

# ENC 3254: WRITING IN THE HUMANITIES

(THIS CLASS CONFERS COMPOSITION (C) AND WR 6,000 CREDIT)

**SPRING 2025 (2251)**

**SECTIONS: 11990 & 12025**

**CLASS MEETING DAYS/TIMES:**

MWF PERIOD 6 (12:50 PM – 1:40 PM) - **12025**

MWF PERIOD 7 (1:55 PM – 2:45 PM) - **11990**

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**OFFICE LOCATION: 2515E TURL**

**OFFICE HOURS: WEDNESDAYS, 9:30 AM- 11:30 AM & 4 PM – 5 PM, IN PERSON OR VIA ZOOM: [CLICK HERE](#)**

IF OFFICE HOURS ARE NOT CONVENIENT, PLEASE MAKE AN APPOINTMENT.

NO OFFICE HOURS ARE HELD ON SCHOOL HOLIDAYS.

Contact Information and Office Hours are also listed on the CANVAS homepage.

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## COURSE DESCRIPTION

Designed for all majors who have an interest in this multi-disciplinary area of study, this course will strengthen communications skills needed for success in the field of humanities disciplines for students planning to continue their education beyond their undergraduate studies. Students will learn to write documents important to graduate school study (modified précis, analysis essay, in-class timed essay, & argument essay) as well as a class oral presentation on the most impactful semester essay. The course materials include the study of various genres of texts, such as literary theory, fiction, film, poetry, and art to familiarize students with subjects of study common to the humanities curricula and provide primary textual sources students will use as subjects for their essays to improve their analysis, critical thinking, and organizational skills. We also will study basics in grammar and good writing style, and students will take two reading quizzes to demonstrate the ability to understand and express in writing the major themes of the texts studied.

Because writing is a process, you will have the opportunity to rewrite several of your assignments. If you put your best effort into your first drafts and carefully revise your work, you should produce your best possible writing, and you will leave this class a much stronger writer than when you entered it.

### GENERAL EDUCATION (GE) STUDENT LEARNING OUTCOMES (SLOs)

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

GE SLOs will be assessed in several ways. Content knowledge will be assessed primarily through writing assignments in which students demonstrate understanding of their field. Communication will be assessed through major writing assignments and engagement in public speaking, for which students are required to convey their knowledge and ideas clearly through collaborative in-class discussions and presentations to various audiences. Critical thinking will be assessed through students' abilities to select appropriate information and document design when writing and speaking to various stakeholders, including colleagues and the public.

### GENERAL EDUCATION OBJECTIVES: C

This course confers General Education credit for Composition (C). 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. Course content must include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students are expected to learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic. (See the [General Education Objectives](#).)

In **ENC 3254, Writing in the Humanities**, these objectives are met in a variety of ways. **Throughout all Modules**, students practice appropriate professional communication and are expected to demonstrate mastery of clear prose with a logical argument in a manner appropriate for various professional stakeholders. Each Module features a particular audience and writing goals, and students work within their discipline or major all semester. **In Module 1**, Analysis Essay, students study various works of fiction and choose one fictional text studied and compose an original (not covered in class) thesis-driven analysis essay. **In Module 2**, Modified Précis, students learn to how read critical or literary theory to prepare them for the type of rigorous, complex reading they will encounter in graduate school and beyond, and they compose a modified précis, a common academic essay that focuses on demonstrating mastery in terms of summarizing and applying the concepts in a critical article.

**In Module 3**, In-class Timed Essay, student learn to write a timed academic essay based on a preestablished prompt to demonstrate their ability to think, organize ideas, and respond under pressure, a skill needed for most graduate-school exams. **In Module 4**, Argument Essay, students choose a literary criticism article, and they write an essay in which they offer a counter thesis, counter points, and constructive arguments to demonstrate that they can engage in academic discourse and offer a counter position to a critical scholarly argument about either a novel or a film. Students must support an originally crafted counterthesis statement using the research and citation standards of MLA. **In Module 5**, students demonstrate their ability to keep up with course materials and express the complicated themes studied in two in-class, closed book reading quizzes. **Module 6**, Class

Presentation, each student gives an oral presentation about their favorite essay of the semester, charting how it contributed to their journey of becoming a better writer. **Module 7**, Style and Grammar, concentrates on these two essential mechanical dimensions of good writing, with an emphasis on success needed in graduate school and in their future professions.

