

IDS 1307 (Class# 25535; Section # 222a)
Writing Life: Art, Drama, Film, Literature, Poetry, and You
 Quest 1/Identities
 General Education: Humanities, Diversity, 2,000 words
 Fall 2024 (2248)
MWF, Period 6: 12:50 pm – 1:40 pm; 2303 TURL

IDS 1307 is not a hybrid class. The Zoom link is set up as a courtesy by your instructor to help students keep up with course activities/materials when absent.

INSTRUCTOR and TA INFORMATION

Instructor: Dr. Carolyn Kelley

Email: ckelley@ufl.edu

Office hours: Mondays and Wednesdays, 2 pm - 4 pm

Office hours are held in person (2215e TURL) or via ZOOM. **ZOOM Link to Dr. Kelley's office hours:** [CLICK HERE](#)
If office hours are not convenient, please make an appointment.
No office hours are held on school holidays.

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

COURSE DESCRIPTION

The designations H and D in the following description reflect required UF Gen Ed Subject Area Objectives found [HERE](#).

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 will fuel this journey examining how humanities-based texts help us define who we are in terms of the intersecting parts that make up our identity, such as 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 other people? We will closely 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 be influenced by aspects of your own identity and experiences. To demonstrate your understanding of the course and its goals, you will write three essays and sit for two, two-hour quizzes.

NOTE: This general education course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

STUDENT LEARNING OUTCOMES (SLOs) |

By the end of IDS 1307, 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' identities in relation to nationality, ethnicity, race, gender, class, sexual orientation, and ability.
5. Adapt writing style and format to different audiences, purposes, and context.
6. Compare various genres of writing.
7. Critique complex texts in writing using thesis statements, valid claims, and persuasive evidence.
8. Communicate using accepted conventions of standard written English.
9. Revise, edit and proofread documents.

QUEST 1 and GENERAL EDUCATION STUDENT LEARNING OUTCOMES (SLOs)

A minimum grade of C is required for general education credit.

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).
 - **Quest 1 SLOs met by:** Writing all three essays: Definition, Experimental Learning, and Analysis and taking Quiz 1 and Quiz 2.
- **Humanities (H) Description:** Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

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 relevant factors 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.” (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)
- **Humanities SLOs met by:** Writing all three essays: Definition, Experiential Learning, and Analysis and taking Quiz 1 and Quiz 2.
- **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)
 - **Diversity SLOs met by:** Writing all three essays: Definition, Experiential Learning, and Analysis and taking Quiz 1 and Quiz 2, and participation in class discussions.

Writing Description: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. Your instructor will evaluate and provide feedback on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

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 2000 words and earn a grade of C (2.0) or higher to receive credit for those words. A grade of C- **will not confer credit** for the University Writing Requirement.
 - 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 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.

COURSE MATERIALS

- Required:** Book: *Fun Home: a family tragicomic*. Author: Alison Bechdel. Marnier Books, NY: 2007.
- Required, available for free: All other assigned material:** (primary texts, including films, listed in the course calendar section below) available through Course Reserves (ARES) and accessible from CANVAS. Please refer to the "TEXT Table" listed below.
 - 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
- Recommended:** Williams, Joseph and Joseph Bizup. *Style: The Basics of Clarity and Grace*. 5th ed. New York: Pearson, 2015. Print. (We won't engage this text; it is a resource text only)

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.

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

Type of Text	Author (alphabetical by last name) and Text and date originally published	Ways to acquire text. Films are FREE either through ARES streaming or in DVD format (on reserve at Reference Desk: 2 nd Floor Library West).
Art, Drama, Poetry	Several – (Auden, Baraka, Bruegel, Mamet, McLean, Sexton, Van Gogh): See Daily Schedule below	Written texts: Free on ARES Art: Free on CANVAS – under Module 3B
Graphic Novel	Bechdel, Alison. <i>Fun Home: a family tragicomic</i> (2006)	Buy a paperback or ebook version. About \$10 –15.
Novel	Fitzgerald, F. Scott. <i>The Great Gatsby</i> . (1925)	Free on ARES 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
Film	Lee, Spike. <i>Do the Right Thing</i> . (1989)	Free streaming via ARES DVD on reserve in Library West. Purchase viewing
Music	Mitchell, Joni. <i>Hejira</i> .(nine songs) (1976)	Lyrics: Free on jonimitchell.com & on CANVAS under Module 3A Music: free on Youtube & on CANVAS under Module 3A Album Cover: Free on ARES
Film	Tarantino, Quentin. <i>Pulp Fiction</i> (1994)	Free streaming via ARES DVD on reserve in Library West. Purchase viewing
Film	Wilder, Billy. <i>The Apartment</i> (1960)	Free streaming via ARES DVD on reserve in Library West. Purchase viewing

