ENGL 2335.001 Summer I 2016

THEMES-GENRES LIT OF AMERICAS

Mr. Tom Murphy, Professional Assistant Professor

Course Information
12:00-1:55 TR RM 259 O’Conner (OCNR number 22 on online map)

Contact Information
Office: Room 270 B Faculty Center (FC number 16 on online map). Phone: 361.825.2452
E-mail: thomas.murphy@tamucc.edu
Office Hours: M 1:30-2:30 T 3:30-4:30, W 9:30-11:30 & 2:00-3:00, or by appointment
Course Web Page http://englishwiki.tamucc.edu/wiki/Murphy/Engl5001SI16

Course Description

In this Course, we will examine the travel writings through its cultural texts. We will read from a range of literary genres, as well as exploring other cultural texts (e.g., music and visual art). As we read, we will consider the significant shifts that individuals and groups in the Western Hemisphere have as they rise or fall within cultural constraints. Our goal will be to determine how travel and its discourse shapes thinking of the Americas and beyond through cultures and literatures of those on the margins. Some of the questions that will guide our study are: how does the change in mobility spread throughout our milieu? Which genre of mobility marks and shapes our society today here and now? Why traveling to search for meaning embraces new cultural dynamics? What profound historical, social and cultural connections with our times are in these texts? How do we respond critically through written and oral rhetoric to these texts and connections?

Prerequisites
• English 1301
• English 1302

Course Objectives:
1. To consider how ideas, values, beliefs, and other aspects of culture express and affect human experience by examining the connections between literary works and their social, historical, and cultural contexts.
2. To use literature to explore ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures and nationalities.
3. To recognize the distinctive characteristics of relevant literary periods, genres, and writers.
4. To understand and use basic literary terms and concepts.
5. To develop analytic skills by close reading, class discussion, and writing.
6. To use writing as a tool for learning.
Student Learning Outcomes:
Students who successfully complete this course will be able to demonstrate knowledge and skills in four Core Objectives defined by the Higher Education Coordinating Board of the State of Texas:

Critical Thinking:
CT1. Generate and communicate ideas by combining, changing, or reapplying existing information.

Communication Skills:
CS1. Develop, interpret, and express ideas through written communication.

Social Responsibility:
SR1. Demonstrate intercultural competence.

Personal Responsibility:
PR1. Connect choices, actions, and consequences to ethical decision making

Course Grade
- 60% Active participation in class discussion (SLO CT1, CS1, SR1 & PR1)
  - (20%) In-class writing assignments
  - (25%) Personal Journal
  - (10%) In-class discussion
  - (5%) Class Attendance
- 25% Team Creative Project (SLO CT1, CS1, SR1 & PR1)
  - (15%) Team Creative Project (Due 6.28.16)
  - (5%) Team Creative Project Proposal (Due 6.6.16)
  - (5%) Self Reflection
- 15% Final Examination (7.1.16) (SLO CT1, CS1, SR1 & PR1)
  - Material covered between 5.31.16-7.1.16, including, texts, quizzes, handouts, presentations, movies and music.

If you are concerned about a grade, see me during office hours.

Course Requirements

Attendance and Class Participation
- Attendance: you have one (1) day free to miss for the whole summer semester including health issues unless sanctioned by the university. For each absence after the one (1) a loss of one (2) percentage point will be deducted from your grade up to ten (10%) maximum.
- In-class writing assignments are sometimes a group effort or by an individual that concerns material due on that given day. Be prepared to write every day in class that means you need to have paper and a pen/pencil everyday, plus a copy of the text being discussed on that particular day. On review days, students are required to bring all texts included in that particular examination.
- In-class discussion is vital for all students in understanding these texts even if that discussion
may take place in the office or through email.

- All cell phones will be turned off, placed upside down in front of you on the desk before each class starts.

**Team Creative Project**

Every student will prepare and present a group video that either concentrates on the cultural, social, historical or poetic context of the subject.

