

IDS 2935: Writing Life: Art, Drama, Film, Literature, Poetry, and You

Quest 1/Identities

General Education: Humanities, Diversity, 2,000 words

TERM | Fall 2020 **CREDITS** | 3 **SECTION NUMBER** | 15432/1k2

LOCATION | course will be instructed online via ZOOM – see LINK on CANVAS

DAYS/TIME | MWF Period 7 (1:55 pm – 2:45 pm)

INSTRUCTOR | Dr. Carolyn Kelley

EMAIL | ckelley@ufl.edu

OFFICE LOCATION | 2215 L Turlington Hall - *all office hours will be held via ZOOM*

OFFICE HOURS: See CANVAS homepage for 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 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.

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 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.*

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.

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.**

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/> for one-on-one virtual appointments.

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, Reid Hall or online at <https://disability.ufl.edu/>. The 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/>."

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 only as a reference text if you want additional assistance)

REQUIRED TEXTS |

Bechdel, Alison. *Fun Home: a family tragicomic*. Mariner Books, NY: 2007. ISBN: 9780544709041

Fitzgerald, F. Scott. *The Great Gatsby*. Scribner, 2004. ISBN: 9780743273565

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.

OTHER READING and WATCHING RESPONSIBILITIES |

All our semester readings (except *Fun Home*) and viewings are available *for free* via ARES (Course Reserves). You can access ARES (Course Reserves) from the HOMEPAGE of our CANVAS course.

- **Regarding the Readings on ARES:** If the reading is a pdf, you will be able to access it right away. If a reading is linked to a UF database, see the instructions below for accessing readings from off campus. The specific readings/viewings are identified in the **Schedule of Class Activities and Assignments** located at the end of the syllabus. You can decide if you want to print the readings use them online – either choice is fine.
- **Regarding the Viewings (films):** You must see the films on your own time- they will not be viewed in class. Course Reserves offers these films via streaming (for free). See directions below on how to access films from off campus. If you prefer, a viewing of most films can be purchased for about \$4.00 on a subscription service. Some films also may be available for free along with subscriptions to Netflix, Amazon Prime, TCM, or Hulu, so you can watch them this way as well.

This table provides a summary of how to access the semester’s course materials:

Type of Text	Author and Text and date originally published	Ways to acquire text
Art, Drama, Poetry	Several – (Auden, Baraka, Beardsley, Brooks, Bruegel, Gibson, Mamet, McLean, McNally, Sexton, Van Gogh): See Daily Schedule below	For free on Course Reserves (ARES) or PAGES (for Art)
Graphic Novel	<i>Fun Home: a family tragicomic</i>	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 online for free – see link on PAGES or buy paper copy
Film	Ford, John. <i>The Man Who Shot Liberty Valance</i> . (1962)	Free Screening via ARES. Purchase viewing available on various screening services for \$3.99
Film	Lee, Spike. <i>Do the Right Thing</i> . (1989)	Free Screening via ARES Streaming on Hulu Purchase viewing available on various screening services for \$3.99
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)	Free screening via ARES Purchase viewing available on various screening services for \$3.99
Film	Wilder, Billy. <i>The Apartment</i> (1960)	Free screening via ARES Purchase viewing available on various screening services for \$3.99

ACCESSING COURSE MATERIAL FROM OFF CAMPUS |

In order to access **the films or any reading that is linked directly to a UF database** [this is anything that is not listed as a pdf or a link on an outside of UF website on ARES (Course Reserves)], 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 materials from off campus:

1. Click on Off-Campus Access from Library West Homepage: <https://cms.uflib.ufl.edu/offcampus>

2. Either download the VPN software (recommended) or sign into UF Proxy Server with Gatorlink credentials
3. Suggested: One in the database, download any reading material as a pdf so you have it for future use in the course

Rules about Recording IDS 2935 Classes |

You may NOT under any circumstances, record any class session on your own. You may not post or share any of our class sessions with any one, not even another member of our class. You may only watch asynchronous recordings of lectures via the CLOUD on CANVAS. You DO NOT have permission to download any asynchronous recording of any class session.

If you record or share any class lecture, you are in violation of Florida Law (as your instructor DOES NOT give you permission to record any class session), and you are in violation of the University of Florida Honor Code. Honor Code violations can result in failing the course.

Rules about Attending Online IDS 2935 Classes |

With the exception of a few class periods, this course will be held during synchronous meeting times and days just as if were being held on campus.

For the synchronous Zoom classes, attendance is required and will be taken. Although this is an online class, discussion/student interaction is an important part of the class dynamic; therefore, participation and attendance is essential to your getting the full value and impact of the class. Your visual presence and active engagement in the class are expected.

