

ENC 2305: Analytical Writing and Thinking—Youth Literature & Culture
Class 12650, Fall 2023

(General Education Composition (C) WR 6,000)

Instructor Name: Corinne Matthews

Office: TBA

Class Location: ROL 0115

Meeting Times: T Period 5-6 (11:45AM-1:40PM) & R Period 6 (12:50pm-1:40pm)

Course website: Canvas

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Office Hours: TBA

Course Description:

The Analytical Writing and Thinking Seminar is designed to advance students' critical thinking and writing skills beyond first-year composition. To achieve those goals, students will learn advanced analytical techniques and communication strategies that professors in all disciplines expect them to know. The texts and assignments in the course will expose students to challenging ideas. The subject matter of the course will be developed in accordance with the instructors' own studies, with wide-ranging themes in areas such as Languages, Political Science, Anthropology, or Biology. By examining humanistic or scientific theories or principles, students will learn how to read deeply and think critically. As such, the students will be introduced to seminal ideas in specific disciplines and will be asked to engage in debates important to our time and our culture.

In this section, students will define and engage with theories of children's literature and censorship. Students will differentiate between censoring, challenging, and banning books for children. Discussion and assignments will focus on analysis of children's texts and their accompanying censorship movements, considering how and why someone(s) might ban a particular text.

In this course, students will hone their reasoning skills through engagement with a specific topic and sharpen their writing skills through multiple drafts of papers with substantial feedback from their peers and their instructor. The culmination of the course will be a portfolio that demonstrates the individual student's growth as a thinker and as a writer.

Outcomes:

By the end of ENC 2305, students will be able to

- Analyze specific influential research, theories, or philosophies
- Recognize writing as an open process that permits writers to use reinvention and rethinking to revise their work

- Understand the collaborative nature of writing processes by critiquing their own and others' work
- Demonstrate critical thinking skills
- Incorporate the ideas of published scholars in their own work
- Produce a scholarly writing style, including clear, coherent, efficient, and well-organized prose as well as logical argumentation

Required Texts:

Banned Book Club by Hyun Sook Kim and Ryan Estrada

The Complete Maus: A Survivor's Tale by Art Spiegelman

Forever by Judy Blume

The Magic Fish by Trung Le Nguyen

Melissa (previously published as *George*) by Alex Gino

Last Night at the Telegraph Club by Malinda Lo

Stamped: Racism, Anti-Racism, and You by Jason Reynolds and Ibram X. Kendi

Tess of the Road by Rachel Hartman

You may use any edition of these texts, although I recommend getting a hard copy of the graphic novels.

Recommended:

Strunk, William, and White, E. B. *The Elements of Style* (Fourth original edition) 2020.

Grade Distribution:

Students will write and revise several essays, participate in numerous group-writing exercises, and produce a researched application of a theory paper.

4 Critical Response Papers (500 words each)	20%
Definition Paper (800 words)	15%
Critical Analysis (1200 words)	20%
Annotated Bibliography (500 words)	10%
Final Theory Paper (1500 words)	25%
Attendance and Participation	10%

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. 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.** Final grades will NOT be curved.

Grading Scale:

A	4.0	94-100	940-1000	C	2.0	74-76	740-769
A-	3.67	90-93	900-939	C-	1.67	70-72	700-739
B	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	84-86	840-869	D	1.0	64-66	640-669
B-	2.67	80-83	800-839	D-	0.67	60-63	600-639
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Assignments:

Critical Response Papers (500 words each)

