

IDS 2935: Writing Life: Art, Drama, Film, Literature, Poetry, and You**Quest 1/Identities**

General Education: Humanities, Diversity, 2,000 words

TERM | Fall 2022 **CREDITS** | 3**LOCATION** | TUR 2303**SECTION NUMBER** | 14485/1k4**DAYS/TIME** | MWF Period 6 (12:50 pm – 1:40 pm)**INSTRUCTOR** | Dr. Carolyn Kelley**EMAIL** | ckelley@ufl.edu**OFFICE LOCATION and OFFICE HOURS** | 2215 E Turlington Hall**Please see CANVAS Homepage for Office Hours Days/Times****Or by appointment** if office hours are not convenient. No office hours are held on school holidays**COURSE DESCRIPTION** |

This multidisciplinary Quest 1 course examines how humanities-based works of art, which I will refer to as texts from this point on, reflect and resonate with components of our personal, social, and cultural identities. Various perspectives, especially those whose views are often overlooked, will fuel this journey examining how humanities-based texts help us define who we are in terms of the intersecting parts (intersectionalities) of our identity: nationality, ethnicity, race, gender, class, sexual orientation, and ability. By considering the complexity of human connections to humanities-based texts, we will recognize how these texts, a novel, a graphic novel, films, plays, poems, and art, are shaped for us, shaped by us, and shape us.

We will focus on this essential question: How do humanities-based texts touch and shape our lives by teaching us about our sense of self and our relationships with others, in particular, other people whose intersectionalities of identity differ from our own? We closely will analyze specific passages or scenes in the texts for their multiple meanings as well as fold in historical context from their creation to figure out how they relate to our present-day understanding and identification with them. We will keep in mind that texts are mysteries to explore not puzzles to be solved. Many layers of interpretation and meaning exist simultaneously, and which meanings are most significant to you may depend on your own intersectionalities. In order to demonstrate your understanding of the course and its goals, you will write three essays and sit for two closed-book exams.

STUDENT LEARNING OUTCOMES (SLOs) |**By the end of IDS 2935, students will be able to:**

1. Identify ways in which humanities texts are born from and reflect the non-fictional reality of the human experience
2. Analyze and evaluate questions about the humanities texts through analytical writing, theoretical application, and descriptive study
3. Connect both the creation of and consumption of texts through their historical moments in time
4. Determine how humanities texts relate to students' intersectionalities of nationality, ethnicity, race, gender, class, sexual orientation, and ability
5. Evaluate how humanities texts are experienced differently based on students' individual identities
6. Adapt writing style and format to different audiences, purposes, and context
7. Compare various genres of writing
8. Critique complex texts in writing using thesis statements, valid claims, and persuasive evidence
9. Communicate using accepted conventions of standard written English
10. Revise, edit and proofread documents

QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES (SLOs) |

By the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking.

- **Quest 1 Description:** Quest 1 courses are multidisciplinary explorations of challenging questions about the human condition that are not easy to answer, but hard to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.
 - **Quest 1 SLOs:**
 - Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
 - Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
 - Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
 - Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

- **Humanities (H) Description:** Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.
 - **Humanities SLOs**
 - Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
 - Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
 - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

- **Diversity (D) Description:** In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.
 - **Diversity SLOs:**
 - Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
 - Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

- **Writing Description:** The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
 - **Writing Evaluation:**
 - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
 - The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric.
 - More specific rubrics and guidelines for individual assignments may be provided 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.

PLAGIARISM and ACADEMIC DISHONESTY |

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows (from the [2018 revision](#)): 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 submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. 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.

Important Tip: Anytime you cut and paste another person's/website's words, and you don't give the source credit for those words by using citations, you are committing plagiarism. **Best practice: DON'T cut and paste anything beyond citation-like information, such as titles of essays, journals, author's names, DOIs, web addresses.** If the information is going into the actual text of your paper, and you cut and paste without giving credit, even if you change a few words, you are committing plagiarism, and you will get a zero on the assignment in question, and you face the risk of failing the entire course as well.

