

Cover Sheet: Request 13642

IDS2935 Humanities Disciplines through Writing - QUEST 1/Identities

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Carolyn Kelley ckelley@ufl.edu
Created	2/17/2019 2:15:28 PM
Updated	3/22/2019 5:49:54 PM
Description of request	Add humanities and diversity credit. Add 2,000-word writing requirement.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - Writing Program 015862001	Alison Reynolds		2/18/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		2/21/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			2/21/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 13642

Info

Request: IDS2935 Humanities Disciplines through Writing - QUEST 1/Identities

Description of request: Add humanities and diversity credit. Add 2,000-word writing requirement.

Submitter: Carolyn Kelley ckelley@ufl.edu

Created: 2/18/2019 1:24:58 PM

Form version: 3

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog). If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
Humanities Disciplines through Writing - QUEST 1/Identities

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Fall

Effective Year

Response:
2019

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
2 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
D - Diversity , H - Humanities

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
E2 - 2000 words

Subject Area Objectives

Please visit the [General Education "Subject Area Objectives" webpage](#). Review and select the appropriate designation(s), then copy the verbatim statement and designation and paste it into the box below. Inclusion of the verbatim statements for designation(s) is a required component of GE courses and syllabi.

****Be sure to include the specific designation(s) name (i.e.; Biological Sciences B) above the verbatim statement in the text box****

Response:

Diversity (D)

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.

Humanities (H)

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.

Writing Requirement

This course confers 2000 words towards the Writing Requirement (WR), which ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. While helping students meet the broad learning outcomes of content, communication, and critical thinking, the instructor will evaluate and provide feedback on students' written assignments with respect to grammar, punctuation, clarity, coherence, and organization. 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.

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see [example GE syllabus](#)). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

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 truly challenging questions about the human condition that are not easy to answer, but also not easy 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.

o Quest 1 Objectives:

1. 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).

2. 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).

3. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).
4. 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).

Student Learning Outcomes

Please visit the [Student Learning Outcomes](#) section of the General Education webpage, find the Subject Area Student Learning Outcomes (SLOs) which are associated with the requested General Education designation(s), then copy and paste them into the space below with the appropriate headings: Content, Critical Thinking, and Communication. Inclusion of the verbatim statements for each of the three SLOs is a required component of GE courses and syllabi.

Response:

Humanities SLOs

1. Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
2. 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).
3. Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Diversity SLOs:

1. 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).
2. Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States.
3. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Humanities SLO: Identify, describe, and explain the history, underlying theory and methodologies used in the course.

For each primary text studied (a work of art produced in one of the humanities disciplines) we will examine the historical context of the time the text was produced and is now being consumed. The course will examine these primary texts through the critical theories used in the humanities disciplines: feminist, queer, Marxist, ability, psychoanalytical, and postcolonial. Achievement of this outcome will be measured by the two exams and the three essays in this course.

Diversity SLO: 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.

We will examine every primary text through intersectionalities such as race, ethnicity, gender roles and gender identity, sexual orientation, ability, and class. We will discuss moments in American history that reveal moments of intolerance/rebellion/change in relation to these intersectionalities. Achievement of this outcome will be measured through performance on two exams and three essays.

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Humanities SLO: 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.

The class calls for students to examine their own intersectionalities and privileges and think about how they shape their thinking. The course asks students to consider their opinions in light of their moment in history as well as putting themselves in the position of other individuals. The students will engage in close reading techniques in order to analyze the meaning (denotation and connotation) of the primary texts studied. Achievement of this outcome will be measured through performance on the two exams and three essays students will complete.

Diversity SLO: Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States.

The course looks at how primary texts produced by people from minority groups in terms of race, ethnicity, gender, ability, class reflect the social injustices visited upon minority groups. The course also looks at texts produced by majority populations to examine blind spots in these texts to examine how privilege operates and affects the production and consumption of primary texts. Achievement of this outcome will be measured through performance on the two exams and three essays students will complete.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Humanities SLO: Communicate knowledge, thoughts and reasoning clearly and effectively. The class is held discussion style, so that students have the opportunity to express their opinions. In addition, students will break out into smaller groups at least once a week (for 20 minutes) to discuss the ideas presented in smaller groups.

Diversity SLO: attached to/the same as the Humanities Communication SLO.