When attending class via Zoom, I expect you to follow these guidelines:

- Avoid distractions during class time. Close unnecessary apps and put your phone away. Attend from an area with no distractions. (If circumstances require you to work from an area with distractions, let your instructor know. For example, if you have to share a room with family, let your teacher know that your mom might be walking in the background or your brother is doing his class at the dining room table at the same time.)
- During class, you are expected to be visible (camera on) to the instructor and be able to communicate with the instructor by audio or writing in the chat box. Make sure that whatever is visible (your attire, the background) is reasonable for class. Would you wear it to class? Would you show that poster in class?
- Be on time for class and don't leave early (If you have a specific situation in which you need to arrive to class late or leave early on any given day, please let your instructor know ahead of time to avoid absence penalties).

For the asynchronous Zoom classes: There are a few asynchronous days that require watching the lecture on your own. See the syllabus for these class dates.

You are 100% responsible for all the material presented in the asynchronous classes, so please make sure you watch them with the same attention you would give if you were attending a live class.

REQUIRED EQUIPMENT |

You must have a computer that has a working microphone and a working camera. Both are needed to identify you for class attendance and for you to take the Quizzes via HONORLOCK.

Attendance and Make-up Policy |

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. Students are responsible for all materials covered in class on missed days. Get notes from a classmate or visit your instructor during office hours.

If you miss an exam (called quizzes on the syllabus), you must provide valid documentation. 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/exams. 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>

Getting Notes for Missed Classes |

You are responsible for any discussions that take place in class (class discussion information makes up a significant part of the quizzes). If you miss any class, contact a student from the DISCUSSION BOARD on CANVAS and ask to receive his/her/their notes from the missed class, and/or you may meet with your instructor via office hours/appointment to review any missed class. Due to the total number of students I have, I am not able to send you summaries of missed class material via email; however, I am happy to go over missed class materials in office hours or by appointment.

MODES OF SUBMISSION |

All assignments are due at 2:00 pm. No emailed assignments can be accepted. See policy on late work below.

1. **Definition, Experiential Learning, and Analysis Essays:**
 - **Upload** on CANVAS under the proper assignment (in MS Word or PDF ONLY).
 - Format as double-spaced 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
2. **In-Class Quizzes:** Taken via Honor Lock. The exams will be taken during the same time as our class meeting. Honor Lock requires that you are on camera throughout the exam. Honor Lock also records any ambient sounds, so arrange to take the quizzes in a quiet location.

3. **Optional Completed First Drafts:** Upload on CANVAS. Only completed drafts (including citations) can be accepted. **Highlight** any revisions you have made (based on instructor's comments in the first draft) in the revised (final) draft. If the revised draft's changes are not highlighted, the original grade on the 1st draft will have to stand as the final grade.
4. **End-of-Semester Optional Rewrite:** Upload under REWRITE assignment on CANVAS. **Highlight** any revisions you have made (based on instructor's comments). If the rewrite's changes are not highlighted, the original grade will have to stand as the final grade.

DESCRIPTION and GRADING of ASSIGNMENTS |

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

Quizzes: 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 min to 1600 words 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*, *Glengarry Glen Ross*, and/or *The Apartment*. **Quick Peer Review:** Will be completed on the due date. NOTE: if you don't upload the assignment on CANVAS on the due date/time, you will have to forfeit these 5 points.

Analysis Essay: 225 points: 225 points (220 essay + 5 quick peer review): 900 words min to 1600 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: *The Apartment* (if you didn't write your definition essay on this film), *Hejira*, *Dutchman*, *Do the Right Thing*, *Fun Home*, *Territory*, *Andre's Mother*, *Pulp Fiction* or Andrea Gibson's or Gwendolyn Brooks' poetry. You may engage more than one text in your essay. **Quick Peer Review:** Will be completed on the due date. NOTE: if you 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 min to 900 max

You will find an example of out-of-doors art somewhere in the Gainesville Community or your hometown (depends where you are located this semester), 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 unable to explore the out-of-doors in your hometown in person due to COVID-19, you may complete the assignment remotely but looking up out-of-doors art from your hometown or from Gainesville on the internet.

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) and uploaded on CANVAS on time. If you take this option, you must highlight all changes made in your revised final draft. If final drafts' changes are not highlighted, the first draft grade will stand.

Optional END OF THE SEMESTER 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 highlight all changes made in your revised draft and upload the rewrite on CANVAS. If rewrites are not highlighted, the original grade will have to stand.

LATE WORK POLICY |

- 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. Late points cannot be made up with the optional rewrite.
- In-Class Quizzes:** You will take the quizzes during our class time on the dates indicated on the syllabus. 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.
- Optional First Drafts and End-of-Semester Optional Rewrite:** NOT accepted late. You must complete it on or before the due date/time.

