Course Description:
Scotland has a long history as a major center of print production in the U.K. We will immerse ourselves in Scottish Print Culture starting with detective fiction and moving into literary representations of the Scottish pastoral and concluding with Scottish illustrated children’s literature. We will consider how women writers navigated the Scottish print marketplace and how they reworked specific genres and print formats. In this course, we will be analyzing texts published in journals, newspapers, and book formats. You will learn how to analyze the material format of the text and learn about the history of women’s contributions to Scottish print culture. Working with a combination of digitized and archival materials, we will interpret meanings constructed by features like layouts, frontispieces, fonts, production histories, and material formats. You will learn to analyze the interplay
between the text’s content and its formal features; you will develop arguments that attend to both textual features and paratextual frames. You will build the skills to think and write analytically about the materiality of texts and to develop a creative final project where you will adapt one of our course texts into your own piece of Scotland-inspired print culture and analyze your creation.

Course Objectives and Student Learning Outcomes:

Edinburgh has been a major hub of print production and print culture and thus has many excellent resources that will allow you to connect your learning in the classroom to the specific location outside of Edinburgh—including visits to local archives with stores of fascinating course-related print artifacts and visits to local printers workshops to witness and participate in print production and technologies. The course will include many field trips to local print resources: archival collections at the National Library of Scotland, museums with print-focused collections at the Writer’s Museum, the National Museum of Scotland, the National Gallery of Scotland. We will be getting tangible experience with print history and production technologies at the Edinburgh Printmakers workshop. We will also visit sites that inspired our women writers from the highlands and Isle of Skye landscapes that inspired Nan Shepherd and Virginia Woolf and the castle that inspired J.K. Rowling’s visions of Hogwarts and the school train.

I have designed the course to help you develop and hone the following skills:

* Close-Reading Analysis Skills across a variety of genres and media as we’ll be reading a diverse and genre-bending group of novels, detective stories, nature writing, and poems.
* Close-Looking Analysis Skills across mixed media formats incorporating illustrations and other framing images and materials.
* The ability to think critically and to argue (verbally and in writing) about both the micro and macro levels (i.e. at the level of the sentence, the paragraph, the chapter, and the structure of the wholebook or story and at the level of the line, the stanza, the poem, and the volume).
* The ability to engage with literary criticism and theory about modernism, textual scholarship, and materiality and to use these materials to deepen your engagement with primary texts and to enhance your ability to think about texts as material objects with linguistic codes (words) and bibliographic codes (everything else that packages and frames the text for the reader).
* The ability to create your own piece of Scottish print culture by remediating one of our course texts and analyzing your choices.
*The ability to engage with the Scottish study abroad context and field trips to enrich your understanding of our course texts and Scottish print culture.

*The ability to think across disciplines to collaborate with students in WGST 3301 and/or PSYCH 4390 on presentations about our Highlands Excursion.

I aim for you to emerge from the semester with a complex understanding of how women writers interacted with Scottish print culture.

Course Texts:

At TAMUCC Bookstore or Ordered Online:


On Blackboard:
Margaret Oliphant, “The Open Door” in *Blackwood’s Magazine* (January 1882)
Denise Mina, excerpts from *A Sickness in the Family* (2010)
Kenneth Grahame, excerpts from *The Wind in the Willows* (1908)
Nan Shepherd, selections from *The Living Mountain* and *In the Cairngorms*

Assessment:
Your final grade for this course will be determined by the following breakdown of the percentage weighting of each course component:
Close Analysis of Scottish Print Culture Posts (to Blackboard) 300 points
Local Activity Reflection 100 points
Creating Scottish Print Culture Project and Reflection 300 points
Post-Excursion Interdisciplinary Collaborative Presentation 100 points
Attendance & Participation 200 points

Course Grading Scale:
890-1000: A
790-890: B
690-790: C
590-690: D
590 or below: F
Assignments and Policies:

Close Analysis Scottish Print Culture Posts (300 points): In this course, you will practice and develop your analysis skills working with texts and images by submitting 3 short responses to our course blackboard site. These short (1-2 page) responses will be directed by more specific instructions (i.e. you will respond to a question or prompt that I post) and will always be submitted electronically via the Discussion Board area on our course Blackboard site. These short writes encourage you to write-to-learn and the emphasis is placed on the process of closely engaging with course materials. Each posting assignment will specify more precisely the expectations for successful completion in that particular case. Late responses (after the due date and time but within 24 hours) will receive ½ credit. Any response posted later than 24 hours after the due time will not be read and will receive a 0.

Local Activity Reflection (100 points): During the course of the semester, each student will complete at least one local activity from the following list. I will gladly accept suggestions for other activities that are related to this course and will happily help to arrange them in collaboration with the student.
- Go on a crime tour of Edinburgh and write a review. (You can even develop your own crime tour!)
- Pick out a specific book from the collections at the National Library of Scotland or the University of Edinburgh archives and write up a descriptive bibliography of the material features of that book and connect them to this course.
- Find a visual representation of the Scottish pastoral (this can be a piece of art or display that you find or something that you create or photograph yourself) and connect to one of our course texts depicting a related Scottish landscape.