You will write *four* response papers in response to our readings. Response papers are designed to ready you for class discussion and to explore ideas you could develop further in your longer paper. While the first response paper will have a set due date, you can choose which texts you'd like to write response papers on for the remainder of the semester. However, you may only write one response paper per primary text. It's up to you to make sure that you write response papers in a timely manner. Whatever day you turn it in, a response paper *must always address the reading for that day*. In your response paper, you should not repeat previous class discussions or provide a summary of the reading. Instead, your response should begin to analyze the reading assigned for that class session, selecting an issue or theme or question you feel to be significant and analyzing how it functions in the text. Use close reading to support the analysis you do in your response. Because these papers are relatively short, you won't be able to look at the *entire* text, and your focus should be relatively narrow. I recommend that you select a word, phrase, image, two-page spread (if a comic), or short quotation from the reading to initiate your response. If you would like help narrowing down appropriate topics for a response paper, feel free to come to my office hours or send me an e-mail running an idea by me. **I do not accept late response papers.**

Definition Paper (800 words)

For this assignment, you will write a definition of a key term related to the course. Some terms we will have discussed, but other terms we may not. As you define your term, consider the term's origins; who first used it; how it has been used over time; disagreements in the term's definition; and how it relates to the larger themes of the course, i.e, censorship and book banning. You should use examples to support your explanation of the term. Possible terms include:

- Audience
- Bowdlerization
- Cancel Culture

- Censorship
- Childism
- Children's Rights
- Innocence
- Genre
- Parent's Rights
- Pornography
- Soft Censorship

While terms beyond those on this list may work for this assignment, if you decide to go in a different direction, please confirm with me that your choice of term is appropriate for this assignment. For this assignment, you can and should use outside sources to support your claims and provide examples. You must also include a Works Cited page in MLA format.

Critical Analysis (1200 words)

For this assignment, you will write a short analysis of any work of adolescent/YA literature as it relates to the themes of the course. You may develop the essay any way you like, as long as you have an argument and draw from supporting evidence. Part of the challenge is to identify a suitable subject and approach. No biographical criticism, although you may use some biographical data. You may write on one of the books we're reading in class. If you do, you must expand on what we discussed or take a different line of interpretation than the ones we followed in class. While you may use outside sources for this paper, doing so is not required. You must also include a Works Cited page in MLA format.

Annotated Bibliography (500 words)

In this assignment, you will explore **AT LEAST** five sources that will be useful in establishing context for your final project. At least three of these sources must be peer reviewed. You will both summarize the source and also, more importantly, critically examine the strengths and weaknesses of the text and explicate the ways the source will contribute to your overall argument. Each annotation will be at least 100 words **NOT INCLUDING** an MLA-formatted citation.

Final Theory Paper (1500 words)

For this assignment, you will read one book for children or adolescents that has offended someone. This *cannot* be a book or series on our syllabus. There are many places you might find such a book.

Then, you will write a paper that addresses the following questions:

- 1) Whom did it offend? Gather as much information as you can about the specific complaint or complaints against the book.

- 2) Historicize the complaint. Why did the book offend people in that time and place? If the book (or complaints) is over ten years old, would it be more or less likely to offend people now in the same place?
- 3) Finally, take one of the following two positions:
 - a. You would like to either teach this book or retain it in your school library. Spend the rest of your paper offering a rhetorically persuasive defense of why the book should remain either in the curriculum or the library.
 - b. Argue that access to the book should be restricted in some way. Spend the rest of your paper offering a rhetorically persuasive defense of why access to the book should be restricted in some way.

You must also include a Works Cited page in MLA format.

General Education Learning Outcomes:

Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). You **must** turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement.

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.

General Education Writing Assessment Rubric:

	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.

Course Policies:

Attendance

Attendance is required. 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 count as two absences. 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>
Two absences will be penalty free. On the third and subsequent absences, for each absence, 25 points will be deducted from the final grade earned in the class.

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.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Two instances of tardiness count as one absence.

Make-Up Work

Homework and papers will be due by the next class period for a student with a valid excused absence. Papers and assignments will receive a 10% per day late penalty on unexcused late assignments.

Plagiarism

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(University of Florida, Student Honor Code, 15 Aug. 2007

<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#).

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

Classroom Behavior

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 on-line at the assigned deadline. Papers and drafts will be due before the next class period for students with a valid excused absence.

