

**Maritime Studies Syllabus Template**—Please ensure that the following information is on your ECE MAST 1200 syllabus. Text in black should be included pretty much verbatim; text in red can be replaced with information you deem appropriate for your unique course

**University of Connecticut Course Syllabus  
UConn Maritime Studies (MAST) 1200—Introduction to Maritime Culture**

**[Name of Instructor]**  
**[Name of High School]**  
**[Semester & Year]**

**Course Overview**—[You can somewhat revise or add to the information here, but note that this is what's listed for the course and what was approved by UConn's General Education Oversight committee] MAST 1200, 3 credits, "A study of history and literature to understand the international maritime culture that links peoples, nations, economies, environments, and cultural aesthetics." CA 1 (Arts and Humanities).

MAST 1200 introduces students to maritime culture, an important bridge between peoples and societies in both economic and symbolic and intellectual terms. The sea connects all places. Maritime culture is forged from elements and languages drawn from all parts of the world into a distinct and recognizable set of traditions. Both in the past and continuing today, maritime culture becomes an arena in which knowledge is exchanged and new knowledge is produced. The encounter with the sea uncovers the simultaneous diversity and universality of the human experience.

This is a General Education Content Area One course that focuses on maritime culture. The course is equal parts Literature and History, which is the appropriate way to study maritime culture. It involves students in historical and critical analyses of maritime culture as a product of seagoing and of encountering other cultures and peoples. It engages students in aesthetic analyses of the human encounter with the sea. It investigates symbolic representations of the sea itself and also how people are changed by contact with the ocean. During the course, students develop a familiarity with and appreciation of historical documents as well as art forms such as maritime novels and poetry, scrimshaw, and sea music.

**Course Goals**—Please include a description of general course goals (these should be related to the course description above, your unique take on the course, and the student learning objectives/outcomes that you express below)

**Textbooks/Readings**—List all major required texts and reading materials

**Academic Calendar, Course Requirement and Basic Schedule**—This should describe each unit's essential questions or themes, observable and measureable student learning objective/outcome statements, and at least basic information about assignments and assessments, including dates. The more specific the information in this section is, the more

useful it will be for colleges and universities considering adopting the course credits for incoming students.

**Course Policies**—UConn’s Office of the Provost has created [References for Syllabi Links](#) to highlight specific policies and information recommended for inclusion in syllabi. Please add this link or articulate the policies to which it leads; feel free to include your own additional policies.

**Grading Scale/Calculation**—PLEASE NOTE: If your course offers a high school grade that differs from the UConn ECE grade (and we *strongly* recommend against such a practice), please be extremely transparent about your grading policy, ensuring that students are aware of their UConn grades at all times.

Please include this statement in your syllabus: According to [UConn policy](#), the following grade points per credit shall be assigned to grades: A, 4.0; A-, 3.7; B+, 3.3; B, 3.0; B-, 2.7; C+, 2.3; C, 2.0; C-, 1.7; D+, 1.3; D, 1.0; D-, 0.7; F, 0. Please note that students must receive a grade of C or above to receive ECE course credit. A grade of C- or below will automatically convert to an audit on a student transcript. Students do not receive credit for audited courses. In addition to this statement, please list which course components will be graded and how; consider the two options below or design your own (note the focus on critical and creative thinking in each).

#### OPTION 1

**“A” Excellent Work;** this student

- Provides points for discussion/debate which no one had thought of before
- Adds significant new insights into the topic at hand
- Asks pointed and challenging questions that stimulate other questions
- Stimulates critical thinking imaginative and realistic enthusiasm, interest and curiosity
- Brings in relevant outside experience related directly to discussions/material
- Persuasively argues a point and changes the opinions of classmates
- Displays logical outside-the-box thinking
- Solves problems from multiple perspectives
- Displays professional communication skills
- Intuitively understands and shares insights from “between the lines”

**“B” Good to Very Good Work;** this student

- Presents useful knowledge in depth clearly and concisely
- Is willing to defend and debate a position when appropriate; respectfully challenges ideas when disagrees
- Is a good team player in small groups; constructive leader or facilitator
- Actively and consistently contributes information to a discussion
- States a point from the material, then develops its meaning in more detail
- Is willing to ask questions when a point is unclear; comes up with supporting ideas
- Thinks between the lines; sees implications
- Contributes logical, well documented recommendations
- Applies outside knowledge

- Plays “devil’s advocate” in a useful manner

**“C” Average Work;** this student

- Pays attention and offers supporting data to discussions
- Participates in small group discussions at the same level as others in the group
- Offers some thoughts, ideas, questions each class period
- Is attentive listener and responds in a professional manner
- Has read the material for the day and is generally prepared for class
- Answers questions correctly when called upon

**“D” Below Average Work;** this student

- Repeats what has already been said in class
- Is obviously not well prepared for the class
- Makes comments that do not move analysis forward; doesn’t ask for help when needed
- Takes weak or incomplete notes; displays a generally negative attitude
- Misses obvious points
- Offers only limited participation in small group discussions
- Packs up to leave before the end of class
- Demonstrates a lack of understanding of material

**“F” Poor Work;** this student

- Does not participate in classroom discussion or small group discussion
- Talks to neighbors during presentations by classmates or teacher; passes notes
- Takes very weak or no notes
- Is late or disruptive in class (or other such unprofessional behavior)
- Works on homework for another class, checks Facebook, texts, etc., during class time
- Does not listen to others; sleeps or dozes off; is disrespectful to colleagues
- Is unreceptive to the consideration of alternative approaches, dogmatic and close-minded
- Asks questions for which he or she already knows the answer
- Acts as a free-rider in small group activities

**OPTION 2**

- A student who earns an "A" grade must have completed and demonstrated comprehensive understanding of all readings and must have prepared and submitted on-time, well-written, clear, factual, and conceptually correct reports and essays.
- A "B" grade is earned for on-time submission of written assignments that are well-prepared and reflect concerted effort and thinking, albeit with somewhat less comprehensive or sophisticated understanding.
- A “C” grade reflects minimally acceptable levels of writing and comprehension for all course assignments.
- A “D” grade indicates that some assignments or portions of assignments were missing or poorly prepared.
- An "F" grade indicates that a significant number of assignments were poorly prepared.