Course Material: General Education Discussion

Please provide a concise explanation of how the General Education designation(s) content is incorporated into the course throughout the semester. Please keep in mind that while this may be abundantly clear to you, the submitter, the General Education Committee will need to be able to readily see the appropriateness of the requested General Education designations.

Response:

The course includes humanities primary texts, also sometimes referred to as works of art from six of the seven humanities disciplines: art, drama, film, literature, music, and poetry (only architecture is missing). Students are required to read/view the text on their own and then attend a class lectures/discussions on the text. These lectures focus on reading the text through different critical lenses in terms of intersectionalities, such as gender roles, gender identity, sexual orientation, race, ethnicity, class, and ability. Students will then be tested on the material in two non-cumulative exams, and they will write several essays in which they analyze a different facet that we studied in class. In the essays, they have to expand on material discussed in class and come up with their own fresh analysis on the text on which they have chosen to write their essay.

Incorporation of General Education Subject Areas

Please provide a concise explanation of how General Education subject area objectives will be incorporated consistently throughout the course during the semester. You are encouraged to keep in mind the General Education subject area objective descriptions AND Student Learning Outcomes for those subject area objectives when compiling this information.

It is recommended this explanation be based off of any one/combination/all of the following as a framework (formatting is up to submitter):

- *Course Schedule of Topics (strongly recommended)*
- *Lectures*
- *Assignments/Tests/Essays*
- *Class Discussions*
- *Group Work*
- *Miscellaneous*

Response:

The course is arranged around the primary texts. Each primary text is studied in terms of its historical context, gender roles, gender identity, social class, sexual orientation, race, and ability. These discussions are done via class discussion/lecture and small break-out groups. Students write three essays over the course of the semester.

For the first essay in which they must provide a definition for the word "American," they can write about either the novel *The Great Gatsby* or the film *The Man Who Shot Liberty Valance*, or combine the two.

For the second essay, they must engage in a local work of art in line with QUEST's experiential learning initiative. This is after we study the artwork of Aubrey Beardsley.

For the third essay, they will write an analysis essay in which they will bring in historical context or do a close reading. They have a choice of making the subject one of several plays, films, or poems we have studied. Students also can combine texts and write their essay on several texts. For example, looking at the history of racism in the U.S. against African Americans would fit with the use of several of our texts, such as the play *Dutchman*, the film *Do the Right Thing*, and the poem *A Bronzeville Mother Loiters in Mississippi, Meanwhile a Mississippi Mother Burns Bacon*.

Finally, students take two exams - one at mid-term and one at the semester's end (non-cumulative) in which they are tested on their reading/watching comprehension of the texts, their taking notes/paying attention in class, and having to complete essay questions to show they understand the major concepts and theories discussed in the class. Each exam is two-days or about 100 minutes long.

Here is the complete day-to-day schedule:

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: Watch the film you found/purchased on your own

TEXT: Read the drama you found/purchased 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

Continue discussion on Intersectionality

Wednesday, August 28

ARES: The Great Gatsby – Historical Context,

Friday, August 30

ARES: The Great Gatsby - Social Class, and Capitalism

Monday, September 2

No class – Labor Day

Wednesday, September 4

ARES: The Great Gatsby – Sexual Orientation

Friday, September 6

ARES: The Great Gatsby – Race and Gender

Monday, September 9

Discuss Discussion Essay Assignment

Wednesday, September 11

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

Friday, September 13

FILM: The Man Who Shot Liberty Valance – Race

Monday, September 16

FILM: The Man Who Shot Liberty Valance – Gender

Wednesday, September 18

DRAMA: Glengarry Glen Ross – Social Class and Capitalism

Friday, September 20

Optional completed 1st draft due of either Modified Précis OR Analysis Essay at 10:40 am on paper

DRAMA: Glengarry Glen Ross – Gender

Monday, September 23

Grammar Review

Wednesday, September 25

Grammar Review Continued – Comma Practice

MLA citation style

Friday, September 27

DUE: Definition Essay: 225 points
DRAMA: Dutchman (Amiri Baraka 1964)– Race and Gender

Monday, September 30

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

Wednesday, October 2

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

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

Friday, October 4

Review for Exam

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

No class – Homecoming (tentative)

