ENGL 335-401: Literature of the Sea

Dr. Stephen Curley, spring 2012
Office: CLB 129: Office hours: MW 2:30-3:20, TR 1-1:30
Phone: (409) 740-4501; Email: scurley@tamu.edu
Class meetings: CLB 215, TR 2:30-3:45

Description and Learning Outcomes
ENGL 335. Credit 3. Literature of the Sea. Significance of the sea in fictional and factual accounts such as novels, short stories, poems, and narratives of sailors and seafaring life. Prerequisite: 3 credits of literature at 200-level or above.

The journal tests your ability to:
• Write entries, each class day, of at least 150 words about the reading assignment.

Quizzes (multiple-choice, true-false questions) tests your ability to:
• Identify key characters, events, ships, and settings in the assigned readings.

The exam essays and out-of-class essays evaluate your ability to:
• Formulate a thesis that interprets how a theme, character, event, plot element, symbol, or setting is significant;
• Quote, paraphrase and summarize detailed evidence from the text, cited in MLA format, to support your thesis;
• Write structured and fluent prose at a college level;
• Organize your interpretation logically into coherent paragraphs; and
• For the out-of-class essay, cite published criticism in MLA format.

Core Curriculum Objectives
• Critical Thinking Skills (CTS): The course will enhance critical thinking skills through reading and class discussion of key ideas in various literary treatments of the sea.
• Communication Skills (CS): The course will enhance communication skills through small and large group discussion and writing about ideas, issues, questions, and themes central to course reading.
• Social Responsibility (SR): The course will enhance social responsibility by providing students with a cross-cultural understanding of how history and broad social forces have shaped literary uses of the sea.
• Personal Responsibility (PR): The course will teach personal responsibility by enhancing students’ understanding of how to ethically use sources to craft a persuasive argument.

Core Curriculum Evaluation
• Critical Thinking Skills (CTS): The evaluation of critical thinking skills will be based on written work and class participation. Essay exams and an out-of-class essay will be designed to allow students to demonstrate their ability to evaluate and synthesize key ideas from the assigned reading. Classroom discussion and journal entries will focus on helping students better understand the nuances and complexities of literary works about the sea.
• Communication Skills (CS): The evaluation of communication skills will be based on class participation in discussion and on written exams, essays, and journal entries. Students will demonstrate an understanding of the impact of the sea on each text assigned.
• Social Responsibility (SR): The evaluation of social responsibility will be based upon written assignments throughout the semester, including journal entries on each class day’s reading, two essay exams, and a researched out-of-class essay that deal with their understanding of the way differing histories, cultures and philosophical outlooks shape the developments of a literary tradition based on the sea.
• Personal Responsibility (PR): The evaluation of personal responsibility will be based upon an out-of-class essay in which students will be expected to ethically cite another person’s work to support their own original thesis. The instructor will offer concrete examples of how to paraphrase ideas and integrate in-text citations in order to construct a persuasive argument.
Assignments
The assigned reading is substantial. I recommend you read ahead when you have time available. At the start of class, you will be quizzed about that day's reading assignment.

You will write in-class essays on given topics during two exams.

You will write an out-of-class essay\(^1\) that marshals evidence from one or two of the texts assigned and published criticism to support your interpretation of what you've read.

You will keep a reader's journal of twenty-four 150-word entries about the day's assignment. You will be asked to read an entry aloud during the semester.

Texts


Grade Determination
Here's how I will determine your final grade\(^2\):

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>PERCENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes(^3)</td>
<td>10%</td>
</tr>
<tr>
<td>Researched Essay</td>
<td>35%</td>
</tr>
<tr>
<td>Journal(^4)</td>
<td>10%</td>
</tr>
<tr>
<td>Final Exam(^5)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

Point-Grade Equivalents: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = 59 or below.\(^6\)

Regulations

Academic Integrity
Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”

Upon accepting admission to Texas A&M University at Galveston, you immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. You will be required to state your commitment on examinations, research papers, and other academic work. Ignorance of the rules does not excuse any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System. You may read more about the Honor System at [http://www.tamu.edu/honor/](http://www.tamu.edu/honor/)

Academic dishonesty (like plagiarism) may result in a reduced grade or a grade of zero for the assignment, failure for the term, or worse.

