

# **English 1102: Remembering the Sea – Nostalgia, Adventure**

## **Summer 2015, Georgia Institute of Technology – Writing and Communication Program**

### **Syllabus – Course Objectives and Policies**

#### Sections

- LS3, MW 10am-11:45am
- QUP, Online

Professor: J. Stephen Addcox, PhD

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Course website: T-Square

Office Hours: MW 8am-9:45am, Hall 121(9)

### **COURSE DESCRIPTION AND OBJECTIVES**

This course will help students to hone their abilities in multimodal (WOVEN) communication through an examination and discussion of nautical and maritime narratives. Stories set on the open sea have long been a staple of literature and drama. In this class we will focus our attention on nineteenth-century stories in order to consider how these narratives frame particular understandings of the sea (as adventurous, dangerous, mysterious, as well as many others). Readings will include works from William Clark Russell, Alfred, Lord Tennyson, and Edgar Allan Poe. From these beginnings we will trace how nostalgic representations of the sea have found their way into contemporary interactive narratives of the sea, particularly in video games and films like *Sunless Sea* and *Master and Commander*. Assignments will include a semester long blog project which students will use to present both short reflections and longer essays. Collaboration will play a significant role in the larger projects that students develop for this class. Because this class is part of the Summer Online Undergraduate Program (SOUP), we will also be using Twitter to facilitate discussion between the classroom and online students.

#### Required Texts and Materials

- WOVEN Textbook (electronic book, access here: <http://ebooks.bfwpub.com/gatech.php>)
- *Sunless Sea* (video game, available via <http://www.failbettergames.com/sunless/>)
- All other readings will be provided as electronic sources that students can download from T-Square

### **APPROACH TO THE COURSE**

This course will be structured primarily like a seminar, in which students are expected to take a proactive role in shaping the class discussion and focus. As a class that is designed to hone your communication skills, class meetings are a key component in the process of further developing your written, oral, visual, electronic and non-verbal communication. Consequently, class meetings may involve discussion, in-class writing and assignments, student-led presentations, workshops and peer review, online writing and publication. Throughout the semester, students should be looking for ways to draw connections between the varied texts and concepts that we will be studying in order to develop their capacity to create detailed, informative, and insightful approaches to the course assignments specifically and communication generally.

## **EXPECTED STUDENT OUTCOMES**

In addition to course outcomes for all English 1102 courses listed in the Common Policies section, this course include the following outcomes; students should be able to:

- Articulate and explain historical and contemporary memory theories
- Create connections between fictional works from various genres and historical contexts
- Multitask with audio/visual and textual communication
- Relate the concepts of memory and testimony to criminal justice and the legal system

## **SUMMARY OF COURSE UNITS AND PROJECTS**

### **Semester-Long Projects/Assessments**

- 1) Response Blog
  - a. Each student will create a WordPress blog via the [blogs.iac.gatech.edu](http://blogs.iac.gatech.edu) site. The blog should reflect a degree of creativity and visual design, including an engaging title (blog titles should include the student's last name in parentheses). Students will write 8 short (500 words) posts over the course of the semester on a variety of readings.
- 2) Twitter Discussions
  - a. In order to facilitate discussion between both the on-site and distance students in the class, we will use Twitter as a way to develop discussions and interaction based on the readings. At the beginning of the semester, each student should either create a new Twitter account for this class or use their current account. Each student will follow the rest of the class and we will tweet using the hashtag #sealit15 (subject to change). Each week, students should post at least 3-5 tweets responding either to the readings or class discussion. Each week, students should also respond to at least 2 tweets from someone else in the class.
- 3) Reading Quizzes
  - a. Regular reading quizzes will be given throughout the semester so that students can demonstrate their familiarity with and knowledge of the course materials.

### **Unit I: Nostalgia and the Fantastic Sea**

Texts: Tennyson, "Ulysses" (1833, 1842); Poe, *Arthur Gordon Pym* (1838)

Project 1: Ocean Memories [Written, Oral]

In the first major project of the semester, students will compose a narrative and analysis relating a story about the ocean or the sea. The story can either be drawn from personal experience (something that happened during a trip to the beach, for example) or it can relate an experience of someone you know. The narrative should evoke particular details that reflect how/why the ocean is important to the story. First, students will make an audio recording of either themselves or their subject relating the story verbally. Second, students will create a written account based on the verbal recording. Finally, students will craft an argument that analyzes the narrative in order to show how and what it says about our understanding of the sea.

