

The Turning of the Tide
ENG 185.11J: Critical Reading and Writing
T/R; 11:50-1:30; Murdy Hall Seminar Room

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Course Site	oceans.mckennarose.org
Office Hours	Tuesdays 9-11, and by appointment, Oxford Library 131

Course Description

The Turning of the Tide is a survey of popular literary works on the ocean. Developed as part of the Emory Piedmont TATTO Fellowship on Sustainability, Teaching, and Curriculum, in this course students will read and write about oceans, ecology, and environmental justice to expand their critical composition and analytic skills; develop rhetorical knowledge and practices; and participate with audiences both local and global. Although events such as pollution, warming, overfishing, mineral extraction, and tourism threaten to destroy the well being of coastal communities and marine life forever, we look to these topics at a moment in which potential devastation can be forestalled. Drawing on key terms such as “Slow Violence” and “Trans-Corporeality,” we will read, watch, and listen to texts from multiple genres, time periods, and geographic regions that all share a rhetorical engagement with bodies of water. Course texts include, but are not limited to *The Edge of the Sea*, *The Drowned World*, and *Treme*. Over the course of the term students will write and administer their own websites on which they will publish required projects such as infographics; personal narratives; researched essays; and slideshare presentations; as well as a series of short multimedia blog posts. Just as life began in the oceans, I hope that together we can look to water as a resource for life to come.

Domain of One's Own

The Turning of the Tide is part of [Domain of One's Own](#). Domain is a digital pedagogy project in which you are required to own and administrate your own websites that function as a component of curricula, professional portfolios, social media databases, and community outreach platforms. You are required to pay \$20.00 for server space and a domain name of your choice through [Reclaim Hosting](#). No prior experience with web design or digital authoring is required for successful completion of course work, and all major class projects work will be published to the web and available to reading publics beyond the class and university.

Learning Outcomes

Outcomes	Description
Critical Reading	Students will develop their ability to read texts closely and critically, focusing first on understanding before moving to evaluation.
Critical Writing	Argument: Students will develop their abilities to compose, organize and support academic arguments in order to engage in ongoing intellectual conversations. Revision process: Students will understand that good writing is the result of a process of planning, drafting, receiving and giving feedback and revision.
Research	Students will develop their abilities to find evidence using library and other resources. Students will develop their abilities to incorporate their findings into academic arguments and to document their sources.
Oral Expression	Students will develop, through informed conversation, the ability to speak clearly and persuasively about the texts they study. Students will improve their oral communication skills by delivering a formal presentation.

Required Course Texts

Ballard, J.G. *The Drowned World*. Liveright Publishing Co., 2012.

Carson, Rachel. *The Edge of the Sea*. Houghton Mifflin Co., 1998.

Assignment Sequence	Value	Description
Website & Blog	20%	From the start of the semester you will be responsible for building a WordPress website where you will publish all major assignments, as well as a series of blog posts that respond to assigned prompts.
Reading Quizzes	10%	Periodic quizzes over the course of the semester designed to help you retain and organize information from the reading that you will develop in the writing assignments.
Infographic	10%	The goal of this design project is to render a key term drawn from articles by Rob Nixon or Stacy Alaimo in visual iconography. You'll publish your visual rendering to your sites with a short reflection.
First-Person Essay	10%	A 1,500-2,000-word first person essay that incorporates key terms and concepts drawn from in-class reading with your personal experience, published to a static web page and developed through drafts stages & images/page design.
Literary Analysis	20%	A 3,000-3,500-word argument driven literary analysis essay developed through close analysis of <i>The Drowned World</i> and a secondary essay of your choice, published to a static web page as an embedded .pdf or .doc
Presentation	20%	A 10-15x30 slideshare presentation in which you make an argument or draw attention to an ocean ecology and Treme drawn from both course content and also your own research. For full credit you will convert your presentation into a slideshow with an audio track, and upload it to a static webpage with a short head note and a works cited.
Participation/Attendance	10%	Please arrive to class on time, with all reading and writing assignments completed, and then contribute significantly to class discussions and workshops.

Grade Scale	Description
A 4.0 A- 3.7	Extremely high quality work, effort, and performance beyond minimum requirements. Excellent attendance and substantial contributions to discussions.
B+ 3.3 B 3.0 B- 2.7	Well-written work that continues to improve. A level of effort and performance beyond minimum requirements. Good attendance and contributions to discussions.
C+ 2.3 C 2.0 C- 1.7	Generally competent work and a level of effort that meets course requirements. Regular attendance and contributions to discussions.
D+ 1.3 D 1.0	Work that is uneven in quality or suggests incompetence. Irregular attendance and minimal contributions to discussions.
F 0.0	Incomplete or unacceptable work. No real effort to participate in class discussions. Four or more absences.

Universal Design and Accessibility

Issues of accessibility are an integral component of instruction for all students. While students should disclose non-standard needs in keeping with guidelines provided by the Office of Disability Services in order to have those needs augmented by digital tools such as voice to text software or close captioning. Major assignments can be adapted into more accessible modes upon request.

