



MAST 270 Historic Seafaring and Maritime Heritage

Credits: 3-0

Fall 2020

TIME TBD

Location: CLB 215

Instructor Information

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Catalog Description

Fundamentals of traditional seamanship and an exploration of the cultures and technologies of seafaring people throughout history and in various geographical locations.

Course Description and Prerequisites

This course critically and creatively examines at the fundamentals of seamanship and the culture of seafaring peoples throughout history, with a focus on a late 19th century square-rigged sailing vessel 1877 barque, *ELISSA*, operated by the Galveston Historic Foundation. Successful students will engage in traditional seafaring activities and use them as a lens by which to better understand historic technologies through teamwork with a diverse group of likeminded sailors. They will also be able to place what they learn of seafaring life, communities, and technologies on the 1877 barque *ELISSA* into the broader context of the cultures of seafaring peoples throughout histories and in various geographic locations. Finally, students will examine and evaluate material evidence of seafaring, material culture artifacts and the processes and technologies used to create them.

Prerequisites: None

Core Curriculum Learning Outcomes

Critical Thinking Skills: This course enhances critical thinking skills through reading and class discussion of key concepts and ideas in seafaring from the 17th century to the present. Critical thinking will particularly be expected in the critical analysis of a first-hand seafaring account and peer review of said account. Student's critical thinking will also be analyzed through their consistent relevant contribution to in-class discussion.

Communication Skills: The course enhances communication skills through required discussion and writing about ideas, issues, questions, and themes in first-hand seafaring accounts and course readings/lectures. Written communication skills are evaluated through exams, completion of first-hand reviews, and completion of peer review exercises. Verbal communication is evaluated through a verbal/visual presentation of each student's selected first-hand account and through the evaluation of consistent relevant contribution to in-class discussion. Visual communication is evaluated through various drawing/sketching of rigging elements/seafaring technologies during exams and through the verbal/visual presentation of each student's selected first-hand account.

Social Responsibility: Students will study the social responsibility of sailors as they existed in their own spiritual, vocational, cultural, and national communities. The course will reinforce students own sense of social responsibility by requiring volunteer time on Elissa, a historic vessel and historic resource for the City of Galveston. The course will also reflect on a broader social responsibility by demanding an analysis of the role of seafaring in the advancement of globalization and colonialism throughout history. Evaluation of student understanding of social responsibility will occur through completion of a reflection essay as part of the final exam.

Personal Responsibility: Students will be given the opportunity to reflect upon personal responsibility through such sea-related topics as interpersonal relationships on board a ship, the interrelated roles of leadership and loyalty, decision-making, consequences of action and inaction, ethical uses of maritime resources, and voyages of

discovery/colonialization. Student understanding of these issues is evaluated in through exams , a personal reflection essay, and in and in an analysis of a first seafaring account review assignment. Most importantly, students will develop personal responsibility in 1) the completion of a peer review, which is an important personal responsibility within an academic community, and 2) in rigging exercises, in which ALL students must participate to achieve a physical goal.

Prerequisites: None

Course Structure

This course will meet once weekly. Generally speaking, one half of class each week will consist of discussions, lectures, and activities pertinent to global seafaring culture, and the second half of class of each week will consist of lectures and hands-on activities pertinent to the technical aspects of outfitting and sailing wooden ships during the age of sail (1400-1900). The class will sometimes meet on campus, sometimes tentatively meet on *ELISSA* at Pier 21, and sometimes meet at alternate locations defined well in advance.

Three out-of-the-normal time activities are planned: a rigging of a small gaff-rigged-sloop, a seafarers meal, and an overnight on *ELISSA*. The dates for these are tentatively listed on the schedule below.

