



## ENC 2305: War in Literature and Film

### 11922: Section 1E06

#### Class Meetings

- Spring 2025
- MWF Period 3
- MCCB 2102

#### Instructor

- Dr. Anthony Manganaro
- Turlington 2215
- Office Hours: M 3-4
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#### 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 this 3-credit course will expose students to challenging ideas.

This class isn't about why we go to war; it's also not concerned with the merits of war or the politics behind warfare. It's about what war does to people – to the people doing the fighting. The experience of “going to war” and “telling stories about war” are about as old as the human condition: and those stories, obviously, are weighted with meaning. What do these stories tell us about what it means to be human?

In this course we'll read a diverse array of texts from men and women who experienced combat from the Civil War to the present day, from Stephen Crane to Tim O'Brien to Kayla Williams. These stories are wrenching, joyful, devastating, funny, and profound. While the bulk of our readings come from fictional texts, we'll also read supplementary nonfiction texts about the war experience. On top of that, we'll watch several films about war.

By being exposed to a rich variety of texts and discussing them on a daily basis, you'll develop the tools to write analytically about the war experience. In the **Definition Paper**, you'll define what makes a good war story through an original set of criteria and by synthesizing multiple texts en route to making a clarifying statement; this is a public-facing document that is meant to capture the attention of someone previously not invested in the topic. In the **Analysis Paper**, you'll close-read the filmic choices of directors and discuss how a war film, through subtle visual and aural techniques, develops a nuanced argument. And in the **Research Paper**, you'll do a deep-dive on a war topic of your choosing and make an academic argument about war involving both fictional and nonfictional texts. During class time, you'll also perform a **Film Presentation** in groups on a movie of your choice and participate in daily **in-person activities** ranging from casual discussion to multiple types of group projects. (To that end: verbal participation is expected on a daily basis; this is not a course where the professor lectures at you.)

Note: All course texts and films will be available on Canvas, but each will be published only a week or two in advance.

## LEARNING 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
- Learn research skills while using UF's library system

## REQUIRED TEXTS

All readings are available on Canvas.

## ASSIGNMENTS, GRADING, MODULES

Definition Paper: Critical definition of theory or concept –1,000 words **(150 points)**. *Due February 13.*

-In this unit we read a variety of course authors and discuss their similarities and differences in addition to how to analyze literature while developing coherent, clarifying ways of composing definitions. Students compose a definition paper (public-facing essay) that defines what makes a good war story while synthesizing multiple texts.

Analysis Paper: Critical analysis of representative text –1,000 words **(150 points)**. *Due March 20.*

-In this unit we watch three war films and discuss how to analyze cinematography and other filmic techniques while continuing to discuss the war text genre. Students learn how to close-read film

and how to write with coherency while developing nuanced, original arguments. Students compose an analytical paper (film review) on either *Glory*, *Saving Private Ryan*, or *The Hurt Locker*.

Research Paper: Application of concept to topic – 3,000 words **(250 points)**. *Due April 25.*

-In this unit we discuss multiple research strategies while students choose a specific war topic and develop a synthesized argument that incorporates academic, public-facing, and fictional texts.

Wednesday Night Reflections (5) – 1,000 words **(40 points)**.

Film Presentation – **(100 points)**. *Weeks 7-10.*

In-class activities: reading quizzes, group exercises, mini-presentations, etc. **(260 points)** (\*this point total is subject to change)

Peer Reviews/Group Conferences **(50 points)** (\*this point total is subject to change)

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	74-76	740-769
A-	3.67	90-93	900-939	C-	1.67	70-73	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

**Note:** It is NOT UF policy to round up; a 93.99% is an A-.

**Note:** A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx#hgrades>  
<http://www.isis.ufl.edu/minusgrades.html>

## COURSE POLICIES AND PROCEDURES

### *Attendance and Participation*

Regular promptness, attendance, and class participation is expected. A typical class session involves activities with points attached, so it is in the student's best interest to maintain consistent promptness and active attendance. **University Writing Program Policy states that after 6 unexcused absences, a student will automatically fail the course.** The UWP exempts from this

policy only those absences due to university-sponsored events, such as athletics and band, religious holidays, or serious family emergencies.

**In-class assignments cannot be made up outside of class**, unless the student provides documentation that makes their absence “excused”: university-sponsored events, such as athletics and band; religious holidays; illness or serious family emergencies (with written documentation).

### ***Late Work***

Late unexcused submissions of major assignments will be deducted **5% of possible points every 24 hours after the due-date**: after ten-plus days, the highest grade a student can receive on a late assignment is 50% of the total, but it will not be deducted further for lateness.

### ***Academic Honesty***

Student conduct at the University of Florida is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

### ***Plagiarism***

Plagiarism is a serious violation of the Student Honor 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 assignment, ensure that it opens properly and is completely viewable, and also to check the Turn It In score; this score should be as low as possible.*

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.

The use of **artificial intelligence or Chatbot software** is considered academic dishonesty. As indicated in the Honor Code, "A Student must not submit as their own work any academic work in any form that the Student . . . obtained from an outside source."

## CREDIT POLICIES

Course grades now have two components: To receive writing credit, 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.

## **ACCOMMODATIONS**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)). 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.

## **WRITING STUDIO**

Students can receive tutoring assistance in all phases of the writing process by making an appointment with the University Writing Program's Writing Studio: <https://writing.ufl.edu/writing-studio/>

## **ONLINE 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 <http://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, or via <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>. [Learn more about GatorEvals.](#)