



ENL 2330

Playing With Shakespeare

90987 601

Fall 2026

Instructor Name

Lisa Starks

University Course Description

This course introduces students to at least six of Shakespeare's plays. The course will focus on artistic elements of the plays; the political, social and intellectual milieu of the period; and contemporary issues in Shakespeare studies. This course affords students the ability to think critically and includes selections from the western canon. Will not count toward English major.

Course Requisites

Prerequisite(s):

Corequisite(s):

Course Format

This course will integrate online requirements with face-to-face discussions. You will watch required viewings (e.g., films, documentaries, video lectures); and upload all discussion assignments, quizzes, essay submissions, etc., online via Canvas. You will also be attending our face-to-face meetings to engage in small group in-class activities and large class

discussions and that are aligned with online assignments. The course material is sequentially ordered. You will work through each module in order—reading assigned materials, watching any posted course videos and/or lectures, taking quizzes, responding to discussions, and completing essay assignments by the posted due dates. Rubrics will be used for assessing assignments.

Student Learning Outcomes

Students will demonstrate the ability to:

1. Think critically in written assignments that formulate clear thesis statements supported by relevant and sufficient evidence;
2. Communicate their ideas clearly and effectively in assignments that indicate proficiency with the conventions of college writing;
3. Conduct research in literary studies by identifying suitable primary and secondary sources and incorporating them into their writing as appropriate;
4. Evaluate different artistic and cultural expressions of Shakespeare's work and legacy;
5. Explain how one or more texts adheres to or deviates from the prevailing conventions of the period in literary history in which it first appeared;
6. Analyze texts using terms and concepts fundamental to literary studies as a discipline, such as aesthetics, form, or genre.

Course Objectives

In this course, we'll explore specific, representative Shakespearean plays with particular attention to transformations--Shakespeare transforming myths, performances interpreting text, and adaptations reenvisioning the plays. We'll examine and analyze the plays by engaging with the text through various activities. Through these activities, we'll engage in "performative learning" to experience the plays from the "inside and outside," exploring both the creation and reception of them. (Not to worry if you're shy or introverted; there are non-acting roles to play in our performance exercises!) Through this process, our objective is to develop and sharpen critical, creative, writing, analytical, and interpretive skills. Besides these very practical and far-reaching skills, by the end of this course, you should feel more comfortable with Shakespeare, if you aren't

already, and equipped to enjoy a lifetime of the plays on the page, stage, and screen.

Required Texts and/or Readings and Course Materials

Folger paperback editions of the following plays:

Romeo and Juliet 9780743477116

A Midsummer Night's Dream 9780743477543

Richard III 9781476786926

Much Ado About Nothing 9781501146305

As You Like It 9781982109400

Hamlet 9781451669411

Besides the plays themselves, readings from these texts include all introductory sections, the "Modern Perspective" critical essays, and additional readings.

How to Succeed in this Course

- Be present in face-to-face meetings whenever possible, but do not attend class if you're not feeling well.
- Look at your Canvas site daily and always note any announcements that are posted.
- Do the work. Follow each module and complete all the work by the posted deadlines each week. Check individual modules and the schedule in this syllabus for due dates.
- Practice civility, respect of others, in class and online.
- Check your grades weekly by using the "Grades" link.
- Check in regularly with your instructor about questions and concerns. See contact info above.
- Please note information about where to go for IT help, tutoring, accessibility, and wellness services below.

Additional tips for Success in Face-to-face Courses:

Successful students in this class complete all readings BEFORE coming to class. Our in-class time is designed to explore, discuss, and further

deepen the knowledge, concepts, and skills from the readings – not just repeat the information.

Grading Scale

94 – 100 A	74 – 76 C
90 – 93 A-	70 – 73 C-
87 – 89 B+	67 – 69 D+
84 – 86 B	64 – 66 D
80 – 83 B-	60 – 63 D-
77 – 79 C+	0 – 59 F

Grade Categories and Weights

Graded Items Percent of Final Grades

Quizzes 10%

Weekly Discussion Assignments 30%

Literary Analysis Essay #GEA1 30%

Final Project 30%

Quizzes will include questions (multiple choice, T/F, short answer) that cover comprehension of assigned course materials. There will be quizzes given throughout the session as indicated in Canvas modules. Points for individual quizzes vary according to number of questions. Late quizzes and surveys may be accepted for excused reasons approved by the instructor. Quizzes and surveys are graded automatically in Canvas.