Learning Outcomes:

At the end of the course, students will:

- Examine and appraise various unique aspects of the technologies, cultures, and beliefs of seafaring communities, paying particular attention to those that are shared seafaring cultures from various historical or geographic contexts.
- Relate experiences crewing and maintaining a 19th century barque to the written historical and archaeological record of the historic sailing community at large.
- Develop teambuilding skills and sense of social and cultural responsibility through the demonstration of hands-on activities sailing and maintaining a local cultural historic resource.
- Critically analyze a variety of written records pertinent to historic seafaring in various cultures
- Practice fostering a collegial atmosphere and academic responsibility through the process of peer review and evaluation
- Synthesize your critical assessments for your colleagues in a wide variety of methods of written and oral communication.
- Identify the logistical concerns, tools, and materials that were necessary for proficiency in historic seafaring

Textbook and/or Resource Material

- *ELISSA Seamanship* (2005). Galveston Historical Foundation, Texas Seaport Museum. (Recommended but not required)
- Harland, J. (1984, other editions follow). *Seamanship in the Age of Sail*. Conway Maritime Press, London. (Recommended but not required)
- Cheap sketchbook (ideally unlined paper) Any additional assigned readings will be posted on eCampus.

Other useful resources:

- Brady, W. (1849). *The Kedge-Anchor or Young Sailors' Assistant*. New York: Published by the Author, Dover reprint in 2002.
- Lavery, B. (1987). *The Arming and Fitting of English Ships of War, 1600-1815*. Naval Institute Press, London.
- Lever, D. (1808, many other editions available). *The Young Sea Officer's Sheet Anchor*. Gill, Leeds.
- Steel, D. (From the 1794 Edition, 1982). *Steel's Elements of Mastmaking, Sailmaking, and Rigging*. Edward Sweetman Co. Largo, Florida.
- Voss, K. (2009). *Galveston's The Elissa: The Tall Ship of Texas*. Arcadia Publishing. Charleston, SC.

Grading Policies

Grade scale (%): A=100-90, B=89-80, C=79-70, D=69-60, F=less than 60

Assignment	Percentage of Final Grade
Course Participation	30%
Required hours of ship maintenance/historical service Classroom participation	10%
Participation in special events	10%
Written Analysis of First-Hand Seafaring Account	10%
Peer Review of First-Hand Seafaring Account	10%
Verbal/Visual Presentation of First-Hand Seafaring Account	10%
Rigging and Seamanship Exam (x2)	10% each
Final Exam (part written/drawn, part reflection essay)	20%

Attendance and Make-up Policies

Participation is required as a part of the final course grade. There are mandatory in-class demonstrations and activities; therefore, days that you miss must be made up within 30 days with proper documentation/university approved excuse. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Attendance Policy

Class attendance and participation is an individual student responsibility. Students taking traditional face-to-face courses are expected to attend class and to complete all assignments by stated due dates. Students enrolled in distance education courses are expected to regularly engage with instructional materials and complete all assignments by stated due dates. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period.

Unless otherwise stated in Student Rule 7, to be considered for an excused absence students must notify the instructor in writing (e-mail is acceptable) prior to the day of absence. In cases where advanced notification is not possible, the student must provide notification by the end of the second business day after the last date of the absence. This notification must include an explanation of why notice could not be sent.

See Student Rule 7, available at http://www.tamug.edu/studentrules/Academic_Rules/7_Attendance.html

Make-Up Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reason deemed appropriate by the instructor. Student Rule 7 http://www.tamug.edu/studentrules/Academic_Rules/7_Attendance.html provides a list of reasons absences are considered excused by the university.

If a student's absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have an excused absence.

Students are encouraged to work with the instructor to complete make-up work in advance of known scheduled absences (interviews, administrative proceedings, etc.). Make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. Absences related to Title IX of the Education Amendments of 1972 (see Student Rule 7, Section 7.2.1.3) may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work will be agreed upon by the student and instructor.

The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Student Rule 24, available at http://www.tamug.edu/studentrules/Student_Life_Rules/24_Student_Conduct_Code.html)

Decorum and Civility

Because this class is so focused on student interaction and group discussion, discourteous behavior will NOT be tolerated. Discourteous behavior includes playing on cell-phones or laptops in class, excessive off-task discussion, and disrespectful behavior toward your peers or instructors. Penalties for discourteous behavior at its worst may result in ejection from class. You may read more about classroom behavior in the TAMU Galveston student rules: http://www.tamug.edu/studentrules/Academic_Rules/21_Classroom_Behavior.html

MAST Portfolio Reminder

Students in the BA-MAST program must maintain a portfolio of artifacts from MAST required coursework. The portfolio is developed over the course of the undergraduate career, and upon completion, will contain artifacts from each MAST

required course.