Late or Missing Assignments

All work is due on the date and at the time specified on the calendar. Late work may not be accepted. If you know you will be absent the day a paper is due or a quiz given, please let me know in advance. Whether the absence is planned or unplanned, you will be responsible for getting the paper to me on time, and we will need to make the appropriate arrangements, including your provision of a documented excuse.

Attendance

0-2 missed day(s)=100, 3 missed =50, 4 missed =0, 5 or more=may fail course. Please keep track of your own absences, and let me know in advance if you have to miss class. You are marked late if you more than 10 minutes late. All religious holidays excused if you let me know in advance. You are required to hand-in any missed work regardless of absences.

Plagiarism

Cheating and plagiarism are serious violations of the [Student Honor Code](#). Plagiarism is intentionally passing off sentences, paragraphs, or entire papers written by someone else as your own original work. **All plagiarized assignments will earn an F and incidents of academic misconduct will be reported to the Honor Council. First Honor Code violations can result in "F in the course on the student's permanent transcript" (SHC).** We will discuss how to locate, summarize, incorporate, and document secondary sources throughout the semester to avoid any inadvertent mistakes.

Electronics

Since we are composing multimodally throughout the course, you are encouraged to bring to class and operate laptops, tablets, and smart phones. This class is devoted to developing in students best practices for negotiating among virtual communities and the real time of the classroom.

Writing Center Domain Support

Please consider setting up a tutoring session at the Oxford [Writing Center](#). By talking with a tutor, you can gain perspective over the purpose, design, and usability of your digital texts, and the choices you make as a writer. The Writing Center is located on the second floor of the Oxford Library.

Course Website

The class website, which contains the course description, outcomes, required texts, policies, and the calendar is oceans.mckennarose.org. Please note that the course calendar, assignments, and texts are subject to change over the duration of the semester, and while the course site will be updated to reflect changes, the paper syllabus will not.

Calendar

(All assignments are listed on the date due, and subject to change)

Date	Description
T, Jan 10	Introduction: policies, requirements, & Domain Calculate Carbon Footprint NYT, " Trying to Save the Oceans " & Infographics
R, Jan 12	Nixon, " Scenes from the Seabed " (263-280)
T, Jan 17	Register a domain & install WordPress Digital Writing Workshop I Last Day to Add or Drop Classes
R, Jan 19	Stacy Alaimo, "States of Suspension: Trans-corporeality at Sea" (476-493) Reading Quiz
T, Jan 24	Infographic Workshop Blog Post: Infographic Draft Rachel Carson, <i>The Edge of the Sea</i> (Introduction & "The Marginal World, 1-9)
R, Jan 26	Infographic Due published to website by 11:00AM Rachel Carson, <i>The Edge of the Sea</i> , "Patterns of Shore Life" (9-39)
T, Jan 31	Rachel Carson, <i>The Edge of the Sea</i> , "The Rocky Shores" (39-86)
R, Feb 2	Rachel Carson, <i>The Edge of the Sea</i> , "The Rocky Shores" (86-125) Reading Quiz
T, Feb 7	Rachel Carson, <i>The Edge of the Sea</i> , "The Rim of Sand" (125-158) Blog Post: Before
R, Feb 9	Rachel Carson, <i>The Edge of the Sea</i> , "The Rim of Sand" (158-191) Reading Quiz
T, Feb 14	Rachel Carson, <i>The Edge of the Sea</i> , "The Coral Coast" (191-220) Blog Post: During Personal Narrative Workshop
R, Feb 16	Rachel Carson, <i>The Edge of the Sea</i> , "The Coral Coast" (220-249)
T, Feb 21	Rachel Carson, <i>The Edge of the Sea</i> , "The Enduring Sea" (249-251) & "Appendix: Classification" (251-271) Blog Post: After Personal Narrative Workshop
R, Feb 23	Personal Narrative Due published to website by 11:00AM Research Instruction JG Ballard, <i>The Drowned World</i> (9-13 & 17-29)

T, Feb 29	JG Ballard, <i>The Drowned World</i> (29-60)
R, March 2	JG Ballard, <i>The Drowned World</i> (60-98) Blog Post: Article Annotation
T, March 6 R, March 8	No Class – Spring Break
T, March 14	JG Ballard, <i>The Drowned World</i> (98-113) Reading Quiz
R, March 16	JG Ballard, <i>The Drowned World</i> (113-144)
T, March 21	JG Ballard, <i>The Drowned World</i> (144-156) Reading Quiz
R, March 23	JG Ballard, <i>The Drowned World</i> (156-182)
T, March 28	JG Ballard, <i>The Drowned World</i> (182-198) Blog Post: Paper Drafts Writing Workshop
R, March 30	Research Papers Due published to websites by 5:00 PM Reading on Katrina/Treme TBA <i>Treme</i> , Episode 1
T, April 4	<i>Treme</i> , Episodes 2 & 3 Blog Post: Reading of a Scene
R, April 6	Class Cancelled
T, April 11	<i>Treme</i> , Episodes 4 & 5 Presentations
R, April 13	<i>Treme</i> , Episodes 6 & 7 Presentations
T, April 18	<i>Treme</i> , Episodes 7 & 8 Presentations
R, April 20	<i>Treme</i> , Episodes 9 & 10 Presentations
T, April 25	Presentations Final Website workshop
Finals Date TBA	All final work due by 5:00 PM