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. Click [here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor before work is due.

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 with the Disability Resource Center](#). 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.

COURSE EVALUATION |

"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/>."

CAMPUS RESOURCES |

1. Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Dean of Students Office:* 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. 325-392-1261
- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *University Police Department*: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

2. Academic Resources

- *E-learning technical support*: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *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.
- *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](#).
- *Career Connections Center*: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

IN-CLASS RECORDING |

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.

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, the student is responsible to have and to make available this material. **Broken or malfunctioning computers cannot be accepted as an excuse for late work. Please back up all your work.**

CLASSROOM BEHAVIOR |

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will study 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.

CLASS PARTICIPATION |

Students are expected to contribute constructively to each class session and to pay attention during class. Although no “points” are assigned as part of your grade, let’s say, for example, your final grade is 895 (B+). If your class participation has been productive, your grade would be “bumped up” to an A-. If you have not participated in class, your grade would remain at a B+. I look for “quality” not “quantity.” In other words, your grade will not be favorably influenced by talking just to talk. I expect you to make intelligent and insightful comments in relation to the texts studied in class. In addition, inattention in class will be noted and will discourage your instructor from “bumping up” your grade.

ATTENDANCE, LATE WORK, & MAKE-UP POLICY |

Attendance: *Attendance begins after add/drop.* Attendance in this class is required and will be recorded on CANVAS under ATTENDANCE. You may miss **FOUR** classes (unexcused absences) with no penalty to your grade. For each unexcused absence after FOUR, **you will lose 10 points off your final grade. Excused absences do not count as absences.** In general, acceptable reasons for excused 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) must be excused.

If you have any other documentation that you would like considered, please discuss on a case-by-case basis with your instructor. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Missed Quizzes: You take the quizzes during class time on the dates indicated on the syllabus. If you miss a quiz, **you must provide valid documentation in order to make up the quiz.** Deemed excused, including university-sponsored events such as athletics and band, (documented) illness, and religious holidays will be eligible for arrangements such as making up work/exams. When you know ahead of time that you will miss class (such as for a university-sponsored event, religious holiday, or scheduled health event), you must contact the instructor ahead of time and make arrangements for making up any missed work/quizzes (exception: sudden emergencies or illnesses). If you feel you have a different, yet valid excuse for making make up a quiz, (such as a personal hardship), please speak to your instructor. These requests will be considered on a case-by-case basis and will require documentation.

Having more than one exam scheduled on the day of our quizzes is **not** a valid excuse for missing an exam or requesting an extension or make-up date. You know the quiz dates on the first day of class, and it is expected that you plan and study accordingly.

Late Essays: Late essays (Definition/Experiential/Analysis) are penalized 10% for each calendar day. Late points are pro-rated by the hour. If you have a documented reason that you feel should waive late points, please contact your instructor to discuss this matter as soon as possible, preferably before the due date. These requests will be considered on a case-by-case basis. **Late optional rewrites of essays are not accepted due to time constraints.**

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

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

MISSED CLASSES |

You are responsible for any discussions that take place in class. Topics covered in the class discussions often will appear on the quizzes, and 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. You also may make this request for notes on the DISCUSSION BOARD on CANVAS.
- 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; however, 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. **IDS 2935 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.

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.

REQUIRED EQUIPMENT |

You must have a laptop or iPad that you will need to bring to class on Quiz days.

TEXTS: REQUIRED TO PURCHASE |

Bechdel, Alison. *Fun Home: a family tragicomic*. Mariner Books, NY: 2007.

In the spirit of keeping textbook costs as low as possible, please see the table below which lists the texts we will study this semester and how you can find them. This course earns an apple, 🍏

signifying the cost per credit hour is \$20 or less, or \$60 for the entire 3-credit course.

TEXTS: OTHER READING and WATCHING RESPONSIBILITIES |

Other than the required text you must purchase, all other semester texts (I refer to all the written and visual materials we will study as texts), **are available for free via Course Reserves (nickname is ARES)**. You can access these texts through CANVAS from the COURSE RESERVES button in the left-hand margin from the CANVAS homepage.