The Portfolio is assessed for completion during the last term of enrollment, after the student submits the graduation application. The completion of the portfolio requirement will be assessed by the Liberal Studies faculty.

Course Schedule (Tentative*)

Week:	Unit/Topic:
Week 1: Aug. 28	Introduction to course objectives, syllabus, and assignments Ship types, intro to ship geography and basic terminology
Week 2: Sept. 4	Profiling a Profession: Group identity, origins, gender, class, and race of seafarers Masts, spars. CHOOSE FIRST HAND ACCOUNT FOR APPROVAL
Week 3: Sept. 11	History of <i>Elissa</i> and Galveston seafaring Propelling the ship: running and standing rigging, sails
Week 4: Sept. 18	EXAM I: Ship Types and Standing Rigging Ship's Equipment: steering, centerboards, and ground tackle Elissa Visit*
Week 5: Sept. 25	The Great Unknown: accounts of seafaring and discovery Navigation Technology – sextants, quadrants, helm, dead reckoning
Week 6: Oct. 2	Shipboard hierarchy, living quarters, and work routines (with shanties) Keeping the Water Out!: The maintenance of vessels (Tentative Elissa)
Week 7: Oct. 9	Shipboard diversions and comforts Maritime arts and crafts, knot work, sail making and line making
Week 8: Oct. 16	Exam II: Running Rigging, Equipment, Sails, etc. Pathology of a Profession: the diet and health of a sailor
Week 9: Oct. 23	S.O.S.! Coping with disasters on the water
Week 10: Oct. 30	Memento Mori: Attitudes toward death and remembrance in seafaring communities Maritime folklore and ghosts at sea FIRST HAND ACCOUNTS First Submission
Week 11: Nov. 6	Jack Tar the Seafaring Warrior: Naval life in the age of sail Ships ordinance: Fight, flee, or surrender? FIRST HAND ACCOUNT REVIEWS DUE
Week 12: Nov. 13	The Sea Harvesters: Fisherman and Whalers Lading the Ship: Ballast, containers, and stowage
Week 13: Nov. 20	NO CLASS – READING DAY (Thanksgiving Break)
Week 14: Nov. 26	First-hand account Presentations
Week 15: Dec. 4	First-hand account Presentations FINAL HAND IN FIRST HAND ACCOUNTS Review for exam
Final Exam – Monday, December 9: 8-10	

HANDS ON ACTIVITIES: FINAL SCHEDULE TBD* (Depends on external providers)

1. Traditional Sailor's Meal/Overnight on Elissa (WILL OCCUR ON A FRIDAY/SATURDAY TBD)
2. Elissa Visits (WILL OCCUR DURING NORMAL COURSE HOURS)
3. Rigging Gaff Rigged Sloop (WILL OCCUR ON A SATURDAY TBD)

*The Course Schedule is a guide for this course and is subject to change if necessary with advanced notice of instructor and student consensus.

Americans with Disabilities Act (ADA)

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 contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit <http://www.tamug.edu/counsel/Disabilities.html>.

Academic Integrity

Instances of academic misconduct will be addressed according to established TAMUG rules found at <http://www.tamug.edu/HonorSystem>. The Aggie Code of Honor states that "An Aggie does not lie, cheat, or steal, or tolerate those who do."

Statement on the Family Educational Rights and 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. Currently enrolled students wishing to withhold any or all directory information items may do so by going to <https://howdy.tamu.edu> and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete FERPA notice to students and the student records policy is available at the Office of the Registrar webpage: <http://registrar.tamu.edu/Catalogs,-PoliciesProcedures/FERPA/FERPA-Notice-to-Students#0-StatementofRights> Items that can never be identified as public information are a student's social security 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.

Title IX Statement and Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Counseling Office, Seibel Student Center, or call (409) 740-4587. For additional information visit <http://www.tamug.edu/counsel/> Students and faculty can report non-emergency behavior that causes them to be concerned at http://www.tamug.edu/care/Tell_Somebody.html

Statement on Course Evaluations

The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A&M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at <http://pica.tamu.edu> or your Howdy portal.