## REQUIRED TEXTS AND TECHNOLOGIES

- **Required:** (purchase):
  - Bechdel, Alison, *Fun Home: A Family Tragicomic*. NY: Marnier Books, 2006.
  - Fitzgerald, F. Scott. *The Great Gatsby*. NY: Scribner, 2004. This novel is available online for FREE as it is in the public domain and the online version is on COURSE RESERVES for free. You may buy a paper copy if you prefer.
  - All other class materials are available for FREE on CANVAS or Course Reserves.
- **Recommended:** Diana Hacker and Barbara Fister, *Research and Documentation in the Digital Age*, 7<sup>th</sup> edition, MacMillan Publishing (2019).
- Per UF policy, using Canvas is required in this class.
- The UWP adheres to the [UF Student Computing Requirements](#).

## 3254 COURSE LEARNING OUTCOMES

In ENC 3254, students will learn:

### Content

- Develop practical graduate school-related skills through creating documents commonly used in the humanities.
- Identify academic genres of texts intended for humanities or liberal arts majors.
- Recognize how the humanities are represented through various modes of communication, such as thesis-driven analytical and research-based essay writing, timed essays, argumentative writing, and oral presentations.
- Produce written documents and obtain oral presentation skills that will assist in procuring graduate school success and future employment.

### Critical Thinking

- Evaluate how writing choices align for specific audiences, such as academic professors and peers and the general public.
- Organize and structure information in an easy-to-understand, logical manner across several written genres.
- Make language choices that maximize the writer's message for a given genre.

- Employ strategies for successfully using persuasive and informative communication skills, both in written and oral form. Communication
  - Plan, draft, revise and proofread all documents.
  - Write several genres of academic essays (précis, analysis, synthesis/research, and reflection) and public facing writing genres, such as literary journalism and memoir writing.
  - Present information orally to peers about personal growth achieved through essay writing.
  - Orally communicate with team members to design and produce a class anthology.
  - Practice good writing style and appropriate grammar in all written work.

## MAJOR ASSIGNMENTS AND MODULES AND ASSIGNMENT TABLE

**Please see the Assignment Table (on page 7 that provides specific word counts and point values for every assignment.**

These descriptions are brief. You can find complete, detailed assignment instructions (and grading rubrics) under ASSIGNMENTS on CANVAS.

### Module 1: Analysis Essay: 1200 words min – 1950 max/ 225 points

You will write a thesis driven analysis essay on any of the songs on Joni Mitchell's album *Blue*. Alison Bechdel's graphic novel *Fun Home*, or Gina Prince-Blythewood's film *Beyond the Lights*. If done successfully, you will have logically demonstrated how this artistic work's subject matter, formal elements, and/or medium work together to create an overall impression (your chosen thesis).

### Module 2: Modified Précis: 1200 words min – 1950 max/ 225 points

You practice summary, analysis, and opinion writing skills. The assignment has 5 parts: 1) formatting the MLA citation of the essay, 2) identifying the thesis statement of the essay, 3) summarizing the essay, 4) applying the concepts of the essay to a found text, and 5) giving your opinion/editorializing about the theory in question. You will choose a found text (one outside of class) and submit it to the same type of critical analysis that Tyson used to analyze *The Great Gatsby* Christensen's essay on *Do the Right Thing*.

### Module 3: In-Class Timed Essay Exam (ICTEE): 900 words min – 1400 max/ 150 points

You will have 50 minutes of class time to complete the essay. You will have a choice of four essay prompts about Spike Lee's *Do the Right Thing* or Michael Curtiz's *Casablanca* and the Brueghel painting. You will have to answer one. ICTEE is partial open book – you will bring your laptop and any paper notes you want. You will use the CANVAS QUIZ function with *Respondus Lockdown Browser*.

