

ENC 3254: Writing in the Humanities

Instructor: Dr. Andréa Caloiaro

Section: 037E

Email: agcaloia@ufl.edu

Class times and location: Tuesday 11:45-1:40 / WEIL 0234; Thursday 12:50-1:40 / WEIL 0234

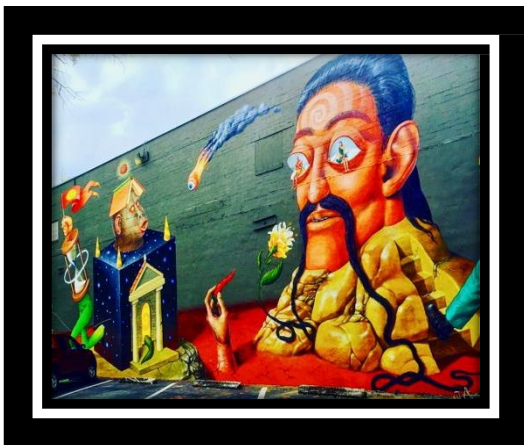
Office hours and location: Wednesday 1:30-3:30, TUR 2215, or by appointment via Zoom:

<https://ufl.zoom.us/j/6285218472?pwd=cEdxcGpqck5NV3ZHMzh4K2V6bHpoUT09>

Course Description

This writing-intensive course focuses on the writing demands of the humanities: analytical, creative, and researched writing, as well as comparative and cultural analyses and digital humanities writing. While the coursework of ENC 3254 focuses on humanities writing conventions, principles of good writing extend across disciplinary boundaries; therefore, the writing skills in this course will transfer into other writing challenges you will face in college and beyond.

To provide coherency and common ground to the texts we read and the source material we analyze, this course will take Florida and the University of Florida for its theme. For this purpose, we will not only experience well-known texts about Florida that span literature, music, film, art, and cultural artifacts, but we will also explore UF Libraries' Special Collections on the history and culture of Florida and UF.



Surrealist mural in downtown Gainesville, FL by artists WAONE and AEC, dedicated to the Univ. of Florida

This course will not only have you produce arguments and documents fundamental to the humanities, but you will also learn to employ common research practices, analytical methods, and critical lenses used in the humanities disciplines. We will consider how these aspects influence the arguments we make about music, visual art, film, and written texts. We will also interrogate what humanistic creations – like art – reveal about our own cultural values and their impact in our community. We will work together to interrogate humanistic questions about who we are, our purpose in our community, and what we can do to make the world a better place as writers in the humanities, a discipline whose goal is to advance humanistic thought.

Outcomes

By the end of the semester, you should be able to:

- Learn to write documents commonly written in the humanities fields and adapt writing style and format for different audiences, purposes, and contexts
- Express ideas—whether personal, political, or analytical—in clear, organized prose;
- Analyze specific influential research, theories, and philosophies in the humanities;
- Demonstrate critical thinking skills;
- Apply analytical concepts developed through reading and discussion to compose clearly-written, novel work;
- Summarize, analyze, and synthesize scholarly sources
- Establish a quality of writing at the level of sentences, paragraphing, and constructing arguments that complies with the requirements of a “6,000-word” Composition (C) and Writing credit (WR) course.

General Education Core Courses and Areas Satisfied

- Communication
- General Education
- Composition (C), Writing (WR) 6,000 words

Required Texts

- Hudson, Suzanne and Molly LeClair. *Thinking and Writing in the Humanities*. Thomson Wadsworth, 2004.
- Russell, *Swamplandia!*, Vintage, 2011.

Additional texts will be provided on Canvas, or we’ll be accessing free, open-source texts.

Grading and Course Credit Policies

Grading for this course will be rigorous. If an assignment illustrates disregard for spelling, grammar, citation guidelines, or a general carelessness in the writing, the assignment will be failed. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment’s word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit.**

Grading Scale

A	4.0	94-100	940-1000	C	2.0	73-76	730-769
A-	3.67	90-93	900-939	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629

NOTE: It is UWP policy NOT to round grades in any direction. 89.9 is a B+. 92.8 is an A-, etc.

General Education Learning Outcomes

Composition courses provide instruction in the methods and conventions of standard written English (i.e. grammar, punctuation, usage) and the techniques that produce effective texts. Composition courses are writing intensive, require multiple drafts submitted to the instructor for feedback prior to final submission, and fulfill 6,000 of the university's 24,000-word writing requirement.

