

IDS 2935: Humanities Disciplines through Writing

Quest 1/Identities

General Education: Humanities, Diversity, 2,000 words

TERM | Fall 2019 **CREDITS** | 3 **SECTION NUMBER** | 16220/3F98
LOCATION | TURL 2333 **DAYS/TIME** | MWF Period 5 (11:45 am – 12:35 pm)

INSTRUCTOR | Dr. Carolyn Kelley

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OFFICE LOCATION and OFFICE HOURS | 2215 L Turlington Hall

Please see [CANVAS Homepage for Office Hours](#)

Or by appointment if office hours are not convenient

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 different humanities texts help us define who we are in terms of nationality, ethnicity, race, gender, class, sexual orientation, and ability. By considering the complexity of human connections to humanities-based texts, we will recognize how they have influenced who we are, how we live, how we behave, and how we connect with others.

We will ask the following questions to explore how humanities texts touch and shape our lives: How do the texts we encounter contribute to our sense of self? How and why do we study the humanities? How does studying humanities text help us understand our relationships with others? How does knowing (or not) the historical context of the creation and consumption of a text contribute to our present-day understanding, and identification with that text? Through a novel, films, plays, poems, and music, we will examine how these texts are shaped for us, shaped by us, and shape us. 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 (see syllabus page 8).
 - 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.

TEXTS |**REQUIRED |**

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.

Type of Text	Author and Text and date originally published	Ways to acquire text
Art, Drama, Poetry	Several – (Baraka, Beardsley, Brooks, Dali, and Mamet) see Daily Schedule below	For free on Course Reserves (ARES)
Novel	Fitzgerald, F. Scott. <i>The Great Gatsby</i> . (1925)	Available online for free – see link provided via PAGES or buy paper copy
Film**	Ford, John. <i>The Man Who Shot Liberty Valance</i> . (1962)	Viewing available on various screening services, such as Amazon, Google, Youtube for \$2.99
Drama* – Text	Kushner, Tony. <i>Angels in America: A Gay Fantasia on National Themes</i> (1991)	Under \$15 - purchase paper/Kindle copy of the play
Film**	Lee, Spike. <i>Do the Right Thing</i> . (1989)	Viewing available on various screening services, such as Amazon, Google, Youtube for \$2.99
Music	Mitchell, Joni. <i>Hejira</i> . (nine songs) (1976)	Lyrics: free on jonimitchell.com Music: free on Youtube
Film**	Tarantino, Quentin. <i>Pulp Fiction</i> (1994)	On Netflix. Viewing available on various screening services for \$2.99

*Kushner’s play is available to watch on HBO Go. We will work with the text of the play, but you are welcome to watch the play as well; however, watching the play is not a substitute for reading the text for class.

**All films are on reserve at Library West; they have been put aside for our class. You may get the film from the reference desk at the 2nd floor, and watch the film for free in the library.

RECOMMENDED |

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 only as a reference text if you feel you need additional assistance with writing style issues.)

OTHER READING RESPONSIBILITIES |

ARES (aka Course Reserves): Additional readings for this course are available **for free** through Library West’s Course Reserve System (ARES). The specific readings are identified in the **Schedule of Classes and Assignments** located at the end of the syllabus. You can decide if you want to print the essays or use them online.

PARTICIPATION and IN-CLASS EXPERIENCE |

I expect students to participate in class discussions and pay attention. 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 will 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 films viewed and the materials read. In addition, inattention in class, such as reading the newspaper, checking social media, and checking your phone/internet for unrelated activities also will be noted and will discourage your instructor from “bumping up” your grade.

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified 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. Students are expected to contribute constructively to each class session.

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](#)):

Plagiarism. 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.*

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#). **If at any point you are uncertain whether something is considered plagiarism or academic dishonesty, ask your instructor before work is due.**

MODES OF SUBMISSION |

All assignments are due at 11:45 am. No emailed assignments can be accepted. See policy on late work below.