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 or .docx) documents to Canvas. Do not upload PDF files. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman or Arial font, double-spaced with 1-inch margins and pages numbered.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or [online](#). That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

The Writing Studio

The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/>

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.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

Course Schedule:

Please note that this schedule is a guide and may change. *Always check Canvas!*

Wk	Date	In Class	Due
1	R 8/24	Course Intro & Syllabus Review	
2	T /29	Keyword Essays: "Adult," "Childhood," & "Innocence" (on Canvas) Listen to Podcast Episode: <i>It's Been a Minute: Are Children a Marginalized Group?</i> (available here)	
	R 8/31	"Censorship" (available here) "Banned in the USA" (available here)	
3	T 9/5	Excerpts from <i>The Adventures of Huckleberry Finn</i> (on Canvas) Nel, "How to Read Uncomfortably" (on Canvas)	Paragraph Draft for Workshop
	R 9/7	<i>And to Think that I Saw it On Mulberry Street</i> (on Canvas) <i>Little Black Sambo</i> (on Canvas)	Critical Response 1
4	T 9/12	<i>Forever</i> , Ch. 1-15	
	R 9/14	<i>Forever</i> , Ch. 16-end Listen to NPR Interview with Judy Blume (available here)	
5	T 9/19	Sara K. Day, "Reimagining <i>Forever...</i> : The Marriage Plot in Recent Young Adult Literature" (Available on Canvas) Peer Review—Definition Paper	Full Draft of Definition Paper for Workshop
	R 9/21	<i>The Magic Fish</i> , pg. 1-117 "How to Read Nancy" (on Canvas)	Definition Paper
6	T 9/26	<i>The Magic Fish</i> , pg. 117-end Trung Le Nguyen's NCTE Alan Review Cover Comic (available here) "The Banned Books You Haven't Heard About," <i>The Atlantic</i> (available here)	
	R 9/28	<i>Last Night at the Telegraph Club</i> , Ch. 1-18 Malinda Lo's Blog: "Have Your Books Been Banned?" (available here)	
7	T 10/3	<i>Last Night at the Telegraph Club</i> , Ch. 19-end Malinda Lo's Blog: "An Update on Book Bans in the US," (available here)	
	R 10/5	<i>Melissa</i> , Ch. 1-7	
8	T 10/10	<i>Melissa</i> , Ch. 8-end	
	R 10/12	<i>Tess of the Road</i> , Ch. 1-6	
9	T 10/17	<i>Tess of the Road</i> , Ch. 7-22 Peer Review—Critical Analysis	Full Draft of Critical Analysis for Workshop
	R 10/19	<i>Tess of the Road</i> , Ch. 23-end	Critical Analysis Paper

10	T 10/24	<i>The Complete Maus</i> , "Maus I," Ch. 1-4	
	R 10/26	<i>The Complete Maus</i> , "Maus I," Ch. 5-6 & "Maus II" Ch. 1	
11	T 10/31	<i>The Complete Maus</i> , "Maus II," Ch. 2-end Timothy Snyder, "The War on History is a War on Democracy" (on Canvas or available here)	
	R 11/2	<i>Stamped</i> , Ch. 1-4	
12	T 11/7	<i>Stamped</i> , Ch. 5-20	One Completed Annotation for Peer Review Workshop
	R 11/9	<i>Stamped</i> , Ch. 21-end	
13	T 11/14	Baldwin Visit	Annotated Bibliography
	R 11/16	Picture Book Day—Selected picture books Natanson, "Why Parents are Trying to Ban So Many Picture Books," <i>Washington Post</i> (all readings on Canvas)	
14	T 11/21	Final Theory Paper Activity	
	R 11/23	No Class—Thanksgiving Break	
15	T 11/28	<i>Banned Book Club</i> Peer Review: Final Paper Full Draft	Full Draft of Final Paper for Peer Review
	R 11/30	<i>Banned Book Club</i>	Final Theory Paper
16	T 12/5	Course Conclusion	
	R 12/7	No Class—Reading Day	