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

ASSESSMENT AND GRADES

Graded Course Activities

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

Module 1: Definition Essay: 210 points: 900 words min to 1700 words max (21% of grade)

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*.

Module 2: Experiential Learning Essay: 50 points: 300 words min to 900 words max (5% of grade)

You will find an example of out-of-doors art somewhere in the Gainesville community, and you will write about it in terms of identity. You may discuss the elements of identity present in the work of art in relation to aspects of your own identity. Note: If you are uncomfortable exploring the out-of-doors in person due to COVID-19 or another situation, you may complete the assignment remotely by looking up out-of-doors art from Gainesville online (instructor permission needed for completing assignment remotely).

Module 3: Quizzes: Two @ 250 points each = 50% of grade

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. Each Quiz has two parts, each requiring a 50-minute time block:

- **Part One: (150 points): Closed book; 50 minutes:** made up of 4 short essay prompts (22/21 points each) and 21 multiple-choice questions (3 points each).
- **Part Two: (100 points): Open book; 50 minutes:** made up of longer essay questions. You will receive a list of six essay questions, and you will respond to three (34, 33, & 33 points each). You will have access to your printed or handwritten notes on Part Two of the quizzes. You will not have access to your notes on your laptop.

Quiz 1 takes place over 2 days at approximately midterm, with Part One and Part Two being taken on separate days. **Quiz 2** takes place during the last week of the semester, with Part One on Monday Dec 2 and Part Two on Wednesday Dec 4 (the last scheduled day of classes).^{*} Both Quizzes are proctored and cannot be taken outside of the classroom (Exception: students with accommodations will take the Quizzes in the DRC).

These are non-cumulative quizzes. Before Part One of each Quiz, you will take a **Practice Quiz** that allows you the opportunity to: 1) test Respondus LockDown Browser functionality and 2) earn 3 extra credit points by correctly answering one multiple-choice question.

^{*}You will have the option to take Quiz 2 during our assigned time during finals week. See: Quiz 2 Decision due date on the syllabus and the no-point Quiz 2 decision assignment on CANVAS.

Module 3: Practice Quizzes: Optional Extra Credit Opportunity

You will have the opportunity to take Practice Quiz 1 (Module 3A) and Practice Quiz 2 (Module 3B), which provides the opportunity to earn up to six extra points in total (+3 for Practice Quiz 1 & +3 for Practice Quiz 2). Practice Quiz 1 opens about 2 days before Quiz 1 and closes the evening after Quiz 1 Part 1 is completed.

Practice Quiz 2 opens about 2 days before Quiz 2 and closes after Quiz 2 is completed. The Practice Quizzes:

- Make sure you have properly installed the Respondus LockDown Browser software needed to take Quiz 1 and Quiz 2.
- Contain one multiple choice question, worth 3 extra credit points each. If you get the multiple-choice questions wrong, there is no grade penalty.

Module 4: Analysis Essay: 225 points: 1000 min - 1800 words max (22.5% of grade).

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 your Definition Essay doesn't use this text), *Hejira* song or songs, *Dutchman*, *Do the Right Thing*, *Fun Home*, "Territory" and/or *Pulp Fiction*.

Module 5: Style (1.5% of grade) and Grammar (Extra Credit):

You will watch Asynch lectures on STYLE and GRAMMAR. After watching the STYLE ASYNCH lecture, you will complete a worksheet worth up to 15 points. After watching the GRAMMAR ASYNCH Lecture, you will have the option to complete an extra credit assignment +2 points. You also have the PowerPoint slides that accompany both lectures available as reference material.

