**ENC 3254: Writing in the Humanities**

**TERM** | Fall 2016  
**CREDITS** | 3  
**SECTION NUMBERS** | 6179 (H)/6438  

**LOCATION** | LIT 117  
**TIME** | MWF Period 6 (12:50 pm – 1:40 pm)  

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

**OFFICE HOURS**

<table>
<thead>
<tr>
<th>Days of Week</th>
<th>Time</th>
</tr>
</thead>
</table>
| Mondays      | 11:45 am – 12:35 pm (period 5)  
|              | 3:00 pm – 4:00 pm |
| Wednesdays   | 11:45 am – 12:35 pm (period 5) |
| Fridays      | 11:45 am – 12:35 pm (period 5)  
|              | 3:00 pm – 4:00 pm |

Or by appointment if office hours are not convenient

**COURSE DESCRIPTION**

This writing-intensive course focuses on the writing demands of the humanities: analytical essay, modified précis, in-class written examination, and argumentative essay. You also will take two open-book exams to test your ability to comprehend ideas found in humanities texts and critical essays we will read. While the coursework of ENC 3254 focuses on humanities writing conventions, principles of good writing extend across disciplinary boundaries; therefore, the writing skills in this course will transfer well into other writing challenges you will face in college and beyond.

**COURSE OBJECTIVES AND STUDENT OUTCOMES**

By the end of this course, students will be able to:

- Discover a topic and develop and organize a text
- Adapt writing style and format to different audiences, purposes, and context
- Compare various genres of writing
- Critique complex texts in writing using thesis statements, valid claims, and persuasive evidence
- Analyze texts for rhetorical competency
- Compose written texts for scholarly or professional purposes
- Communicate using accepted conventions of standard written English
- Revise, edit and proofread documents
- Summarize, analyze, and synthesize academic resources

**GENERAL EDUCATION LEARNING OUTCOMES**

This section of ENC 3254 satisfies the requirements for General Education Credit in the following area: Composition- E6 (6,000 words). Course grades now have two components: To receive writing credit, a student must receive a grade of “C” or higher and a satisfactory completion of the writing component of the course to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6).

You must turn in all papers totaling 6,000 words to receive credit for writing 6,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate
learning. PLEASE NOTE: a grade of “C-” **will not** confer credit for the University Writing Requirement or the CLAS Composition (C) requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Please see the following web site for more information: [http://www.registrar.ufl.edu/catalog1011/policies/advisinggordon.html](http://www.registrar.ufl.edu/catalog1011/policies/advisinggordon.html)

**GRADING**

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.

Students will be evaluated by rubrics (found on CANVAS under every assignment) that follow these course objectives and student outcomes.

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
<th>Percent</th>
<th>Points</th>
<th>Grade</th>
<th>GPA</th>
<th>Percent</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>93-100%</td>
<td>930-1000</td>
<td>C</td>
<td>2.0</td>
<td>73-76%</td>
<td>730-769</td>
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<tr>
<td>A-</td>
<td>3.67</td>
<td>90-92%</td>
<td>900-929</td>
<td>C-</td>
<td>1.67</td>
<td>70-72%</td>
<td>700-729</td>
</tr>
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<td>B+</td>
<td>3.33</td>
<td>87-89%</td>
<td>870-899</td>
<td>D+</td>
<td>1.33</td>
<td>67-69%</td>
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<tr>
<td>B</td>
<td>3.0</td>
<td>83-86%</td>
<td>830-869</td>
<td>D</td>
<td>1.0</td>
<td>63-66%</td>
<td>630-669</td>
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<tr>
<td>B-</td>
<td>2.67</td>
<td>80-82%</td>
<td>800-829</td>
<td>D-</td>
<td>0.67</td>
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<tr>
<td>C+</td>
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<td>770-799</td>
<td>E</td>
<td>0.0</td>
<td>0 – 59%</td>
<td>000-599</td>
</tr>
</tbody>
</table>

