

ENC3254 Writing in the Humanities

WST 2611 – Section 1A72
University of Florida Spring 2018

Instructor: Mallory Szymanski

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Class Time: MWF Period 5

Class Location: LIT 0117

Office hours: Mondays: Period 4 (10:40-11:30); Wednesdays Period 6 (12:50-1:40) in 302 Tigert Hall

Course Description

This course will train students in various types of analytical writing in the humanities. The purpose is to prepare students for writing in history, literature, philosophy, political science, fine art, and other humanities classes; further, the course promotes critical thinking, organization, and writing skills that extend beyond the classroom and into public and professional realms. The reading and writing assignments center on the theme of *gender*, which will provide theoretical as well as intellectual cohesion throughout the term. In other words, ideas will build on one another, and students will increase their analytical acuity and their writing performance over the course of the semester. Note: this is not a creative writing course.

Course Objectives: Upon successful completion of this course students will be able to:

1. Analyze primary source material
2. Distinguish primary, secondary, and tertiary sources, and evaluate the relevance, value, and purpose of each.
3. Compare and contrast themes, metaphors, rhetorical strategies, and implications of works of humanities writing.
4. Develop arguments, support them with evidence, and cite appropriately
5. Harness a unique academic writing voice.
6. Execute different types of writing, with an eye to purpose and audience.

Required Reading Materials

Hard copy of *Egalia's Daughters* by Gerd Brantenberg (either 1995 or 2004 edition)

Hard copy of Ntozake Shange's choreopoem: *for colored girls who have considered suicide when the rainbow is enuf* (1997)

Other texts via Canvas or web

Students will be required to access one film on their own; they may choose from a list and are encouraged to use the library DVD and streaming collections.

Graded Work. To achieve the course objectives, students will complete the following assigned work:

- **Reflection Papers 30 % of overall grade.** Detailed instructions and rubrics will be posted to Canvas. These assignments include reflections on a children's book, an academic talk, a novel, and poetry.
- **Analysis Papers 40% of overall grade.** Detailed instructions and rubrics will be posted to Canvas. Students will write argumentative essays about "Pointlessly Gendered Products," two films, and children's literature.
- **Precis 5%** This summary-style writing assignment will cover academic humanities writing.
- **In-class Essay 10%** This essay will be given in class on 2/9 on *Egalia's Daughters*.
- **Comparative Paper/Presentation 15%** This essay and in-class presentation will cover Shange and Coates.

This is a Gordon Rule class, which means writing clear, insightful, college-level essays is required for completion of this course. All written work must be completed in order to earn Gordon Rule credit for the course.

Final course grade percentages will match letter grades in the following manner:

Grading Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Classroom Policies The foundation of a productive learning environment is RESPECT. In order to maximize our experience, students must:

Be on time. Tardiness distracts the instructor and other students so do your best to avoid being late. If you expect you are going to be missing class on a day an assignment is due, please arrange with your instructor *ahead of time*. Almost any problem can be solved in advance but it is often difficult to resolve these kinds of issues after the fact. If you missed lecture material, consult a classmate to get the notes. Your instructor cannot reiterate lectures for students who missed class.

Be attentive in class. This course requires active listening and interaction. Do not distract others by reading other materials, using your cell phone, or engaging with a laptop or tablet. The instructor will ask repeat violators of this policy to leave class for the day. For insight into Mallory's purpose for mandating a technology-free zone, read this article: "[Leave Your Laptops at the Door to My Classroom.](#)"

Come with an open mind. Many of the topics discussed in this course are deeply personal but also highly political. We will discuss issues like race, gender identity, love, sex, reproduction, etc. that you may already have knowledge and opinions about. This course will offer varying viewpoints on many issues and some may challenge what you already know. Also, not everyone will agree on all matters. It is important that the classroom be a safe space for all perspectives and that students are able to respectfully express their views. Offer the same respect to others that you would have for yourself. Conversations and debates may become intense, but aggressiveness, name-calling, or other forms of hostility will not be tolerated.

Remember e-mail and/or Canvas exchanges in the academic context are considered professional correspondences and their tone and structure should reflect that. Please note the following when sending any professional email:

- Address an email the same way you would a letter and include my name, a body that includes capital letters and punctuation, and a signature with your name.
- Emails are formal communications and leave an impression of your personality and level of professionalism on the recipient; be sure to treat them accordingly.
- Emails are subject to Florida privacy laws that make them potentially available to the university, law enforcement, and the public. A good rule to follow is: If you don't want it on the front page of the newspaper, don't write it using your .ufl email.