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 the comments section under the assignment.
- **Highlight** any changes made by using a **different color text** that is easily readable.

Rules about **highlighting on rewrites:**

- You are not literally highlighting (using the highlighter function). Instead **highlight in this context means using a different color text**. This brown color or red works well. (Reason: Yellow highlight can't be read when printed out on WORD & other color highlights are too hard to read through).
- 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.

GRADING SCALE AND POLICIES

Grading Scale:

Grade	GPA	Per 100 points	Final Grade Point Count
A	4.0	94– 100	940 – 1000
A-	3.67	90 – 93	900 – 939
B+	3.00	87 – 89	870 – 899
B	3.0	84 – 86	840 – 869
B-	2.67	80 – 83	800 – 839
C+	2.33	77 – 79	770 – 799
C	2.0	74 – 76	740 – 769
C-	1.67	70 – 73	700 – 739
D+	1.33	67 – 69	760 – 699
D	1.0	64 – 66	640 – 669
D-	0.67	60 – 63	600 – 639
E	0.00	0 - 59	000 – 599

Grading Policies:

As IDS 1307 is a *General Education course*, *A minimum grade of C is required for general education credit*. 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.

More information about UF grading policy can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

ASSIGNMENT TABLE: DUE DATES and POINT VALUES |

This table provides a visual representation of our assignments this semester.

Module (MOD) & Assignment (EC = extra credit)	Point Value	Word Count: Min– Max	Due Date and Time	Candidate for Optional Rewrite (all at 11:59 pm)
MOD 5: Style Worksheet	15	n/a	Opens Wed Sep 11 @ 3:00 pm Closes Fri Sep 13 @11:59 pm	n/a
MOD 1: Definition Essay	210	900 – 1700	Mon Sept 23 @ 11:59 pm	Yes–Due approx. 1 week after ASSMT is graded
MOD 3A: Practice Quiz 1	(+3) EC	n/a	Opens Mon Oct 7 @ 3:00 pm Closes Wed Oct 9 @ 11:59 pm	n/a
MOD 3A: Quiz 1 - Part 1: Short answers & MC ?s	150	n/a	Wed Oct 9 - take in class	n/a
MOD 3A: Quiz 1 - Part 2: Long Essay questions	100	n/a	Fri Oct 11 – take in class	n/a
MOD 5: Optional Grammar Worksheet	(+2) EC	n/a	Opens Wed Oct 16@ 3:00pm Closes Mon Oct 21 @11:59pm	n/a
MOD 2: Experiential Learning Essay	50	300 - 900	Mon Oct 28 @ 11:59 pm	Yes–Due approx. 1 week after ASSMT is graded
MOD 4: Analysis Essay	225	1000 – 1800	Fri Nov 15 @ 11:59 pm	Yes – Due approx. 1 week after ASSMT is graded
INTRO MOD: Choose Date to Take Quiz 2- “Quiz”*	0	0	Opens Aug 22 Closes Mon Nov 18@11:59pm	n/a
MOD 3B: Practice Quiz 2	(+3) EC	n/a	Opens Fri Nov 22 @ 3:00 pm Closes Mon Dec 2 at 11:59 pm	n/a
MOD 3B: Quiz 2 – Part 1: Short answers & MC ? s	150	n/a	Mon Dec 2 – take in class*	n/a
MOD 3B: Quiz 2 – Part 2: Long Essay questions	100	n/a	Wed Dec 4 – take in class*	n/a
TOTAL	1000	2000+		

*You have the option to take Quiz 2 as noted here and in course calendar, OR, if preferred, during our scheduled finals week time-block: Fri Dec 13: 7:30 am – 9:30 am. See: “Quiz” titled “Choose Date to Take Quiz 2” noted here and in the course calendar. You take this no-point “Quiz” to indicate which of the two options you prefer

for taking Quiz 2. If you don't complete Quiz 2, you automatically be assigned to the Mon Dec 2/Wed Dec 4 option.

COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes. 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. For example, on Wednesday, September 18, we begin our discussion on the film *The Apartment*. *You should watch the film before you attend class on Wed Sept 18.* Use the TEMPLATE listed below to assist you in finding the materials that need to be reviewed before coming to class that day.