**REQUIRED TEXTS**


**ADDITIONAL (Free) TEXTS**

- Materials posted on ARES (Course Reserves) - available for free online via Course Reserves link on our CANVAS homepage or in person (for 2-hour reserve) at 2nd Floor (Reference Desk) on Library West
- Materials posted on CANVAS - available for free

**RECOMMENDED (not required) TEXTS**

- *Do the Right Thing*. Dir: Spike Lee. Perf: Spike Lee, Danny Aiello, and Giancarlo Esposito. 1989. Universal Studios, 2010. (This DVD is on 2-hour reserve at Library West, but you may want to buy your own copy.) *Amazon* sells video for about $6.00. DVD is about $3.
- *Salome*. Authors: Aubrey Beardsley and Oscar Wilde. Publisher: Dover Publications. 1967. ISBN: 0-486-21830. In case you want a paper copy of this text. The text is available for free online (due to its age) and it is posted for free on Course Reserves (ARES).
MAJOR ASSIGNMENTS |

You will receive detailed assignment sheets posted on CANVAS under FILES for each assignment.

Analytical Essay: 1400 word minimum / 200 points
You will write an analysis of one of three possible texts: Joni Mitchell’s album *Hejira*, Oscar Wilde’s drama *Salome*, or Aubrey Beardsley’s illustrations for *Salome*. Your analysis can deal with the formal elements and/or discursive elements of the texts. If done successfully, you will have logically demonstrated how this particular artistic work’s subject matter, formal elements, and/or medium work together to create an overall impression.

Modified Précis: 1400 words minimum / 200 points
You practice summary and analysis skills. The assignment has 4 parts: 1) formatting the MLA citation of the essay, 2) identifying the thesis statement of the essay, 3) summarizing the essay, and 4) applying the concepts of the essay to a found text. You will choose a found text (one outside of class) and submit it to the same type of critical analysis that Lois Tyson used to analyze *The Great Gatsby*. You will write this modified précis on one of Lois Tyson’s three critical essays on *The Great Gatsby* that we will study.

Timed In-class Examination Essay: 900 words minimum / 150 points
You will take a timed essay – you will have 50 minutes of class time to complete the essay. You will have a choice of three essay prompts about Spike Lee’s *Do the Right Thing*. You will have to answer one. Exam is open book – you will bring your laptop and type out essay and then upload on CANVAS at the end of class.

Argumentative Essay: 1600 words minimum / 250 points
You will write an essay that presents a clear and convincing defense of your thesis while responding to a counterargument. Attention to rhetorical method, style, and logic are especially important for this assignment. You will write about F. Scott Fitzgerald’s *The Great Gatsby*. You will engage in an argument with one of the opinions expressed by Lois Tyson about the themes in the novel.

Open-book Out-of-Class Quizzes: 2 @ 350 words each = 700 words / 2 @ 75 points = 150 points
In any class, keeping up with the reading responsibilities is key to succeeding in the course and enabling your confident participation in class discussions. Therefore, as an added incentive for you to keep up with reading and as a way for your instructor to gauge your level of involvement in the course materials, you will take two non-cumulative quizzes. The quizzes will be completed out of class and are open book. They are designed to show me that you studied the texts, understand them well, and can engage with their main ideas in a meaningful way. The quizzes are comprised of mostly short essays responses, but have some fill-in-the-blank and multiple-choice questions.

Oral Presentation of any essay: 50 points
Because you have worked so diligently on your essays this semester, you will have the opportunity to display your work to your peers. You will give a 4 to 6 minute oral presentation (complete with Powerpoint slides) to educate your peers about one of your essays: analytical, timed, or argumentative essay.