MAST 270 Historic Seafaring and Maritime Heritage

Written/Drawn Exams (30% of overall grade)

Exams will take place in class on the day listed in the syllabus. They will consist of multiple-choice, fill-in-the-blank, and short answer questions, and must be completed in the class time allotted. You may be required to complete or label rudimentary sketches or diagrams for your exams...if so, paper will be provided but it is advised that you bring pencils and erasers rather than pens. Drawn portions of the exam will focus on identification of various elements or artifacts of historic rigging or seamanship.

Please note that with a few exceptions (knot tying, etc) proficiency will NOT be an assessed quality of this class...it's more important that you participate than that you master every skill!

The final exam will include a reflection essay that will allow you to reflect on the participation activities you complete throughout the class. In particular, you will be asked to reflect upon:

1. The globalizing influence that seafaring has had the distribution of global foodstuffs and on the unique aspects of sailor's diets.
2. The transmission of technological choices from culture to culture and on the diverse roles of different members of a shipboard community: particularly how idlers, day laborers, common seamen, and officers varied in their roles on board.
3. They will also reflect on what tools (i/e pidgins, jargon, work routines, shanties, etc) help to facilitate the completion of tasks on board given the multi-national, multi-ethnic, multi-racial makeup of shipboard populations.

Participation Points (30% of overall grade)

This is a course in which students actively and collectively participate in the thoughtful discussion and team activities. What constitutes participation? While assessment of your participation will depend most heavily on your regular constructive and relevant contributions (either verbal, physical, or material) to class discussions and activities, in recognition of the fact that individual students have different participation styles, the following will also be taken into account: completion of in-class writing/drawing exercises; occasional partner and small group conversations ; small group presentations or debates; appropriate use of professor office hours and e-mail to address questions, confusions, or thoughts relating to specific readings, to assignments, or to the course in general.

Each student will begin the semester with a full allotment of participation points. Excessive unexcused absences (more than one), failure to participate in class or group activities, lack of preparedness, failure to present drafts, failure to come to class having read pertinent information, and so on, will result in the loss of participation points, while the behaviors listed above can earn participation points back. Students will be notified of their participation progress throughout the semester, and given suggestions for how to improve their course participation. Participation via completion of required service hours will be assessed based on report from appropriate TSM authorities.

First-Hand Seafaring Account Assignment (30% of overall grade)

First-Hand Account (10% of overall grade) Due Oct.

30 Book Review Feedback (10% of overall grade)

Due Nov. 6

Verbal/Visual Presentation of First-Hand Review (10% of overall grade) Due Dec. 4

In the first weeks of class, we will discuss first-hand seafaring accounts – diaries, autobiographies, memoirs, or letters that account an event, experience, or situation in the first-person – in other words, first-hand experiences. These accounts provide excellent anecdotal information and perspective into the seafaring life and mentality of sailors and seamen. For this assignment, you will be required to select a true, first-hand journal or memoir describing a voyage, a series of voyages, or a career at sea, and analyze the author's account. Then you will also be peer-reviewing another student's analysis of their first-hand account selection. Once these are completed, you will present to the class – verbally/visually – your analysis of the first-hand account you selected.

First-Hand Seafaring Account: (Due Oct. 30)

You are required to select a TRUE, first-hand journal or memoir describing a voyage, a series of voyages, or a career at sea. Your selection must be approved beforehand by the instructor. You will then write a review that provides the historical context for the account and summarizes the book's contents, highlighting references to the outfitting and sailing of vessels. This might include, but does not have to be limited to, the topics listed in your syllabus.

CRITICAL ASSESSMENT OF YOUR REVIEW WORK IS KEY TO SUCCESS IN ON THIS ASSIGNMENT. A simple summary will not be sufficient, please endeavor to apply your best analytical skills to this assignment. What does this account contribute from marginalized peoples and/or people not traditionally included in a historic narrative? What does this account tell us about contemporary ship construction and seafaring technology, seafaring practices, shipboard life and routines, or the cultures and communities of seafarers? How useful is it likely to be for maritime archaeologists or historians? What is the writer's viewpoint? What motivated the author to write this account? How authentic does it appear to be?

TECHNICAL GUIDELINES

Your written assignment should be 7 pages of original composition, double-spaced, Times New Roman, 12pt. font, 1 inch margins all the way around. Include a cover page and reference page (cover and reference pages are NOT included in your page count). You do not need to include an abstract. Failure to do this will result in an automatic 8 point deduction.

