ENGL–2316 Literature and Culture: Waterways as Literary and Cultural Expressions

Dr. Sarah H. Salter
Section: 001
Sarah.Salter@tamucc.edu
Room/Date: MTWTH 2-3.55PM
Office: 256 Faculty Center
Center for Instruction 109
Office Hours: Tues/Th. 11AM-12.30PM Wed. 4-6PM

Course Description. This study of Literature and culture is loosely organized around the representation of waterways: oceans, gulfs, rivers, bays, and other bodies of water. Waterways have long supported Western economics, imperial expansions, artistic imaginations, and cultural exchanges. This watery survey will enable us to engage with an array of texts, styles, perspectives, and concepts while also developing a consistent set of analytic and interpretative parameters for our learning community in ENGL 2316.

Course Objectives. At the end of the course, students should be able to:
- define major movements/periods, literary genres, and analytic terms in Western literature.
- develop interpretive/analytical positions about texts that account for cultural/historical contexts and literary content.
- describe histories of imperialism, trade, and cross-cultural contact from the Enlightenment to the present.
- compose clear sentences, paragraphs, and interpretive arguments in Standardized American English across a range of academic genres.

Additionally, students who successfully complete this course will be able to demonstrate awareness of and abilities in four Core Objectives as defined by the Higher Education Coordinating Board of the State of Texas. These are:
- Critical Thinking Skills (CT) - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
- Communication Skills (COM) - effective development, interpretation and expression of ideas through written, oral and visual communication
- Social Responsibility (SR) - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
- Personal Responsibility (PR) - ability to connect choices, actions and consequences to ethical decision-making

For more information, see http://www.thecb.state.tx.us/index.cfm?objectid=427FDE26-AF5D-F1A1-E6FDB62091E2A507

Required Texts
ISBN-10: 0142437166

ISBN-10: 0812981766

**Summer Sessions last only five (5) weeks; that means we have to cover a lot of material in a short amount of time. In addition to reading three major works, we will have 2 additional short units organized around poetry. This course will move fast (like a very speedy ship in a very high wind), and you are expected to keep up with readings and assignments in this course as in any other. Please see me if you are concerned about your ability to succeed in this fast-paced learning environment.**

**Assignments (total based on 1000 points)**
- Participation. 10% (100 pts)
- Sentence-Level Tuesdays. 25% (250 pts)
- Final Paper. 25% (250 pts)
- Reading Reflections. 40% (4 @ 100 pts each)

*Sentence-Level Tuesdays (SLT).* Each week, we will have a class session (4) days designated as “Sentence-Level Tuesdays.” On those days, you will bring your bluebook or other small notebook to class; you will be prepared to participate in and contribute to our writing workshop for the day. Twice during summer session, I will collect your bluebook/notebook for grading. These days will have reading associated with them, but they will mostly serve as a space to talk about writing, to review/introduce the compositional conventions of Standardized American English (SAE), and to practice composing at the sentence and paragraph levels. You may make up one (1) missed Sentence-Level Tuesday.

*Reading Reflections.* Each week, you will submit a short (750-800 words, 2ish double-spaced pages)
Reading Reflection that highlights something from the week’s readings. In your two reading responses, you should formulate a short thesis statement to organize your material and work through an example or two from your chosen text(s). In practical terms, the reading response is a practice for your final paper: a place to try out daring ideas, experiment with counter-intuitive arguments, and organize your observations around an unexpected or innovative question. The reading response is also a place for you to work carefully with small and specific passages of text. Yours should include either one passage that you approach from several interpretive directions, or several passages that each have their own interpretive paragraph. Reflections should be written in conventional academic or argumentative prose, and should offer and advance an argument, collect a series of observations and develop a conclusion, or move through one or two examples of your chosen topic.

*Final Paper.* Students will develop a sustained, original argument in the service of an argumentative thesis. This argumentative essay will be drawn from one of the four reading responses for this course. The purpose of this assignment is for students to (1) undertake revision and expansion of a previous argument; demonstrate engagement with the larger concepts and themes of the course; (3) participate in meta-reflection about revision and interpretive argumentation.