1. Definition, Experiential Learning, and Analysis Essays:

- Submit a **paper copy** for grading AND **upload** on CANVAS under the proper assignment (in MS Word or PDF ONLY).
- Format as double-spaced, single-sided, and include the word count after your name in parentheses. Example: Suzy Student (1225).
- Use proper MLA citation style for Works Cited and In-text Citations. Your papers will not be graded until you have turned in both a paper copy and uploaded on CANVAS; however, either of these steps “stops” the late clock. If the paper copy and the CANVAS copy submitted do not match, you will receive a “0” for the assignment.

2. In-Class Exams: Written by hand in class; instructor will provide paper for taking exams.

3. Optional Completed First Drafts: Turn in on paper AND upload on CANVAS. Only completed drafts (including citations) can be accepted. **Highlight** any revisions you have made on your revised draft.

4. **End-of-Semester Optional Rewrite:** Turn in annotated (graded) copy of paper and upload under REWRITE assignment on CANVAS. No paper copy is required. **Highlight** any revisions you have made.

ASSIGNMENT TABLE: DUE DATES and POINT VALUES |

This 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	Points	Word Count: Minimum – Maximum	Due Date and Time (all due at 11:45 am)	First Draft Due date (due at 11:45 am)
Definition Essay (220 for essay; 5 for completing “quick peer review”)	225	900 – 1600	Mon Sept 23	Mon Sept 16
Exam 1	250	n/a	Mon Oct 7, Part 1 Wed Oct 9, Part 2	n/a
Experiential Learning: Intersectionality in the Community - Opinion Essay	50	300 - 900	Wed Oct 23	n/a
Analysis Essay: Close Reading OR Historical Context (220 for essay; 5 for completing “quick peer review”)	225	900 - 1600	Fri Nov 15	Fri Nov 8
Exam 2 – Non- cumulative	250	n/a	Mon Dec 2, Part 1 Wed Dec 4, Part 2	n/a
Optional Rewrite of Definition OR Analysis OR Experiential Essay	n/a	n/a	Mon Dec 2	n/a
Total	1000	2100		

DESCRIPTION and GRADING of ASSIGNMENTS |

These descriptions are brief. You can find complete, detailed assignment documents (and grading rubrics for the modified précis and analysis essay under ASSIGNMENTS on CNAVAS.

Exams: Two @ 250 points each

During the semester you will take TWO *non-cumulative* exams that will test your knowledge on the texts studied and on the conversations/lectures in class. These exams 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. Each exam will take place over two days. **Day one** of the exam will be made up of short essay prompts and Multiple Choice questions. **Day Two** will be made up of essay questions. You will receive a list of potential essay questions (about eight) one week before the exam. You will see five on the exam, and out of those, you will have to respond to three. The first exam will take place at approximately midterm and the second exam will take place during the last week of class.

Definition Essay: 225 points (220 essay + 5 quick peer review): 900 words minimum to 1600 words maximum

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 *Glengarry Glen Ross*. **Quick Peer Review:** Will be completed on the due date. NOTE: if you are absent or don't upload the assignment on CANVAS on the due date/time, you will have to forfeit these 5 points.

Analysis Essay: Close Reading OR Historical Context: 225 points: 225 points (220 essay + 5 quick peer review): 900 words minimum to 1600 words maximum

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: *Hejira*, *Dutchman*, *Do the Right Thing*, *Angels in America*, or Gwendolyn Brooks' poetry. You may engage more than one text in your paper. **Quick Peer Review:** Will be completed on the due date. NOTE: if you are absent or don't upload the assignment on CANVAS on the due date/time, you will have to forfeit these 5 points.

Experiential Learning: Intersectionality in the Community Opinion Essay: 50 points: 300 words minimum to 900 words maximum

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.

Optional First Drafts: Definition AND Analysis Essay

You may turn in a completed first draft of the Definition AND the Analysis Essay one week before the due date. The first drafts must be completely finished (including works cited), printed on paper (single sided), turned in at the beginning of class, and uploaded on CANVAS. If you take this option, you must **highlight** all changes made in your revised final draft. **Highlight** does not have to be in color on your paper copies.