There are a few **asynchronous (ASYNCH)** classes that require watching the lecture or completing an 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.*

TEMPLATE |

ARES	Reading/viewing assignment available for FREE on Library West's Course Reserves.
ASYNCH	<i>We don't meet as a class – do assigned work on your own (In brown text)</i>
DUE	<i>Assignment is due this day (in blue text). Blue text also refers to adjacent assignment information, such as Practice Quiz open and close dates.</i>
Holiday	<i>UF Approved Holiday – No class meeting (in red text)</i>
Homework	<i>Work you must do on your own that will not be covered in class nor will an ASYNCH day be provided to complete it.</i>
MOD#	Module number. See MODULES on CANVAS.
TEXT	Any course material you must purchase on your own.
WEB	Any course material available via a weblink - Found under Modules.

Friday, August 23

Course introduction

ARES -FILM: *The Man Who Shot Liberty Valance* - East versus West, Masculinity

Homework for Week 1

MOD INTRO: Watch "First Day of Class" Video Lecture. This video reviews the syllabus in detail. *Watch the lecture with care. We will NOT cover this material in class, and you are responsible for the information covered in the video.*

Monday, August 26

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

Wednesday, August 28

ARES-FILM: *The Man Who Shot Liberty Valance* – Sexual Orientation

Friday, August 30

ARES: *The Great Gatsby*: East VS West, Historical Context and Gender

Monday, September 2

Holiday: No class – Labor Day

Wednesday, September 4

ARES: *The Great Gatsby* – Pro-capitalist or anti-capitalist novel?

Friday, September 6

MOD 1: Discuss How to Write the Definition Essay
Review Instructions and PPT

Monday, September 9

MOD 1: Review Sample Definition Essay
MOD 1: Definition essay practice

Wednesday, September 11

Style Worksheet Assignment opens at 3:00 pm

Friday, September 13

DUE: Style Worksheet Assignment: 15 points @ 11:59 pm

ASYNCH: No required class meeting: Watch the Asynch lecture with care. We will NOT cover this material in class, and you will need this information to complete the Style Worksheet.

- Watch: ASYNCH Lecture: How to write with good style (MOD 5)
- Review Accompanying PPT (Asynch Lecture goes over the PPT)
- Complete: Style Worksheet: (15 points). **To Access:** Click on assignment, download word document, correct style, upload on CANVAS.

Monday, September 16

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

Wednesday, September 18

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

Friday, September 20

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

Monday, September 23

DUE: Definition Essay: 225 points @ 11:59 pm

ARES-FILM: *The Apartment* (Billy Wilder 1959) – Social Class
ARES: Album cover: *Hejira* (Joni Mitchell 1976): What is the Hejira?

Wednesday, September 25

MOD 3A: “Amelia” on *Hejira* album – gender and Intertextuality

Friday, September 27

Review for Quiz 1 – ALL Material found under **MOD 3A:**
-Quiz 1 Study Guide
-Quiz 1 PPT Review
- Sample Quiz (Sample Questions/Answers)

Monday, September 30

MOD 3A: "Coyote" on *Hejira* album (Joni Mitchell 1976) – Autobiography & historical context of the 1970s

Wednesday, October 2

MOD 3A: "Furry Sings the Blues" on *Hejira* album - race and class

Friday, October 4

ARES: Drama: *Dutchman* (Amiri Baraka 1964) – race and class -

MOD 3A: Link to film version of play

Monday, October 7

Practice Quiz 1 (with Respondus LockDown Browser practice and extra credit 3-point MC ?) opens at 3:00 pm

ARES: Drama: *Dutchman* (Amiri Baraka 1964) – Gender and the femme fatale

Wednesday, October 9

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

Note: Practice Quiz 1 closes @ 11:59 pm

Friday, October 11

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

Monday, October 14

MOD 2: Discuss How to Write the Experimental Learning Essay

Review instructions, Sample essays.

