6. Texas A&M University at Galveston

New Course

ENGL 415. Studies in a Major Author. (3-0). Credit 3. Exploration of a major author as a vehicle for emphasizing intensive analysis, scholarship and literary criticism. May be taken two times for credit. Prerequisite: A 300-level literature course or approval of instructor.
Texas A&M University
Departmental Request for a New Course
Undergraduate Graduate Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of General Academics (Texas A&M - Galveston) _____________________________

2. Course prefix, number and complete title of course: ENGL 415: Studies in a Major Author _____________________________

3. Course description (not more than 50 words): Exploration of a major author as a vehicle for emphasizing intensive analysis, scholarship and literary criticism.

4. Prerequisite(s) A 300-level literature course or instructor's permission Cross-listed with N/A ________________

5. Is this a variable credit course? Yes X No If yes, from ____________ to ______________

6. Is this a repeatable course Yes X No If yes, this course may be taken two (2) times. Will the course be repeated within the same semester/term? Yes X No

7. Has this course been taught as a 489/689? Yes X No If yes, how many times? ________________

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history) ________________________________

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    ENGL 415 STUDIES IN A MAJOR AUTHOR

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Academic Year FICE Code
    0 3 0 0 3 2307010001123007-050100995

Approval recommended by:

Head of Department __________________________ Date __________________________

Head of Department (if cross-listed course) __________________________ Date __________________________

Submitted to Coordinating Board by:

Dean of College __________________________ Date __________________________

Director of Academic Support Services __________________________ Date __________________________

* Attach a syllabus according to the guidelines on the web site www.tamus.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 845-8737.
N.B., This is a sample syllabus of the type of class I would teach under the 415 heading.

**ENGLISH 415: HERMAN MELVILLE'S SEA NOVELS TO Moby-Dick**

Instructor: Dr. Daniel Traber  
Office: 106 CLB  
Phone: 741-4382  
E-Mail: traber@tamug.tamu.edu  
Office hours: TR 10-1 and by appointment

**COURSE DESCRIPTION**

ENGL 415: Studies in a Major Author: Exploration of a major author as a vehicle for emphasizing intensive analysis, scholarship and literary criticism. This section of ENGL 415 examines Melville's novels that have a direct connection to the issues of maritime studies--beginning with his early South Pacific adventure tales and culminating with an extensive, close reading of *Moby-Dick*. Our topics will range broadly, going where the texts' currents take us, including but not limited to contemplating the sea as a symbol, issues of cultural representation, as well as sociopolitical and philosophical meditations on the individual and community. The other goal of ENGL 415 will be to build on the skills you have learned in previous English courses; thus, expanding your abilities to analyze texts and produce writing designed to persuade an academic audience.

**REQUIRED TEXTS**

Herman Melville, Library of America ed., Vol. 1: *Typee, Omoo, Mardi*  
Herman Melville, Library of America ed., Vol. 2: *Redburn, White-Jacket, Moby-Dick*

**CLASS POLICIES**

**Attendance:** Since participation in class discussion and workshops is crucial to your success in this class, you must attend regularly and be prepared to participate. Excessive absences will negatively affect your grade. You are allowed 3 unexcused absences. Information concerning absences can be found in the University Student Rules Section 7. The university views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. For a University excused absence, the students should contact the Counseling Office to request a letter for the instructor stating that the Associate Vice President for Student Affairs, or his or her designee, has verified the student's absence as excused. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines. If the absence is excused per the process outlined in the University Student Rules, the student must be given the opportunity to make up work that was missed. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unauthorized absence. See Part III, Student Grievance Procedures, Section 49, Unexcused Absences, for more information about appealing an instructor's decision.

**Paper Deadlines:** In order to pass this course, you must complete and submit all work. Grades on late papers will drop one letter grade (e.g. A to A-, B+ to B) each **DAY** (including the weekend) after the due date.

**Essay preparation:** All work must be **typed** using a standard typeface (e.g., 12 point Courier or 12 Times). Type the draft on white letter size (8½ x 11") paper, using one side per page. Use 1" margins on all four sides (not 1.25", the Microsoft Word default setting) and double space to allow for
comments. If you use a word processor, be sure to save your essay on a disk (do not expect your files to be safe if left on TAMUG public-use computers).

**Academic Integrity:** For many years Aggies have followed a Code of Honor: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." Upon accepting admission to Texas A&M University at Galveston, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. **Ignorance of the rules does not exclude any member of the TAMUG community from the requirements or the processes of the TAMUG Honor System.** For additional information: <http://www.tamug.edu/honorsystem/>

It is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty (including plagiarism, broadly defined as passing off somebody else's work as your own, so make sure to cite all sources whose words or ideas you use in your own work [this includes web pages]). The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standard upon which scholastic integrity is maintained in this course. **Academic dishonesty infractions could result in failure of this course. On all course work, assignments, or examinations, the following Honor Pledge shall be pre-printed and signed by the student “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”**

**Americans with Disabilities Act of 1990:** 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 accommodation, please contact the Counseling Office, Northen Student Center, or call (409) 740-4587.