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\(^1\) You must submit your essay electronically to Turnitin.com and in hard copy to me.

\(^2\) Work is due at the start of class. Late work is penalized. Failure to complete a major assignment results in a semester grade of F.

\(^3\) Will drop your lowest quiz grade.

\(^4\) You earn 4 points for each complete entry, plus 4 points for reading one entry aloud.

\(^5\) An overall average of ≥90% exempts you from the final exam.

\(^6\) Honor Code violations will be handled as outlined in TAMUG regulations.
Disabilities Act
The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamu.edu/counselingdisability/index.html.

Late Work
Submitting an assignment after the due date will result in a lateness penalty of 5 points per day for the first nine weekdays. On the tenth day, the grade for the missing assignment will be entered as a zero. Failure to complete a major assignment will result in a semester grade of F.

To be eligible to submit an assignment late for a situation beyond your control, you must notify me of your excuse in writing (acknowledged e-mail is acceptable) on the due date (or as soon as possible if it is impossible to contact me that day).

Incomplete Work
Only complete work will be given full credit.

The grade of a shorter-than-assigned essay will be reduced by its relative incompleteness. For example, an 1800-word essay is only 90% of the assigned 2000-word minimum. So its original grade, say 80, would be multiplied by 90%, resulting in a reduced grade of 72.

Attendance
If you are not in class when roll is called, you will be marked absent. To be marked late instead, you must inform me of your presence immediately after that class meeting.

To be eligible to make up lost credit for an excused absence, you must notify me in writing (acknowledged e-mail is acceptable) before the date of absence. When advance notification is not possible (e.g., accident or emergency), you must notify me by the end of the second weekday after the absence. Include an explanation of why notice could not be sent before class. You may be dropped from the class for excessive absences, even if excused:

For excused absences of up to three weekdays, you must submit the "Explanatory Statement for Absence from Class" available at http://www.tamu.edu/teaching/absence_statement.pdf.

Electronics: computers, cell phones, earpieces, etc.
During class you may use devices like laptops, handhelds or PDAs only to take notes or read textbooks but not to text, email, play games, or surf the Web.

During class you must turn off and keep out of sight devices like cell phones, pagers, media players, and earpieces.

Exception: For an emergency, explain the situation to me before class—then I will permit you to turn on your cell phone to its noiseless mode.

Week  Topic and Assignments (Tuesday & Thursday classes)

1  Introduction. Instructor's presentation: "The Voyage of Life."
   Homer, The Odyssey, bk I-VIII. Discuss research essay. [Mon: drop/add deadline.]

2  Homer, The Odyssey, bk IX-XVI.
   Homer, The Odyssey, bk XVII-XXIV.

3  Melville, Moby Dick, Etymology-ch 17.
   Melville, Moby Dick, ch 18-45.


   Instructor’s presentation: “Poetry of John Masefield.” Email to curleys@tamug.tamu.edu the topic of your research essay.

9  Kipling, *Captains Courageous*, ch 1-5. Return exams.

   Kipling, *Captains Courageous*, ch 6-10.

10  Instructor’s presentation: chanteys.” Email to curleys@tamug.tamu.edu an annotated bibliography of 3 sources for your research essay.


13  Hughes, *A High Wind in Jamaica*, ch 1-4. Visit the writing lab sometime this week. Email to curleys@tamug.tamu.edu the thesis of your researched essay with 3-5 sources in MLA format.

   Hughes, *A High Wind in Jamaica*, ch 5-10. [Mon: submit essay to Turnitin.com.]


   No class (instructor attending a conference on Sea Literature, History & Culture).

15  Forrester, *Beat to Quarters*, ch. 8-16.


   Last class. Greenlaw, *Hungry Ocean*, ch 8-appendix. Return essay and journals. Discuss the final exam and predicting your semester grade.

17  5:00-7:00 p.m.: FINAL EXAM. Bring a blue book.