Material for Quiz 2 Begins

Wednesday, October 16

Optional Extra Credit Grammar Assignment opens at 3:00 pm

ARES-FILM: *Do the Right Thing* (Spike Lee 1989) – Love and Hate

(Long) Weekend Homework:

- Watch (mandatory): ASYNCH Lecture: How to write with good grammar (MOD 5)
- Complete (optional): Extra Credit Grammar Worksheet: 2 points. **To Access:** Click on assignment, download word document, correct grammar, upload on CANVAS.

Friday, October 18

Holiday: No class – homecoming

Monday, October 21

DUE: *Optional Extra Credit Grammar Worksheet (+2 extra credit points) @ 11:59 pm*

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

Wednesday, October 23

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

Friday, October 25

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

Monday, October 28**DUE: Experimental Learning Essay: 50 points**

ARES: Short Story: "Territory" (David Leavitt 1982) – Parents and Children

Wednesday, October 30TEXT: Graphic Novel: *Fun Home: a family tragicomic* (Alison Bechdel 2006) – Family and Mythology**Friday, November 1**TEXT: Graphic Novel: *Fun Home* – Parents and Children**Weekend Homework****All material found under MOD 4:**

- Watch Asynch Lecture: How to Write the Analysis Essay – Asynch Lecture goes through the PPT on How to Write the Analysis Essay
- Review the accompanying materials:
 - o Instructions: Analysis Essay
 - o Analysis Essay Template
 - o Sample Analysis Essay

We will not go over this material in class. The Analysis Essay is worth 22.5% of your grade! Study the lecture & accompanying material with care.

Monday, November 4

Practice Analysis Essay

Wednesday, November 6TEXT: Graphic Novel: *Fun Home* – Gender and Sexual Orientation

Ekphrastic poetry

MOD 3B: Art: *The Starry Night* (Vincent Van Gogh 1889)

Song: "Vincent (Starry Starry Night)" (Don McLean 1971)

Friday, November 8

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 11**Holiday: No class – Veteran's Day –**

MOD INTRO: Don't forget: Choose Date to Take Quiz 2 "Quiz" Assignment. Closes at 11:59 a week from today!! Get in your preference if not done already.

Wednesday, November 13

ASYNCH: No required class meeting: Watch the Asynch lecture with care. We will NOT cover this material in class. You are responsible for this material for Quiz 2.

MOD 6: ASYNCH Lecture: "Musee des Beaux Arts (lecture end)" and *Pulp Fiction* as Christian morality tale**Friday, November 15****DUE: Analysis Essay: 225 points**

Ekphrastic poetry

MOD 3B: Art: *The Starry Night* (Vincent Van Gogh 1889)

ARES: Poem: "The Starry Night" (Anne Sexton 1962)

Monday, November 18

DUE: Choose Date to Take Quiz 2 "Quiz" Assignment. Closes at 11:59 pm. Found under Intro Info Module

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

Wednesday, November 20

FILM: *Pulp Fiction* – Gender Roles: Femininities

Friday, November 22

Review for Quiz 2

FILM: *Pulp Fiction* –Race/Ethnicity

Practice Quiz 2 (with Respondus LockDown Browser practice and (+3+ extra credit MC ?) opens at 3:00 pm

Monday, November 25

Holiday: No class: Thanksgiving

Wednesday, November 27

Holiday: No class: Thanksgiving

Friday, Nov 29

Holiday: No class: Thanksgiving

Monday, December 2

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

Note: Practice Quiz 2 (with BrowserLock practice and extra credit MC ?) closes at 11:59 pm

Wednesday, December 4

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

Optional Quiz 2 choice, if chosen via "Choose Date to Take Quiz 2" Assignment: Fri Dec 13 in 2303 TURL:

- Quiz 2, Part 1: 7:30 am – 8:20 am
- Quiz 2, Part 2: 8:30 am – 9:20 am

Quiz 2 is non-cumulative – No final exam.

UNIVERSITY POLICIES AND RESOURCES
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Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ATTENDANCE POLICY Part One: Absent from Class
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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) will be excused.

If you have any other documentation that you would like considered for an unexcused absence attending class, please discuss it on a case-by-case basis with your instructor. Absences related to university-sponsored events must be discussed with 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.

