



Instructor: Dr. Sean Trainor

Meeting: MWF 1:55pm-2:45pm (Period 7) in Room 212: [105 Classroom Building](#)

Office/Hours: MWF 11:45am-12:35pm: [021 Keene-Flint](#) | F 3:00pm-5:00pm: [233H Bryan Hall](#)
(and by appointment)

Contact: sean.trainor@ufl.edu | @ess_trainor
352-273-3399 | seantrainor.org

OVERVIEW & LEARNING OUTCOMES

From Thomas Paine to Frederick Douglass, Emma Goldman to Ayn Rand, Ronald Reagan to #BlackLivesMatter, language has figured prominently in both left and right-wing liberation movements. In this course, we will:

- Analyze the language used by generations of American activists, from the founding of the republic to the present;
- Consider the many ways in which these activists have defined freedom;
- Uncover forgotten specimens of freedom writing;
- Consider how different disciplines – from political science and English to sociology and history – understand freedom writing’s impact, and;
- Refine our research, critical thinking, and writing skills along the way.

REQUIRED READINGS

Students should purchase the following texts at their earliest convenience:

- **REQUIRED:** Nora Bacon, [The Well-Crafted Sentence \(A Writer's Guide to Style\)](#), (Boston: Bedford / St. Martin's, 2009 [second edition]). ISBN: 978-1-4576-0673-1.
- **SUGGESTED:** Richard E. Miller and Ann Jurecic, [Habits of the Creative Mind](#) (Boston: Bedford / St. Martin's, 2016). ISBN: 978-1-4576-8181-3

Both books are available at the University of Florida bookstore. They're also available via online retailers at a considerably lower price.

We will be reading chapters from both books throughout the semester. Course quizzes will be based directly upon *The Well-Crafted Sentence*, and *Habits of the Creative Mind* will serve as a useful, unusual supplement for student struggling with the creative process.

Additional readings (both required and suggested) are available through links in the course schedule. Students will be shown in class how to locate research sources for modules that requires research.

GRADING AND EVALUATION

- Please note: there is no final exam in this course. –

A total of 1,000 points will be available over the course of the semester. Students' final grade will be determined by adding the total number of points they scored on all assignments and dividing the sum by 1,000. Points will be distributed among assignments in the following fashion:

- **Attendance:** 100 Points
- **Participation:** 200 Points
- **Quizzes:** 100 Points (divided between eight quizzes)
- **Introductory Profile:** 50 Points
- **Freedom and Language Paper**
 - *Rough Draft:* 25 Points
 - *Peer Review:* 25 Points
 - *Final Draft:* 100 Points
- **Voices of Freedom Paper**
 - *Proposal:* 30 Points
 - *Rough Draft:* 10 Points
 - *Peer Review:* 10 Points
 - *Final Draft:* 150 Points
- **Freedom Now Paper**
 - *Proposal:* 30 Points
 - *Rough Draft:* 10 Points
 - *Peer Review:* 10 Points
 - *Final Draft:* 150 Points

Attendance

Attendance will be taken at the beginning of class. If students arrive after attendance has been taken, they should speak to Dr. Trainor, who will consider offering attendance credit on a case-by-case basis. **Students may miss up to three class meetings without penalty. Any additional unexcused absences will lead to a reduction in their grade. More than three additional unexcused absences will cause them to fail this class.**

Students may request that any absence be excused. More information on what the University of Florida considers an excused absence can be found [here](#). If you believe you have an absence that could be excused, please present documentation for this absence to your instructor for review. Absences related to university-sponsored events must be discussed with the instructor prior to the class session the student will miss.

Students who participate in athletic or extracurricular activities are permitted to be absent 12 scholastic days per semester without penalty.

Participation

Online and classroom participation are key components of this course. To earn full credit for participation in this class, students must:

- Post a brief (~50-100 word) reflection and/or question on all required readings by 11am on the day we will be discussing each reading, and;
- Participate in three-quarters of all class meetings.

Quizzes

Students will be required to take eight multiple-choice quizzes over the course of the semester. These quizzes will typically contain 10, 15, or 20 questions, and (with the exception of the beginning-of-semester syllabus quiz) will assess students' mastery of grammar and style principles introduced in class and/or in Nora Bacon's *The Well-Crafted Sentence*.