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>

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 2:00 pm)	First Draft Due date (due at 2:00 pm)
Definition Essay (220 for essay; 5 for completing “quick peer review”)	225	900 – 1600	Fri Oct 2	Fri Sep 25
Quiz 1 (over 2 days)	250	n/a	Mon Oct 19, Part 1 Wed Oct 21, Part 2	n/a
Experiential Learning: Intersectionality in the Community - Opinion Essay	50	300 - 900	Fri Oct 30	n/a
Analysis Essay: Close Reading OR Historical Context (220 for essay; 5 for completing “quick peer review”)	225	900 - 1600	Mon Nov 23	Mon Nov 16
Quiz 2 – Non-cumulative – over 2 days.	250	n/a	Mon Dec 7, Part 1 Wed Dec 8, Part 2	n/a
Optional End-of-Semester Rewrite of Definition OR Analysis OR Experiential Essay	n/a	n/a	Mon Dec 7	n/a
Total	1000	2100		

SCHEDULE of CLASS ACTIVITIES & ASSIGNMENTS |

This schedule is only a guide and is subject to change. You should aim to have the text read/viewed by the first date it is scheduled for discussion. Assignments are due on the day listed.

Legend:

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

PAGES: Web link available from CANVAS PAGES

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

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

Monday, August 31

Introduce course

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

<https://counseling.ufl.edu/resources/online/bam/>

Wednesday, September 2

PAGES: Discuss BAM! and Intersectionality

Friday, September 4

PAGES: (link to free copy) or paper TEXT of novel: *The Great Gatsby* (F. Scott Fitzgerald 1925) – Historical Context

Monday, September 7

No class – Labor Day

Wednesday, September 9

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

Friday, September 11

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

Monday, September 14

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

Wednesday, September 16

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

Friday, September 18

Asynchronous Class: Watch on your own: Going over the Definition Essay assignment

Monday, September 21

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

Wednesday, September 23

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

Friday, September 25

Optional completed 1st draft due of Definition Essay

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

Monday, September 28

ARES- FILM: *The Apartment* – Social Class

Wednesday, September 30

PAGES: “Song for Sharon” on *Hejira* album (Joni Mitchell 1976) – gender and sexual orientation

Friday, October 2

DUE: Definition Essay: 225 points

Asynchronous: Quick Peer Review – no class meeting today; do peer review on your own

Monday, October 5

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

Wednesday, October 7

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

Friday, October 9

Ekphrastic poetry

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

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

Monday, October 12

Ekphrastic poetry

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

Wednesday, October 14

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)

Friday, October 16

Discuss Experimental Learning Essay

Review for Exam

Monday, October 19

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

Wednesday, October 21

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

Friday, October 23

Asynchronous: Grammar Review – review recorded lecture on your own – no class meeting

Monday, October 26

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

Wednesday, October 28

ARES-FILM: *Do the Right Thing* – Race, Social Class, Gender

Friday, October 30

DUE: Experimental Learning Opinion Essay: 50 points

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

Monday, November 2

ARES: Drama: *Dutchman* – Gender

Wednesday, November 4

ARES: Poem: "A Bronzeville Mother Loiters in Mississippi, Meanwhile a Mississippi Mother Burns Bacon"

ARES: Poem: "The Last Quatrain of Emmett Till" (Gwendolyn Brooks 1960) – Race, Hx Context, Gender

Friday, November 6

Asynchronous Class: Watch on your own: Going over the Analysis Essay assignment

Monday, November 9

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

Wednesday, November 11

No class – Veteran's Day

Friday, November 13

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

Monday November 16**Optional completed 1st draft due – Analysis Essay**

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

Wednesday, November 18ARES: Drama: *Andre’s Mother* (Terrence McNally 1988) – Sexual Orientation**Friday, November 20**

ARES: Poem: “Andrew” (Andrea Gibson 2011) – Gender Identity

PAGES: Art: “The Peacock Skirt” (Aubrey Beardsley 1894) – Gender Identity

Monday, November 23**DUE: Analysis Essay: 225 points****Asynchronous: Quick Peer review – No class meeting today – do peer review on your own****Wednesday, November 25****No class: Thanksgiving****Friday, November 27****No class: Thanksgiving****Monday, November 30**FILM: *Pulp Fiction* – a little bit of it all!

Discuss Optional Rewrite

Wednesday, December 2FILM: *Pulp Fiction* – a little bit of it all!

Review for Exam

Friday, December 4FILM: *Pulp Fiction* – a little bit of it all!

Make sure you have completed the Instructor/Class Evaluation: (CANVAS homepage- Gator Evals)

Monday, December 7**Quiz 2: Part One** – prompt responses and multiple-choice questions (150 points) via *Honor Lock***DUE: End-of-Semester Optional Rewrite of one:** Definition, Experiential, OR Analysis essay for average of two grades**Wednesday, December 9****Quiz 2: Part Two** –essay questions (100 points) via *Honor Lock***No Final Exam - Quiz 2 is non-cumulative**