Course Description
Directed study in special projects.

Unofficial Course Description
In the spring of 2014, I was awarded a “New Researcher Grant” by the University of South Florida to travel to the UK, where I conducted archival research at the Cambridge University Library and the British Library. While there, I combed through dozens of volumes of historical source material on the experiences of a small group of 16th century English sailors abandoned in Mexico and investigated by the Spanish Inquisition in Mexico City. These fascinating documents have never been published and are sadly underutilized in the study of a number of issues, including travel literature published in England, the history of the transatlantic slave trade, the worldwide reach of the Inquisition, and its torturous methods. As a result of this intensive research, I brought home a trove of photographs of the material I looked at but did not have time to analyze while abroad. Students who enroll in this directed study course will have the opportunity to assist in my efforts to comb through, transcribe, and contextualize this fascinating material for future writing projects I plan to undertake, including scholarly articles and, potentially, a book project. In addition to advancing the student learning outcomes for English majors delineated below, participating in this directed study will also provide you with the following experiences:

- An opportunity to work directly with primary historical sources in the course of literary scholarship, and to reflect on historicism as an approach to literary studies
- A behind-the-scenes peek at archival research and the scholarly publication process
- An enriched understanding of early modern travel literature and English encounters in the new world
- A chance to be mentioned by name in the acknowledgements of any publications that result from this work
- An enriched opportunity to let me get to know you in ways that will help me craft meaningful letters of recommendation for graduate school or future work opportunities that come your way

Course Intended Outcomes
The curriculum for the B.A. degree in English Literature develops the ability to:

- Demonstrate the ability to analyze and evaluate literary texts in light of the various cultural contextual issues that may impact their creation and/or reception.
- Demonstrate the ability to analyze and evaluate literature as an art form, evidencing certain aesthetic principles that are relative and dynamic.
- Demonstrate understanding of the canonical writers and texts in the British and American traditions, including criteria used in canonization.
- Demonstrate critical thinking skills in the conduct of literary argument and the judicious use of primary and secondary textual support.
- Write effective, correct scholarly prose, in accordance with MLA style.

Text
As determined by a collaborative approach to this course, all texts will be provided through Canvas. Students are asked to bring their laptops to every class meeting (assuming they have one).

Course Assignments and Grading
Transcriptions: 50%. Students will regularly transcribe into Word documents the texts that appear in numerous photographs I took during my archival research. Graded for completion and accuracy.

Fact-Finding Reports: 20%. 1-2pp. When questions arise about the material we are transcribing, students will be asked to research independently and report on the answers to these questions. Graded for completion, mechanics, accuracy, and thoroughness.

Annotated Bibliography: 30%. Students will be asked to collaborate on the production of an annotated bibliography of ten secondary sources on the materials under discussion in this directed study course. Graded for completion, mechanics, accuracy, thoroughness, and correct use of MLA citation style.
Plus/Minus Scale for Final Grades:

- A+ = 100-96.5
- A  = 96.4-93.5
- A- = 93.4-89.5
- B+ = 89.4-86.5
- B  = 86.4-83.5
- B- = 83.4-79.5
- C+ = 79.4-76.5
- C  = 76.4-73.5
- C- = 73.4-69.5
- D+ = 69.4-66.5
- D  = 66.4-63.5
- D- = 63.4-59.5
- F  = 59.4-0

Laptop Use

Students are permitted to use their laptops to take notes; however, the instructor reserves the right to ask that laptops be put away if they become distracting. Students are explicitly prohibited from using their laptops in class for anything other than course-related activities.

Canvas

This syllabus, along with other supporting materials for the course, as well as grades, will be posted to Canvas. I will use Canvas to provide handouts, post announcements, and contact you via email. You are responsible for keeping track of materials in Canvas; you should also understand that any announcements or emails posted through Canvas are understood as binding pronouncements. Canvas support is available through USFSM E-Learning staff from 9am to 5pm Monday through Friday. Please visit or contact Information Commons (second floor rotunda) if you need assistance. The USF Tampa IT Helpdesk provides 24 hour support for Canvas. Please call 813-974-1222 or email help@usf.edu if you need assistance outside of USFSM’s E-Learning hours.

Course Requirements, Methods of Instruction, Policies, Procedures

Students are asked and expected to complete readings and assignments by their due dates; to show up to class on time; to participate in class discussions and activities; and to be proactive about seeking answers to their questions, whether in class, via email, or in office hours with the instructor. Class meetings will mix lectures, discussions, group work, and individual activities. Students should check their email and Canvas regularly for updates and announcements. Most work, with the exception of in-class activities, must be submitted electronically through Canvas. Late papers are docked one letter grade per day (any time after the deadline).

Absences, Make Up Work, Extra Credit

Excused absences require official documentation (legal, medical, or official university letterhead). When possible, students should notify the instructor of an excused absence in advance. Unexcused absences do not require notification. (I do not need to know the details of your illness!) A courtesy email is fine but will not mitigate the adverse effect on your grade. Even excessive excused absences will have a negative effect, since attendance and participation are crucial to the course. Missed quizzes cannot be made up for unexcused absences. Students should request notes or assistance regarding missed discussions from their peers in the class (it is not my responsibility to let you know what you missed). Exams cannot be made up for unexcused absences. An excused absence from an exam will require attending an official makeup exam proctored by the College of Arts and Sciences on dates set by an administrative assistant in the college. Extra credit is unlikely; no student should be counting on it. The instructor may, however, exercise discretion in devising and offering extra credit assignments.