Creating Scottish Print Culture Assignment (300 points) (Due on Blackboard): Here you will produce a creative response to one of our course texts by adapting that text into your own reimagined format inspired by our course long learning about Scottish Print Culture. The goal here is to think creatively about Scottish Print Culture and the meanings created by different material print formats and then to perform an act of transformation as you creatively adapt your chosen moment from one of our course texts. You will write a 2-3 page reflection about your creative response. An assignment sheet with more specific guidelines, advice, expectations and grading criteria will be handed out in class.

Interdisciplinary Collaborative Mid & Post-Excursion Presentations (100 points): During the group excursion to the Highlands and the Isle of Skye, you will give a
researched presentation with your group about one of our destination sites to the full program and then during the final week of class you will work with your interdisciplinary group to present about what you have learned after visiting the site and further research and share your work with the full program in our end of program Symposium. An assignment sheet with more specific guidelines, advice, expectations and grading criteria will be handed out in class.

**Attendance & Participation** (200 points): Your participation grade will be based on your active engagement with class materials, your frequent and thoughtful contributions to class discussions of all shapes and sizes, your active listening to your classmates and to me, your productive work in frequent in-class small group activities, your reflections upon and completion of the assigned reading, and your coming to class prepared (with materials, thoughts, questions, and assigned work) every day. In order to engage actively with these texts and to promote lively discussions, you will need to prepare diligently for class each day—I encourage you to thoroughly mark up your texts (write all over them, use post-it notes, keep a reading journal on a separate page if you prefer), flag key passages that interest you, jot down questions as they occur to you, and come to class ready to discuss and to contribute questions and themes, passages, and patterns that you find particularly intriguing and worth talking about. For our frequent Blackboard readings (i.e. the electronically circulated ones), you will need to print them out, follow all the instructions for marking up your texts as above, and bring them to class with you in order to effectively participate on those days (and to earn full points for each class day).

As you will see, I keep records of participation every single class meeting so that these grades are fair and able to be documented: I keep a huge spreadsheet of each day’s grade (assessed using a 4 point grading scale from 4 (an A for outstanding, engaged, thoughtful participation) to a 0 (total non-participation)) and the semester’s participation grade is an average of all of these daily marks (thus local highs and lows get evened out). Also, participation in this course can also extend beyond the boundaries of the classroom and efforts to engage more fully with the reading and writing in the course during office hours also contributes to good participation (I also record frequent office hours attendance and will bump up one or more of the daily marks to reflect this alternative, valuable form of engagement). I will give everyone mid-term participation grades so that you can see how you are doing in this area of the course. If you are concerned about your ability to effectively participate, please come and talk with me in office hours and we can develop strategies to improve your active participation.
You are responsible for obtaining all of the class readings for the course (including printing out any electronic resources assigned and accessible through Blackboard), for reading them carefully prior to class, and for bringing them to class with you as we will work actively with the assigned readings every single class session. If you do not bring your reading materials assigned for a given class meeting to class with you, then you will receive a zero for that day’s participation. We will work actively with the texts every single day and thus you need to have them with you in order to actively contribute and even to keep up with our discussions.

Please turn off all cell phones before class begins. No electronic devices—including computers—are to be used during class sessions. If you have your cell phone or any other electronic device out during class, you will receive a zero for that day’s participation.

Attendance Policy and Lateness: This course will be very discussion-intensive—so if you miss a class meeting, you are missing a lot any day that you miss. But obviously I understand that life sometimes gets in the way and so you may have two absences with no penalty. For each absence after the first two, your course grade drops 1/3 of a letter grade (i.e. from B to B-). So please use those two permitted absences wisely, they are to be used for times when you absolutely cannot make it to class (illnesses, family or personal emergencies, planned trips, etc.) and not for sleeping in, work for other courses, etc. Being more than fifteen minutes late to class constitutes a full absence and each day that you are even slightly late will deduct from that day’s participation grade. Please be right on-time to class every day as we will start promptly at 11:45 am and for all field trips.

Late work: Late assignments will be penalized 1/3 of a letter grade for each 24 hour period that they are late (i.e. if it was due on Sunday at Midnight it will be marked 1/3 grade down if it is turned in after then but before Thursday by Midnight; if it is turned in after Midnight on Thursday, it will be marked down an additional 1/3 of a letter grade and so on). Please make every effort to have all your assignments in on time! I do not accept papers or read drafts over email.

