

Shakespeare in Performance: HAMLET

Ms. Scheide

amyn.scheide@cms.k12.nc.us

Canvas Learning / Room 508

I am honored to meet you and excited for you to begin your adventure.

MASTERS, YOU ARE ALL WELCOME. –HAMLET, WILLIAM SHAKESPEARE (ACT 2, SCENE 2)

COURSE DESCRIPTION

The Elizabethan theatre marks a rich and dynamic period in the development of the theatre craft. Given characters of great social diversity and psychological depth coupled with nuanced blank verse, Shakespeare offers many challenges and many rewards to his actors, calling upon them to see the humanity in any situation and to clearly communicate that through words and gesture. In exploring *Hamlet*, one of Shakespeare's best known tragedies, we will set out to take the play from the page to the stage through critical analysis of the text, group discussion, weekly readings, and finally the rehearsal and performance of a 20-line monologue from the play.

IN-CLASS EXPECTATIONS

Our class is mainly conducted online via Canvas Learning; however, once a week there will be in-person meetings for film screenings, lectures, class discussions, or one-on-one rehearsals. During these in-person meetings, the below rules and expectations will be adhered to at all times. Also see **Discussion Board Expectations** for how to conduct yourself professionally when contributing online content.

CLASSROOM RULES	POSSIBLE CONSEQUENCES
<p>We will respect and honor ourselves and others. <i>Professional language will be used at all times. Students will keep their hands to themselves and respect consent. Students will listen quietly respectfully when the teacher or a presenter is speaking. Students will put forth their best effort at all times.</i></p> <p>All electronic devices will remain silent and put away. <i>Refer below to section entitled "Technology."</i></p> <p>No eating, drinking, or gum during rehearsals. <i>The only exception permitted is water in closed containers.</i></p>	<p>Verbal warning Loss of privilege Change of seat Student/teacher conference Removal from course Parent contact Referral</p> <p><i>To be administered at the discretion of the teacher.</i></p>
REHEARSAL ETIQUETTE	DISCUSSION BOARD EXPECTATIONS
<ol style="list-style-type: none">1. Do whatever the director tells you to do without arguing or complaint.2. Treat others as you want to be treated; be kind & pleasant at all times.3. Learn your lines as quickly as possible and stick to the script.4. Always bring your script to rehearsal, with a pencil to take notes.5. Arrive early enough to warm up and get focused prior to call time.6. Move past mistakes and always stay in character.7. Always say "thank you" when given direction.	<ol style="list-style-type: none">1. Participate fully and on-time.2. Use proper writing style. (No texting abbreviations or emoticons.)3. Cite your sources.4. Respect diversity. (Race, gender, religion, disability, age.)5. Criticism must be constructive and disagreements must be respectful.6. Stay on-topic.

NC ESSENTIAL STANDARDS: LITERATURE & THEATRE ARTS

Due to our combination of literary analysis and performance development/critique, students will fulfill combined objectives that are drawn from the North Carolina Essential Standards in both Literature and Theatre Arts. See below:

Literature: <http://www.corestandards.org/ELA-Literacy/RL/11-12/>

Theatre Arts: <http://www.dpi.state.nc.us/docs/acre/standards/new-standards/arts/theatre/9-12.pdf>

CLASS MATERIALS

- The New Folger Library edition of *Hamlet* by William Shakespeare (to be provided by the Garinger Media Center)
- Computer with internet access, available multiple times per week
- A camera or camera-equipped phone that can record video (for final project if in-person option is refused)
- Pen/pencil and paper for taking notes at in-person lectures, screenings, or during at-home readings

GRADING PRACTICES

INFORMAL GRADES – 20%	FORMAL GRADES – 60%	FINAL PERFORMANCE – 20%
Each week, the student will submit small tasks to confirm completion of the readings and demonstrate comprehension of that week's material. Examples of such tasks are online discussion posts, in-person lecture participation, essay outlines, opinion surveys, or reflective responses.	The following grades will be assessed as formal grades, worth 60% of the student's final grade: a quiz on the plot of <i>Hamlet</i> , a 1- to 2-page paper about themes in <i>Hamlet</i> , a 1- to 2-page character analysis, an image project via Glogster, and a rehearsal grade (based on preparation, memorization, and conduct).	After a rehearsal period, student will present a memorized , 20-line monologue from <i>Hamlet</i> . Student will choose the character and monologue that they will present and will have 3-4 weeks to analyze, memorize, and rehearse. Performance will be in-person or submitted as a video via Canvas the last week of class.
A: 100-90% B: 89-80%	C: 79-70%	D: 69-60% F: 59-0%