You also can access ARES texts directly (bypassing CANVAS) from Library West's website: <http://www.uflib.ufl.edu>
Go to My Accounts -> Course Reserves

Presently, CANVAS prefers to access to Course Reserves (ARES) materials through the web browser FIREFOX. If you try from another browser and get an error message, try FIREFOX.

ACCESSING Texts from COURSE RESERVES (ARES) ON CAMPUS |

- **Regarding written texts on ARES:** If the text is a pdf or linked to a website available to the public, you will be able to access it right away. If a reading is linked to a UF database, if you are on campus, you have immediate access.
- **Regarding visual texts (films):** All the films we will study are available through UF-related streaming services on ARES, which is linked to a UF database. If you are on campus, you will have immediate access. The films also are available in DVD format at Library West. They are on reserve for this class, so you must go to the 2nd floor desk and request the DVD for viewing. You are welcome to access them in this way if you wish.

ACCESSING Texts from COURSE RESERVES (ARES) OFF CAMPUS |

As noted above, if the text is a pdf or linked to a website available to the public (like YouTube), you will be able to access it right away.

In order to access **any texts on ARES that are linked directly to a UF database** or a UF-supported streaming service, you must let the UF Library System know you are a UF student who is off campus. (If you are on campus, the library will recognize you automatically).

To access the UF-supported streaming films and database-linked readable texts from off campus:

1. Click on Off-Campus Access from Library West Homepage: <https://uflib.ufl.edu/using-the-libraries/off-campus-access/>
2. Either download the VPN software (recommended) or sign into UF Proxy Server with Gatorlink credentials. VPN may be required to access some of the UF streaming videos.
3. Suggested: Once in the database, download and save any reading material as a pdf so you have it for future use in the course

This table lists the texts we will study this semester and how to access them:

Type of Text	Author and Text and date originally published	Ways to acquire text
Art, Drama, Poetry	Several – (Auden, Baraka, Bruegel, Gibson, Mamet, McLean, Sexton, Van Gogh): See Daily Schedule below	Free on Course Reserves (ARES) or PAGES (for Art)
Graphic Novel	Bechdel, Alison. <i>Fun Home: a family tragicomic</i> (2006)	You need to buy a paperback or ebook version on this text About \$10 – 15.

Novel	Fitzgerald, F. Scott. <i>The Great Gatsby</i> . (1925)	Available on ARES for free or buy paper copy
Film	Ford, John. <i>The Man Who Shot Liberty Valance</i> . (1962)	Free streaming via ARES. DVD on reserve in Library West. Purchase viewing available on various screening services for \$3.99
Film	Lee, Spike. <i>Do the Right Thing</i> . (1989)	Free streaming via ARES DVD on reserve in Library West. Purchase viewing available on various screening services for \$3.99
Music	Mitchell, Joni. <i>Hejira</i> .(nine songs) (1976)	Lyrics: free on jonimitchell.com & PAGES Music: free on Youtube & PAGES Album Cover: On ARES
Film	Tarantino, Quentin. <i>Pulp Fiction</i> (1994)	Free streaming via ARES DVD on reserve in Library West. Purchase viewing available on various screening services for \$3.99
Film	Wilder, Billy. <i>The Apartment</i> (1960)	Free streaming via ARES DVD on reserve in Library West. Purchase viewing available on various screening services for \$3.99

If any film is available to you through a subscription service, you may access it this way as well.

RECOMMENDED Text |

Williams, Joseph and Joseph Bizup. *Style: The Basics of Clarity and Grace*. 5th ed. New York: Pearson, 2015. Print. (We will *not* use or refer to this book in class. It is here as a reference text if you feel you need additional assistance with writing style issues.)

GRADING AND GRADING SCALE |

Successful assignments will demonstrate understanding and practice of professional writing. Students are expected to follow the conventions of the discipline as specified in the appropriate formats for each assignment. To receive a passing grade in the course, each paper must reach the minimum assigned word count.

