

# Howl's Moving Castle: How the Ordinary Subverts the Extraordinary

ID2930: 29297 – Honors (un)common reads

Thursday, 5:10-6:00 (Period 10) | Spring 2024

Location: Little 117

## Contact information

**Instructor** Melina Jimenez, mpjimenez@ufl.edu

**Peer Instructor** Julianna del Cañal, jdelcanal@ufl.edu

**Student hours** Fridays, 11:45am - 12:35pm, MAT 220B

## Welcome!

Welcome and thank you for signing up for this class! Please call us Melina and Jules.

Throughout the course, we'll be reading and discussing Diana Wynne Jones' *Howl's Moving Castle*. We will be discussing ideas of responsibility, perceptions, and the ordinary vs the extraordinary. We will have small in-class projects like drawing scenes from the book and making memes based on the characters' experiences. As we go through the course, we encourage you to push yourself and your peers to think deeply about the topics we encounter and to push your creativity. Achievement of the learning outcomes will be assessed through discussion board posts and responses, class discussions, and the group project.

If you are struggling with this course, with your other courses, or with life outside of the university, I (Melina) invite you to talk to me or someone that you trust. Whether this is your first, last, or somewhere in-between year at UF, college life can be challenging and sometimes overwhelming. Just talking about those feelings can help. If just talking with your family, your friends, or your instructors isn't enough, there is a list of campus resources on the last page of this syllabus to help you. We are happy to help you understand how these can be helpful for you.

You never owe Melina nor Jules personal information about your mental or physical health. However, you are always welcome to talk to us about whatever you're going through. If you tell us that you're having trouble, we're not going to judge you or think less of you. If you need extra help or if you need to miss a class or need more time with an assignment, please ask. We will work with you to make sure you have the opportunity to engage with the material you may miss because of an illness or other life issues.

## Course Goals

In this course, students will

- read about, identify, explain, and analyze the ideas of responsibility, perceptions, and the ordinary vs the extraordinary
- articulate their thoughts, reflect on their personal feelings, and communicate with others about their responses to the required text

## Required Texts

*Howl's Moving Castle* by Diana Wynne Jones. It is [available](#) online in hardcover, paperback, Kindle, and audiobook.

## Materials and Supplies Fees

None

## Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## Evaluation of Grades

Assignments		Points
In-class discussions and projects	13 meetings	20 points each = 260
Introduction discussion posts and replies	1 post	10 points
Theme discussion posts and replies	1 post	50 points
Final Group Project	1 project	80 points
Total		<b>400 points total</b>

## Attendance and Class Expectations

Since this is a discussion-based class, attendance and participation are required for class on Mondays. You will find guiding questions for the discussion each week in the form of a discussion page. Please refer to the discussion page before class. The in-class discussions consist of small group discussions for most of the class, with a full class discussion for the last 15 minutes or so. You are expected to contribute in your small group discussions, but we recognize that full class discussions are a bit more intimidating. Therefore, the participation grade will be based more on the small group discussions than the larger discussions. However, you are encouraged to participate fully in both. We also ask for respectful discussions, especially since we're asking you to share your experiences and disagreements. We believe thoughtful discussions will lead to better understandings of the texts and each other.

If you need to miss class, please email Melina ([mpjimenez@ufl.edu](mailto:mpjimenez@ufl.edu)) or message her on Canvas and be prepared to post your discussion responses for the week on the discussion page.

## Readings and in-class discussions

Each week, you will be reading one or two chapters that will be discussed during the Thursday class meeting. To encourage deeper thinking about the themes in the book and about your own writing, we will be pushing you to make connections, ask deep questions, give constructive feedback, and perhaps disagree because of your interpretations or experiences. A simple, "I agree! Your response is great" won't be enough.

## Online Discussion Posts and Replies

You will have 2 online discussions posts: an introduction and an analysis of themes. For the latter, you will be reviewing the themes discussed throughout the semester and focusing your analysis on one or two themes, how it appears in the book and how it appears outside the course materials. For the required discussion post, the initial post is due by Wednesday and the responses to your peers are due by Sunday.

## Final Group Project

You will be creating a PowerPoint presentation to be presented during the last meeting of the class, with the formality of a "PowerPoint Party." You will embody a character or theme from *Howl's Moving Castle* and present a short presentation (2-5 minutes) with accompanying slides supporting your main point(s). The presentation should be fun and lighthearted, but ultimately represent a deeper understanding of the themes, events, and characters found in the story. Additionally, the small projects and in-class discussions that we have worked on throughout the semester should inform your project. You will work in groups of 2-3 students for this final project.

## Make-Up Policy

If you miss or do not complete an online discussion or assignment, Melina or Jules will send you a gentle reminder to make sure that you are doing ok. We prefer late engagement to no engagement at all. But timely engagement is the best! The final project has a stricter deadline because it will be our last assignment. But as with everything else, if you are struggling with that assignment, please talk to us.

## Grading Scale

Percentage	94 - 100	90 - 93	88 - 89	84 - 87	80 - 83	78 - 79	74 - 77	70 - 73	68 - 69	64 - 67	60 - 63	59 - 0
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E

## Honors Grading Requirement

A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Completion credit. If you have questions about this, please consult the Honors Program information under Campus Resources.