### Module 4: Argument Essay: 1200 words min – 1950 max/ 225 points

You will write an essay that presents a clear and convincing defense of your thesis while responding to a counterargument. Attention to rhetorical method, style, and logic are especially important for this assignment. You will write about F. Scott Fitzgerald's *The Great Gatsby* or Spike Lee's *Do The Right Thing*. You will engage in an argument with one of the opinions expressed by Lois Tyson about the themes in the novel OR the essay by Jerome Christensen about the themes in the film.

**Module 5: Quizzes (2): 500 words each minimum (no max) = 1000 words / 50 points each = 100 points**

You will take two in-class, closed book quizzes. The quizzes test your ability to keep up with the reading and watching of the texts and to take excellent class notes. See the COURSE CALENDAR below for a list of which texts are covered under Quiz 1 and Quiz 2. Both quizzes cover contextual materials and class discussions on the texts. You will use the CANVAS QUIZ function with *Respondus Lockdown Browser*. You will have the chance to do a practice quiz to test *Respondus Lockdown Browser* and attempt two 1-point extra credit multiple choice questions for each quiz.

**Module 6: Class Presentation: 500 words minimum – no maximum / 50 points**

Because you have worked so diligently on your essays this semester, you will have the opportunity to present your work to your peers. You will give a 4-to-6-minute oral presentation (complete with PowerPoint slides) to educate your peers about one of your essays: analytical, modified précis, timed, or argumentative essay. This presentation is worth 50 points total and breaks down into the following components: 1) presentation 29 points, 2) written transcript & PPT slides 15 points, 3) two peer reviews: 2 @ 3 points each= 6 points = 50 points

**Module 7: Style and Grammar Exercises: no words/ 25 points**

You will watch Asynch lectures on STYLE and GRAMMAR. After watching them, you will have to complete a Style Exercise (20 points) and a Grammar Exercise (5 points). You also have the PowerPoint slides that accompany both lectures available as reference material.

**ASSIGNMENT Table - VALUES AND WORD COUNTS |**

*The table provides a visual representation of our assignments this semester. See the assignment descriptions above for more details (as well as individual assignment information on CANVAS).*

Assignment and Module (MOD)	Point Value	Words Min/Max	Due Dates All times are 11:59 pm unless in class	Optional Rewrite Available?
Style Exercise (MOD 6)	20	n/a	Opens Wed Jan 22 @ 3 pm Closes Fri Jan 24	n/a
Practice Quiz 1 – (To test Respondus LockDown Browser)	+2 EC	n/a	Opens Wed Jan 29 @ 3pm Closes Fri Jan 31	n/a
Quiz #1 (MOD 5)	50	500 – no max	Fri Jan 31	n/a
Analysis Essay (MOD 1)	225	1200 – 1950	Fri Feb 14	Yes – avg of 2 grades
Grammar Exercise (MOD 7)	5	n/a	Opens Mon Feb 24 @ 3 pm Closes Wed Feb 26	n/a
Modified Precis with two sources (MOD 2)	225	1200-1700	Fri Feb 28	Yes – avg of 2 grades
In-Class Timed Essay (ICETEE) (MOD 3)	150	900-1400	Fri Mar 14	Yes- avg of 2 grades
Practice Quiz 2 – (To test Respondus LockDown Browser)	+2 EC	n/a	Wed Apr 9 @ 3 pm Closes Fri Apr 11	n/a
Quiz #2 (MOD 5)	50	500 – no max	Fri Apr 11	n/a
Class Presentation: (MOD 6) - Presentation: 29 pts - PPT & transcript: 15 pts - 2 peer revs: 2@3= 6 pts Total: 50 pts	50	500 – no max	Fri Apr 18 Mon Apr 21 Wed Apr 23  PPT Slides & Transcript DUE: Wed Apr 23	No
Argument Essay with two sources (MOD 4)	225	1300 - 1900	Tue Apr 29	Optional 1 <sup>st</sup> Draft Due Fri Apr 18 No rewrite
<b>Totals</b>	1000	6000 min		

## GRADING

Grading for this course will be rigorous. Do not rely on the instructor for copy-editing, even on drafts. To receive a passing grade, each paper must reach the minimum assigned word count. Please note that assignment word

counts represent minimums necessary to achieve assignment goals, not mandatory values. This course follows [UF grades and grading policies](#).

