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Teaching Workshop:
“Using Research as a Springboard for Classroom Teaching”

Summary

Research can be channeled into classroom teaching by exposing the methodological foundations of a concrete scholarly subject and the questions that lie at the center of any interpretation of data. Shakespeare's entire corpus of 154 sonnets and its detailed treatment, prominently featuring their statistical analysis, provides an unusual example of the link between research and pedagogy. Participants will learn how a piece of scholarly research was conceived, a methodology of investigation developed, and the results presented in a coherent manner--all with the goal of illuminating its relevance for the devising and execution of a teaching plan in the classroom. The speaker's article, "Sound and Meaning in Shakespeare's Sonnets" (*Language* (74 [1998]: 81-103), will be used as a springboard for the discussion.

About the Speaker

Michael Shapiro earned degrees in Slavic Languages and Literatures at UCLA (A. B., '61) and Harvard (A. M., '62; Ph. D. '65). He has taught Slavic linguistics, Russian literature and poetics, folklore, mythology, and semiotics at Brown, Columbia UCLA, Princeton, UC Berkeley, and Green Mountain College, in a career that now spans over half a century. He is the co-author, with his late wife the medievalist and Renaissance scholar Marianne Shapiro, of *Figuration in Verbal Art* (1988) and *The Sense of Form in Literature and Language* (2nd ed., 2009). A much-expanded second edition of his most recent book, *The Speaking Self: Language Lore and English Usage*, was published in 2017 by Springer.

[more information at www.languagelore.net and www.marianneandmichaelshapiro.com]