Grade	GPA	Per 100 points	Final Grade Point Count
A	4.0	93– 100	930 – 1000
A-	3.67	90 – 92	900 – 929
B+	3.00	87 – 89	870 – 899
B	3.0	83 – 86	830 – 869
B-	2.67	80 – 82	800 – 829
C+	2.33	77 – 79	770 – 799
C	2.0	73 – 76	730 – 769
C-	1.67	70 – 72	700 – 729
D+	1.33	67 – 69	760 – 699
D	1.0	63 – 66	630 – 669
D-	0.67	60 – 62	600 – 629
E	0.00	0 - 59	000 – 599

Additional information on current UF grading polices can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE MODULES & ASSIGNMENT DESCRIPTIONS |

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

Module 1: Definition Essay: 225 points (220 essay + 5 peer review): 900 words min to 1700 max

You will write a definition essay in which you define the term *American*. You will determine what aspects define the American Identity using one (or more) of the following texts: *The Great Gatsby*, *The Man Who Shot Liberty Valance*, and/or *The Apartment*. **Peer Review:** Will be assigned to you about 6 hours after the due date/time via CANVAS. The Peer Review is usually due the next class period. NOTE: if you don't upload the assignment on CANVAS on the due date/time, you will have to forfeit these 5 points.

Module 2: Experiential Learning: Intersectionality in the Community Opinion Essay: 50 points: 300 - 900 words

You will find an example of out-of-doors art somewhere in the Gainesville community, and you will write about it in terms of intersectionality. You may discuss the intersectionalities present in the work of art or discuss it in relation to your own intersectionalities, or both. Note: If you are uncomfortable exploring the out-of-doors in person due to COVID-19, you may complete the assignment remotely by looking up out-of-doors art from Gainesville on the internet.

Module 3: Quizzes: Two @ 250 points each

During the semester you will take TWO *non-cumulative* quizzes that will test your knowledge on the texts studied and the conversations/lectures in class. These quizzes will not require rote memorization but will test your ability to understand and process important themes, ideas, and concepts discussed, viewed, and read about in this course. You will take these quizzes on paper during class. Each quiz takes place over two days:

- **Day One/Part 1 (150 points): Closed book:** made up of 4 short essay prompts (22/21 points each) and 21 multiple-choice questions (3 points each).
- **Day Two/Part #2 (100 points): Open book:** made up of longer essay questions. You will receive a list of about 6 essay questions, and you will respond to three (34, 33, & 33 points). You will have access to your printed or handwritten notes on Day Two of the quiz. You will not have access to your notes on your laptop.

The first quiz takes place at approximately midterm and the second during the last week of class. These are non-cumulative quizzes - no final exam.

Module 4: Analysis Essay: Close Reading OR Historical Context: 225 points (220 essay + 5 peer review): 1000 min - 1700 words max

You will write a thesis-drive analysis essay. You will have a choice of whether to conduct a close reading of a text, finding evidence to support that thesis only through analysis of the discursive and formal elements of the text OR write a research essay about the contextual elements that influenced the creation of the text (research essay also can include analysis of the text's formal and/or discursive elements). You will have a choice of the following texts for this assignment: *Glengarry Glen Ross*, *Hejira* song or songs, *Dutchman*, *Do the Right Thing*, *Fun Home*, "Territory", *Pulp Fiction* and/or "Andrew." You may engage more than one text in your essay. **Peer Review:** Will be assigned to you about 6 hours after the due date/time via CANVAS. The Peer Review is usually due the next class period. NOTE: if you don't upload the assignment on CANVAS on the due date/time, you will have to forfeit these 5 points.

Module 5: Grammar and Style:

You will watch Asynch lectures on GRAMMAR and STYLE. After watching them, you will have the option to complete an extra credit assignment for grammar and for style, if you want. You also have the PowerPoint slides that accompany both lectures available as reference material.