The University Writing Program uses the UF recommended grading scale.

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
E	< 60.0 %	to 0.0%

**It is this class's policy NOT to round grades up or down. An 89.9 is a B+.**

At the discretion of the instructor, minor assignments (homework and class activities) may be dropped from or added to the schedule. If assignments are dropped, the final grade will be calculated as a percentage of the remaining points.

**EARNING CREDIT FOR GENERAL EDUCATION LEARNING OUTCOMES AND OBJECTIVES: (C) AND (WR)**

Composition Credit: Students must pass this course with a "C" or better to satisfy the UF requirement for Composition (C).

University Writing Requirement: The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive University Writing Requirement (WR) credit (E6), a student must earn a course grade of C or higher **and** assignments must meet minimum word requirements totaling at least 6000 words. Thus, to earn WR-E6 credit, **students must complete all the major writing assignments.**

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 general assessment rubric (see below). More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

#### REVISION OF ASSIGNMENTS

Many assignments may be revised for the average of the two grades. See the table below for the revision/rewrite policy for each assignment. Revisions instructions:



- Due (usually) one week after the original paper is returned.
- Upload on CANVAS under the appropriate assignment.
- Turn in on time - No late rewrites can be accepted due to time constraints. If CANVAS will not allow you to upload your rewrite, it is late and cannot be accepted. Please do not email the rewrite to your instructor or post it as a document in "Comments" textbox under the assignment.
- No making up late points lost in original submissions in rewrites.
- **Highlight any changes made on the rewrite (revised assignment) by using a different color text to show changes. Use a different color text to show changes instead of "highlighting" literally as yellow highlighting doesn't show on printed black and white copies and other color highlights are hard to read. Use a color of text that is easy to read.**

**Rules about highlighting:** You are required to highlight changes on any assignment submitted for a new grade:

- Anytime you type in new material, highlight it.
- Any time you take out material, no need to highlight or note that material has been taken out.
- **If you do not highlight the changes made, your original grade will have to stand due to time constraints.**
- Exception: If you rewrite an entire assignment, write "Global changes made – no highlighting" at the beginning of the section/paper. This option is only in effect if your instructor suggests you must revise the entire assignment or an entire section of an assignment.

#### CONFERENCES AND WRITING STUDIO

Students are encouraged to use the instructor's office hours if there are questions about progress in the course, work underway, or any other course-related concerns. If there is a conflict with the posted office hours, please contact the instructor to schedule a better time. Having conferences on assignments is often the best way to improve the quality of final drafts. The [Writing Studio](#) also offers one-on-one assistance on writing projects and is available to students of all levels.

#### GENERAL 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 at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least 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.

<b>ORGANIZATION AND COHERENCE</b>	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	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.
<b>ARGUMENT AND SUPPORT</b>	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.
<b>STYLE</b>	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	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.
<b>MECHANICS</b>	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy 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 AND PROCEDURES

### ATTENDANCE

Attendance is required. The University Writing Program delivers courses where class attendance is critical to success. If students miss more than **six periods** during the term, **they will fail the entire course**.

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. Absences related to university-sponsored events must be discussed with the instructor **prior** to the date that will be missed. For absences due to quarantine or illness, your instructor may require a signed doctor's note.

Requirements for class attendance, 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.

**Based on the UWP's attendance policy *unexcused* absences affect your grade as follows:**

- 0 – 4 unexcused absences: no grade penalty.
- 5 – 6 unexcused absences: -10 points off final grade for each day – these subtractions are taken from your “role call attendance” grade. This grade will be zero if you have fewer than 5 absences. It will be -10 for 5 absences and – 20 for 6 absences.
- **Over 6 unexcused absences: You cannot pass the class.**

**Excused absences do not count against your attendance record, only unexcused absences count against your attendance record.** Your grade will not be affected if you have 0 – 4 unexcused absences. You will lose 10 points for each unexcused absence after number four.

In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, and professional conferences), military obligation, severe weather conditions, religious holidays, and participation in official university activities such as music performances, athletic competition, or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) will be excused. Documentation is required in most circumstances for excused absences.