At the semester's end, your attendance grade will be reported under the Roll Call Attendance assignment on Canvas. A zero grade indicates that you have not exceeded the 4 unexcused absences. Each unexcused absence over FOUR will be recorded as -10 under this assignment. For example, if you have SIX unexcused absences, your grade under the Roll Call Attendance Assignment will be -20 (-10 x 2 unexcused absences over 4). These -20 points are applied by Canvas to your final grade. For example, if you had 900 points prior to the Role Call Attendance Grade, your final course grade would be 880. If you are ever unsure about your attendance status, please check with your instructor.

Late to/Leave early: Students are expected to be on time. Habitually tardiness disrupts the class and may cause you to miss important announcements or class information. If you must leave early, please inform either the instructor before class begins either in person or via email.

ATTENDANCE POLICY | Part Two: Obtaining Class Materials after Missing Class

You are responsible for any information presented or discussions that take place in class. Topics covered in class discussions often appear on the quizzes, and any missed classes have the potential to affect your grade negatively.

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 don't have the time resources to send summaries of missed class material via email.

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 – found under MODULES Tab on CANVAS under the Introductory Information Module and entitled "Absent: Zoom Link for CLASS" - so that you can keep up with class materials if you are unable to be present in class for any reason.

Signing on the ZOOM link info:

- It is not connected to attendance.
- **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 with an unexcused absence.**
- You can only observe the class so that you can see and hear activities and take notes so that you stay caught up with course materials; you won't be able to participate in class discussions. Please don't use the "Chat" function, as your instructor will not have the opportunity to answer/respond to "Chat." Email any information you need to communicate to your instructor or the TA if there is an emergency.
- If you cannot hear or see the class, email the TA ASAP.

IDS 1307 is not a hybrid class. The Zoom link is set up as a courtesy by your instructor to help students keep up with course activities/materials when absent.

ATTENDANCE POLICY | Part Three: Late Essay Assignments and Missed Quizzes

All waiving of late points for essays and arranging for make-up quizzes must be approved by the instructor.

Please note: You cannot receive WR 2K credit (Writing Requirement, 2000 words) if the three class essays: Definition, Experimental Learning, and Analysis are not completed.

Late Essays

Are accepted (Definition, Experimental Learning, and Analysis Essays) but are penalized 10% of the total grade on a *prorated basis per HOUR*. **For example:** If the Analysis Essay, due at 11:59 pm, is turned in the next day at 9 am, the late penalty would be: 22.5 points x 10% = 2.25 points/day or .94 points/hour = .94 points x 9 hours = 8.46 which is an 8 point late penalty.

Waiving of late points can be considered for documented illnesses and emergencies. Other situations/documentation are considered on a case-by-case basis. Many times, accommodations can be arranged for waiving late points, so students are *strongly encouraged to contact the instructor* any time a student turns in a late essay.

Waiving of essay late points cannot be considered for:

- Non-documented illnesses or emergencies
- Religious holidays
- University-sponsored events
- Other coursework due the same day

Late optional rewrites of essays are not accepted due to time constraints.

Missed Quizzes

All quizzes must be taken in class or the DRC on the due date with exceptions for:

- University-sponsored events such as athletics and band
- Documented illness or emergencies
- Religious holidays

Please contact your instructor ASAP for any missed quiz:

1. **When you know ahead of time** that you will miss a quiz: a university-sponsored event, religious holiday, or scheduled health event), you must contact the instructor ahead of time and plan for making up the quiz.
2. **If you experience a sudden hardship**, illness, or emergency that prevents you from taking a quiz on any scheduled day, please contact your instructor immediately to let her know that you will miss or have missed a quiz.

GENERAL UF POLICY: Attendance and Make-Ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It

is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <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/>.

The 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/>

ADDITIONAL POLICIES AND RESOURCES

The University's Honesty Policy regarding Cheating, Plagiarism, etc.

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

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 guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil

cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

For a list of additional campus resources, see section C 5 here:

https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf and available in the “Campus Resources” section/tab of the Canvas course.

The Office for Accessibility and Gender Equity <https://titleix.ufl.edu/>

Office of Victim Services 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM - 5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24-hour helpline)

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 are also 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.

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