Monday, October 14

ART: Illustrations by Aubrey Beardsley from Salome

Wednesday, October 16

Discuss Experimental Learning Essay

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 - Social Class and Gender

Friday, October 25

DRAMA: Angels in America, Part 1, Millennium Approaches – – Historical Context and AIDS

Monday, October 28

DRAMA: Angels in America, Part 1, Millennium Approaches – Sexual Orientation

Wednesday, October 30

DRAMA: Angels in America, Part 1, Millennium Approaches – Gender and the law

Friday, November 1

Discuss Analysis Essay

Monday November 4

ARES: Short Story: “The Yellow Wallpaper” (Charlotte Perkins Gilman 1892) – gender and ability

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

jonimitchell.com

Monday, November 11
No class: Veteran's Day

Wednesday, November 13
PAGES: Hejira album by Joni Mitchell – gender and social class
jonimitchell.com

Friday, November 15
DUE: Analysis Essay: 225 points
PAGES: Hejira album by Joni Mitchell – race and sexual orientation
jonimitchell.com

Monday, November 18
FILM: Pulp Fiction – a little bit of it all!

Wednesday, November 20
FILM: Pulp Fiction – a little bit of it all!

Friday, November 22
Review for Exam

Monday, November 25
No class: study for exam/work on optional rewrite

Wednesday, November 27
No class: Thanksgiving

Friday, November 29
No class: Thanksgiving

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

Wednesday, December 4
Exam 2: Part Two –essay questions (100 points)
Optional Rewrite of either Definition or Analysis essay for average of two grade

Exam 2 is non-cumulative

IDS 2935: Humanities Disciplines through Writing

Quest 1/Identities

General Education: Humanities, Diversity, 2,000 words

TERM | Fall 2019 **CREDITS** | 3 **SECTION NUMBER** | TBD
LOCATION | TBD **TIME** | MWF Period 5 (11:45 am – 12:35 pm)

INSTRUCTOR | Dr. Carolyn Kelley
EMAIL | ckelley@ufl.edu

OFFICE LOCATION and OFFICE HOURS | 2215 L Turlington Hall

Please see **CANVAS** Homepage for Office Hours:

<https://ufl.instructure.com/courses/348584>

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 primary humanities texts, such as a novel, films, plays, poems, and music, you 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 four 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 truly challenging questions about the human condition that are not easy to answer, but also not easy 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	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or

	discipline. Sentences should display complexity and logical structure.	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
Drama, Poetry, Short Story	Several – see Daily Schedule below	For free on Course Reserves
Novel	Fitzgerald, F. Scott. <i>The Great Gatsby</i> . (1925)	Available online for free – see link provided via Course Reserves
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, Part One: Millennium Approaches</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
Drama	Mamet, David. <i>Glengarry Glen Ross</i> . (1992)	Under \$15 - purchase paper/Kindle copy of the play.
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: There are additional readings for this course 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.

ATTENDANCE and IN-CLASS EXPERIENCE |

Attendance and engagement during class time are expected. Learning in this course happens over time spent engaging with the texts, through attentiveness and thoughtfulness during lectures, and with participation in class activities and discussion.

Attendance and participation will be recorded on CANVAS. You may miss four unexcused absences with no effect on your final grade. For every unexcused absence over four, ten points (-10) will be subtracted from your final grade points.

Only those 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. 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.

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>

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. Students will be expected to work in small groups, participate in group discussions, and complete in-class activities.

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.**

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 Turlington 2215 for one-on-one consultations and workshops.

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.

COURSE EVALUATIONS |

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>.

Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>

RESOURCES for STUDENTS in DISTRESS |

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/

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.

MODES OF SUBMISSION |

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

1. Analysis Essay and Historical Context/Research Exam:

- Submit a paper copy for grading AND upload on CANVAS under the proper assignment (in MS Word 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 completed both steps. 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 I will provide paper for taking exams.

3. **Optional Completed First Drafts:** Turn in on paper only. Only completed drafts (including citations) can be accepted.
4. **Optional Rewrite:** Turn in annotated (graded) copy of paper and upload under REWRITE assignment on CANVAS. No paper copy of the rewrite is required.

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 (all due at 11:45 am)
Definition Essay	225	900 – 1600	Fri Sept 27	Fri Sept 20
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	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 Essay	n/a	n/a	Wed Dec 4	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 ten) one week before the exam. You will see six of the ten on the exam, and out of those, you will have to respond to three of the six. The first exam will take place at approximately midterm and the second exam will take place on the last day of class.