Discussions

Discussions include in-class activities--participation in large class and small group discussions, activities, active film viewing, creative exercises, and peer reviews during in-person meetings--and online responses--discussion posts with replies to classmates online. Each discussion assignment is worth 100 points, broken down differently for partial or all in-class work and written components, indicated in posted rubrics. Late discussion assignments may be accepted for excused reasons approved by instructor. Discussions are graded using the Discussion Assignment rubrics.

The Literary Analysis Essay #GEA1

This assignment includes the submission of a rough draft, peer reviews of that draft, feedback from instructor (via conference or written), and a final draft of 1,000 – 1,500 words. In this essay, students analyze one of the assigned plays incorporating details from the play itself, additional assigned readings, and any other materials posted in the Canvas module for that play.

The Project

The Project gives you a chance to explore how dramatic texts may be staged and transformed into new dramatic texts or other media, such as graphic novels, film and television shows, music, games, and so on. You will be choosing one of the plays from our textbook and transforming it in a **meaningful** way: perhaps changing the main character, flipping the theme, changing the genre, or adapting it into new media. You may develop your project from a short adaptation assignment you completed as a discussion post, or you may start fresh—just make sure to get my approval before moving forward. Mainly, you should adapt your chosen play into something that you really love and want to explore from the inside out, showing what you've learned about the rich interpretive possibilities these plays offer. The project includes two sections:

A short written section, introduction of 600-800 words, MLA style documentation (if you cite sources), in which you provide necessary background information for the reader, setting up your project and its purpose.

A creative section, which may take whatever form is appropriate for your subject, such as the following: a written creative writing piece (fandom or other), a short film (video); a musical or dramatic performance (video); a curated exhibition of visual illustrations; a short graphic novel; a digital game; and so on. (These are just some options among others. Please meet with me to figure out what choice is best for you.)

You will post your adaptation project in Canvas as a discussion board assignment for the class to see and comment on, although replies to classmates are not figured in this assignment's rubric. You'll also have the

chance to discuss and/or present your project in our last class meeting. Late projects may be accepted for excused reasons approved by instructor. The Adaptation Project is graded using the Adaptation Project rubric.

Important: The Creative Section must be derived from work done in this particular course and specifically related to it. Do not post a piece from another course or other project you've done in the past.

Major Topics and Course Schedule

Module	Topics and Due Dates	Description
Module	Work Due Before Class	Topics to be Discussed in Class
1	First day of class assignment is due.	Orientation; Introduction to reading and playing with Shakespeare, basic staging.
2 - 3	Read introductory sections, additional readings, and the play <i>Romeo and Juliet</i> in Folger edition. Also watch posted videos.	Tragedy, major themes of the play, sonnet tradition, early modern theatre, performance and interpretation.
4 - 5	Read introductory sections, additional readings, and the play <i>A Midsummer Night's Dream</i> in Folger edition. Also watch posted videos.	Comedy, major themes of the play, myth and adaptation, performance and interpretation.
6 - 7	Read introductory sections, additional readings, and the play <i>Richard III</i> in Folger edition. Also watch posted videos.	Shakespeare's history plays, major themes of the play, theories of kingship, historiography and adaptation.
8	Peer Reviews; Work on Literary Analysis Essay.	Writing and revision.
9 - 10	Read introductory sections, additional readings, and the play <i>As You Like It</i> in Folger edition. Also watch posted videos.	More on comedy, major themes of the play, pastoral and sonnet traditions, Shakespeare's comic heroines.

Module	Topics and Due Dates	Description
11 - 13	Read introductory sections, additional readings, and the play <i>Hamlet</i> in Folger edition. Also watch posted videos.	Conventions of revenge tragedy, major themes of the play, afterlives of the play.
14 - 15	Read introductory sections and the play in Folger edition of <i>Much Ado About Nothing</i> . Also watch posted videos.	Major themes of the play, Shakespeare as adaptor, types of comedy.
16: Final Exam Week	Final Projects due.	

General Education Statement

This course is part of the University of South Florida's General Education Curriculum for students who entered the university after Fall 2025. It is certified under the state discipline area of Humanities. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This will involve submitting copies of writing assignments for review via Canvas.