Ask for help. The university has enormous resources via the library system, the fine arts department, the museums, the University Writing Center, and the faculty. Consider your instructor to be a point of entry into these resources and pursue assistance in areas in which you struggle, or are curious and would like to know more.

Students who engage in the following disruptive behaviors may receive a point deduction without notice: failing to print and reference the assigned work for the day, sleeping during class, using technology inappropriately, coming late to class repeatedly, leaving class early.

What students can expect:

This course entails a rigorous and demanding reading load from diverse sources. To succeed, students will need to read early and often, work diligently to comprehend the reading, and take responsibility for information they do not understand by asking questions. Students should expect to complete 1-2 hours of work outside of the classroom for every hour the class meets.

Students will not be spoon-fed material out of a textbook because that would be insulting to their time and intelligence. The instructor expects that students will have completed the reading before class and will use class time to clarify and add to the material. Students will be expected to bring hard copies of the course material to class, including books and internet sources. We will often refer directly to these sources to analyze and clarify. Students should prepare for class by highlighting or underlining key points/terms in the text, making comments in margins, and taking notes on separate paper.

This class requires a lot of discussion. Students who do not like to participate in discussion or who feel like listening to their peers is a waste of their time should consider a different course.

Students can expect their instructor to be fair and consistent with course policies. Please do not ask for exceptions from course policies; the instructor will not give an unfair advantage to one student over others. All students deserve fair treatment.

Students will receive messages from the instructor and teaching assistant and must check their UFL email address and Canvas (these things can be linked together). The instructor reserves the right to change the syllabus at any point. Changes will be announced in class and posted on Canvas. Students are responsible for keeping up with assignments, due dates, and information presented in class. Students with questions, comments, or concerns are encouraged to email a teaching assistant or arrange a meeting in person.

Late Paper Policy: Papers are expected to be turned in on time. Any paper turned in late will still be eligible for half credit if it is received by the beginning of the following class period. After one class meeting passes, however, late work is no longer accepted and the student will receive a zero (0) for the assignment. If a student has an unforeseen emergency, such as severe illness or death in the family, the student must provide documentation of the event to be eligible for full credit on missed work.

Make-up Exams: Make-up exams will not be granted without verifiable, documentable and legitimate excuse of dire circumstance such as severe illness, death in the family, court appearance, or university-sponsored event. All other missed exams will result in a grade of zero (0). Make-up exam will be given upon receipt of official documentation.

Honor Code and Plagiarism

It is a student's responsibility to be familiar with the University honor code. Plagiarism is a serious offense and will not be tolerated. Plagiarism can be loosely defined as taking credit for work that is not your own and can include but is not limited to: copying and pasting from any other source without citation, using another student's work as your own, quoting from a book or article without citation. To maintain the high level of academic integrity that is expected of University of Florida students it is imperative that students avoid plagiarism. The honor code can be found at the Office of the University Registrar website:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>. For a user-friendly resource about how to determine whether or not you are committing plagiarism, see the OWL Purdue website: <http://owl.english.purdue.edu/owl/resource/589/02/>. A good rule of thumb is: "when in doubt, drop a citation." Students are expected to be familiar with the University honor code and will be held responsible to it; claims of ignorance of the policies will not excuse acts of cheating. **STUDENTS WHO PLAGIARIZE WILL BE AUTOMATICALLY FAILED FROM THE COURSE AND WILL BE FILED ON RECORD WITH THE DEAN OF STUDENTS OFFICE**

Plagiarism includes (but is not limited to):

- Copying and pasting from internet sources without citation
- Copying and pasting from another student
- Turning in one's own work the student received credit for in a previous course
- Using another student's work as "inspiration" but changing the words
- Giving your work to another student to use as "inspiration"
- Writing the information out of the assigned material word-for-word into your homework without citation

For more info about what constitutes plagiarism so you can be sure to keep yourself out of hot water, see this website: [What is plagiarism?](#)

Evaluations: 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/results>.

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. That office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Academic Dates

Jan 12 – Drop Add ends at 11:59pm
 Jan 15 – No Class Rev. Dr. MLK Jr. day
 Mar 3- Mar 10 -- Spring Break
 April 13 – Drop Deadline (W assigned)
 April 25 – Last day of classes
 May 9 – Grades available

Course Calendar Unit 1: Analyzing Texts

Week 1

1/8 Intro

1/10 What is Humanities?