ATTENDANCE

Because this is a hybrid course (both online and face-to-face), attendance will be calculated by tracking in-person attendance as well as Canvas submissions per week. Missing a submission deadline will count as an absence; the assignment may be made up for partial credit, but an absence will be logged. As this course is only six weeks long, more than three missed assignment submissions or in-person meetings will result in the student being dropped from the course. As a result, please ensure that you have reliable access to Wi-Fi, that your assignments are turned in on time, and that you have a reliable method of transportation to attend in-person meetings. Absences may be excused if the teacher sends a return e-mail that approves the absence *before* it happens; but it is the student's responsibility to approach the teacher to work that out *ahead of time*.

Make-up Work: I will allow you to make up any missing assignments any time before the course is over; however, if the assignment is over a week late, the most you can get for it is a 70%. A 70% is MUCH better than a 0%, so it is ALWAYS worth it to complete an assignment, no matter how late it is! Of course, it is always best to do it on time to begin with...

TARDIES

Ms. Scheide has included a calendar that denotes when and where all in-person meetings will take place. If the student is more than 10 minutes late to the meeting, he or she will be admitted to participate in class, but an absence will be logged. This is also true for the one-on-one rehearsals that the student will schedule with the teacher during the rehearsal week (week five). In real-world theatre, 10 minutes early is on time; on time is late; and late is unacceptable!

TECHNOLOGY

The CMS Student Code of Conduct defines an electronic device or Personal Technology Device (PTD) as "a portable, internet accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images... such as laptop computer, tablet, smart phone, cell phone or E-reader."

PTD are prohibited during instructional time unless authorized by a teacher for instructional purposes. Headphones and earbuds are not permitted. No PTD, headphones, or earbuds should be *visible* or *in use* in the classroom.

Consequences:

- Verbal warning
- Turn phone into adult and retrieve at the end of block
- Turn phone into adult; parent must pick up with student after school
- Afterschool Detention
- ISS

Students assume all responsibility for loss of personal items, including any PTD.

EXTRA HELP

Online classes can be difficult if you read the assignment and still don't understand—there is no one to call on you at home if you raise your hand. However, if you need any help at all, remember that your teacher can always be reached via e-mail. Not understanding an assignment is no excuse for missing it—if you don't understand, it is YOUR responsibility to e-mail the teacher and seek out an explanation. Ms. Scheide will always respond to her e-mail within 24 hours.

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RESTROOM

During in-class meetings, there will be a scheduled 10-minute break where students will be permitted to use the restroom. To prevent emergencies that would interrupt course content, please make sure you use the restroom before class starts.

DRESS CODE

**Please wear movement clothes to your rehearsal sessions (comfy t-shirt, non-denim pants). NO FLIP-FLOPS!*

A student will maintain personal attire and grooming standards that promote safety, health, and acceptable standards of social conduct, and are not disruptive to the educational environment. Examples include but are not limited to gang colors, bandanas, or gang clothing, to include displaying gang signs on notebooks, book bags, or other personal or school material. This will include clothing that materially and substantially disrupts classes or other school activities. GHS students are expected to dress appropriately or face possible disciplinary action.

- Undergarments should not be visible.
- Slacks, shorts, pants, dresses, etc. should test for appropriate length--no shorter than fingertip length.
- Pants must be worn at the waist--no sagging.
- Leggings, jeggings, and/or Spandex should be covered by garments satisfying the fingertip length.
- Headwear (hats, caps, head wraps, bandanas, hoodies) may not be worn inside the **building** except for religious reasons, health reasons, or a special school activity.
- Pajamas should not be worn.
- Students are prohibited from wearing or carrying articles of clothing or accessories which promote drugs, tobacco, alcohol, glorify death, contain profanity, espouse violence, call for an illegal act and/or other disruption, or state or suggest sexual activity or any other words or symbols that disrupt the learning environment may be worn.

Consequences:

- Garinger clothing closet (located in ISS room)
- Parent contact
- Consequence per administrator discretion

GARINGER HIGH SCHOOL HONOR CODE

Each student is honor-bound to refrain from cheating, lying or misrepresenting the truth, and stealing.