MODES OF SUBMISSION |

1. Essays: Definition, Experiential, and Analysis

- Due at 11:59 pm on the due date
- **Upload** on CANVAS under the proper assignment (in MS Word or PDF ONLY- CANVAS doesn't accept PAGES.)
- Double spaced and include the word count somewhere in the document. A good place: After your name in parentheses. Example: Sam Student (1225)
- Use proper MLA citation style for Works Cited and In-text citations
- Emailed essays cannot be accepted

2. In-Class Quizzes:

- Proctored. You cannot take them on your own – you must be in class or in the DRC facility (if you have DRC accommodations) with a proctor present.
- Timed (55 minutes each day)
- Taken during class time period (see dates on course schedule below). EXCEPTION: if you have DRC accommodations that need to work around your other classes
- Taken with Respondus Lockdown Browser on your laptop.
 - Day One (Short Essay Prompts & Multiple Choice): Closed book. You only will have access to the quiz screens. You must away all other devices and notes
 - Day Two (Longer Essays): Partial open book. Your computer will be locked, so you won't be able to access any computer screens. You must print out notes you wish to use
- Download the Respondus Lockdown Browser software before Day 1, Quiz 1. You will take practice quizzes within a 24-hour window before Quiz 1 & 2, Day 1, to make sure you have properly downloaded the software.

OPTIONAL REWRITES |

You may submit an optional rewrite for the Definition, Experiential, and the Analysis Essay for the *average* of the two grades. You do not write a new essay on a new topic; instead, you improve on the essay you already wrote using the comments received from your instructor. Rewrites:

- Are uploaded under the original assignment with a clean copy (no track changes, comments, or strikeouts)
- Are due about one week after the original essay is returned and graded.
- Do not erase late points taken on the original assignment; the average of the two grades will be applied *after* late points are subtracted.
- Must be submitted on time. Late rewrites cannot 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 section under the assignment.
- **Highlight** any changes made

Rules about **highlighting on rewrites:**

- Anytime you type in new material, highlight it
- Anytime you take out material, no need to highlight or note that material has been taken out.
- A rule to remember: if you type something new on a revised essay, highlight it. If you take out any part of a revised essay, do NOT highlight the space where you removed the words, punctuation, etc.
- **If you do not highlight the changes made, your original grade will have to stand**

- **Exception:** In rare cases, you may have to start your essay over due to organizational issues or because the topic on your original essay isn't working. If this is the case, you would write "Global changes made – no highlighting" at the beginning of the essay.

ASSIGNMENT TABLE: DUE DATES and POINT VALUES |

This table provides a visual representation of our assignments this semester

Assignment	Points	Word Count: Min - Max	Due Date and Time Essays: due at 11:59 pm Quizzes: during class	Optional Rewrite: (all due at 11:59 pm)
Definition Essay	220	900 – 1700	Mon Sep 19	Yes – Due approx. 1 week after ASSMT is graded
Peer Review	5	n/a	Mon Sept 26	n/a
Optional Style Exercise	0-3 (EC)	n/a	Mon Sept 26	n/a
Experiential Learning Essay: Intersectionality in the Community	50	400 - 900	Wed Oct 5	Yes – Due approx. 1 week after ASSMT is graded
Quiz 1 (2 days) Part 1: Closed book – Short Essay prompts & MC (150 points): 4 short essays @ 22/21 points = 87 21 Mult Choice @ 3 points = 63 Part 2: Open book – Essay questions (100 points): 3 @ 34, 33, & 33 points	250	n/a	Mon Oct 17, part 1 Wed Oct 19, part 2	n/a n/a
Analysis Essay: Close Reading OR Historical Context	220	1000 – 1700	Mon Nov 14	Yes – Due approx. 1 week after ASSMT is grade
Peer Review	5	n/a	Mon Nov 21	n/a
Optional Grammar Exercise	0-2 (EC)	n/a	Mon Nov 21	n/a
Quiz 2 (2 days) Part 1: Closed book – Short Essay prompts & MC (150 points): 4 short essays @ 22/21 points = 87 21 Mult Choice @ 3 points = 63 Part 2: Open book – Essay questions (100 points): 3 @ 34, 33, & 33 points	250	n/a	Mon Dec 5, Part 1 Wed Dec 7, Part 2	n/a n/a
Total	1000	2300		

DAILY COURSE SCHEDULE of TOPICS & ASSIGNMENTS |

This schedule is only a guide and is subject to change. You must be prepared to discuss the text listed under each specific day; therefore, you should have read/viewed the text assigned for that day before coming to class.