You must include in-text citations from **at least 3 different sources** from your readings and outside sources within your paper, following university guidelines, and a list of sources consulted at the end of the paper. Failure to do this will result in an automatic 8 point deduction.

The rubric by which your work will be graded is attached. On the first submission due date, bring to class TWO copies of your review. On one paper, write your name, the date, the title of the work you reviewed, The other copy should include the date, the title of the work you reviewed, but NOT YOUR NAME.

After receiving peer review and group discussion of your essay, you will have the opportunity to make the necessary changes and re-submit your essay. It is important that you critically analyze the advice and suggestions you are given by your colleagues, to determine which are the most pertinent and valid rather than making sweeping, and possibly unnecessary, changes to your work.

Book Review Peer Feedback: (Due Nov. 6)

In the same way that plagiarism destroys trust between colleagues, anonymous peer review enhances the quality and accuracy of the data and ideas shared among colleagues. In this course, each student will review one book review, assessing content and the author's style, focus, syntax, and appropriate style for the genre.

The reviewer should focus on the "big picture" rather than worrying about correcting errors. Think about whether the paper:

- meets the assignment requirements
- has a clear thesis
- stays on topic
- has a clear purpose or goal
- makes a strong argument
- offers persuasive evidence or coherent information
- has clear organization
- uses writing suitable for the specified audience
- is formatted correctly

Reviewers can write on the paper but should not rewrite it. Their comments are essential, but they should be readers instead of editors or teachers. Reviewers don't need to rewrite or rephrase but instead should focus on explaining their reactions.

Reviewers can point out strengths as well as weaknesses and should ask questions about anything that confuses them. For example, they can point out where they would like to see more details or evidence or where they felt most interested or engaged.

Method

Effective peer response depends on respectful communication between the reader and the writer. Reviewers, remember to take the other person's work seriously. Writers, remember to take the reviewer's opinions seriously.

- **Be tactful.** No hurting people's feelings. You can say what you need to without being harsh. Remember

that people are not likely to listen or learn if they are worried about an attack or feeling bad about themselves.

- **Be honest.** Don't lie. Someone is coming to you for help. Don't just read the paper, shrug, and say, "Yeah, it's fine," or "Looks good."
- **Be specific.** General comments like "You need to work on organization" are not helpful. Instead, describe where the problem is. Does the fourth paragraph seem random? Does the information in the body of the paper seem to wander away from the issue laid out in the thesis? Are you lost as to what the second paragraph is even about? Clearly specify the problem and talk about potential ways to fix it.
- **Be yourself.** Don't try to be your instructor. Instead, read and respond as a peer—someone who has certain types and kinds of knowledge. You are uniquely positioned to contribute to your peer's writing, and to learn from what he or she has to say.

TECHNICAL GUIDELINES

Reviews should be one page of original composition, double-spaced, Times New Roman, 12pt. font, 1 inch margins all the way around. Include a cover page and reference page (cover and reference pages are NOT included in your page count). You do not need to include an abstract. Failure to do this will result in an automatic 8 point deduction.

On the due date, bring to class TWO copies of your review. On one paper, write your name, the date, the title of the work you reviewed, The other copy should include the date, the title of the work you reviewed, but NOT YOUR NAME.

Verbal/Visual Presentation of First Hand Seafaring Review: (Due Dec. 4)

You will be required to briefly present your thoughts of your first-hand account to the class at the end of term. Please do your best to give your colleagues an informed review of the work...your goal is to convince them that the book is a worthwhile read (or not!) from the perspective of someone who wishes to learn about historic seafaring.

The rubric by which your work will be graded is attached.