ATTENDANCE POLICY |

Attendance is required. Your grade will not be affected if you have 0 – 4 unexcused absences. You will lose 10 points for each unexcused absence after four. If students are absent, they are responsible for materials discussed that day. Please do not email your instructor to ask what was covered on the day you missed class. To find out the materials covered, you can ask a classmate for notes, visit your instructor during office hours, or make an appointment to see the instructor. Students are expected to be on time.
Habitually tardiness may result in a 10 point penalty. Your instructor will speak to students individually who may be in jeopardy of receiving this penalty.

Although attendance is mandatory, in general, acceptable reasons for 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 an acceptable absence that causes you to miss an assignment due date, please provide proper documentation and speak to your instructor as soon as possible.

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.

**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).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
<th>Words minimum</th>
<th>Due Date Time: 6:00 pm</th>
<th>Candidate for Revision?</th>
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</thead>
<tbody>
<tr>
<td>Analysis Essay</td>
<td>200</td>
<td>1400</td>
<td>Mon Sept 26</td>
<td>Yes – for better of two grades</td>
</tr>
<tr>
<td>Modified Précis</td>
<td>200</td>
<td>1400</td>
<td>Mon Oct 17</td>
<td>Yes – for average of two grades</td>
</tr>
<tr>
<td>Open Book Out of Class Quiz 1</td>
<td>75</td>
<td>350</td>
<td>Fri Oct 21</td>
<td>No</td>
</tr>
<tr>
<td>Timed In-class Examination Essay</td>
<td>150</td>
<td>900</td>
<td>Mon Nov 7 due at 1:40 pm</td>
<td>Yes – for average of the two grades</td>
</tr>
<tr>
<td>Open Book Out of Class Quiz 2</td>
<td>75</td>
<td>350</td>
<td>Mon Nov 21</td>
<td>No</td>
</tr>
<tr>
<td>Argument Essay</td>
<td>250</td>
<td>1600</td>
<td>Wed Dec 7</td>
<td>No</td>
</tr>
<tr>
<td>Oral Presentation of Essay of your choice</td>
<td>50</td>
<td>n/a</td>
<td>Mon Dec 5 Wed Dec 7</td>
<td>No</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1000</strong></td>
<td><strong>6000</strong></td>
<td></td>
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</tr>
</tbody>
</table>

**TURNING IN ASSIGNMENTS**

1. All assignments are due at 6:00 pm. Late work will be deducted by 10% for every calendar day. Late points cannot be made up in optional rewrites.
2. Written work must be uploaded on CANVAS.
3. Format:
   - **Double-spaced** (exception: quizzes do not have to be double spaced)
   - **Correct MLA format** (exception: MLA format not needed for quizzes)
   - **Word Count** included somewhere (For example, put word count after your name in parentheses)

No emailed assignments can be accepted at any time during the semester.
Optional REWRITES

Optional rewrites are available for some assignments for either the better or average of the two grades (see the table above). Rewrites are due one week after the original paper is returned. Revisions will uploaded on CANVAS. Late rewrites cannot be accepted. Late points cannot be made up with rewrites.

Read over the important information AFTER the course schedule (PAGES 9–10). You are responsible for all the material in this entire syllabus.

COURSE SCHEDULE

This schedule is subject to change. New versions of the syllabus, if needed, will be posted on CANVAS. Assignments/Readings are due on the date they are listed.

TEMPLATE

ARES: Library Course Reserves  TWH: Thinking & Writing in the Humanities  CANVAS: under CANVAS

Monday, August 22
Introduction to Course
Textual Analysis
“Bleeding Love” dance  Youtube: https://www.youtube.com/watch?v=Vj6Uu6d6Ca0

Wednesday, August 24
Discuss “This is Water”: David Foster Wallace’s Commencement Address, Kenyon College, May 2005
Youtube: https://www.youtube.com/watch?v=8CrOL-ydFMI

Friday, August 26
In-class exercise: making connections

Monday, August 29
TWH: Ch. 2 Short Response – Subjective pgs. 31-41
In-class writing exercise: Subjective Analysis: react/evaluate/infer/compare essay