Students will have no more than 30 minutes to complete all quizzes.

Written Assignments

Students will be expected to complete four written assignments over the course of the semester. The first is a brief introductory profile designed to acquaint the professor with students' background and writing style.

The second is a "concept definition" paper entitled: Language and Freedom. This three-part paper – consisting of a rough draft, peer review, and final draft – will require students to offer a personal definition of freedom and think about the way language and/or social movements have shaped their understanding of the concept.

The third is a "source analysis" paper entitled: Voices of Freedom. This four-part paper – consisting of a proposal, rough draft, peer review, and final draft – will require students to find an historical piece of freedom writing or speech produced by a pre-1995 activist, group, or movement and situate this text historically.

The fourth is a "contemporary significance" paper entitled: Freedom Now. This four-part paper – consisting of a proposal, rough draft, peer review, and final draft – will require students to research and analyze a post-1995 activist, group, or movement.

ASSIGNMENT SUBMISSION / LATE SUBMISSIONS

1. **Late submissions will be accepted for full credit at any time throughout the semester. While deadlines are important, it is infinitely more important that students submit their best work -- whenever it may be ready. The only exception to this rule involves rough drafts and peer review, which MUST be submitted on time to avoid inconveniencing students' classmates.**
2. **Emailed assignment will not be accepted at any time during the semester. All assignments MUST be submitted via Canvas to generate the TurnItIn report prior to grading.**

GRADING

Written assignments will be assessed using rubrics. These rubrics will assess the content of students' papers, as well as their papers' structure, grammar, and style (namely, concepts introduced both in class and in Nora Bacon's *The Well-Crafted Sentence*).

GRADING SCALE

A	4.0	94-100
A-	3.67	90-93
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.00	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.00	63-66
D-	0.67	60-62
E	0.00	0-59

ACADEMIC HONESTY and PLAGIARISM

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the University. The academic community of students and faculty at the University of Florida strives to develop, sustain and protect an environment of honesty, trust and respect. Students are expected to pursue knowledge with integrity. 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 specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged 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. Honor Code: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

If a student plagiarizes all or any part of any assignment, I will award a failing grade on the assignment, and I will report you to the honor board at the Office of the Dean of Students. Once a student is reported to the honor board, he/she cannot drop the course. 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. For more information about academic honesty, including definitions and examples of plagiarism, see: <http://web.uflib.ufl.edu/msl/07b/studentplagiarism.html>

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 unless such collaboration is part of the given assignment also constitutes plagiarism. 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, see the Student Conduct and Conflict Resolution Web site: <https://www.dso.ufl.edu/sccr> or call 352-392-1261 x207.

As a University of Florida student, your performance is governed by the UF Student Honor Code, (<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>). The Honor Code requires Florida students to neither give nor receive unauthorized aid in completing all assignments. Violations include cheating, plagiarism, bribery, and misrepresentation, all defined in detail at the above site.

GENERAL EDUCATION LEARNING OUTCOMES

This section of ENC 2305 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:

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/> The office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

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 a recorded 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>

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; [Links to an external site.](#)
- Career Resource Center: 392-1601, First floor, Reitz Union, career development assistance.

SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENTS

All readings, excluding *The Well-Crafted Sentence* and *Habits of the Creative Mind*, are available on the Canvas course management system. Readings are due on the day for which they are assigned (i.e. readings listed under 10 January are due by class time on 10 January).

WEEK 1: Introduction to Course Concepts

Mon., Jan. 8 (Syllabus Day)

Weds., Jan. 10 (Introduce Introductory Profile and Language and Freedom Paper)

- **Required Material(s):**
 - James Baldwin, "[Autobiographical Notes](#)"
 - Introductory Profile Prompt [on Canvas]
 - Language and Freedom Paper Prompt [on Canvas]

Fri., Jan. 12 (What is Freedom?)