### **Unit II: Pirates and Adventure**

Texts: William Clark Russell, *An Ocean Free-Lance* (1881); F. Whympers, from *The Sea: Its Stirring Story of Adventure, Peril, and Heroism*

Project 2: Multimodal Essay [Written, Visual, Electronic]

The second major project will require students to develop a multimodal essay that draws on research that they have conducted using the library's resources. Drawing from one of the texts we have examined during the semester, students will write an essay that examines that text's conception of the sea in terms of space and time. Visual design will be a crucial component of the assignment, and students are encouraged to consider images, maps, and other forms of data visualization as ways to incorporate design into their essays. This essay will be submitted via students' blogs.

### **Unit III: Remembering the Sea in Contemporary Media**

Texts: *Sunless Sea* (2014, video game); *Master and Commander* (2003, film); Alan Moore, "Tales of the Black Freighter" (comic); *20,000 Leagues Under the Sea* (1954, film)

Project 3 (Collaborative): Character Interview and Presentation [Written, Oral, Visual, Electronic, Non-Verbal]

The final project of the semester will be a collaborative project in which students will write and produce a video interview with a character from one of the texts we've read over the course of the semester. This project will require collaboration as each group will consist of some on-site and some distance students. A degree of anachronism will be acceptable, considering the medium in which the interview is being recorded, but the content should be largely period-specific. The interview should relay an argument about that character's motivation, their recollections of time spent at sea, and how their experience affected them. Each video should include a short introduction, explaining the group's process in creating the interview. With the submission of the video, each group will submit a transcript of their video, including a bibliography.

### **ASSIGNMENT REQUIREMENTS**

Throughout the semester, students should keep in mind that they will be archiving and presenting selections of their work for the final portfolio. As such, be sure to maintain copies of all drafts, notes, and final products throughout the semester. Use track changes or similar functionality to document a project's evolution over time. Your final product for each assignment should represent professional level work that is polished and presentable.

### **WOVEN COMMUNICATION**

In keeping with the WOVEN focus of the Writing and Communication Program at Georgia Tech, students will be expected to develop their communication skills through written, oral, visual, electronic, and non-verbal scenarios. This class will pay particular attention to the following areas:

**Written** – Argument organization, evidence selection, and clarity

**Oral** – Decisive delivery, responsive discussion, and striking a professional and formal style of address

**Visual** – Clean and efficient design, effective spatial organization of information

**Electronic** – Using brevity to make a point succinctly, considering the uncertainty of audience in web-based communication

**Non-verbal** – the importance of professional body language in presentation, attentiveness and engagement as an audience member

## **LATE AND MISSED ASSIGNMENTS**

Late work is highly discouraged and will only be permitted under extraordinary circumstances and with advance notice (except in the case of extreme emergencies). If a student feels that they are likely to complete an assignment late, they should contact me in order to establish a timeline for completion. Without prior permission, late work will receive a half-letter grade penalty for each day beyond the due that it remains unfinished. In-class assignments and presentations that are scheduled on the same day as an officially sanctioned university absence may be made up, but students should confer with me in advance of their absence.

## **APPOINTMENTS**

It is often the case that students who take the time to come to office hours find themselves benefitting from the additional feedback and discussion. Writing is a conversational act, and engaging in one-on-one conversation can help in that process. I always encourage my students to meet with me during my regular office hours, or by appointment if necessary.

## **ASSESSMENT**

### **Assignment Breakdown**

Reading Quizzes	100
Blog (6x25 points)	200
Twitter Discussion	100
Project 1	100
Project 2	150
Project 3	200
Portfolio	150
TOTAL:	1000 points

**Course Grades - A: 895-1000 points; B: 795-894; C: 695-794; D: 595-694; F: 0-594**

## **COURSE POLICIES**

Georgia Tech's Writing and Communication Program has common, program-wide policies regarding these areas:

- General Education Outcomes
- Learning Outcomes
- Evaluation Equivalencies
- Evaluation Rubric
- Attendance
- Participation in Class
- Non-discrimination
- Communication Center
- Accommodations
- Academic Misconduct
- Syllabus Modifications
- Week Preceding Final Exams (WPFE)
- Reflective Portfolio