END OF THE SEMESTER: Optional Rewrite: Definition OR Experiential OR Analysis Essay

At the end of the semester, you have the option of rewriting ONLY ONE of the FOLLOWING: Definition OR Experiential OR Analysis essay for the average of *the two grades*. You will have to turn in your original annotated (graded) paper, **highlight** all changes made to the original paper in your revised draft, and upload the rewrite on CANVAS. No paper copy is required.

LATE WORK POLICY |

1. **Definition, Experiential Learning Opinion, and Analysis Essay:** Essays are LATE starting one minute after due time. Late papers lose 10% of the grade for every 24-hour period. Either submitting on CANVAS by the due date or turning the paper copy in class stops the "late" clock." Late points cannot be made up with the optional rewrite.

2. **In-Class Exams:** You must be in class for the exam dates. Make-up exams are possible *only* if you can adequately document your inability to be present due to a personal hardship or due to your involvement in a university-sponsored event or a religious holiday.
3. **Optional First Drafts and End-of-Semester Optional Rewrite:** NOT accepted late. You must complete it on or before the due date/time.

ATTENDANCE and MAKE UP POLICY |

Attendance will be recorded on CANVAS. You may miss **four (4)** classes (unexcused absences) with no effect on your final grade. For each unexcused absence over four, ten points (-10) will be subtracted from your final grade points. All excused absences (other than religious holidays and weather conditions) require documentation. Documentation includes emails/notes from coaches, faculty advisors, and medical professionals. 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. Students are responsible for all materials covered in class on missed days. Get notes from a classmate or visit your instructor during office hours.

Absences 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. If you feel you have another valid excuse for needing to make up work or an exam, please speak to your instructor. These requests will be considered on a case-by-case basis and will require documentation.

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>

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>.

GRADING SCALE |

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 policies can be found at:

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

UNIVERSITY WRITING STUDIO |

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

STUDENT COUNSELLING AND RESOURCES for STUDENTS in DISTRESS |

Campus resources are available for students having personal problems or lacking clear career and academic goals which interfere with their academic performance. These resources include:

- UF Counseling & Wellness Center (CWC): (352) 392-1575 for documentation, stress and wellness, mental health screening, concerns about a classmate, self-help, sexual or physical abuse
<http://www.counseling.ufl.edu/cwc/>
- Career Resource Center: 392-1601, First floor, Reitz Union, career development assistance

For Emergencies:

- University Police Department: 352-392-1111
- U Matter We Care: <http://umatter.ufl.edu>, 352-294-2273, umatter@ufl.edu
- Counseling and Wellness Center: <http://counseling.ufl.edu>, 352-392-1575
- Dean of Students Office: <https://dso.ufl.edu/>
- Field and Fork Pantry: https://dso.ufl.edu/areas_services/field-fork-pantry/

STUDENTS with DISABILITIES |

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202 or online at <http://www.dso.ufl.edu/drc/>. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

NOTIFICATION LETTER from the 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. 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.

<https://dso.ufl.edu/>

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 for making this material available.

COURSE and INSTRUCTOR 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/>.”

SCHEDULE of CLASS ASSIGNMENTS |

This schedule is only a guide and is subject to change. Assignments and readings are due the day listed.

Legend:

ARES: Reading assignment available on Library West's COURSE RESERVES

PAGES: Web link available from CANVAS PAGES

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

Wednesday, August 21

Introduce course

Friday, August 23

PAGES: BAM! (Best Allyship Movement) Multicultural Awareness from UF Health and Wellness Center.

<https://counseling.ufl.edu/resources/online/bam/> (Links to an external site.)Links to an external site.