Plagiarism

The University of South Florida has an account with an automated plagiarism detection service which allows student assignments to be checked for plagiarism. I reserve the right to ask students to submit their assignments to Turnitin through Canvas. Assignments are compared automatically with a database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. Pursuant to the provisions of the Family Educational Rights and Privacy Act (FERPA), prior to submitting work to Turnitin, students should delete personal information (e.g., name, address, telephone) from the submitted work. This protects you from having personal information disclosed to vendors or other outside agencies. By your submission, you are also agreeing to release your original work for review for academic purposes to Turnitin.
USFSM AND USF SYSTEM POLICIES

A. Academic Dishonesty: The University considers any form of plagiarism or cheating on exams, projects, or papers to be unacceptable behavior. Please be sure to review the university’s policy in the USFSM Catalog, the USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

B. Academic Disruption: The University does not tolerate behavior that disrupts the learning process. The policy for addressing academic disruption is included with Academic Dishonesty in the USFSM Catalog, USF System Academic Integrity of Students, and the USF System Student Code of Conduct.

C. Contingency Plans: In the event of an emergency, it may be necessary for USFSM to suspend normal operations. During this time, USFSM may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It’s the responsibility of the student to monitor Canvas site for each class for course specific communication, and the main USFSM and College websites, emails, and MoBull messages for important general information. The USF hotline at 1 (800) 992-4231 is updated with pre-recorded information during an emergency. See the Campus Police Website for further information.

D. Disabilities Accommodation: Students are responsible for registering with the Office of Students with Disabilities Services (SDS) in order to receive academic accommodations. Reasonable notice must be given to the SDS office (typically 5 working days) for accommodations to be arranged. It is the responsibility of the student to provide each instructor with a copy of the official Memo of Accommodation. Contact Information: Disability Coordinator, 941-359-4714, disabilityservices@sar.usf.edu, http://usfsm.edu/disability-services/

E. Fire Alarm Instructions: At the beginning of each semester please note the emergency exit maps posted in each classroom. These signs are marked with the primary evacuation route (red) and secondary evacuation route (orange) in case the building needs to be evacuated. See Emergency Evacuation Procedures.

F. Religious Observances: USFSM recognizes the right of students and faculty to observe major religious holidays. Students who anticipate the necessity of being absent from class for a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second week of classes. Instructors canceling class for a religious observance should have this stated in the syllabus with an appropriate alternative assignment.

G. Sexual Misconduct/Sexual Harassment Reporting: USFSM is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The Counseling and Wellness Center is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report.

Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. The Deputy Coordinator for USFSM is Mary Beth Wallace, AVP for Student Enrollment, Engagement and Success, 941-359-4330 or marybeth@sar.usf.edu.

Campus Resources:
  Counseling Center and Wellness Center: 941-487-4254
  Victim Advocate (24/7): 941-504-8599

List of off-campus resources:
  Hope of Manatee: 941-755-6805
  Safe Place & Rape Crisis Center (SPARCC) – Sarasota: 941-365-1976
  First Call for Help- Manatee: 941-708-6488
  Sarasota & North Port: 941-366-5025
  Manatee Glens: 941-782-4800

H. Web Portal Information: Every newly enrolled USF student receives an official USF e-mail account. Students receive official USF correspondence and Canvas course information via that address.
Together, we will determine the best times to meet as a group to discuss the ongoing research process, ideally every 2 weeks or so. The following schedule seeks only to lay out some goals for the completion of various activities.

<table>
<thead>
<tr>
<th>Week:</th>
<th>Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2:</td>
<td>Read travel accounts by Hawkins, Ingram, Hortop, and Philips (Canvas)</td>
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<tr>
<td>3:</td>
<td>Second Meeting. Distribution of Transcriptions.</td>
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<tr>
<td>4:</td>
<td>Work on Transcriptions.</td>
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<tr>
<td>5:</td>
<td>Third Meeting. Submit First Transcriptions. Discuss the documents.</td>
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<tr>
<td>6:</td>
<td>Work on Transcriptions.</td>
</tr>
<tr>
<td>7:</td>
<td>Fourth Meeting. Submit Second Transcriptions. Discuss the documents.</td>
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<tr>
<td>8:</td>
<td>Work on Transcriptions. Gather Secondary Sources.</td>
</tr>
<tr>
<td>9:</td>
<td>Fifth Meeting. Submit Third Transcriptions. Discuss the documents.</td>
</tr>
<tr>
<td>March 21</td>
<td>Last Day to Drop with a “W”</td>
</tr>
<tr>
<td>11:</td>
<td>Sixth Meeting. Submit Fourth Transcriptions. Discuss the documents.</td>
</tr>
<tr>
<td>13:</td>
<td>Seventh Meeting. Submit Fifth Transcriptions. Discuss Fact-finding Reports.</td>
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<tr>
<td>15:</td>
<td>Eighth Meeting. Submit Sixth Transcriptions. Discuss Annotated Bibliographies.</td>
</tr>
<tr>
<td>Finals Week:</td>
<td>Annotated Bibliographies Due. Fact-finding Reports Due.</td>
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