Earning general education composition credit, students will

- Demonstrate forms of effective writing (focusing on analyses, arguments, and proposals)
- Learn different writing styles, approaches, and formats and successfully adapt writing to different audiences, purposes, and contexts; effectively revise and edit their own writing and the writing of others
- Organize complex arguments in writing, using thesis statements, claims, and evidence
- Employ logic in arguments and analyze their own writing and the writing of others for errors in logic
- Write clearly and concisely consistent with the conventions of standard written English
- Use thesis sentences, claims, evidence, and logic in The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. You must pass this course with a "C" or better to satisfy the General Education requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). **A grade of "C-" will not confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.**

Assessment Rubric

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.

ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Assignment Descriptions (Total Points Possible: 1000)

You will receive detailed assignment instructions on CANVAS for each assignment.

Major Writing Assignments

Broadly conceived, humanities writing includes three areas: analytical and evaluative writing, creative writing, and theoretical or expository writing. In this course, we will learn about the kinds of documents and genres that comprise these areas; additionally, you will learn to write in these areas as students and professionals in the humanities disciplines do.

Researched Textual Analysis: 1,500 words minimum / 125 points

Students will write a research textual analysis on one or more of the following texts that will be provided: Florida literature, music, and historic memorabilia. Students will form an original, insightful argument about the text(s) and support that argument with previously published sources to compose a short critical article.

Researched Cultural Analysis: 2,000 words minimum / 145 points

Using public art or artistic performances around Gainesville (and optionally, interviewing artists and community members), students will compose a cultural analysis that analyzes one or more of the cultural values of the Gainesville community or Florida as a state, as conveyed in public

art or artistic performance. Students will trace a re-occurring symbol across multiple murals or artworks to determine how a reoccurring symbol seeks to spread a particular message about the community or state. Students will analyze how this symbol functions – whether it supports certain values or is purely aesthetic, or whether it advocates for a cause and-or reflects or disguises certain realities.

Archival Analysis: 1,500 words minimum / 175 points

Using UF Libraries' Special Collections, including but not limited to the PK Yonge Library of Florida History, University Archives, Manuscripts, and Map and Imagery collections, students will select primary source material of their choosing to write an archival analysis of some aspect of Florida's culture and history. Students also have the option to pair archival findings with any other text from this course to do a comparative analysis.

Digital Humanities Project with Presentation / 1,000 words / 220 points (project + presentation)

Because the digital world has transformed how we interact with the humanities and its texts, students will design their own digital humanities project on some aspect of Florida culture based one of the following: a text from this course or an additional one at the instructor's discretion; a text or collection from UF Libraries' Special Collections; or public art related to Florida. Students will perform academic research about their chosen text and topic to interrogate a humanistic question, and then offer an insightful analysis of the text using digital media strategies. The modality of presenting findings can vary. Some options include creating a public-facing, multimedia article, a pod or vodcast, or a think-piece on a cultural topic related to Florida. Students will give a 3- to 5-minute oral presentation (complete with Powerpoint slides) to educate their peers about the project.

Preparatory Assignments

Discussion Board Activities: 25 points each = 75 points

Students will be responsible for completing asynchronous discussion board posts to prepare for class learning content and discussions. Most discussion boards will have a Part 1, which is an independent answer, and then Part 2 will require students to respond to their peers' response. Students must complete both parts to earn full credit.

Perusall Annotation Assignments (4 x 15 pts = 60 points)

Students will participate in annotation exercises via the Perusall extension on the texts for this course. Students must complete meaningful and insightful citations on the texts read in class via the Perusall program.

Quizzes (4 x 10 pts = 40 points)

Students will complete 4 readings quizzes on this course's texts that evaluate comprehension and critical thinking.

Peer Reviews / (3 x 20 points) 60 points

Students will participate in peer reviews the major writing assignments. Students must upload a complete rough draft of the assignment the night before the in-class peer review.

Students must then comment on the drafts virtually by the proposed due date in order to receive credit.

Participation / 100 Points

Participation includes in-class discussion, discussion posts, reading quizzes, and in-class work. Part of this grade is based on the discretion of the instructor, but essentially, every student begins with 100 points, which can be deducted if a student submits or completes in-class or homework of a poor quality; participation will also depend on the students’ classroom contribution. *Obtaining 100 points for participation means contributing on a daily basis to in-class discussions, when possible.* I will try to update you at midterm on your participation, but please see me during office hours if you would like a guaranteed update.

Schedule of Classes and Assignments

This schedule is only a guide and is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. Generally, the bulletpoints are listed in the order they will occur during the week.