- **Required Material(s):**
 - Isaiah Berlin, "Two Concepts of Freedom" [on Canvas]
 - Martin Luther King, Jr., "[I Have a Dream](#)" (Stanford's "Freedom's Ring" Project)
- **Supplementary Material(s):** Richard E. Miller & Ann Jurecic, *Habits of the Creative Mind*, "Preface" and "Orienting" [course text]
- **Assignment(s):**
 - Quiz #1 (Syllabus: Fri., 12 Jan. at 11:59pm)
 - Introductory Profile (Sun., 14 Jan at 11:59pm)

WEEK 2: Introduction to Course Concepts

Mon., Jan. 15 (Martin Luther King, Jr. Day [No Class!])

Weds., Jan. 17 (The Role of Language in Social Movements)

- **Required Material(s):** Charles J. Stewart, et. al., *Persuasion and Social Movements* (excerpts) [on Canvas]

Fri., Jan. 19 (The Role of Language in Social Movements)

- **Required Material(s):** Stewart, et. al., *Persuasion and Social Movements* (excerpts) [on Canvas]
- **Supplementary Material(s):** Miller & Jurecic, "Beginning"

WEEK 3: Era of Independence

Mon., Jan. 22 (Style and Sentence Basics)

- **Required Material(s):** Nora Bacon, *The Well-Crafted Sentence*, Chs. 1-2 [course text]

Weds., Jan. 24 (Language of the American Revolution)

- **Required Material(s):** Thomas Paine, [Common Sense](#) (excerpts)
- **Supplementary Material(s):** Eric Foner, *The Story of American Freedom*, Introduction and Ch. 1 [on Canvas]

Fri., Jan. 26 (Revolutionary "Charters of Freedom")

- **Required Material(s):**
 - [The U.S. Declaration of Independence](#)
 - [The U.S. Constitution](#)
- **Supplementary Material(s):** Miller & Jurecic, "Paying Attention"
- **Assignment(s):** Quiz #2 (Style and Sentence Basics: Fri., 26 Jan at 11:59pm)

WEEK 4: Early American Republic

Mon., Jan. 29 (Clarity)

- **Required Material(s):** Bacon, Ch. 3

Weds., Jan. 31 (The Language of Abolitionism)

- **Required Material(s):** Frederick Douglass, "[What to the Slave is the Fourth of July?](#)"
- **Supplementary Material(s):** Foner, Ch. 2 [on Canvas]

Fri., Feb. 2 (Intro to Peer Review)

- **Required Material(s):** Peer Review Checklist [on Canvas]
- **Supplementary Material(s):** Miller & Jurecic, "Asking Questions"
- **Assignment(s):**
 - Rough Draft of Language and Freedom Paper [for Peer Review] (Fri., 2 Feb. at 1:55pm)
 - Quiz #3 (Clarity: Fri., 2 Feb. at 11:59pm)
 - Peer Reviews of Two Classmates' Papers (Sun., Feb. 4 at 11:59pm)

WEEK 5: Early American Republic

Mon., Feb. 5 (Introduction to Voices of Freedom Paper and Paper Proposals)

- **Required Material(s):**
 - Voices of Freedom Paper Prompt [on Canvas]
 - Guide to Proposals [on Canvas]

Weds., Feb. 7 ("Freedom" to Enslave)

- **Required Material(s):** George Fitzhugh, [Sociology of the South](#) (excerpts)

Fri., Feb. 9 (Antebellum Women's Liberation)

- **Required Material(s):**
 - [Seneca Falls Convention Declaration of Sentiments and Resolutions](#)
 - Sojourner Truth, "[Ain't I a Woman?](#)"
- **Supplementary Material(s):** Miller & Jurecic, "Exploring"
- **Assignment(s):**
 - Voices of Freedom Paper Topics (Sat., Feb. 10 at 11:59pm)
 - Post the name(s) of at least one pre-1995 activist, group, or movement whose writings and/or speeches you're potentially interested in exploring for your Voices of Freedom Paper; you should choose an individual, group, or movement that does not appear in the syllabus.
 - Final Draft of Language and Freedom Paper (Sun., Feb. 11 at 11:59pm)

WEEK 6: Civil War

Mon., Feb. 12 (*Introduction to Library Resources*)