**Specific Course Policies.**

*Class Participation.* Success in literary and cultural criticism requires good communication and productive interaction, so attending class and contributing usefully to discussion are important parts of the final grade in this class. It will be difficult, if not utterly impossible, to retain the important aspects of class discussion
without some textual marking and active reading practices, so bring the appropriate text to class every day and be ready to write in it. Students who are routinely without hard copies (either bound books or, when appropriate, printouts) will lose participation points. While you need not contribute to class discussion on every single day we meet, every student should arrive to class prepared by having done the reading and considered a question or two about the text. Asking informed and productive question is as important as answering them!

During the course of the semester, I will give unannounced reading quizzes and require assorted extra activities, such as mini-presentations on passages of text or work with secondary critical material. All such activities will count toward the class participation grade.

Studying Western literature in a serious way means getting to enjoy the pleasures of beautiful writing and the insights of sophisticated minds. It also means confronting violent histories, especially histories of race, sex, and labor. Our readings include accounts of physical abuses and other harms, as well as the use of racist epithets. We will talk openly about how hard it can be to read this work, but all assigned readings are required. Also important is your willingness to engage thoughtfully, generously, and sympathetically with your peers in this learning community. Please see Professor Salter to discuss any questions or concerns you may have about your own participation in this course.

Class Attendance. Students are allowed a maximum of two (2) absences. All absences count equally, irrespective of the cause, and students who exceed 2 absences may be penalized .05 points on their final grade for every absence over the limit.

Notes:

- Students who participate in university-sanctioned activities should meet with me during the first week of classes.
- If you are unable to attend class, you do not need to email me to explain the circumstances. You should contact another student in class and copy his/her notes.

For more detail, consult TAMU-CC’s “General Academic Policies and Regulations.”
http://catalog.tamucc.edu/content.php?catoid=6&navoid=177

Communication. As members of a learning community, everyone is expected to be up-to-date and responsible for any changes or additions to the course schedule. I will be using your TAMU-CC email, through Blackboard, to send messages about readings, assignments, and assorted matters to the class throughout the semester. It is imperative to check email regularly and stay aware of what is happening in and outside of the classroom. I will also take my communication responsibility to you seriously: if I have not responded to an email within 24 hours, do not hesitate to follow up. Be advised that emails sent after 10pm will not be read until the following day.

Technology. There will often be required supplementary readings posted to Blackboard; these should be printed out on hard copy, or students can bring a digital reading device, such as a Kindle, to class. The use of laptops in class has been found to lower course grades for the students who use them (see this article, one of several: https://www.washingtonpost.com/news/wonk/wp/2016/05/16/why-smart-kids-shouldnt-use-laptops-in-class/)

Thus, laptops and tablets will not be considered appropriate digital reading device for class; students using laptops, tablets, or cell phones during class will be considered absent for the day.
Work Policies. All late work will lose 1/3 of a letter grade each day for as long as the assignment continues to be overdue. Students must complete all major assignments (as listed in the syllabus) in order to pass the course.

General Educational Policies.

Dropping a Class: Although I hope we will learn together for the course of this semester, sometimes a student must drop a course. Please see me if you are considering doing so. I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Monday, July 23 is the last day to drop a class with an automatic grade of “W” this term.

Plagiarism and Academic Misconduct. TAMU-CC identifies “Academic Misconduct” as “engaging in an act that violates the standards of the academic integrity policy as described in the Student Code of Conduct and Procedure for Academic Misconduct Cases.” Specific to our learning community, academic misconduct includes plagiarism, the act of using someone else’s words and ideas without attribution. The TAMU-CC Student Code of Conduct defines Plagiarism as “Intentionally, knowingly, or carelessly presenting the work of another as one’s own without proper acknowledgement of the source, with the exception of information that is generally accepted as common knowledge.