Please inform your instructor of upcoming excused absences (if possible) before they occur. I will also give excused absences for professional development (interviews for graphic design jobs that conflict with our class schedule). If you feel at any time you have a personal event that should receive an excused absence that is not on the list above, please contact your instructor. I will take these requests on a case-by-case basis.

**Late Assignments:** If you have an acceptable absence that causes you to miss an assignment due date, please provide proper documentation and speak to your instructor as soon as possible.

**Late to Class:** Students are expected to be on time. Habitually tardiness disrupts the class and may cause you to miss important announcements or class information.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

## MISSED CLASSES |

**You are responsible for any information discussed during all class periods. If you miss class, please don't email me asking, “I was absent on X day; what did I miss?”** Due to the total number of students I have each semester, I am not able to send summaries of missed class material via email; however, I am happy to go over missed class materials in office hours or by appointment.

If you miss any class period, you have the following options to catch up:

- Contact a student from class to get his/hers/their notes.

- Attend office hours or make an appointment with your instructor to discuss missed class material or lecture.
- If possible, listen in/watch on the class ZOOM link (see below)

**ZOOM Class Link:** You will have access to a ZOOM link so that you can keep up with class materials if you are unable to be present in class for any reason. **Note: Signing on the ZOOM link is not connected to attendance. Signing on the ZOOM link does not qualify as attending the class, and you will be marked as absent if you are not in the face-to-face classroom.**

If you are on the ZOOM link and have an excused absence, you will be marked as excused; if you are on the ZOOM link and do not have an excused absence, you will be **marked as absent**. While on the Zoom link, you can only observe the class, you won't be able to participate.

ENC 3254 GR is **not a hybrid class**. The Zoom link is set up as a courtesy by your instructor to help you keep up with course activities/materials when you are absent so that you can take notes and don't get behind.

#### CLASS RECORDING POLICY

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 guest 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.

#### CLASSROOM CONDUCT

Much of this class is discussion-based, so it is vital that we show respect for each other's views. Students are required to turn cell phones and pagers off. Ringing phones and text messaging is an unprofessional disruption, which may result in your being asked to leave the classroom and being counted absent. If you have a personal emergency and must keep your phone on one day, please discuss it with the instructor before class.

## READINGS

Reading assignments typically appear in the syllabus on the date on which they are due. Students should have completed these readings before coming to class that day.

## 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/>

## PAPER MAINTENANCE RESPONSIBILITIES

Students are responsible for maintaining 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.

## SUBMISSION REQUIREMENTS

- a. All assignments are due on the date/time indicated in the table below. Upload the assignment on CANVAS.
- b. Upload as word documents or pdfs (EXCEPTION: don't upload entire document as one image – okay to imbed images in a pdf document).
- c. Include a word count on every document submitted
- d. **Never use PAGES** - CANVAS can't read PAGES.
- e. **Late work:** Penalized 10% of total points for each calendar day. Late points are prorated *by the hour*. *Late points cannot be made up with optional rewrites.*
- f. Emailed assignments cannot be accepted at any time during the semester due to university plagiarism rules.
- g. Assignments must be **UPLOADED**; they cannot be submitted as documents attached to comments box.

## ACADEMIC HONESTY

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor in this class.

## NOTIFICATION LETTER FROM DEAN OF STUDENTS REQUIRED FOR PERSONAL EMERGENCY

Students who experience a family or personal emergency (death in the family, unplanned hospitalization, etc.) may contact the Dean of Students Office and request notification letters be sent to their professors. Students are required to provide faculty members with appropriate documentation to support their absence unless, due to the nature of the issue, the information is provided to and verified by the Dean of Students' Office.

## STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center – [click here to 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 and available in the “Campus Resources” section/tab of the Canvas course.

- U Matter We Care: <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto: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
- Aid-a-Gator: <https://www.sfa.ufl.edu/aidagator/>, S-107 Criser Hall, (352) 392-1275

## UF ACADEMIC RESOURCES

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support*: Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center*: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio*: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. Online only for Fall 2020.
- *Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).
- *On-Line Students Complaints*: [View the Distance Learning Student Complaint Process](#).