- Read [Why study humanities?](#)

- Read [What are we doing here?](#) :

1/12 Form and Content (video and discussion in class)

Week 2

1/15 No Class -- Dr. Martin Luther King, Jr. Day

1/17 Intro to Humanities and Gender

- Course Reserve (see tab to Left): Joan Scott, "Gender as a Category of Analysis"


1/19 Everything is an argument / What our purchases say about us

- Due 1/21 at 11:59pm [Pointlessly Gendered Products](#)

Week 3

1/22 Reading Humanities Scholarship / Reading for Argument

- Course Reserve: Smith-Rosenberg, "The Female World of Love and Ritual"
- Due 1/23 at 11:59pm [Precis: Smith-Rosenberg](#)

1/24 Attend Humanities Talk in [Ustler Hall Atrium \(2nd floor\)](#)

- Due 1/25 at 11:59pm [Reflection Questions: The Academic Talk in Humanities](#)

1/26 Analyzing a novel: *Egalia's Daughters*

- Read *Egalia's Daughters* to page 102

Week 4

1/29 *Egalia's Daughters*

- Read *Egalia's Daughters* to page 202
- Due 1/30 at 11:59pm: [Reflection on Egalia's Daughters](#)

1/31 *Egalia's Daughters*

2/2 *Egalia's Daughters*

- Read *Egalia's Daughters* to end

Week 5

2/5 *Egalia's Daughters*

2/7 Studying for an Essay exam

2/9 In-class essay

Unit 2 Popular Culture

Week 6 Kids and Gender

2/12 Kids and Gender

- **Reading TBA**

2/14 Meet outside Education Library

- **Due 2/15 at 11:59pm: [Reflection on a Children's book](#)**

2/16 Bring your Children's book to class

Week 7 Applying theory to texts

2/19 Citation and Plagiarism Workshop

2/21 **Due in class: 2 hard copies of Children's Book Analysis essay draft for peer review**

2/23 Film Screening

- **Due: 2/25 at 11:59pm [Children's book analysis](#)**

Week 8 Analyzing film

2/26 Film Screening

- Read: "How to 'Read' a Film:" <http://www.english.upenn.edu/~mulready/Handouts/How%20to%20Read%20a%20Film.pdf>

2/28 Film Screening

- **Due 3/1 at 11:59pm: [Film Analysis 1](#)**

3/2 Peer Review

- By 3/12 watch one of the films on the [class list](#) and prepare for [Film Analysis 2: Your choice paper](#)

Week 9 3/3 to 3/10 Spring break

Week 10 Analyzing film--Your choice

3/12 Analyzing films Workshop

3/14 Film Screening

3/16 Writing Workshop: Topic sentences, thesis statements, and common writing mistakes

- **Due 3/18 at 11:59pm [Film Analysis 2 Draft for Peer Review](#)**

Week 11 The news

3/19 Peer Review: Bring 2 hard copies of Film Analysis 2 to class

3/21 Peer Review part 2

3/23 In-class self-editing workshop

- **Due: 3/25 at 11:59pm [Film Analysis 2: Your choice](#)**

Unit 3 Who's telling the story?

Week 12

3/26 Insider/Outsider knowledge

Read: CR: Toor, "How Not to talk about Muslim Women" from *Introducing the New Sexuality Studies*

3/28 News media coverage

- Read: CR: Toor, "How Not to talk about Muslim Women" from *Introducing the New Sexuality Studies*

3/30 Writing Comparative Analysis / Begin reading Ntozake Shange's choreopoem: *for colored girls who have considered suicide when the rainbow is enuf*

- **Due 4/1 at 11:59pm** [Shange Reflection](#)

Week 13

4/2 Shange pt 2

4/4 Shange pt 3

4/6 Coates, excerpt from *Between the World and ME*


- Read: <https://www.theatlantic.com/politics/archive/2015/07/tanehisi-coates-between-the-world-and-me/397619/> (Links to an external site.)Links to an external site.

Week 14

4/9 Coates, excerpt from *Between the World and ME*

4/11 Discussion: comparative analysis

4/13 Writing workshop - **bring laptops to class**

- Read "[Sh*tty First Draft](#)" (no need to print for class) 

Week 15

4/16 Peer Review - **bring two hard copies of draft to class**

4/18 Presentations

4/20 Presentations

Week 16

4/23 Presentations

4/25 Presentations

- **Due: 4/25** [Comparative Essay: Shange and Coates](#)