Examples:
- Using another’s work from print, web or other sources without acknowledging the source.
- Quoting from a source without citation.
- Using facts, figures, graphs, charts or information without acknowledgement of the source.
- Using a past assignment the student has completed as a portion of a new assignment, without providing citation. Please note that without instructor permission, this is also considered a multiple submission violation.

We will discuss MLA citation style and the appropriate use of academic sources and conventions throughout the semester. Please do not hesitate to ask me any questions about academic misconduct and academic integrity at any time. If you are discovered plagiarizing you will automatically receive an "F" for the paper, or depending on the severity, for the class, and will be reported to the appropriate officials for further disciplinary action. See the TAMU-CC Student Code of Conduct for more detail.
http://judicialaffairs.tamucc.edu/studentcofc.html

Classroom / Professional Behavior. Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience.
experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Grade Appeals. As stated in University Procedure 13.02.99.C2.03, 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 Procedure 13.02.99.C2.03, Student Grade Appeals. These documents are accessible online at: http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.Co.03_student_grade_appeals.pdf. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s office in the college in which the course is taught. For complete details on the process of submitting a formal grade appeal in CLA, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html.

Disabilities Accommodations. 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. 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 at (361) 825-5816.

Statement of Academic Continuity. In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Academic Advising. It is imperative that all students visit regularly with an academic adviser. The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. Degree plans are prepared in the CLA Academic Advising Center. The University uses an online Degree Audit system. Any amendment must be approved by the Department Chair and the Office of the Dean. All courses and requirements specified in the final degree plan audit must be completed before a degree will be granted. The CLA Academic Advising Office is located in Driftwood #203. For more information please call 361-825-3466.

Campus Carry. Beginning August 1, 2016, it is legal in the State of Texas for “a handgun license holder to carry a concealed handgun on the campus of an institution of higher education.” As a state institution
of higher learning, Texas A&M–Corpus Christi must recognize and abide by the Campus Carry law, which limits concealed carry to those over the age of 21 who hold the appropriate permit. By law, employees of TAMUCC cannot restrict permit holders, under the appropriate circumstances, from carrying a firearm on campus (with the exception of university restricted zones, which are clearly marked). I hope that you will consider participating in our learning community’s safe-space mentality in the classroom and my office. If you have concerns about this law and its effect on your learning experience, you can speak to your professor, a representative of the office of Student Engagement and Success, an employee of Campus Security, or a member of the ICARE community. For more information about this policy, please consult the TAMUCC website at http://campuscarry.tamucc.edu/ and http://www.tamus.edu/campus-carry-rules/.

Proposed Schedule.
NB: Instructor reserves the right to make changes to the course schedule as necessary.

Week 1: July 2-6. Introductory material and Equiano
Tues 7/3: from Gilroy, Paul. The Black Atlantic
SLT1
Wed 7/4: No Class, July 4th Holiday
Thurs 7/5: Equiano. The Interesting Narrative
Reflection due Saturday, 7/7 @ 11.59PM

Week 2: July 9 – 13. Equiano and Poetry
Mon 7/9: Equiano. The Interesting Narrative
Tues 7/10: Equiano. The Interesting Narrative
SLT2
Wed 7/11: Coleridge. Rime of the Ancient Mariner
Thurs 7/12: Wordsworth.
Reflection due Saturday, 7/14 @ 11.59PM

Week 3: July 16 – 20
Mon 7/16. Poe. Narrative of AGP
Tues 7/17. Poe. Narrative of AGP SLT3
Wed 7/18. Poe. Narrative of AGP
Thurs 7/19. Poe. Narrative of AGP
Reflection due Saturday, 7/21 @ 11.59PM

Week 4: July 23-27
Mon 7/23. Johnson. Pym
Tues 7/24. Johnson. Pym SLT4
Wed 7/25. Johnson. Pym
Thurs 7/26. Johnson. Pym

Reflection due Saturday, 7/28 @ 11.59PM

Week 5: July 30 – Aug. 3
Mon 7/30. Johnson. Pym

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