## DAILY CLASS SCHEDULE SPRING 2025

*This schedule is subject to change. New versions of the daily schedule, if needed, will be posted on CANVAS under the Syllabus tab.*

The Daily Class Schedule lists activities covered for each class day. Ideally, you should have read the materials covered before any class day. Use the template below to figure out how to access the material to be covered each class day under Daily Class Schedule.

TEMPLATE	
<b>ARES</b>	Readable or watchable text available on COURSE RESERVES for FREE. Access by clicking on COURSE RESERVES tab from the CANVAS home screen.
<b>ASSMT</b>	Assignment Instructions document found on CANVAS under the appropriate module.
<b>DUE</b>	<b>Course Assignment is due (in blue type).</b>
<b>MOD</b>	Module – see MODULES link on CANVAS.
<b>PPT</b>	PowerPoint found on CANVAS under the appropriate module
<b>TEXT</b>	Any course material you must access/purchase on your own.

### Module 1: Analysis Essay

#### Mon Jan 13

Introduction to Course

#### Wed Jan 15

ARES: Song: “California” (Joni Mitchell’s album, *Blue*, 1971) – Historical Context: Vietnam War and the sexual revolution <https://jonimitchell.com/music/album.cfm?id=5>

#### Fri Jan 17

ARES: Song: “River” (Joni Mitchell’s album, *Blue*, 1971) – Feminist/Ability Critical Lenses  
<https://jonimitchell.com/music/album.cfm?id=5>

#### Watch as Weekend HW:

MOD 7: Asynch Lecture: How to Write with Style

#### Mon Jan 20 No Class – MLK Holiday

#### Wed Jan 22

MOD 7: Style Exercise opens at 3:00 pm

ARES: Song: “Little Green” (Joni Mitchell’s album, *Blue*, 1971) – Personal Context – Feminist Critical Lens  
<https://jonimitchell.com/music/album.cfm?id=5>

#### Fri Jan 24

**DUE: Style Exercise @ 11:59 pm**

ARES: FILM: *Beyond the Lights* (Gina Prince-Bythewood 2014): 1h 56m

#### Mon Jan 27

ARES: FILM: *Beyond the Lights*

#### Wed Jan 29

ARES: *Beyond the Lights*

MOD 5: ASSMT: Quiz Instructions - Review for Quiz 1 – Material Covered on Quiz 1

- “California”
- “Little Green”
- “River”
- *Beyond the Lights*

**Practice Quiz opens at 3:00 pm - Practice Quiz is designed to make sure Lock Down Browser is working. Two multiple choice questions (1-point each) extra credit available.**

**Fri Jan 31**

Take **QUIZ 1** in class

Practice Quiz closes at 3:00 pm

**Mon Feb 3**

MOD 1: How to Write the Analysis Essay

- ASSMT: How to Write the Analysis Essay
- PPT: How to Write the Analysis Essay

**Wed Feb 5**

MOD 1: Practice Analysis Essay

**Fri Feb 7**

MOD 1: Reverse Engineer an Analysis Essay

**Mon Feb 10**

TEXT: Graphic Novel: *Fun Home* – Literary allusion: Mythology

**Wed Feb 12**

TEXT: Graphic Novel: *Fun Home* – Literature and life

**Fri Feb 14**

**DUE: Analysis Essay @ 11:59 pm**

**Module 2: Modified Précis**

**Mon Feb 17**

MOD 2: PPT: The Language of the Humanities

**Wed Feb 19**

ARES: Critical Essay: Tyson: "What's Love Got to Do with It?" Psychoanalytic Reading of *The Great Gatsby*

**Fri Feb 21**

MOD 2: How to Write the Modified Précis

- ASSMT: How to Write the Modified Précis
- PPT: How to Write the Modified Précis
- Summary Section Practice

**Watch as Weekend HW**

MOD 7: Asynch Lecture: How to Write with Good Grammar

**Mon Feb 24**

MOD 7: Grammar Exercise opens at 3:00 pm

MOD 2: How to Write the Modified Précis

- ITC Section Practice
- Opinion Section Practice



### Module 3: In-Class Timed Essay

#### Wed Feb 26

**DUE: Grammar Exercise @ 11:59 pm** – no late grammar exercises are accepted

Ekphrastic poetry

ARES: Poem: “Musee des Beaux Arts” (W.H. Auden 1938)