You can access these common Writing and Communication Program policies on T-Square: [<http://blogs.iac.gatech.edu/wcppolicies/engl-1101-and-engl-1102-common-policies/>]. You are

required to acknowledge that you have read, understood, and intend to comply with these policies

### **Daily Schedule – Reading and Writing Assignments**

*NOTE: All reading and writing tasks are **due on the day** they appear on the syllabus. This schedule of assignments is subject to change; it is your responsibility to keep informed of any updates, including when you are absent.*

#### **Unit I: Nostalgia and the Fantastic Sea**

Week One (May 11 - 15)

M - Introduction, Syllabus Review  
- In-Class reading & discussion: Rudyard Kipling, “The Sea and the Hills”

W - Setting up WordPress & Twitter  
- Project 1 Assigned  
- Tennyson, “Ulysses” (Quiz 1)  
- **Blog Post 1 due**

Week Two (May 18 - 22)

M - Poe, *Arthur Gordon Pym* (Quiz 2)  
- Nicholas Dames, Introduction to *Amnesia Selves*  
- Assignment workshop, analyzing a verbal narrative

W - Poe, *Arthur Gordon Pym* (Quiz 3)  
- **Blog Post 2 due**

Week Three (May 25 - 29)

M **\*\*Memorial Day: No Class Meeting\*\***

W - Poe, *Arthur Gordon Pym*  
- **Project 1 Peer Review (Final Revision due Friday on T-Square)**

#### **Unit II: Pirates and Adventure**

Week Four (June 1 - 5)

M - William Clark Russell, *An Ocean Free-Lance* (Quiz 4)  
- Project 2 Assigned

W - WCR, *An Ocean Free-Lance*  
- Visual Design in Electronic Media  
- **Blog Post 3 due**

Week Five (June 8 - 12)

M - WCR, *An Ocean Free-Lance* (Quiz 5)  
- Starkey, “The Origins and Regulation of Eighteenth-Century British Privateering”  
- Using the library to conduct research

W **\*\*No on-site class meeting\*\***  
- All students view provided lecture and post 3 twitter responses

**- Blog Post 4 due**

Week Six (June 15 - 19)

- M     \*\*No on-site class meeting\*\*  
      - Submit Draft Project 2  
      - F. Whympver, from *The Sea: Its Stirring Story of Adventure* (Quiz 6)
- W     - WCR, *An Ocean Free-Lance* (Quiz 7)  
      - **Project 2 Peer Review (Final Revision due Friday on T-Square)**

**Unit III: Remembering the Sea in Contemporary Media**

Week Seven (June 22 - 26) [June 28: Withdrawal Deadline, 4pm ET]

- M     - *Master and Commander*, in-class film screening  
      - Distance students view film and contribute to Twitter discussion
- W     - Finish *Master and Commander*  
      - Project 3 Assigned  
      - Play *Sunless Sea* over the weekend  
      - **Blog Post 5 Due**

Week Eight (June 29 - July 3)

- M     - Discussion, *Sunless Sea* (Quiz 8)  
      - Collaboration and Group Work
- W     - Alan Moore, “Tales of the Black Freighter” (Quiz 9)  
      - Character Selection workshop  
      - **Blog Post 6 Due**

Week Nine (July 6 - 10)

- M     - *20,000 Leagues Under the Sea* (1954) discussion (view film outside of class) (Quiz 10)  
      - Working with video/sound editing
- W     - John Mack, from *The Sea: A Cultural History* (Concepts of the Sea)  
      - Workshopping project scripts

Week Ten (July 13 - 17)

- M     - Project Workday and Conferences, no on-site class
- W     - **Project 3 Peer Review (Final Revision due Friday on T-Square)**

**Dead Week - Portfolios**

Week Eleven (July 20 - 24) – Portfolio Work Week

- M     - Portfolio discussion  
      - Selecting contents for the portfolio
- W     - Workshopping portfolios  
      - Course wrap-up

Week Twelve (July 27 - 31) \*\*Exam Week\*\*

\*\*\*Portfolio Due to T-Square on July 29 (Wednesday) by 11am.\*\*\*