

ENGL 1102 ROX Syllabus

English Composition II: Communicating about Shakespeare in Performance

Fall 2026

Instructor Information

Instructor: Dr. Shannon Dobranski

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General Course Information

Description

In this class, we will work together to develop your written, oral, and visual communication skills as we build your understanding of effective arguments for a variety of contexts.

Building on the basic tools you acquired in earlier English classes, we will develop strategies for persuasively expressing our ideas in multiple “modalities,” such as a written essay, an image-rich slide deck, or an oral presentation.

Our *goal* is to make you more effective communicators.

Our *topic* is *Romeo and Juliet* and *Hamlet* as Text and in Performance.

Although Shakespeare wrote for the theater, his works have become too often a purely literary form of entertainment, consumed in solitude or, more likely, in a required English class like this one. Staged and filmed versions of Shakespeare’s works help to restore Shakespeare’s appeal as a popular entertainer as well as a masterful poet. But how do you take works that are prized for their use of language and interpret them for stage and screen? What steps are necessary to make the works relevant—and fun—today? What do Shakespeare’s works gain from the transformation? What do they lose?

In exploring two of Shakespeare’s plays in performance you will become familiar with the conventions of literary criticism, research and documentation methods for the humanities, close reading techniques for examining creative texts, and strategies for successful collaboration. You will also discover your own written “voice.”

Course Learning Outcomes

After taking ENGL 1102, you will be able to

- Recognize and deploy effective written and oral **communication strategies**
- Understand that communication relies on **interplay between speaker, message, and audience**
- Create credible audio-visual presentations alone and in **collaboration** with others
- Integrate **secondary scholarly research** effectively in your original arguments
- Discuss the **unique affordances** of print, stage, and moving image
- Read, watch, and discuss with confidence the **works of William Shakespeare**

Required Course Materials

Hamlet, William Shakespeare, 2nd Norton Critical Edition, Robert S. Miola, ed. (print or Ebook)

Romeo and Juliet, William Shakespeare (any edited edition in Shakespeare's early modern English)

Elements of Style, William Strunk, Jr. and E. B. White

Additional readings are available electronically through Canvas.

Students may choose to subscribe to streaming services or purchase specific recorded performances to supplement their reading.

Grading Policy:

Criteria for individual assignments will be explained in Canvas. Please note that work which simply meets the requirements of the assignment will receive a grade of "C." Grades of "A" and "B" designate levels of distinction in quality and content.

At Georgia Tech, final course grades are awarded on a scale of A-F with no +/- grades permitted.

Assignments

Your final grade will be determined by the following assignments:

first-week communication reflection	5%
a 2- to 3-page evaluation of a Shakespeare play in performance	15%
a 5- to 6-page analysis soliloquies in performance	30%

a formal research presentation completed and delivered in a group	20%
quizzes	10%
<i>Elements of Style</i> presentations	10%
final reflection	10%
Total	100%

Details to help you be successful

DAILY HOMEWORK AND CLASSWORK: You will be expected to complete the readings for each class day and arrive prepared to discuss the day's assignments intelligently. Working collaboratively in discussion is one of the most effective and enjoyable ways of learning. Please participate.

AVAILABILITY: I will distribute guidelines for each assignment, and I am always available in class or during my office hours (TR 9:30-10:30) to discuss assignments, grades, or course expectations. You may also reach me via email for quick questions. Please note, however, that I will not check email after 5:30 p.m. or on the weekends. Generally, I will respond to email queries within one business day.

TIME COMMITMENT: In a 3-credit class that takes place over 6 weeks, students should plan to spend two hours outside of class for every hour inside. Each FYSA@Oxford class has six hours of lecture time per week and 12 hours of homework for a total of 18 hours per week.

LATE WORK: Papers are due at the beginning of class on the designated date. I will accept late papers but will assess a 5-point deduction for each class day the paper is overdue. Major papers more than a week late will not be accepted and will receive a grade of 0. Students who do not complete each major assignment will receive a grade of "F" for the course.

Description of Graded Components

DAILY HOMEWORK AND CLASSWORK: You will be expected to complete the readings for each class day and arrive prepared to discuss the day's assignments intelligently. Working collaboratively in discussion is one of the most effective and enjoyable ways of learning. Please participate.

QUIZZES: To encourage active reading and engaged preparation, I will deliver occasional pop quizzes. Please prepare thoughtfully for each class meeting. The quizzes are designed to reward careful reading and watching.

ORAL PRESENTATION: To ensure that we are all exposed to long-established standards for written communication and to practice our oral communication skills, students will deliver a 7-minute presentation on the "rules" introduced in Strunk and White's *The Elements of Style*. You will be evaluated on the preparation, content, and delivery of your presentation as well as the effective design of your slideshow.

PAPERS AND GROUP PROPOSAL: You will complete two formal, independent essays and one group project for this course. The first essay, 2-3 pages, requires that you evaluate a performance of a Shakespeare play. The second essay, 5-7 pages, requires that you use literary criticism to inform your own, original interpretation of Shakespeare's *Hamlet*. The final assignment, a group project, requires that you adapt a Shakespeare play for film or stage and "pitch" your concept to an audience of potential investors.

FIRST-WEEK and FINAL REFLECTIONS: Part of effective learning is establishing personal goals and reflecting on progress and next steps. To introduce and reinforce these habits, I will require a brief written or spoken reflection at the beginning and end of the course. This assignment will be evaluated primarily for thoughtful content with a standard grade of 95. Students may receive an addition or deduction in five-point increments for work that falls significantly above or below expectations.

Course Policies

Attendance and/or Participation

I will expect you to attend class regularly. You will be allowed four absences, which should be reserved for days of minor illness or other emergencies. If you have five absences, your final grade will be lowered 10 points (a full letter grade). If you have six unexcused absences, you will receive a grade of "F" for the course. I will make exceptions only in the case of extended hospitalization, for which I will require documentation. Quizzes missed due to absences, for any reason, will receive a grade of zero, but I will drop the lowest quiz grade.

Academic Integrity

Georgia Tech aims to cultivate a community based on trust, academic integrity, and honor. Students are expected to act according to the highest ethical standards. Review [Georgia Tech's Honor Code](#) and the student [Code of Conduct](#).

Any student suspected of cheating or plagiarism on a quiz, exam, or assignment will be reported to the Office of Student Integrity, who will investigate the incident and identify the appropriate penalty for violations.

Core IMPACTS

Communicating in Writing (Writing):

The learning outcomes for the communicating in writing Core IMPACTS area:

- Students will communicate effectively in writing, demonstrating clear organization and structure, using appropriate grammar and writing conventions.
- Students will appropriately acknowledge the use of materials from original sources.
- Students will adapt their written communications to purpose and audience.
- Students will analyze and draw informed inferences from written texts.

Accommodations for Students with Disabilities

If you are a student with learning needs that require special accommodation, [contact the Office of Disability Services](#) (404-894-2563) as soon as possible to make an appointment to discuss your special needs and to obtain an accommodations letter. Please also e-mail me as soon as possible in order to set up a time to discuss your learning needs.

Student-Faculty Expectations Agreement

At Georgia Tech, we believe that it is important to strive for an atmosphere of mutual respect, acknowledgement, and responsibility between faculty members and the student body. [The Student-Faculty Expectations](#) articulate some basic expectations that you can have of me and that I have of you. In the end, simple respect for knowledge, hard work, and cordial interactions will help build the environment we seek. Therefore, I encourage you to remain committed to the ideals of Georgia Tech while in this class.