Discuss Intersectionality

Monday, August 26

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

Wednesday, August 28

PAGES: (link to free copy) or paper TEXT of novel: *The Great Gatsby* - Social Class and Capitalism

Friday, August 30

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

Monday, September 2

No class – Labor Day

Wednesday, September 4

PAGES: (link to free copy) or Paper TEXT of novel: *The Great Gatsby* – Race and Gender

Friday, September 6

FILM: *The Man Who Shot Liberty Valance* – Politics and Social Class

Monday, September 9

Discuss Discussion Essay Assignment

Wednesday, September 11

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

Friday, September 13

ARES: Drama: *Glengarry Glen Ross* – Social Class and Capitalism

Monday, September 16

Optional completed 1st draft due of Definition Essay

ARES: Drama: *Glengarry Glen Ross* –Race and Gender

Wednesday, September 18

Grammar Review

Friday, September 20

Grammar Review Continued – Comma Practice
 MLA citation style

Monday, September 23

DUE: Definition Essay: 225 points

Quick Peer Review

Wednesday, September 25

ARES: Poem: “A Bronzeville Mother Loiters in Mississippi, Meanwhile a Mississippi Mother Burns Bacon” – Race

Friday, September 27

ARES: Poem: “A Bronzeville Mother Loiters in Mississippi, Meanwhile a Mississippi Mother Burns Bacon” – Gender (Gwendolyn Brooks 1960)

ARES: poem: “The Last Quatrain of Emmett Till” (Gwendolyn Brooks 1960) - Gender and Race

Monday, September 30

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

Wednesday, October 2

Review for Exam

Friday, October 4

No class – Homecoming

Monday, October 7

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

Wednesday, October 9

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

Friday, October 11

ARES: ART: Illustrations by Aubrey Beardsley from *Salome* (1893) – Gender Roles and Gender Identity

See ARES: for these illustrations:

- *The Climax*
- *A Platonic Lament*
- *Peacock Skirt*
- *Salome on Settle*
- *The Stomach Dance*

Monday, October 14

Discuss Experimental Learning Essay

Wednesday, October 16

PAGES: ART: Paintings by Salvador Dali -- Gender Roles

- *The Average Bureaucrat* (1930)
- *The Girl with Curls* (1926)
- *The Hallucinogenic Toreador* (1970)
- *Portrait of Gala* (1932)
- *Portrait of my Sister* (1923)

Friday, October 18

FILM: *Do the Right Thing* – Historical Context: MLK and Malcom X

Monday, October 21

FILM: *Do the Right Thing* - Race

Wednesday, October 23

DUE: Experimental Learning Opinion Essay: 50 points

FILM: *Do the Right Thing* - Race

Friday, October 25

FILM: *Do the Right Thing* - Social Class and Gender

DRAMA: *Angels in America* – Historical Context and AIDS

Monday, October 28

DRAMA: *Angels in America* – Sexual Orientation

Wednesday, October 30

Discuss Analysis Essay

Friday, November 1

Catch up day

Monday November 4

DRAMA: *Angels in America* - Gender, social class, religion

Wednesday, November 6

PAGES: *Hejira* album by Joni Mitchell – substance abuse – ability
jonimitchell.com

Friday, November 8

Optional completed 1st draft due – Analysis Essay

PAGES: *Hejira* album by Joni Mitchell – gender and sexual orientation --jonimitchell.com

Monday, November 11

No class: Veteran's Day

Wednesday, November 13

PAGES: *Hejira* album by Joni Mitchell – social class and race
jonimitchell.com

Friday, November 15

DUE: Analysis Essay: 225 points

Quick Peer review

FILM: *Pulp Fiction* – a little bit of it all!

Monday, November 18

FILM: *Pulp Fiction* – a little bit of it all!

Wednesday, November 20

FILM: *Pulp Fiction* – a little bit of it all!

Review for Exam

Friday, November 22

Evaluations: Teacher and QUEST course evaluations

Monday, November 25

No class: study for exam/work on optional rewrite

Wednesday, November 27 and Friday, November 29

No class: Thanksgiving

Monday, December 2

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

Optional Rewrite of either Definition, Experiential, or Analysis essay for average of two grades

Wednesday, December 4

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

Exam 2 is non-cumulative