**Family Educational and Rights to Privacy Act (FERPA):** FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. Items that can never be identified as public information are a student's social security number or institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

**Assignments and Grade Distribution**

- **20% Essay 1:** A 5-7 page paper based on an analysis of one of the texts assigned up to that point. While the use of secondary sources is allowed in these papers I am more interested in the kind of analysis you can accomplish on your own.
- **30% Essay 2:** A 10-12 page analytical essay in which you **must** use at least five academic articles as secondary sources. Due at the end of the class's final exam period. The topic can be on any text assigned since Essay 1.
- **20% 5 Short Analytical Papers (SAP):** The SAPs are 2 page typed responses to the text assigned for that day that presents a very brief argument based on formal analysis. You are not simply to
express whether you like/dislike the text. Any evaluation on that level must be backed up with a reason(s) that shows you have put some deeper thought into your subject and is directed toward an analysis. What I hope to see is a brief argument presenting a mixture of formal analysis and critical evaluation.

-- The SAPs offer you a way to continue practicing your writing and analytical skills, so put your best effort into these (in terms of developing the argument but also with regards to grammar, spelling, etc.). The SAPs will also ensure that you have a space to voice your own analytical opinions.

-- The report will be graded with a check (√) or check minus (√–). Each one is worth 20 points (a total of 100), so the check system basically works to recognize the report was done, but the lower grade (10 pts.) will be given to those who turn in poorly developed or less substantive work.

**NOTE:** It is possible to receive a zero on the SAP, this grade will be assigned if the essay is merely a summary of the text that lacks any attempt to analyze it.

-- The SAPs are due at the beginning of class on the day they are assigned.

• **15% Final Paper Presentation & Abstract:** A 5 minute presentation on your final paper topic, i.e., the subject you will be studying and the argument you will make. You will also turn in a 250-word abstract for the final paper, to be returned to you the following class meeting. The presentations will be organized alphabetically.

• **15% Participation:** This is defined as attendance, taking part in class discussion and any in-class collaborative assignments (low attendance will affect this grade).

**SCHEDULE**

**WEEK 1:** Introduction
Introduction to the course
Melville's life, influence and context

**WEEKS 2 & 3:** Typee (1846)
SAP #1 due

**WEEKS 4 & 5:** Omoo (1847)
SAP #2 due

**WEEKS 6 & 7:** Mardi (1849)
SAP #3 due

**WEEKS 8 & 9:** Redburn (1849)
Paper #1 due

**WEEKS 10 & 11:** White-Jacket (1850)
SAP #4 due

**WEEKS 12 & 13:** Moby-Dick (1851)
SAP #5 due

**WEEK 14:**
Final Paper presentations
Dear Daniel,

I'm happy to approve your teaching of ENGL 415 as described. It looks like a good course for your MAST students.

Best,
Paul Parrish

At 09:34 AM 9/18/2006, Daniel Traber wrote:

>Dear Professor Parrish,
>
> You may recall granting me permission to teach American Ethnic
> Literature on the Galveston campus and approving my proposal for a
> course on Cultural Studies. I'm back with a request to teach ENGL
> 415 (Studies in a Major Author) down here. The class is called
> "Herman Melville's Sea Novels to Moby-Dick," it is designed with our
> Maritime Studies majors in mind (a growing major within the Dept. of
> General Academics). The MAST students are required to take courses
> across the disciplines so we need to develop offerings in the
> humanities outside anthropology and archeology. I've attached the
> syllabus that will accompany the proposal, below I've included the
> description as it appears in the syllabus.
>
> Description:
> ENGL 415: Studies in a Major Author: Exploration of a major author
> as a vehicle for emphasizing intensive analysis, scholarship and
> literary criticism. This section of ENGL 415 examines Melville's
> novels that have a direct connection to the issues of maritime
> studies--beginning with his early South Pacific adventure tales and
> culminating with an extensive, close reading of Moby-Dick. Our
> topics will range broadly, going where the texts' currents take us,
> including but not limited to contemplating the sea as a symbol,
> issues of cultural representation, as well as sociopolitical and
> philosophical meditations on the individual and community. The
> other goal of ENGL 415 will be to build on the skills you have
> learned in previous English courses; thus, expanding your abilities
> to analyze texts and produce writing designed to persuade an academic audience.
>
> Thanks for your help with this matter.
>
> Dr. Daniel S. Traber
> Department of General Academics
> Texas A&M University at Galveston
> P.O. Box 1675