Plagiarism Policy

Plagiarism consists of passing off someone else's ideas, words, or writing as your own. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. **PLEASE NOTE THAT YOU MUST BE PARTICULARLY VIGILANT AGAINST PLAGIARISM IN A CLASS WITH WRITING ASSIGNMENTS.** For example, if you write a COMPLETELY original paper based on several sources but do not cite these sources clearly in the text and in the bibliography, you are committing plagiarism. Evidence of plagiarism will result in a failing grade. Plagiarism is one of the worst academic sins, for it destroys the trust among colleagues without which research cannot be safely communicated. For more information about plagiarism, please consult the Texas A&M University Galveston Student Rules: <http://www.tamug.edu/honorsystem/descriptions.html>

Rubric for Book Review

	Masterful	Skilled	Able	Developing	Novice	(Way Off)
Focus, Purpose, Thesis, Hypothesis (Controlling Idea) 20%	Engaging and full development of a clear thesis as appropriate to the assignment purpose.	Competent and well-developed thesis; thesis represents sound and adequate understanding of the assigned topic.	Mostly intelligible ideas, thesis is weak, unclear, too broad, or only indirectly supported.	Mostly simplistic and unfocused ideas, little or no sense of purpose or control of the thesis.	Ideas are extremely simplistic, showing signs of confusion, misunderstanding of the prompt; thesis is essentially missing or not discernible.	Shows complete confusion about the topic or inability to grasp it; thus conspicuous absence of thesis and lack of purpose.
Ideas, Support, and Development (Evidence) 25%	Consistent evidence with originality and depth of ideas; ideas work together as a unified whole; main points are sufficiently supported (with evidence); support is valid and specific.	Ideas supported sufficiently, support is sound, valid, and logical.	Main points and ideas are only indirectly supported; support isn't sufficient or specific but is loosely relevant to the main points.	Insufficient, non-specific, and/or irrelevant support.	Lack of support for main points; frequent and illogical generalizations without support.	Clear absence of support for main points
Structure, Organization 20%	Organization is sequential and appropriate to the assignment; paragraphs are well-developed and appropriately divided, ideas are linked with smooth and effective transitions.	Competent organization, without sophistication. Competent paragraph structure; lacking in effective transitions.	Limited attempts to organize around a thesis; paragraphs are mostly stand-alones with weak or non-evident transitions.	Organization, while attempted, was unsuccessful. Paragraphs were simple, disconnected, and formulaic. No evident transitions or planned sequence.	Organization, if evident at all, is confusing and disjointed; paragraph structure is weak; transitions are missing, inappropriate, and/or illogical.	Paragraph structure does not exist, or is a single rambling paragraph or series of isolated paragraphs.
Audience, Tone, and Point-of-View 10%	Clear discernment of distinctive audience, tone, and point-of-view appropriate to the assignment.	Effective and accurate awareness of general audience; tone and point-of-view are satisfactory.	Little or inconsistent since of audience related to assignment purpose; tone and point of view not refined or consistent.	Shows almost no awareness of a particular audience; reveals no grasp of appropriate tone and/or point-of-view for given assignment.	Lacks awareness of a particular appropriate audience for assignment; tone and point-of-view somewhat inappropriate or very inconsistent.	No evident awareness of audience as appropriate to assignment; tone completely inappropriate to assignment.
Sentence Structure (Grammar) 10%	Each sentence is structured effectively and powerfully; rich, well-chosen variety of sentence styles and length.	Effective and varied sentences; errors, if any, are due to a lack of careful proofreading; syntax errors (if any) reflect uses as colloquialisms.	Formulaic or tedious sentence patterns; shows some errors in sentence construction; some non-standard syntax usage.	Sentences show errors of structure; little or no variety; no grasp of sentence flow.	Simple sentences used excessively, almost exclusively; frequent errors of sentence structure.	Contains multiple and serious errors of sentence structure; <i>i/e/</i> fragments, run-ons. Unable to write simple sentences.
Mechanics and Presentation 10%	Virtually free of punctuation, spelling, and capitalization errors; appropriate format and presentation for the assignment.	Contains only occasional punctuation, spelling, and/or capitalization errors. Few formatting errors. Most errors are likely careless.	Contains several (mostly common) punctuation, spelling, and/or capitalization errors. Several errors in formatting or formatting is inconsistent.	Contains many errors of punctuation, spelling, and/or capitalization. Errors interfere with the meaning in places. Formatting incorrect in most places.	Contains many and serious errors of punctuation, spelling, and/or capitalization; errors severely interfere with meaning. Formatting weak.	Frequent errors in spelling and capitalization; intrusive and/or inaccurate punctuation; communication is hindered. No formatting as appropriate to the assignment.
Vocabulary and Word Usage 5%	Exceptional vocabulary range, accuracy, and correct and effective word usage.	Good vocabulary range and accuracy of usage.	Ordinary vocabulary range, mostly accurate; some vernacular terms.	Errors of diction and usage, while evident, do not interfere with readability.	Extremely limited vocabulary; choices lack grasp of diction; usages are inaccurate.	Diction and syntax make communications meaningless or very confusing at best.
	Masterful	Skilled	Able	Developing	Novice	(Way Off)