Definition Essay: 225 points – 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 Valence*, and/or *Glengarry Glen Ross*.

Analysis Essay: Close Reading OR Historical Context: 225 points: 225 points – 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 a close reading of the discursive and formal elements of the text or conducting research about the contextual elements that influenced the creation of the text. You will have a choice of the following texts for this assignment: *Hejira*, *Dutchman*, *Do the Right Thing*, or *Angels in America*, or Gwendolyn Brooks' poetry. You may engage more than one text in your paper.

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

You will find an example of 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 Rewrite: Definition OR Analysis Essay

At the end of the semester, you have the option of rewriting either the Definition or the Analysis essay for the average of the two grades. You will have to turn in your original annotated (graded) paper, a paper copy of your rewrite, and upload the rewrite on CANVAS.

Optional First Drafts: Definition OR 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), and turned in during class.

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 Rewrite:** NOT accepted late. You must complete them before the due date/time.

ATTENDANCE and MAKE UP POLICY |

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>.

Attendance in this class is mandatory. Attendance begins *after add/drop*. Your grade will not be affected if you have 0 – 4 UNEXCUSED absences. **You will lose 10 points for each unexcused absence after four.** According to UF policy, excused absences are given for the following situations and events: 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, and court-imposed legal obligations (e.g., jury duty or subpoena).

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.

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>

HOW CLASS PARTICIPATION AFFECTS YOUR GRADE |

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” a few points (never more than 5) 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.

UNIVERSITY WRITING STUDIO |

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COURSE and INSTRUCTOR EVALUATION |

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two

or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

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.

STUDENT COUNSELING and MENTAL HEALTH |

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

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: Watch the film you found/purchased on your own

TEXT: Read the drama you found/purchased 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

Continue discussion on Intersectionality

Wednesday, August 28

ARES: *The Great Gatsby* – Historical Context,

Friday, August 30

ARES: *The Great Gatsby* - Social Class, and Capitalism

Monday, September 2

No class – Labor Day

Wednesday, September 4

ARES: *The Great Gatsby* – Sexual Orientation

Friday, September 6

ARES: *The Great Gatsby* – Race and Gender

Monday, September 9

Discuss Discussion Essay Assignment

Wednesday, September 11

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

Friday, September 13

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

Monday, September 16

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

Wednesday, September 18

DRAMA: *Glengarry Glen Ross* – Social Class and Capitalism

Friday, September 20

Optional completed 1st draft due of Definition Essay at 10:40 am on paper

DRAMA: *Glengarry Glen Ross* – Gender

Monday, September 23

Grammar Review

Wednesday, September 25

Grammar Review Continued – Comma Practice

MLA citation style

Friday, September 27

DUE: Definition Essay: 225 points

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

Monday, September 30

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

Wednesday, October 2

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

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

Friday, October 4

Review for Exam

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

No class – Homecoming (tentative)

Monday, October 14

ART: Illustrations by Aubrey Beardsley from *Salome*

Wednesday, October 16

Discuss Experimental Learning Essay

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* - Social Class and Gender

Friday, October 25

DRAMA: *Angels in America, Part 1, Millennium Approaches* – – Historical Context and AIDS

Monday, October 28

DRAMA: *Angels in America, Part 1, Millennium Approaches* – Sexual Orientation

Wednesday, October 30

DRAMA: *Angels in America, Part 1, Millennium Approaches* – Gender and the law

Friday, November 1

Discuss Analysis Essay

Monday November 4

ARES: Short Story: “The Yellow Wallpaper” (Charlotte Perkins Gilman 1892) – gender and ability

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
jonimitchell.com

Monday, November 11

No class: Veteran’s Day

Wednesday, November 13

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

Friday, November 15

DUE: Analysis Essay: 225 points

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

Monday, November 18

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

Wednesday, November 20

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

Friday, November 22

Review for Exam

Monday, November 25

No class: study for exam/work on optional rewrite

Wednesday, November 27

No class: Thanksgiving

Friday, November 29

No class: Thanksgiving

Monday, December 2

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

Wednesday, December 4

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

Optional Rewrite of either Definition or Analysis essay for average of two grade

Exam 2 is non-cumulative