The 24-Hour Rule: Please wait 24 hours after I return your graded paper before you come to discuss that paper with me. If you would like to discuss your paper with me, please come to my office hours or schedule an appointment (I often require several days notice if you need to make an appointment outside of office hours). Please come prepared with a short paragraph write-up of your response to my comments on your paper.
**Academic Integrity:**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Violations of academic integrity include cheating, plagiarism (failure to acknowledge via appropriate citation the sources for written, visual, on-line, and other sorts of material), fabrication, illicit possession of examinations or examination materials, falsification, forgery, complicity, and multiple submissions (e.g., submitting the same or substantially the same paper for two or more courses without prior approval of all instructors). Any assignment found to violate the TAMUCC guidelines for academic integrity will receive a zero grade and will be reported to the college dean and the Office of Student Affairs in accordance with university policy. Please read “Academic Integrity” guidelines carefully and ask me if you have any questions: these guidelines are posted at
http://catalog.tamucc.edu/content.php?catoid=6&navoid=177#Academic_Integrity
I have also included the link below to the procedures for student academic misconduct cases. Please read the information found here as well:
http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C0.04_student_academic_misconduct_cases.pdf

**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 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.

**The Writing Center**
You will be doing a lot of writing in this course and the TAMUCC CASA Writing Center is an excellent resource to help you. The Writing Center offers one-on-one tutoring sessions with experienced student writers to help you with a whole range of skills—getting started, building arguments, grammatical issues, organization, and many more—and I highly recommend using this resource. They offer appointments (easy to schedule with their online system) and also walk-ins during their open hours. See their website for more details: http://casa.tamucc.edu/wc.php
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

Religious Observances:
If a class meeting conflicts with a religious holiday, please notify me within the first two weeks of the semester so that we can make alternate arrangements. In most cases, I will ask you to turn in your assignment ahead of your scheduled absence, but, in accordance with the TAMUCC policy on Religious/Academic conflicts, your absence will not affect your grade in the course.

Academic Advising:
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.

Grade Appeals Process:
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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.C2.01, Student Grade Appeal Procedures (available at http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.C2.01_student_grade_appeal_procedure.pdf). For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.

**Statement of Academic Continuity:**
In the event of an unforeseen adverse event, such as a major hurricane, if 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.

**Dropping a Class:**
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 me before you decide to drop to be sure it is the best thing to do. 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. Monday July 29th is the last day to drop a class with an automatic grade of “W” this term.

**Reminder to English Majors:**
As part of the English undergraduate capstone course (ENGL 4351), all English majors are required to submit a portfolio of writings in different discourse genres that they have completed for their college classes. To help you prepare for this assignment, you should keep a copy of all essays, research papers, literary analyses, creative and report writing, etc., so that you will have an ample selection from which to choose when the portfolio comes due.
Communication:
The best way to get in touch with me outside of class and office hours is by email. During the semester, I check my email regularly every weekday. I probably will not be able to respond as promptly on weekends or late at night (I will most likely not respond on the same day if you email after 6 pm). Email is a great way to ask a question, share a comment, or make an appointment to talk in person. If you have a long, complicated question, please come visit during office hours or make an appointment so that we can talk it over in person. All conversations about grades and comments on written work should take place in person.

I will email the class if class should be cancelled due to extreme winter weather or other emergency, or if I want to circulate course information to the class so please check your own email regularly.

If you must miss a class, please do not email me asking what you missed. It is your responsibility to check in with a classmate to find out what was covered and to obtain the notes from that day. You should exchange email addresses with at least two of your classmates so that you can contact them if you have to miss class.

Name: ____________________________________________________

Email: ____________________________________________________

Name: ____________________________________________________

Email: ____________________________________________________

I reserve the right to make minor changes and to adjust this syllabus if necessary for the improvement of the course.
Week 1 Tartan Noir Print Culture
M July 1 Course Introduction


W July 3 Sir Arthur Conan Doyle, “The Physiologist’s Wife” in *Blackwood’s Magazine* (September 1890)

Th July 4 Margaret Oliphant, “The Open Door” in *Blackwood’s Magazine* (January 1882) & Denise Mina selections from *A Sickness in the Family*  
Afternoon: Field trip to Writers’ Museum and National Gallery of Scotland from 3 - 7 pm (travel time included)

F July 5: No Class – Long weekend to enable travel

Week 2 Scottish Pastoral in Print


F July 12 Nan Shepherd selected poetry and nature writing selections (discussions incorporated to fieldtrip to Edinburgh Print Makers Studio with 3.5 hour printing workshop from 2 pm – 5:30 pm).

Week 3 Illustrating the Scottish Childhood


T July 16 All Day Program-Wide Field Trip with Morning Session at National Library of Scotland Archives & National Museum of Scotland


F July 19 Day 1 Excursion: Travel to Inverness and Loch Ness Exploration

Sa July 20 Day 2 Excursion: Day trip to Isle of Skye

Su July 21 Day 3 Excursion: Fort William to Hogwarts Express and Linlithgow Palace birthplace of Mary Queen of Scots and Glencoe and Return to Dalkeith

Week 4

M July 22: In class: Collaborative Work on Presentations for Symposium

T July 23: **Program-Wide Field Trip to Edinburgh Castle** 9 am – 1 pm (including travel time)

W July 24: In class: Collaborative Work on Presentations for Symposium

**Afternoon: Post-Excursion Interdisciplinary Collaborative Symposium**

Th July 25: Final Day of Class: **Creative Projects Presentations**