but I will have somewhat lower expectations if you write on a play we haven’t studied together.)
- There is *no* short-answer section.
- Your essay has to refer to two (2) other plays (not 5).

I will send you the prompt on April 13 (one week before the exam); please return your answer to me by **10 pm PDT on April 20** (the date and end-time of our scheduled but now-cancelled exam).

IV. Connecting with the Prof

Email: jenstad@uvic.ca. All my caveats about email are lifted. Email me as much as you need to!

Office Phone: 250-721-7245. Messages feed through to my email. Leave me a phone number if you'd like me to call you back.

Mobile Phone: 250-858-7269. Text or phone between 8 am and 8 pm.

Skype: [janelle.jenstad](#). I will keep Skype open during our normal class times (M, W, Th 2:30-3:20), which will become virtual office hours, and as much as possible at other times. **Privacy note:** We can have video conversations over Skype; to avoid potential violations of your privacy, we will not type your name/V00-number/identifying details into the comments pane.

Course webpage: <https://janellejenstad.com/english-366c-a01-spring-2020/>. The password to access course pages is 1564 (the year Shakespeare was born). I will make increased use of the course webpage.

Privacy note: I can post my own teaching materials to the webpage, but I cannot post anything that includes your names, V00-numbers, or anything that would violate provincial and university privacy laws.

Mailing List: 202001-engl366c-21259@lists.uvic.ca. I will make increased use of the mailing list. Please make sure you are receiving emails from the list.

V. Submitting Assignments

All my previous requests for stapled, double-sided print-outs are, of course, moot. All further assignments will have to be submitted electronically.

Please send assignments (including the take-home exam) in one of the following formats:

.doc or **.docx** (i.e., a Word file)

.odt (i.e., an Open Office or Libre Office file)

.pdf (not my preferred format)

Do not "lock" the file. I need to be able to open it up and add comments. Note that if you send me a .docx or .odt file, I will be able to give you inline feedback using "Track Changes." If you send me a .pdf, I will only be able to add comments using virtual "sticky notes."

Send via email attachment to jenstad@uvic.ca. I will acknowledge receipt via a brief message within 24 hours ("Safely received" or something like that). If you don't receive such an acknowledgement, please resend.

VI. Last Thoughts

I am concerned about your well being in these strange times. Some of you learn better in person. Some of you rely on the human connection that classes provide; certainly I do! Reach out if you need to. Ask for help. Let me know if you need additional adjustments to get through this course.