Wednesday, August 31
ARES: Salome – Wilde/Beardsley

Friday, September 2
ARES: Salome – Wilde/Beardsley

Monday, September 5
No class – Labor Day

Wednesday, September 7
ARES: Salome – Wilde/Beardsley
ARES: Schweik: “Incongruous Congruities – The Wilde/Beardsley Connection”

Friday, September 9
Joni Mitchell’s album Hejira (1976) – review lyrics for 9 songs on the album on jonimitchell.com -CANVAS
http://jonimitchell.com/music/album.cfm?id=10&o=1
Monday, September 12
*Hejira (1976)*
ARES: *Will You Take Me as I am: Joni Mitchell’s Blue Period: “The Breadth of Extremities”*

Wednesday, September 14
*Hejira (1976)*
ARES: *The Creative Odyssey of Joni Mitchell: Ch 5 “Business and Bullshit”*

Friday, September 16
Discuss Analysis Essay
TWH: Ch. 3. The analytical essay. Pgs. 43-54

Monday, September 19
In-class exercise: Brainstorming a thesis

Wednesday, September 21
Introductions and Conclusions
Citations in MLA – Handling Quotations

Friday, September 23
Grammar

Monday, September 26
**Analytical Essay Due – 200 points**
Discuss Assignment: Modified Précis
Summary: TWH: “Digitizing Dusseldorf” (pgs 159 – 161)

Wednesday, September 28
Summary: TWH: “Digitizing Dusseldorf” (pgs 159 – 161)

Friday, September 30
Summary: Reading scholarly articles

Monday, October 3
Intertextual Connections
In-class writing – practice making intertextual connections

Wednesday, October 5
Intertextual Connections –continued in-class practice

Friday, October 7
**No class – Homecoming**

Monday, October 10
Style

Wednesday October 12
TWH: Ch. 8 The Language of the Humanities pgs. 213-227
Friday, October 14
TWH: Ch. 8 The Language of the Humanities pgs. 213-227
TWH: Handbook as resource

Monday October 17
Due: Modified Précis – 200 points
Open-Book Out-of-Class Quiz #1 opens at 2:00 pm
Watch clips in class: Do the Right Thing

Wednesday, October 19
Watch clips in class: Do the Right Thing

Friday, October 21
No class meeting today instead: Open-Book Out-of-Class Quiz #1 due today at 6:00 pm. 75 points. Late Quizzes penalized 8 points for each 24-hour period. Quiz covers:
- “Hills Like White Elephants” (Hemingway)
- Salome (text [Wilde] and pictures [Beardsley])
- Schweik’s essay “Incongruous Congruities”
- Joni Mitchell’s Hejira
- The Creative Odyssey of Joni Mitchell: Ch 5 “Business and Bullshit”
- Will You Take Me as I am: Joni Mitchell’s Blue Period: “The Breadth of Extremities”

Monday, October 24
Watch clips in class: Do the Right Thing

Wednesday, October 26
Discuss Do the Right Thing

Friday, October 28
Discuss Do the Right Thing

Monday, October 31
Discuss Do the Right Thing
TWH: Ch 5: Writing the Examination Essay pgs 131 - 142

Wednesday, November 2
Discuss Do the Right Thing
ARES: “Spike Lee, Corporate Populist” by Jerome Christensen

Friday, November 4
TWH: Ch. 4. The Argumentative Essay pgs. 91-105 and 128-9

Monday, November 7
DUE: Timed In-Class Examination Essay - 150 points - Don’t forget to bring your laptop to take the exam!