Weds., Feb. 14 (*Lincoln's "New Birth of Freedom," Pt. I*)

- **Required Material(s):** Abraham Lincoln, "[A House Divided](#)"
- **Supplementary Material(s):** Foner, Ch. 5 [on Canvas]

Fri., Feb. 16 (*Lincoln's "New Birth of Freedom," Pt. II*)

- **Required Material(s):**
 - Abraham Lincoln, "[Gettysburg Address](#)"
 - Abraham Lincoln, "[Second Inaugural Address](#)"
- **Supplementary Material(s):** Miller & Jurecic, "Connecting"
- **Assignment(s):** Voices of Freedom Paper Proposal (Fri., Feb. 16 at 11:59pm)

WEEK 7: Gilded Age and Progressive Era

Mon., Feb. 19 (*Continuity and Cohesion*)

- **Required Material(s):** Bacon, Ch. 4

Weds., Feb. 21 (*Freedom of Contract*)

- **Required Material(s):** Andrew Carnegie, "[The Gospel of Wealth](#)"
- **Supplementary Material(s):** Foner, Ch. 6 [on Canvas]

Fri., Feb. 23 (*Collective Freedom*)

- **Required Material(s):** Eugene Victor Debs, "[The Mission of Socialism](#)"
- **Supplementary Material(s):** Miller & Jurecic, "Reflecting"
- **Assignment(s):**
 - Quiz #4 (Continuity and Cohesion: Fri., Feb. 23 at 11:59pm)
 - Voices of Freedom Paper Sources (Sat., Feb. 24 at 11:59pm)
 - Post the text of or a link to the source you plan to focus on for your Voices of Freedom Paper.

WEEK 8: Gilded Age and Progressive Era

Mon., Feb. 26 (*Modification and Cadence / Discussion of Sources, Pt. I*)

- **Required Material(s):** Bacon, Ch. 5

Weds., Feb. 28 (*Anarchist Freedom*)

- **Required Material(s):** Emma Goldman, "[Anarchism: What It Really Stands For](#)"
- **Supplementary Material(s):** Foner, Ch. 7 [on Canvas]

Fri., Mar. 2 (*Feminist Freedom*)

- **Required Material(s):** Charlotte Perkins Gillman, "[The Yellow Wallpaper](#)"
- **Supplementary Material(s):** Miller & Jurecic, "Making Time and Space"
- **Assignment(s):**
 - Rough Draft of Voices of Freedom Paper [for Peer Review] (Fri., 2 Mar. at 11:59pm)

- Quiz #5 (Modification and Cadence: Fri., 2 Mar. at 11:59pm)
- Peer Reviews of Two Classmates' Papers (Sun., Mar. 4 at 11:59pm)

WEEK 9: Spring Break

Mon., Mar. 5 (Spring Break [No Class!])

Weds., Mar. 7 (Spring Break [No Class!])

Fri., Mar. 9 (Spring Break [No Class!])

WEEK 10: Depression and WWII Era

Mon., Mar. 12 (Adjectivals / Discussion of Sources, Pt. II)

- **Required Material(s):** Bacon, Ch. 6

Weds., Mar. 14 (Populist Freedom in the Great Depression)

- **Required Material(s):** Huey Long, "[Every Man a King](#)"
- **Supplementary Material(s):** Foner, Ch. 9 [on Canvas]

Fri., Mar. 16 (Liberal Freedom)

- **Required Material(s):** Franklin Delano Roosevelt, "[The Four Freedoms](#)"
- **Supplementary Material(s):** Miller & Jurecic, "Practicing"
- **Assignment(s):**
 - Quiz #6 (Adjectivals: Fri., Mar. 16 at 11:59pm)
 - Final Draft of Voices of Freedom Paper (Sun., Mar. 18 at 11:59pm)

WEEK 11: Cold War

Mon., Mar. 19 (Verbal Phrases / Introduction to Freedom Now Paper)

- **Required Material(s):**
 - Bacon, Ch. 7
 - Freedom Now Paper Prompt [on Canvas]

Weds., Mar. 21 (Defending Free Enterprise in an Age of Liberalism)