There are a few **asynchronous** classes that require watching the lecture or completing a peer review/extra credit worksheet on your own. You have the option of doing this asynchronous work on your own (time and place) or

you can elect to do this asynchronous work in our classroom. This is 100% your choice. Attendance will NOT be taken on asynchronous class days. Choose the learning environment that best suits your needs.

You are 100% responsible for all the material presented in the asynchronous classes, so please make sure you watch the lectures or complete the work with the same attention you would give if you were attending a live class. Even if you elect NOT to complete the optional style and grammar worksheets, you still are responsible for all the concepts in these lectures, and they will be applied to your essay grades.

TEMPLATE |

ARES: Readable text available on Library West's COURSE RESERVES

ASYNCH: No required class meeting; you have work to do on your own

ARES- FILM: Film available for free – ARES (Course Reserves) Streaming

PAGES: Web link available from CANVAS PAGES

TEXT: any course material you must access/purchase on your own

MOD: Module – see MODULES link on CANVAS

I have included content warnings next to the text under each day of the schedule. If you don't feel you can attend class on a given day based on these warnings, please contact me to arrange for an excused absence for that day.

Wednesday, August 24

Introduce course

ARES -FILM: *The Man Who Shot Liberty Valance* (John Ford 1962) – East versus West

Friday, August 26

ARES -FILM: *The Man Who Shot Liberty Valance* (John Ford 1962) –Social Class

Monday, August 31

ARES-FILM: *The Man Who Shot Liberty Valance* – Race and Gender

Friday, September 2

ASYNCH: No required class meeting:

MOD 1:

- Watch ASYNCH Lecture: How to Write the Definition Essay
- Review: Instructions, PPT, template (blank), & sample essay

Monday, September 5

No class – Labor Day

Wednesday, September 7

PAGES or ARES: (link to free copy) or paper TEXT of novel: *The Great Gatsby* – Capitalism – East versus West

Friday, September 9

PAGES or ARES: (link to free copy) or paper TEXT of novel: *The Great Gatsby* –Sexual Orientation

Monday, September 12

PAGES or ARES: (link to free copy) or paper TEXT of novel: *The Great Gatsby* –Gender

ARES- FILM: *The Apartment* (Billy Wilder 1959) – Gender and Sexuality– **content warning: suicide attempt**

Wednesday, September 14

Definition Essay Practice

Friday, September 16

ARES-FILM: *The Apartment* (Billy Wilder 1959) – Social Class

Monday, September 19

DUE: Definition Essay: 225 points

ARES-FILM: *The Apartment* (Billy Wilder 1959) – Ability

Wednesday, September 21

MOD 2: Discuss Experimental Learning Essay

Review instructions, sample essay.

ARES: Album cover: *Hejira* album (Joni Mitchell 1976) – gender, sexuality, substance abuse

Friday, September 23

PAGES: “Song for Sharon” on *Hejira* album (Joni Mitchell 1976) – gender, sexuality, substance abuse

Monday, September 26

ASYNCH: No required class meeting

- Complete Peer Review of Definition Essay
- Watch: ASYNCH Lecture: How to write with good style (MOD 5)
- Complete (optional): Extra Credit Style Worksheet – assignment with link to Worksheet opens Friday, September 23 at 12:00 am

Due: Peer Review

Due: Optional Extra Credit Style Worksheet (+3 extra credit)