	Tuesday 8/23	Thursday 8/25
Week 1		Introduction to the course, syllabus, tour of Canvas, ice breakers In-class: <ul style="list-style-type: none"> • Read Module 1: Introduction to Writing in the Humanities • Complete Discussion Board 1: Introduction to the Humanities by midnight tonight
Week 2	8/30 Before Class: In Module 2: <ul style="list-style-type: none"> • Watch "Close Reading in the Humanities" lecture video • Read DiYanni's "Reading Responsibly..." • Complete The Music of Florida Annotation Assignment Analysis • Review Textual Analysis Assignment sheet (first major writing assignment) 	9/1 Before Class: In Module 2: <ul style="list-style-type: none"> • Read Groff’s “At the Round Earth’s Imagined Corners” • Complete Close Reading Practice- “At the Round Earth’s Imagined Corners”

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<p>Week 3</p>	<p>9/6</p> <p>Before Class:</p> <p><u>In Module 2:</u></p> <ul style="list-style-type: none"> • Watch "Figurative Language" lecture video • Read Collection of Florida Poetry • Complete <u>Collection of Florida Poetry Annotations & Literary Devices</u> 	<p>9/8</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Work on rough draft of Close Reading Analysis: <u>Peer Review - Textual Analysis</u> is due Wednesday at 8am. • Complete <u>Peer Review-Textual Analysis</u> before this class (11:40am)
<p>Week 4</p>	<p>9/13</p> <p>Before Class:</p> <p><u>In Module 7</u></p> <ul style="list-style-type: none"> • Read Robert DiYanni's "Writing about Art" • Trip to the Harn <p>Meet at the Harn Art Museum at noon.</p> <p>Final Draft of <u>Close Reading Essay</u> due by midnight tonight.</p>	<p>9/15</p> <p>Before Class:</p> <ul style="list-style-type: none"> • <u>Analysis of Visual Art</u> Part I due by midnight. <p><u>In Module 5</u></p> <ul style="list-style-type: none"> ○ Read "Cultural Studies" from NATC ○ Watch "Berger: Ways of Seeing, Episode 2" Lecture Video & complete <u>John Berger's Ways of Seeing Annotation Assignment</u> ○ Read <u>Cultural Analysis Essay</u> Assignment Sheet
<p>Week 5</p>	<p>9/20</p> <p>Before Class:</p> <p><u>In Module 5</u></p> <ul style="list-style-type: none"> • <u>Analysis of Visual Art</u> Part II due • Walking tour of Gainesville Murals-- meet in Anderson Hall 32 and then we'll walk to the #5 bus stop (to head to the Southwest Downtown Parking Garage)--right next to Volta Coffee Shop 	<p>9/22</p> <p>Before Class:</p> <p><u>In Module 5</u></p> <ul style="list-style-type: none"> • Consult collection of Florida Memorabilia

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	<p>Browse: http://www.352walls.org/walls-walks/</p>	
Week 6	<p>9/27</p> <p>Before Class:</p> <p>Draft and bring to class three sections of the Cultural Analysis.</p>	<p>9/29</p> <p>Before Class:</p> <p>In Module 5</p> <ul style="list-style-type: none"> • Watch Library research lesson: finding primary source material
Week 7	<p>10/4</p> <p>Before Class:</p> <p>Work on rough draft of Cultural Analysis Essay: Peer Review-- Cultural Analysis is due Monday October 4th at 8:00 am.</p> <ul style="list-style-type: none"> • Complete Peer Review-- Cultural Analysis by Tuesday Oct. 5th right before class. 	<p>10/6</p> <p>Before Class:</p> <p>In Module 15</p> <ul style="list-style-type: none"> • Read "The Author's Creation" & "The Text's Creation" • Read Russell, <i>Swamplandia!</i> P.1-66 • Take <i>Swamp</i> Quiz 1 • Read Archival Analysis Assignment Sheet
Week 8	<p>10/11</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>Swamp</i> P. 67-132; Read Bartram excerpt, <i>Bartram's Travels</i> "St. John's River, FL" <ul style="list-style-type: none"> ○ Take <i>Swamp</i> Quiz 2 ○ Class Discussion ○ Cultural Analysis Due at Midnight 	<p>10/13</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>Swamp</i> P. 133-200 • Class Discussion
Week 9	<p>10/18</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>Swamp</i>, P. 201-267 • Take <i>Swamp</i> Quiz 3 • Class Discussion 	<p>10/20</p> <p>Before Class:</p> <ul style="list-style-type: none"> • <i>Swamp</i>, P. 268-333 • Class Discussion