Wednesday, November 9
The Great Gatsby

Friday, November 11
No class – Veteran’s Day
Monday, November 14
*The Great Gatsby*
Open-Book Out-of-Class Non-Timed Quiz #2 opens at 2:00 pm

Wednesday, November 16
*The Great Gatsby*
ARES: Tyson: “Will the Real Nick Carraway Please Come Out?” Queer Reading of *The Great Gatsby*
ARES: Tyson: “Thrown them all Overboard” Feminist reading of *The Great Gatsby*

Friday, November 18
*The Great Gatsby*
ARES: Tyson: “You are What You Own” Marxist Reading of *The Great Gatsby*

Monday, November 21
No class today – Open Book Out-of-Class Quiz #2 due at 6:00 pm. 75 points. Late Quizzes penalized 8 points for each calendar day. Quiz covers:
- Spike Lee’s *Do the Right Thing*
- Christensen’s essay “Spike Lee, Corporate Populist”
- F. Scott Fitzgerald’s *The Great Gatsby*
- Four Essays by Tyson on Feminist, Marxist, Psychological, and Queer readings on *The Great Gatsby*

Wednesday, November 23 and Friday, November 25
No class – Thanksgiving

Monday, November 28
*The Great Gatsby*
ARES: Tyson: “What’s Love Got to do with it?” Psychological reading of *The Great Gatsby*

Wednesday, November 30
Turn in Optional Rough Draft of Argue Essay – ON PAPER during class
Argumentative Essay In-class exercise

Friday, December 2
Giving the oral presentation

Monday, December 5
**Oral Presentations Due: 50 points**

Wednesday, December 7
**Oral Presentations Due: 50 points**
**Argumentative Essay Due: 250 points**
Course Wrap-Up and Instructor Evaluations

No Final Exam

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*Read over this important information BELOW (PAGES 9 - 10). You are responsible for all the material in this entire syllabus.*
CLASSROOM BEHAVIOR |
Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will study engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

COURSE 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

CLASS PARTICIPATION |
Although no points directly are assigned to “participation,” you are expected to, well, participate in class discussions and in-class exercises, which means, no texting, checking FB, sleeping, or general disengagement in class. If you are not engaged in class, it will affect your grade in that your grade will not be adjusted in your favor, even if you are only one or two points away from the next grade.

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.

PAPER MAINTENANCE RESPONSIBILITIES |
Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, the student is responsible to have and to make available this material.

PLAGIARISM and ACADEMIC DISHONESTY |
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 Honor Code (http://www.dso.ufl.edu/scrr/process/student-conduct-honor-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Your work will be tested for its “originality” against a wide variety of databases by anti-plagiarism guardian sites to which the university subscribes, and negative reports from such sites constitute PROOF of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a
minimum penalty. Examples include cutting and pasting a BLOG entry or citing phony sources/quotations to include in your assignments. You are responsible for understanding the University's definitions of plagiarism and academic dishonesty, which include the following:

- Submitting all or part of someone else's work as if it is your own.
- "Borrowing" all or portions of anything (books, song lyrics, poetry, movie scripts) without crediting the source.
- "Borrowing" verbatim text without enclosing in quotation marks and citing source. *As a general rule, anytime you cut and paste you are citing a source. If you do any cutting and pasting without giving credit to that source, you are committing plagiarism.*
- Making "duplicate submissions" of assignments - that is, submitting work in one class that you also submit in another class (UNLESS you have permission of both instructors in advance and IN WRITING).
- "Collaborating" or receiving substantive help in writing your assignment also constitutes plagiarism unless such collaboration is part of the given assignment. However, you may receive general advice from tutors or UF writing lab instructors and you may form study groups among your classmates to study for the exams.

For more information about academic honesty, including definitions and examples of plagiarism, see: [http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html](http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html)

For more information, see the Student Conduct and Conflict Resolution Web site: [https://www.dso.ufl.edu/sccr or call 352-392-1261 x207.](https://www.dso.ufl.edu/sccr)

**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/](http://www.dso.ufl.edu/drc/) The office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

**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/](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

**University Writing Studio**
The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at [http://writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/) or in 302 Tigert Hall for one-on-one consultations and workshops.