Wednesday, September 28

PAGES: “Amelia” on *Hejira* album - substance abuse, gender, intertextuality

Friday, September 30

PAGES: “Furry Sings the Blues” on *Hejira* album - race and class

Monday, October 3

ARES: Drama: *Dutchman* (Amiri Baraka 1964) – Race **content warning: racially motivated murder**

Wednesday, October 5

DUE: Experimental Learning Opinion Essay: 50 points

ARES: Drama: *Dutchman* (Amiri Baraka 1964) – Gender and Class

Friday, October 8 - No class – homecoming

Monday, October 10

MOD 3: Review in Class:

- Quiz 1 Study Guide
- Sample Quiz

Wednesday, October 12

ARES: Drama: *Glengarry Glen Ross* (David Mamet 1984) – Social Class & Capitalism

Friday, October 14

ARES: Drama: *Glengarry Glen Ross* (David Mamet 1984) – Gender and Race

Monday, October 17

QUIZ 1: Part One – Prompt responses and multiple-choice questions (150 points)

Wednesday, October 19

QUIZ 1: Part Two –Essay questions (100 points)

Friday, October 21

ARES-FILM: *Do the Right Thing* (Spike Lee 1989) – Love and Hate
– content warning: racially motivated murder

Monday, October 24

ARES-FILM: *Do the Right Thing* (Spike Lee 1989) – Race

Wednesday, October 26

ARES-FILM: *Do the Right Thing* – Gender and Class

Friday, October 28

ASYNCH: No required class meeting

MOD 4:

- Watch Asynch Lecture: How to Write the Analysis Essay
- Review: instructions, PPT, template (blank), & sample essay

Monday, October 31

ARES: Poem: “Andrew” (Andrea Gibson 2011) - Gender Identity
ARES: Short Story: “Territory” (David Leavitt 1982) – Sexual Orientation

Wednesday, November 2

ARES: Short Story: “Territory” (David Leavitt 1982) – Sexual Orientation

Friday, November 4

Analysis Essay Practice

Monday, November 7

TEXT: Graphic Novel: *Fun Home: a family tragicomic* (Alison Bechdel 2006) – Family and Mythology

Wednesday, November 9

TEXT: Graphic Novel: *Fun Home* – Sexual Orientation

Friday, November 11

No class – Veteran’s Day

Monday, November 14

DUE: Analysis Essay: 225 points

TEXT: Graphic Novel: *Fun Home* – Gender

Ekphrastic poetry

PAGES: Art: *The Starry Night* (Vincent Van Gogh 1889)

Wednesday, November 16

Ekphrastic poetry

ARES: Poem: “The Starry Night” (Anne Sexton 1962) ARES:

Song: “Vincent (Starry Starry Night)” (Don McLean 1971)

Friday, November 18

Ekphrastic poetry

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

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

Monday, November 21**ASYNCH: No required class meeting**

- Complete Peer Review of Analysis Essay
- Watch: ASYNCH Lecture: How to write with good grammar (MOD 5)
- Complete (optional): Extra Credit Grammar Worksheet – assignment with link to Worksheet opens Friday, November 18 at 12:00 am

Due: Peer Review

Due: Optional Extra Credit Grammar Worksheet (+2 extra credit)

Homework: Watch over break

ASYNCH Lecture #7: "Beaux Arts" and *Pulp Fiction* as Christian morality tale

Wednesday, November 22

No class: Thanksgiving

Friday, November 25

No class: Thanksgiving

Monday, November 28

FILM: *Pulp Fiction* (Quentin Tarantino 1994) – Gender Roles: Masculinities

Wednesday, November 30

FILM: *Pulp Fiction* – Gender Roles: Femininities & *Pulp Fiction* as Morality Tale

Friday, December 2

Catch up Day

Review for Quiz 2

Complete Course Evaluations

Monday, December 5

Quiz 2: Part One – prompt responses and multiple-choice questions (150 points)

Wednesday, December 7

Quiz 2: Part Two –essay questions (100 points)

Exam 2 is non-cumulative – No final exam