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**Syracuse University**  
**ENG 340 Shakespeare in the Age of Covid-19**

**Assignment 3.** Due May 20, extensions possible by arrangement through Sunday April 23. These may precede portfolios and self-assessments or be turned in at the same time. The latter are due Sunday April 23, with possibility for an extension until Monday April 24 at 5 pm.

This assignment is meant to be a culmination of the skills developed both in class and in assignments 1 and 2, putting close and critical/contextual reading together in service of a project that seeks to gain new insight, produce new intellectual, creative, and critical forms of engagement (or opportunities for such) with the materials and methodologies we've studied this semester. Projects should show evidence of having searched for appropriate sources to enrich your thinking and writing/creative work and should engage with at least one such source directly (for creative projects, this can happen in the critical reflection). As with all your work for this class, the most important criterion is the quality (richness, novelty, sophistication [as informed by research/reading], and nuance) of your creative and critical thinking and choices, which I can only assess to the degree that it is made accessible to your reader/audience. Your writing/work must make this quality of thought apparent in its organization, argumentation/use of evidence, style and technical skill as appropriate to its form.

Each project should be pitched and negotiated with me individually, but I offer the following guidelines to capture as many of the kinds of projects I've seen as possible.

**Revised/expanded essays should include at least 4 pages of new prose** and should not be shorter than 6 pages in length. Revisions of 6-page papers should then reuse no more than 2 pages of prose from the midterm version. If it makes sense for your paper to keep all existing pages of prose, you need to add 4 new pages. **Papers should not be longer than 10 pages maximum but can easily meet the expectations of scope and argumentation in 6-8.**

**Revised/expanded creative projects should demonstrate a similar scale of elaborated effort/scope.**

A performance project that focused on one monologue might revise (and re-record) the performance in the light of new research that is amply integrated into the critical reflection (in 4 new pages of prose). You might instead do a second monologue and produce new or revised prose about the research that went into its production.

A presentation or podcast can be harder to revise as an expansion. A second installment (second episode or presentation) is likely easier and more effective. A revised creative writing or graphic project might extend in scope (a companion poster/comic strip/series of diary entries, etc. for the same production or for another one).

Many of you are using feedback on assignment 2 to develop that project as your third assignment. In all cases and for all assignments, you will be expected to use the feedback received on your midterm projects to maximize the potential of your final ones. I have provided specific suggestions in reply to your pitches that your projects should be responsive/responsible to.

Finally, for all projects, please include a cover sheet that indicates which of the following ETS outcomes/skills your project emphasizes and translate where necessary to show how it does so. **Do at least a draft version of this before you set out to write/revise it to keep you on track and to help you ensure you are meeting the requirements for it to be assessed as satisfactory or beyond.** Review the ETS essay rubric on our bb assignments tab to review the criteria for essays.

- Recognize how meanings are created through acts of critical reading and analysis
  - Analyze texts using various theoretical paradigms for literary and cultural studies
  - Analyze texts in relation to their historical contexts
  - Analyze texts as bearers of political meaning and mediators of power relationships
- Analyze the ways texts construct categories of difference, including differences of race, ethnicity, nationality, gender, sexuality, and class
- Formulate sustained interpretive, analytical, or conceptual arguments based on evidence drawn from texts
- Develop skills for creative self-expression in fiction or poetry

General skills and abilities:

- Organize ideas in writing
- Use clear and appropriate prose
- Use library and web-based resources to locate primary and secondary sources
- Use and cite sources appropriately
- Express ideas and information orally
- Engage in analytical and critical dialogue orally
- Evaluate arguments
- Identify and question assumptions

**All work should be edited and polished as best as possible to allow for the optimal reception of your valuable work and labors!**