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Week 10	<p>10/25</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read <i>Swamp</i>, P. 334-400. • Take <i>Swamp</i> Quiz 4 • Class Discussion 	<p>10/27</p> <p>Before Class:</p> <p>In Module 10</p> <ul style="list-style-type: none"> • Read Robert DiYanni's "Writing about Film" • Watch "Film Techniques for Students" lecture video
Week 11	<p>11/1</p> <p>MOVIE DAY / In-class Discussion: <i>The Florida Project</i></p>	<p>11/3</p> <p>MOVIE DAY / In-class Discussion: <i>The Florida Project</i></p>
Week 12	<p>11/8</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Neoliberal Projects: Pattison, "Rationalizing Poverty in Sean Baker's <i>The Florida Project</i>," <i>American studies</i> (Lawrence), 2022, Vol.61 (1), p.39-113. • Complete Peer Review-- Archival Analysis-- upload rough draft by 8 am Friday 11/3 and submit comments by Saturday 11/4 before class. <p>In Class: Introduction to Digital Humanities</p>	<p>11/10</p> <p>Before Class:</p> <ul style="list-style-type: none"> • Read: Introduction to Digital Humanities • Consult Sample Projects <p>Archival Analysis DUE</p>
Week 13	<p>11/15</p> <p>Conferences: Digital Humanities Project – topic, method, outcomes</p>	<p>11/17</p> <p>Work on Digital Humanities Project in Class</p>

Week 14	11/22 Work on Digital Humanities Project in Class	11/24 HOLIDAY
Week 15	11/29 <ul style="list-style-type: none"> • Conferences: Digital Humanities Project 	12/1 <ul style="list-style-type: none"> • Digital Humanities Presentations
Week 16	12/6 <ul style="list-style-type: none"> • Digital Humanities Presentations and Course Wrap Up 	

Classroom Policies

Absences

The university policies on absences can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Attendance is required, and I will take attendance at the beginning of class. The policy of the University Writing Program is that if students miss more than six periods during the term, they will fail the entire course. Double periods (our Tuesday class) count as two absences. Two tardes = 1 absence. Missing more than 5 minutes of any portion of class = 1 tardee. The UWP exempts from this policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, quarantine, illness, or serious family emergencies. For absences due to quarantine or illness, your instructor may require a signed doctor's note or confirmation from UF Screen, Test, & Protect. Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Please note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Class Modality & Recording Privacy Statement

This class will be face-to-face, and **no online option is available**. Students must attend class in person unless sick or in quarantine. If in quarantine or sick, students can access recordings of the classes on our Canvas site under "Zoom Conferences." Students in quarantine are responsible for watching these recordings, completing any in-class work independently, and making up all missed work within a reasonable period. Students should communicate and confirm with the instructor the new due dates for all missed work.

Our class sessions may be audio visually recorded for students in the class to use while quarantining. Students who speak during class and participate orally agree to have their voices

recorded. Your image will not be captured on video. If you are not willing to consent to have your voice recorded during class, you will need to notify the instructor and submit written questions or notes during class.

Student-Recorded Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. UF’s full Honor Code (with additional codes than the ones listed here, are here: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>). The Honor Code prohibits and defines plagiarism as follows:

A Student must not represent as the Student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous
3. Submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
4. Submitting materials from any source without proper attribution

5. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Part of the submission requirements for each assignment is to upload the proper version of the assignment, ensure that it opens properly and is completely viewable, and to check the Turn It In score. This score should be as low as possible.

Submission of Academic Work Purchased or Obtained from an Outside Source

A Student must not submit as their own work any academic work in any form that the Student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#). The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. Students commit plagiarism when they present the ideas or words of someone else as their own.

Using an assignment or part of an assignment from any other class or another student is considered plagiarism (your assignments will be run through anti-plagiarism sites).

Important tip: Never copy and paste something from the Internet without providing the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she may receive a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code. The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. You commit plagiarism when you present the ideas or words of someone else as your own.

Important tip: There should never be a time when you copy and paste something from the Internet and don't provide the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she will be awarded a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work

Papers and drafts are due at the beginning of class or online at the assigned deadline. Late papers will not be accepted. Failure of technology is not an excuse.

Active participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

In general, students are expected to contribute constructively to each class session

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.

Mode of Submission

All papers will be submitted as MS Word (.doc) documents to Canvas. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered. Be sure to staple papers before submitting hard copies.

An assignment is not considered as properly submitted until the student checks to make sure that the file uploaded to Canvas is the correct version of the assignment, and that the assignment opens properly and is viewable and downloadable. An assignment is not complete until these steps are taken.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. See <https://writing.ufl.edu/writing-studio/> to learn more.

Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273
(CARE) Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575
Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208
Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161