1. Sign up by 6.1 — three people maximum to a topic!
2. Each Team shall write a proposal (1 page) on what the Team shall create (due June 6th in class).
3. Each student will participate in writing Team Creative Project artifact in which a 7-10 minute presentation will demonstrate the Teams creativity by sharing such artifact.
4. Each student will participate in the writing an Artist Statement that details the reasoning behind the components of the creativity and staging of the artifact.
5. Each group will meet with Mr. Murphy to discuss proposal on June 6th in class with presentation idea in mind.
6. Each group will be graded by a specific Rubric
7. A Self Reflection of the preparation of the presentation is due the day of the presentation in which each member will grade themselves and their group mates.
8. HAVE FUN!

**Required Texts**

You will read each text, so buy them. In most cases, the assigned readings will include materials not covered in class. As such, it is absolutely essential that you read the assignments before class in order to succeed in this course.

- *The Sun Also Rises*. Ernest Hemingway, ISBN: 9780743297332
- Select materials, available as handouts or online
- In class videos

**Final Examination**

The Final Examination to be taken in blue books (1 per exam). These may be purchased at the university bookstore. Do not, under any circumstances, remove any pages from your blue book before turning it in. All cell phones will be turned off and put away before you will receive each examination.

- There will be a Final Examination (7.1.16)
- Each exam will include definitions (40%), and short answer questions (60%).
  - The definitions questions will be drawn from the lectures and a list of identifications from the readings, presentations & other materials.
  - The short answer questions will be drawn from the lectures and a list of identifications from the readings, presentations & other materials.
Course Policies

Make-up Work
All make up work must be previously arranged or it will not be accepted.

Grade Appeals
Grade Appeal Process. As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Assistance
Office hours are intended to make this course less forbidding. Feel free to come by and talk with me about your work, or about literature in general, during the office hours listed. If you cannot make these times, ask me for an appointment.

Freedom of Speech
Feel free to raise your hand with a question or comment. Reducing confusion, providing clarification, or responding to student curiosity is an important part of the classroom process and will be undertaken to the extent that time and class size permit. In most cases, if you did not understand something, it is because I did not explain it clearly, so you will be doing your colleagues and yourself a service if you request a clarification. However, all students' using electronic devices that are not in use for course work is deemed Disruptive Behavior and student will be told to leave the seminar.

Academic Integrity & Dishonesty Specifically Article III, #1 in the Violations of the Student Code of Conduct.
Cheating or plagiarism on an assignment or test, or failure to complete any of the course requirements, will result in a zero grade for the assignment in question. Our University catalog defines "plagiarism" as "the presentation of the work of another as one's own work." Please note that plagiarizing someone else's work may lead to an F in the course. To avoid any suspicion of plagiarism, make sure that you always cite your sources properly and clearly identify your own work if you study with other students. Cases will be reported to university officials for further action. Also, anyone signing another student's name may lead to an F in the course for all concerned parties.

Dropping a Class
I hope no student needs to drop this course. However, events sometimes occur that make
dropping a course necessary or wise. The University has set June 17th as the last day to drop a course for the semester with an automatic grade of “W.”

**Acceptance of Diversity**
We are the most diverse campus, in terms of self-declared ethnicity, in the Texas A&M system. This means that we are all meeting and working with people who are different from ourselves in terms of their identities: whether that be defined by their race, ethnicity, gender, sexual orientation, and/or religion. Respecting and accepting difference is vital to your success in this class, on this campus, and in the global community.

**Notice to Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation 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 call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. You can also visit their website at [http://disabilityservices.tamucc.edu/](http://disabilityservices.tamucc.edu/) and contact them via e-mail at disability.services@tamucc.edu. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

**The Writing Center**
The Writing Center of Texas A&M Corpus Christi provides free help for students at any stage in the writing process. Writing Center consultants are trained to work with writers one-on-one to help them find ideas, organize their thoughts, cite sources, and succeed at all aspects of the writing task. The Writing Center works closely with faculty across campus to understand the writing projects they assign and to help students meet the expectations of those assignments. The Writing Center is located in Glasscock Center (GSSC) 112, in the Center for Academic Student Achievement (CASA). Both drop-in and scheduled appointments are available. The Writing Center will be open soon. More information is available at: The Writing Center website.