USF Core Syllabus Policies

USF has a set of central policies related to student recording class sessions, academic integrity and grievances, student accessibility services, academic disruption, religious observances, academic continuity, food insecurity, pregnancy and related conditions, and sexual harassment that **apply to all courses at USF**. Be sure to review these online:

<https://www.usf.edu/provost/faculty-success/resources-policies-forms/core-syllabus-policy-statements.aspx>

Student Recordings

Florida Statute 1004.097 Free Expression on Campus

Students may, without prior notice, record video or audio of a class lecture for a class in which the student is enrolled for their own personal, educational use (USF Policy 10-048).

A class lecture is defined as a formal or methodical oral presentation as part of a university course intended to present information or teach enrolled students about a particular subject. Recording class activities other than class lectures, including but not limited to lab sessions, student presentations (whether individually or part of a group), class discussion, clinical presentations such as patient history, academic exercises involving student participation, test or examination administrations, field trips, private conversations between students in the class or between a student and the faculty member is prohibited. Recordings may not be used as a substitute for class participation and class attendance and may not be published or shared without the written consent of the faculty member. Failure to adhere to these requirements may constitute a violation of the USF Student Conduct Code.

Course Policies: Grades

Late Work Policy: Late work may be submitted at the discretion of the instructor. If you are unable to submit work on time because of an excusable reason (illness, etc.), contact the instructor to work out an extension on the assignment.

Attendance Policy: Students are expected to attend classes since we'll be doing in-class activities. Points for this work will be included in the rubric for the weekly discussion post assignments. If you are unable to attend class for an excusable reason (illness, etc., see below), contact the instructor for make-up assignments.

Medical Absences: Students should not attend class if they are ill, particularly if they have fever and/or gastrointestinal symptoms and/or respiratory symptoms such as sneezing, runny nose, sore throat or coughing. Students experiencing any of these symptoms should contact immediately the Student Health Services (813-974-2331) on the Sarasota-Mantatee and Tampa campus or the Wellness Center (727-873-4422) on the St. Petersburg campus for appropriate medical guidance and to obtain a verification of care letter. Students may turn to other health providers as well.

Religious Observances: All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs ([USF System Policy 10-045](#)). The USF System, through its faculty, will make every attempt to schedule required classes and examinations in view of customarily observed religious holidays of those religious groups or communities comprising

the USF System's constituency. Students are expected to attend classes and take examinations as determined by the USF System. No student shall be compelled to attend class or sit for an examination at a day or time prohibited by his or her religious belief. However, students should review the course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from completing the academic requirements of a specific course. Students are expected to notify their instructors at the beginning of each academic term if they intend to be absent for a class or announced examination, in accordance with this policy.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. For undergraduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic semester. "I" grades not removed by the end of the time limit will be changed to "IF" or "IU," whichever is appropriate.

Campus Free Expression

It is fundamental to the University of South Florida's mission to support an environment where divergent ideas, theories, and philosophies can be openly exchanged and critically evaluated. Consistent with these principles, this course may involve discussion of ideas that you find uncomfortable, disagreeable, or even offensive.

In the instructional setting, ideas are intended to be presented in an objective manner and not as an endorsement of what you should personally believe. "Objective" means that the idea(s) presented can be tested by critical peer review and rigorous debate, and that the idea(s) is supported by credible research.

In this course you may be asked to engage with complex ideas and to demonstrate an understanding of the ideas. Understanding and engaging with an idea does not require you to believe it or to agree with it.

Course Policies: Technology and Media

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. Assignments and materials will be posted in Canvas modules. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or help@usf.edu.

Laptop Usage: Laptops may be used in class except at times indicated by the instructor.

WhatsApp, GroupMe, and Student-to-Student Communication: While students may use digital communication tools (WhatsApp, GroupMe, etc.) to communicate with fellow students, it is important to remember that academic integrity policies still apply in these environments. Informing others about the contents of tests is prohibited by [the official regulation](#), as is receiving unauthorized information about an examination. Students are expected and required to immediately report instances of such violations to the instructor.

Phone Usage: Phones are only allowed for academic purposes in class. Students are allowed to use devices for recording lectures for their personal use, though students must still adhere to classroom behavioral expectations while recording.

Course Policies: Student Expectations

Health and Wellness

Your health is a priority at the University of South Florida. We encourage members of our community to look out for each other and to reach out for help if someone is in need. If you or someone you know is in distress, please make a referral at www.usf.edu/sos so that the Student Outreach & Support can contact and provide helpful resources to the student in distress. A 24-hour licensed mental healthcare professional, offered through the counseling center, is available by phone at 813-974-2831, option 3. Please remember that asking for help is a sign of strength. In case of emergency, please dial 9-1-1.