ARES: Art: Landscape with the Fall of Icarus (Pieter Bruegel the Elder c. 1560)

#### Fri Feb 28

**DUE: Modified Precis @ 11:59 pm**

FILM: *Casablanca* (Michael Curtiz 1942): 1h 42m

#### Mon Mar 3

FILM: *Casablanca*

#### Wed Mar 5

MOD 3: ASSMT: How to Write the In-Class Timed Essay

MOD 3: PPT: How to Write the In-Class Timed Essay

#### Fri Mar 7

FILM: *Do the Right Thing* (Spike Lee 1989): 2h 0m– Historical Context

#### Mon Mar 10

FILM: *Do the Right Thing* – Love and Hate

#### Wed Mar 12

FILM: *Do the Right Thing* – Neighborhood Relationships

#### Fri Mar 14

**Take In-Class Timed Essay Exam (ICTEE) in class (50 minutes)**

#### Mon Mar 17 – Fri Mar 21

**No class – Spring Break**

### Module 4: Argument Essay

#### Mon Mar 24

ARES: Critical Essay: “Spike Lee, Corporate Populist” by Jerome Christensen

FILM: *Do the Right Thing* – hoes and Product Placement

#### Wed Mar 26

MOD 4: YouTube: “Mars Blackmon and Michael Jordan’s Nike commercials”

[https://www.youtube.com/watch?v=MyD3bj0p\\_fo&list=PLcYW-qwP-dKe0HuFFxxOBPV0j69DPHE6Y](https://www.youtube.com/watch?v=MyD3bj0p_fo&list=PLcYW-qwP-dKe0HuFFxxOBPV0j69DPHE6Y)

#### Fri Mar 28

ARES: *The Great Gatsby*

**Mon Mar 31**

ARES: *The Great Gatsby*

**Wed Apr 2**

MOD 4: How to Write the Argument Essay

- ASSMT: How to Write the Argument Essay
- PPT: How to Write the Argument Essay

**Fri Apr 4**

ARES: *The Great Gatsby*

ARES: Critical Essay: Tyson: "You are What You Own" Marxist Reading of *The Great Gatsby*

**Mon Apr 7**

ARES: Critical Essay: Tyson: "Will the Real Nick Carraway Please Come Out?" Queer Reading of *TGG*

**Wed Apr 9**

ARES: Critical Essay: Tyson: "Next . . . Overboard" Feminist reading of *The Great Gatsby*

MOD 5: Review for Quiz 2: Materials covered:

- *Fun Home*
- "Musee Des Beaux Arts"
- *Landscape with the Fall of Icarus*
- *Casablanca*
- *Do the Right Thing*
- *The Great Gatsby*
- Tyson's 3 essays (Feminist, Marxist, Queer Readings of *TGG*)
- Christensen essay, "Spike Lee, Corporate Populist"

[Practice Quiz 2 opens at 3:00 pm](#). *Practice Quiz is designed to make sure Lock Down Browser is working. Two multiple choice questions (1-point each) extra credit available.*

**Fri Apr 11**

[Take QUIZ 2 in class](#)

[Practice Quiz closes at 3:00 pm](#)

**Mon Apr 14**

MOD 6: How to Prepare for a Class Presentation with PPT Slides

- ASSMT: Class Presentation, PPT Slides, and Peer Reviews

**Wed Apr 16**

The Argument Sketch

MOD 4: Practice Argument Essay

**Fri Apr 18**

[DUE: Optional 1<sup>st</sup> Draft Argument Essay at 11:59 pm](#)

[Class Presentations: Students 1 - 6](#)

**Mon Apr 21**

Class Presentations: Students 7 - 13

**Wed Apr 23**

Class Presentations Due - Students 14 – 19

**DUE: Class Presentations @ 11:59 pm** -upload PPT slides with transcription on CANVAS

**Tue Apr 29**

**DUE Argument Essay @ 11:59 pm**

**No Final Exam – Last Day & Time for Accepting Work: Thu May 2 at 11:59 pm**