Cheating

Examples of cheating may include, but not be limited to:

- Copying information or answers from someone else's work, homework, projects, reports, essays, quizzes or test papers.
- Allowing others to copy your work or doing their work for them, i.e. giving another student your homework to copy.
- Turning in an assignment that was meant to be done individually, but that does not reflect an individual effort.
- Giving or taking assistance of any kind while taking a quiz or test. This includes talking or gesturing during the examination period.
- Using unauthorized aids such as cheat sheets, notes, books, formulas or information in calculators or computers.
- Discussing a quiz or test with someone who has not taken the quiz or test.
- Direct copying of key phrases from another source.
- Direct copying of key phrases from another source with minor adjustments such as changing verb tense or word order.
- Using another person's ideas or arguments without proper citation.
- Using Google Translate or other translation service to complete assignments.

Lying or Misrepresenting the Truth

Examples may include, but are not limited to:

- Missing class for any purpose other than your stated reason.
- Denying fault or responsibility for events in which you were a participant.
- Covering or lying for another student when they violate the honor code.

Stealing

Examples may include, but are not limited to:

- Stealing copies of tests or quizzes.
- Stealing another person's property.
- Stealing another student's homework, notes, or notebook.

For every violation, whether for a formal assignment or an informal one, the student receives a zero on the assignment with no opportunity to make it up for a grade, and the incident is recorded in student's discipline record. Violations of the Honor Code accumulate throughout the student's high school career. Students who violate the honor code may be ineligible for honor societies, student government, and other activities.

Shakespeare in Performance: HAMLET

Ms. Amy Scheide

Week One: Introduction to Hamlet

Monday 3 July – Sunday 9 July

3	4	5	6	7	8	9
		10am – 1pm WATCH HAMLET & DISCUSS p.1 <i>Media Center</i>	10am – 1pm WATCH HAMLET & DISCUSS p.2 <i>Media Center</i>	DUE 11:59 PM DISCUSSION POST		DUE 11:59 PM FILM QUIZ & DISCUSSION RESPONSE

Week Two: Themes

Monday 10 July – Sunday 16 July

10	11	12	13	14	15	16
Weekly readings begin	10:45am-1:30pm THEMES LECTURE <i>Media Center</i>		DUE 11:59 PM THEME PAPER OUTLINE			DUE 11:59 PM THEME PAPER

Week Three: Characters

Monday 17 July – Sunday 23 July

17	18	19	20	21	22	23
Weekly readings begin			DUE 11:59 PM MONOLOGUE CHOICE			DUE 11:59 PM CHARACTER ANALYSIS

Week Four: Meaning

Monday 24 July – Sunday 30 July

24	25	26	27	28	29	30
Weekly readings begin			DUE 11:59 PM OPERATIVES	<i>*REHEARSAL</i> <i>APPOINTMENT</i> <i>DEADLINE</i>		DUE 11:59 PM PINTEREST <i>*MEMORIZATION</i> <i>DEADLINE</i>

Week Five: Rehearsal

Monday 31 July – Sunday 6 August

31	1	2	3	4	5	6
Weekly readings begin		10am – 2:30pm REHEARSALS <i>Media Center</i> <i>*appointments</i>	10am – 2:30pm REHEARSALS <i>Media Center</i> <i>*appointments</i>			DUE 11:59 PM SELF- REFLECTION

Week Six: Performance

Monday 7 August – Sunday 13 August

7	8	9	10	11	12	13
			DUE 11:59 PM PERFORMANCE COMPARISON	10am – 2pm <i>OPTIONAL:</i> <i>In-person</i> <i>presentation of</i> <i>monologue,</i> <i>Media Center</i>		DUE 11:59 PM MONOLOGUE SUBMISSION

SIGNATURE PAGE

HONOR CODE PLEDGE

I understand the seriousness of an infraction of the Honor Code, which addresses cheating, lying, misrepresenting the truth, plagiarism, and stealing. I agree to abide by the Garinger High School honor system.

Student Signature: _____ Date: _____

SYLLABUS AGREEMENT

I have read Ms. Scheide's syllabus for **Shakespeare in Performance: Hamlet**. I understand all of her classroom procedures, as well as the school-wide policies. I agree to adhere to these expectations at all times.

Student Signature: _____ Date: _____

PARENT SIGNATURE

I have read Ms. Scheide's syllabus for **Shakespeare in Performance: Hamlet**. I understand that I may contact her at any time via e-mail to discuss my student's progress. I will be a support to my student and help him/her make good decisions, so that they may pass **Shakespeare in Performance: Hamlet** with the best grade possible.

Parent Signature: _____ Date: _____