Title IX Policy

USF is committed to fostering a safe and respectful learning environment, free from sex discrimination and sexual harassment, in accordance with Title IX and USF Policy 0-004. If a student shares an experience of sexual harassment, sexual assault, stalking, or relationship violence with a USF employee (including faculty), that employee will notify the Title IX Office. This allows the Title IX Office to send the student an email with information about support resources and options—if it is safe to do so. Students are not required to respond to this email. The Title IX Office is a private resource. Information is shared only on a need-to-know basis to provide students with support measures. To speak to a confidential resource, students may contact USF Center for Victim Advocacy at 813-974-5757. Confidential resources do not notify the Title IX Office unless the student requests it. For more information about Title IX, available resources, or to make a report, please visit www.usf.edu/title-ix.

Course Hero / Chegg Policy

The USF Policy on Academic Integrity specifies that students may not use websites that enable cheating, such as by uploading or downloading material for this purpose. This does apply specifically to Chegg.com and CourseHero.com – almost any use of these websites (including uploading proprietary materials) constitutes a violation of the academic integrity policy.

Professionalism Policy

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom and lab lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

Turnitin.com

In this course, turnitin.com may be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's

assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you may be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>.

Netiquette Guidelines

- Act professionally in the way you communicate. Treat your instructors and peers with respect, the same way you would do in a face-to-face environment. Respect other people's ideas and be constructive when explaining your views about points you may not agree with.
- Be sensitive. Be respectful and sensitive when sharing your ideas and opinions. There will be people in your class with different linguistic backgrounds, political and religious beliefs or other general differences.
- Proofread and check spelling. Doing this before sending an email or posting a thread on a discussion board will allow you to make sure your message is clear and thoughtful. Avoid the use of all capital letters, it can be perceived as if you are shouting, and it is more difficult to read.
- Keep your communications focused and stay on topic. Complete your ideas before changing the subject. By keeping the message on focus you allow the readers to easily get your idea or answers they are looking for.
- Be clear with your message. Avoid using humor or sarcasm. Since people can't see your expressions or hear your tone of voice, meaning can be misinterpreted.

Email and Discussion Board Guidelines

- Use the subject line effectively by using a meaningful line of what your email or discussion is about.
- Keep your emails and postings related to the course content. You should not post anything personal on a discussion board unless it is requested by the instructor.
- Any personal, course or confidential issues should be directly communicated to the instructor via email. The discussion boards are public spaces; therefore, any issues should not be posted there.

End of Semester Student Evaluations

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made

available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

Food and Drink Policy (for in-campus sessions only).

Please adhere to the firm policy of no beverages (other than bottled/capped water), food, tobacco products, or like items in the classroom. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Learning Support and Campus Offices

Academic Accommodations

Students with disabilities are responsible for registering with Student Accessibility Services (SAS) in order to receive academic accommodations. For additional information about academic accommodations and resources, you can visit the SAS website.

[SAS website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[SAS website for the St. Pete campus.](#)

Academic Support Services

The USF Office of Student Success coordinates and promotes university-wide efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit the [Office of Student Success website](#).

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources in the “Canvas Help” page on the homepage of your Canvas course. You can also contact the help desk by calling 813-974-1222 in Tampa or emailing help@usf.edu.

[USF IT Services](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Counseling Center website for the St. Pete campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu.

[Tutoring website for the Tampa campus and Sarasota-Manatee Teachout site.](#)

[Tutoring website for the St. Pete campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing.

Appointments are recommended, but not required. For more information or to make an appointment, email: writingstudio@usf.edu.

[Writing studio website for the Tampa campus and Sarasota-Manatee Teachout Site.](#)

[Writing studio website for the St. Pete campus.](#)

Student Ombuds Office

Florida Statute 1006.51 and Florida Board of Governors Regulation 6.011 require that all public institutions provide ombuds services to students. The Student Ombuds Office at USF is a confidential, impartial, informal, and independent resource for students experiencing challenges related to the university. Ombuds can help students safely explore options, clarify processes, and consider next steps. [Learn more or make an appointment at usf.edu/student-ombuds.](https://usf.edu/student-ombuds)