- **Required Material(s):** Ayn Rand, *The Virtue of Selfishness* (excerpts)
- **Supplementary Material(s):** Foner, Ch. 11 [on Canvas]

Fri., Mar. 23 (Cold War Freedom)

- **Required Material(s):** Ronald Reagan, "[A Time for Choosing](#)"
- **Supplementary Material(s):** Miller & Jurecic, "Planning and Replanning"
- **Assignment(s):**
 - Quiz #7 (Verbal Phrases: Fri., Mar. 23 at 11:59pm)
 - Freedom Now Paper Topics (Sat., Mar. 24 at 11:59pm)
 - Post brief (1-2 sentence[s]) descriptions of **at least two** present-day (post-1995) activists, groups, or movements you are potentially interested in researching for your Freedom Now paper.

WEEK 12: Black Freedom Struggle, Pt. I

Mon., Mar. 26 (Advanced Writing Techniques / Brainstorming Session for Freedom Now Paper Topics)

- **Required Material(s):** Bacon, Chs. 8-9

Weds., Mar. 28 (The Liberal Dr. King)

- **Required Material(s):** Martin Luther King, Jr., "[Letter from a Birmingham Jail](#)"
- **Supplementary Material(s):** Foner, Ch. 12 [on Canvas]

Fri., Mar. 30 (The Radical Dr. King)

- **Required Material(s):** Martin Luther King, Jr., "[Beyond Vietnam](#)" [recording]
- **Supplementary Material(s):** Miller & Jurecic, "Arguing"
- **Assignment(s):**
 - Quiz #8 (Advanced Writing Techniques: Fri., Mar. 30 at 11:59pm)
 - Freedom Now Paper Proposals (Fri., Mar. 30 at 11:59pm)

WEEK 13: Black Freedom Struggle, Pt. II

Mon., Apr. 2 (Black Nationalist Freedom)

- **Required Material(s):** Malcolm X, "[The Ballot or the Bullet](#)" [recording]

Weds., Apr. 4 (Freedom and Black Power, Pt. I)

- **Required Material(s):** *The Black Power Mixtape* (Pt. I) [documentary: watch in class]

Fri., Apr. 6 (Freedom and Black Power, Pt. II)

- **Required Material(s):** *The Black Power Mixtape* (Pt. II) [documentary: watch in class]
- **Supplementary Material(s):** Miller & Jurecic, "Diverging"

WEEK 14: Feminism and its Discontents

Mon., Apr. 9 (Freedom and Black Power, Pt. III (Discussion of The Black Power Mixtape))

Weds., Apr. 11 (Feminist Freedom: Liberal and Radical)

- **Required Material(s):**
 - Gloria Steinem, "[Living the Revolution](#)"
 - [Redstockings Manifesto](#)
- **Supplementary Material(s):** Foner, Ch. 13 [on Canvas]

Fri., Apr. 13 (Freedom and the New Right)

- **Required Material(s):**
 - Merl Haggard, "[Okie from Muskogee](#)"
 - Phyllis Schlafly, "[What's Wrong With 'Equal Rights' for Women?](#)"
 - Ronald Reagan, "[First Inaugural Address](#)" [recording]

WEEK 15: Freedom Now

Mon., Apr. 16 (A New Black Freedom Struggle)

- **Required Material(s):**
 - Ta-Nahisi Coates, "[The Case for Reparations](#)"
 - [Platform of the Movement for Black Lives](#)

Weds., Apr. 18 (Discussion of Paper Topics, Pt. I)

- **Assignment(s):** Rough Draft of Freedom Now Paper [for Peer Review] (Weds., Apr. 18 at 1:55pm)

Fri., Apr. 20 (Discussion of Paper Topics, Pt. II)

- **Assignment(s):** Peer Reviews of Two Classmates' Papers (Fri., Apr. 20 at 11:59pm)

WEEK 16: Finishing Touches

Mon., Apr. 23 (Work Day)

Weds., Apr. 25 (Discussion of How to Improve Course)

- **Assignment(s):** Final Draft of Freedom Now Paper (Weds., 25 Apr. at 11:59pm)