**Academic Advising**
It is imperative that all students visit regularly with an academic adviser. Each college within the university has an academic advising center, staffed by full-time, professional advisers to assist students with course selection, degree plans, and other academic matters. To find out how to contact the right adviser, go to: [http://www.tamucc.edu/academics/advising.php](http://www.tamucc.edu/academics/advising.php)
Students who have yet to declare a major are advised by the Academic Advising Transition Center. For more information, go to: [http://www.tamucc.edu/~aac](http://www.tamucc.edu/~aac)

If you are concerned about a grade, see me during office hours.

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<tr>
<th>DAY/DATE</th>
<th>LECTURE TOPIC</th>
<th>GRADED EVENT</th>
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<tr>
<td>5/31</td>
<td>INTRODUCTION TO TRAVEL LITERATURE: “REVERIES OF THE SOLITARY WALKER” pdf</td>
<td>DISCUSSION GROUPS (DG): SUBLIME, COUNTRY WALKING, MOBILITY JOURNAL WRITING ON ROUSSEAU</td>
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| 6/1  | “SONG OF THE OPEN ROAD” by WALT WHITMAN  
“GO GREYHOUND” by BOB HICOCK  
TEAM CREATIVE PROJECT sign up! | DGs: BUS System, War & Forgiveness  
Journal writing on Travel Writing |
| 6/2  | EXCERPT Blue Highways: A Journey into America  
EXCERPT River-Horse: A Voyage Across America | DGs: Back Roads, Portage, Meeting vs. Needing  
Journal writing on Pathways & Byways |
| 6/6  | The Sun Also Rises Book I  
TEAM CREATIVE PROJECT Proposal Due | DGs: Paris in the 1920s, WWI, Binge Drinking, New Woman & Masculinity  
Journal writing on War Wounds |
| 6/7  | The Sun Also Rises Book II Chapters VIII-XII | DGs: Impotency, Promiscuity & Bigotry  
Journal writing Border Crossing |
| 6/8  | The Sun Also Rises Book II Chapters XIII-XVII | DGs: Lust, Lies and Love  
Journal writing on Telegrams & Texting |
| 6/9  | The Sun Also Rises Book II Chapters XVIII, Book III | DGs: Centaur, Taxi & Acceptance  
Journal writing on Symbolism |
| 6/13 | HAWKLINE MONSTER (now referred to as HM) Book I-Hawkline Manor 1-68 | DGs: Ships, Trains and Stage Coaches  
Journal writing on Women and Locations |
| 6/14 | HM Book II- Miss Hawkline-Book III The Door 71-116 | DGs: Horses, Homes & Horrors  
Journal writing on Hostile/Hostel Travel |
| 6/15 | HM Book III Thanatopsis Exit-Meanwhile, Back in the Parlor 117-169 | DGs: Transformation, Ice Caves & Suitcase  
Journal writing on What Counts |
| 6/16 | HM Book III Meanwhile, Back in the Jar-Lake Hawkline 170-216 | DGs: July 14, 1902; the Shadow & Whiskey  
Journal writing on Involuntary Movement |
| 6/20 | The PowerBook Language costumier - NEW DOCUMENT (1-70) | DGs: Interactive, Holland to Turkey, Cross Dressing  
Journal writing on Paris & Hyperreality |
| 6/21 | The PowerBook virtual road - open it (71-96) | DGs: Virtual World, Glastonbury & Gender  
Journal writing on Data Collection |
| 6/22 | The PowerBook VIEW - EMPTY TRASH (97-137) | DGs: Anacapri, An Island & Buried Treasure  
Journal writing on Santa Sophia & Frisbee  
Team Creative Project (workshop) |
| 6/23 | The PowerBook SPECIAL - Spitalfields (138-199) | DGs: Ravenna, Rimini & Muck House  
Journal writing on Words, Friendship & Fantasy |
| 6/27 | The PowerBook HELP - QUIT (201-256) | DGs: Meatspace, Wilderness & Promised Land  
Journal writing on Vertical Time |
Journal writing on History and Love |
| 6/29 | TEAM CREATIVE PROJECT DUE | TEAM CREATIVE PROJECT (presentations) |
| 6/30 | TEAM CREATIVE PROJECT DUE | TEAM CREATIVE PROJECT (presentations) |
| 7/1  | Final Examination | Discussion, Review & Final Exam – ENGL 2335 |