English 190: Shakespeare

Time: MWF 12.30
Place: PAS 2083
Office hours: Hagey Hall 223, MF 3.00-5.00; TR 10.00-4.00; jsnorth@uwaterloo.ca

Texts: King Lear
A Midsummer Night's Dream
Othello
The Merchant of Venice
The Taming of the Shrew
The Tempest
Winter Tale

Fowler, Aaron, McArthur, The Little Brown Handbook

www.MyCompLab is a composition software package which is available shrinkwrapped together with the Little Brown Handbook for about $60. Separately the two titles would cost over $110.00.
The Penguin editions of Shakespeare are in the bookstore, but any edition will do.

Written Assignments:

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<td>Jan 27</td>
<td>Essay 1</td>
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<td>Feb 17</td>
<td>Midterm exam</td>
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<td>Mar 17</td>
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Lecture Schedule

Wed Jan 04 Introduction
Fri 06 King Lear
Fri 20 A Midsummer Night's Dream
Mon Feb 01 Othello
Mon 27 The Merchant of Venice
Wed Mar 10 The Taming of the Shrew
Wed 22 A Winter's Tale
Mon Apr 03 Course Review

The course will be in lecture format, although student questions are encouraged. Students are expected to master the plot elements of each play as the basis for a consideration of thematic elements and literary techniques.

We will discuss one act each class. Students are expected to have read the entire play before the first lecture.
Note on avoidance of academic offences: All students registered in the courses of the Faculty of Arts are expected to know what constitutes an academic offence, to avoid committing academic offences, and to take responsibility for their academic actions. When the commission of an offence is established, disciplinary penalties will be imposed in accord with Policy #71 (Student Academic Discipline). For information on categories of offences and types of penalties, students are directed to consult the summary of Policy #71 which is supplied in the Undergraduate Calendar (section 1; on the Web at http://www.adm.uwaterloo.ca/infoucal/UW/policy_71.html). If you need help in learning how to avoid offences such as plagiarism, cheating, and double submission, or if you need clarification of aspects of the discipline policy, ask your TA or course instructor for guidance. Other resources regarding the discipline policy are your academic advisor and the Undergraduate Associate Dean.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, http://www.adm.uwaterloo.ca/infosec/Policies/policy70.html.”

See also: “How to Avoid Plagiarism and Other Written Offences: A Guide for Students and Instructors” (http://watarts.uwaterloo.ca/~sager/plagiarism.html).

Plagiarism includes the direct or indirect unacknowledged use of ideas which are not one’s own in order to gain academic credit. Examples include the use of ghost writers, or of essays taken in part or whole from print or online sources. If in doubt, ask the instructor.

Arts degree worth effort, study says

OTTAWA — Holders of arts degrees are more likely to have good jobs and prospects of better pay than most students in other disciplines, contrary to common wisdom.

A study to be released today by the Social Sciences and Humanities Research Council indicates that students in social sciences and the humanities — often the butt of the jokes of fellow students — may actually get the last laugh.

It suggests those who end their education with a bachelor of arts degree have a better chance of moving up the ladder and end up with management positions that eventually yield better pay.

The findings contradict the widely held notion than graduating with no specific skills lessens a person’s chance of finding good employment.

Robert Allan’s findings do indicate those who enrol in specific-skill programs like nursing start their careers with higher pay.

But they tend to stagnate — both in pay and position — in their 30s and 40s, while arts graduates soar.

“Humanities and social sciences graduates have the highest rate of growth in income in their 30s and 40s. It’s higher than engineering, it’s higher than nursing, it’s higher than plumbing,” Allen, a professor of economics at the University of British Colombia, said in an interview.

The key, said Allen, is in what an arts degree gives students: analytical abilities and good reading, writing and basic computer skills.

In other words, a good chunk of what one needs to survive in the workplace.

The study involved comparisons of Statistics Canada figures on employment, education and income for 25-29-year-olds.

It indicates that between their 20s and 50s, men who graduate in humanities and social sciences see income rise by 78 per cent and 106 per cent respectively, compared to 47 per cent for community college graduates. The average increase for university graduates in all fields is about 78 per cent over the same period.

More than 60 per cent of women who hold management jobs started their career with an arts degree, the study also found.