## University Student Honor Code

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructors in this class.

## Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/> . Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> . Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

## Course Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. [Click here to read the In-Class Recording policy](#).

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

## Semester Schedule

Wk	Date	Weekly readings and topics for discussion
1	1.8-1.14	<b>Thurs:</b> First class meeting: Introductions and syllabus <b>Discussion post 1:</b> Intro discussion board on Canvas – Initial post due by Fri, Jan 12
2	1.15-1.21	<b>Reading:</b> Chapters 1 and 2 <b>In-class discussion:</b> In which we meet the characters and share first reactions
3	1.22-1.28	<b>Reading:</b> Chapters 3 and 4 <b>In-class discussion:</b> In which we draw the castle and Sophie's town
4	1.29-2.4	<b>Reading:</b> Chapters 5 and 6 <b>In-class discussion:</b> In which we cast a live-action adaptation of <i>Howl's Moving Castle</i>
5	2.5-2.11	<b>Reading:</b> Chapters 7 and 8 <b>In-class discussion:</b> In which we plot all the characters and settings into a family tree
6	2.12-2.18	<b>Reading:</b> Chapters 9 and 10 <b>In-class discussion:</b> In which we meme the adventures of Sophie, Michael, Calcifer and Howl
7	2.19-2.25	<b>Reading:</b> Chapter 11 <b>In-class discussion:</b> In which we view the ordinary through an extraordinary lens
8	2.26-3.3	<b>Reading:</b> Chapters 12 and 13 <b>In-class discussion:</b> In which we discuss the utter chaos that ensues
9	3.4-3.10	<b>Reading:</b> Chapters 14 and 15 <b>Discussion post 2:</b> Analysis of themes – Initial post due by Wed, March 6 <b>In-class discussion:</b> In which we consider the gender roles and the nature of the contract
10	3.11-3.17	<b>Spring Break: No class!</b>
11	3.18-3.24	<b>Reading:</b> Chapters 16 and 17 <b>In-class discussion:</b> In which we draw scenes from the book
12	3.25-3.31	<b>Reading:</b> Chapters 18 and 19 <b>In-class discussion:</b> In which we explore perceptions and identity
13	4.1-4.7	<b>Reading:</b> Chapters 20 and 21 <b>In-class discussion:</b> In which we revisit the themes and the small projects as we wrap up
14	4.8-4.14	<b>Viewing:</b> Hayao Miyazaki's adaptation of <i>Howl's Moving Castle</i> <b>In-class discussion:</b> In which we compare the book and the movie by making new memes
15	4.15-4.21	<b>Discussion post 3:</b> PowerPoint Party! Last day of this class
16	4.22-4.24	Last day of your other classes
F	4.27-5.3	Final Exams (but not for this class!)

Note: This schedule is subject to change

## Campus Resources

### Health and Wellness

**Disability Resource Center (DRC)**: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Located at *Reid Hall, (352) 392-8565*, Email: [DRC@ufsa.ufl.edu](mailto:DRC@ufsa.ufl.edu)

**U Matter, We Care**: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center**: The CWC provides short-term counseling, group, and couples' therapy as well as consultation, crisis services, outreach, referrals, self-care, and more. *Peabody Hall 4<sup>th</sup> floor or 3190 Radio Road, 352-392-1575*

**UF Student Health Care Center**: The SHCC provides a variety of health care services. Located at *2140 Stadium Rd, (352) 392 - 1161*

**UF Health Shands Emergency Room / Trauma Center**: For immediate medical care call 352-733-0111 or go to the emergency room at *1515 SW Archer Road, Gainesville, FL 32608*

**GatorWell Health Promotion Services**: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.

**University Police Department**: 352-392-1111 (or 9-1-1 for emergencies)

### Campus Connections

**GatorConnect**: UF has over 900 student organizations that you can join

### Academic Resources

**UF Honors Program**: Quick questions for an Honors advisor? Email [advisor@honors.ufl.edu](mailto:advisor@honors.ufl.edu); Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/ufhonorsadvising>; Located at *201 Walker Hall, 352-392-1519*

**UF Computing Help Desk**: The UF Computing Help Desk provides phone, email, and walk-in direct consulting including for E-learning (Canvas) technical support 352-392-4357 or e-mail to [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

**Career Connections Center**: The C3 team helps students gain career experience, write resumes, find clothing for interviews and more. *Reitz Union First floor, 352- 392-1601*

**Library Support**: The UF libraries provide various ways to receive assistance with respect to using the libraries or finding resources. They love questions!

**Academic Resources**: Academic Resources provides free tutoring services for courses within the College of Liberal Arts and Sciences. They also offer supplementary instruction and general study strategy workshops. *Online, 352-392-2010 or 352-392-6420*

**Writing Studio**: The Writing Studio provides free one-on-one consultations with specific papers or writing generally. *302 Tigert Hall, 352- 846-1138*

### Complaints

**Student Complaints On-Campus**