Presentation Rubric

Date: _____

Name: _____

Subject: _____

Total Time of Presentation (less than 15 minutes): _____(0/5)

- 1. Was the presentation organized and did it follow a logical progression?
1 2 3 4 5
- 2. Was the information presented accurate and free of error?
1 2 3 4 5
- 3. Did the presenter involve students, hold their attention, and control the class as needed?
1 2 3 4 5
- 4. Was the estimated time of the lesson used effectively?
1 2 3 4 5
- 5. Was the topic presented enthusiastically?
1 2 3 4 5
- 6. Was the presentation innovative or creative?
1 2 3 4 5
- 7. Was the presentation polished and professional?
1 2 3 4 5
- 8. Was the presenter adequately prepared to answer questions?
1 2 3 4 5
- 9. Did the presenter adequately address the question prompts in the syllabus?
1 2 3 4 5

TOTAL _____

NOTES:

Possible First Hand Accounts

- ❖ Tyng, Charles. *Before the Wind: The Memoir of an American Sea Captain, 1808-1833*. New York: Viking Penguin Group, 1999.
 - A narrative of early 19th century American pluck and industry: Tying begins his career as a cabin boy on a voyage to China in 1808 and rises in the seafaring profession to be a captain and owner of two ships. There's wonderful stuff here: a description of the tattoos acquired as a youth (and regretted as an adult); Tying's purchase of a whole, mummified mermaid from Japan for \$500; and the memorable dead-goat-putrefying-in-a-vat-of-molasses incident (the molasses sold for a good price, however.)

- ❖ Sokolow, Michael. *Charles Benson: Mariner of Color in the Age of Sail*. Amherst and Boston: University of Massachusetts Press, 2003.
 - "What a miserable life a sea fareing life is" Benson wrote in 1862. A remarkably detailed and intimate journal of a free black American sailor in the middle decades of the 19th century. The book includes much interpretive text by Sokolow.

- ❖ Shaw, Frank Hubert. *White Sails and Spindrift*. New York: The Odyssey Press, 1947.
 - Written by Shaw in the 1940's as a lively memoir about his training as a sailor just as the big sailing ships were passing from the scene. This one is a gold mine of incidents.

- ❖ Robinson, William. *Jack Nastyface*. Annapolis, Md.: Naval Institute Press, 1983.
 - Memoirs of a British seaman concerning his impressment and service in the Royal Navy in the early 19th century. Considered a classic among sailor's autobiographies.

- ❖ Hatch, A.S. *Jack Corbett MARINER*. New York: The Quantuck Lane Press, 2003.
 - Narrative of Alfredrick Hatch, sent to sea as a sickly lad to either "cure him or kill him." A classic tale of the young greenhorn tossed into the forecandle among the hard-boiled old salts. Jack Corbett befriends Hatch, "shows him the ropes," and gets him through the voyage. Years later, Corbett shows up and the now-wealthy Hatch hires him as a family retainer (the Victorian sap starts flowing here, you may end up in tears).

- ❖ Dana, Richard Henry. *Two Years Before the Mast*. New York: P.F. Collier and Son, 1937 (this has been published in many editions).
 - One of the classics of sea literature. Narrative of a college student who enlists as a common sailor for a two-year voyage to California and back, 1834-1836.

- ❖ Chase, Owen, Thomas Chappel, and George Pollard. *Narratives of the Wreck of the Whale-ship Essex of Nantucket Which was Destroyed by a Whale in the Pacific Ocean in the Year 1819*. London: Golden Cockrel Press, 1935 (re-published by Diver Books, New York, 1989).
 - The true story of a whale attack that inspired Melville's *Moby Dick*. Involves cannibalism and great suffering.