

# COURSE SYLLABUS

IDS2935: Novel Women

Quest 1: Identities

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# INSTRUCTOR INFORMATION

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Office: Rolfs Hall, Rm. 209

Office Hours: M–F, 1230p–130p or by appointment

## INSTRUCTOR EMAIL COMMUNICATION

The instructor will be available via email **9:00 AM to 5:00 PM during regularly scheduled class days** (typically, Monday through Friday). Students should feel free to send emails outside of the listed times, but they should be aware that the instructor will not see or respond to them until the next scheduled class day.

**When students email their instructor, they should indicate their class number (the number in parentheses in the title of the course Canvas) in the subject line of their email.**

The instructor teaches multiple sections of the same course and needs to quickly identify from which one a student emails.

## COURSE SUMMARY

### DESCRIPTION

This course explores humanities perspectives (H) through novels that highlight women's lives in historical fiction contexts. Through the discussion of novels, students will engage in literary analysis and discuss historical context. This course will meet general education goals by providing students with a collective knowledge about the world we live in and will enable students to critically engage novels to think creatively, reason critically, and communicate effectively.

NOTE: This course covers a variety of ideas and views about the topics of focus, taught as objects of analysis within the larger course of instruction. Emphasis is on critical thinking, examination of evidence, and evaluation of arguments. No lesson is intended to compel a particular feeling or belief. Endorsing or agreeing with a particular view is not expected or required.

### QUEST & GENERAL EDUCATION CREDIT

This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

The designation (H) in the following description reflects required UF Gen Ed Subject Area Objectives found [HERE](#) and Student Learning Outcomes found [HERE](#).

Humanities (H): Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

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 relevant factors that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. All General Education subject area objectives can be found [HERE](#).

Writing Requirement (2000 words): The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

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.

This course fulfills 2000 words toward the writing requirement. This means that your papers are evaluated not only for content but also for writing quality, including grammar, punctuation, clarity, coherence, and organization. More information about UF's writing requirement can be found [HERE](#).

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Please, visit the writing studio online [HERE](#).

## COURSE DELIVERY & ENGAGEMENT

Number of Seats Anticipated: 35

Delivery Method: Classroom. Sessions will blend a lecture format with large and small group discussions based on issues generated by the reading material.

## DETAILS OF EXPERIENTIAL LEARNING COMPONENT

Students will record a podcast for their final project and upload it to a platform. For this project, students will share their analysis of major themes in the humanities on a public platform. If students do not feel comfortable with this medium, they will write a book review for one of the novels assigned and submit it to be published as a review online.

## DETAILS OF SELF-REFLECTION COMPONENT

While the course engages students in discussion, it will not require nor expect sharing of private information or experiences. The reflective element is present in class discussion and participation and writing reflections about the novels. Students can choose the level of self-reflection they wish to share in their assignments, but the reflection component is implied in class discussion.

## COURSE ESSENTIAL QUESTION

How can contemporary literature help us understand women's experiences?

## COURSE MATERIALS

### REQUIRED TEXTS

1. Haynes, Natalie. *A Thousand Ships* (ISBN: 9780063065406)
2. Housseini, Khaled. *A Thousand Splendid Suns* (ISBN: 9781594483851)
3. Feinberg, Leslie. *Stone Butch Blues* (ISBN: 9781555838539)
4. Reid, Taylor Jenkins. *The Seven Husbands of Evelyn Hugo* (ISBN: 9781501139239)
5. Kaysen, Susanna. *Girl, Interrupted* (ISBN: 9780679746041)
6. Ng, Celeste. *Little Fires Everywhere* (ISBN: 9780735224315)
7. Hannah, Kristin. *The Great Alone* (ISBN: 9780312577230)

### RECOMMENDED TEXT

Williams and Colomb. *Style: Lessons in Clarity and Grace* (ISBN: 9780205029884)

## LEARNING OUTCOMES

A student who successfully completes this course will be able to:

- Identify key themes in popular novels relating to issues of human experience.
- Apply core theories in literature to popular novels to better understand literature, film, and culture.
- Design and implement their own podcast episode that explores themes within the assigned novels.

# COURSE ASSESSMENT & GRADING

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 [Catalog](#).

## ATTENDANCE

**Attendance is highly recommended, but not required.** However, if students miss more than six (6) class sessions (excused or unexcused), they will not be able to earn credit for the In-class Discussion assignment, which is worth 20% of the total course points (see below).

According to UF attendance policies, you can miss class for a number of reasons:

- Acceptable reasons for absence from or failure to engage in class include illness; Title IX-related situations; serious accidents or emergencies affecting the student, their roommates, or their family; special curricular requirements (e.g., judging trips, field trips, professional conferences); military obligation; severe weather conditions that prevent class participation; religious holidays; participation in official university activities (e.g., music performances, athletic competition, debate); and court-imposed legal obligations (e.g., jury duty or subpoena).
  - Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor.
- For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class.
- For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.
- Students shall be permitted a reasonable amount of time to make up the material or activities covered during absence from class or inability to engage in class activities because of the reasons outlined above.

## GRADED COURSE ACTIVITIES

### Reflections (10pts each–Total of 30pts)

Students will be responsible for submitting three (3) reflections over the course of the semester. Student documents should meet the assigned word length requirement of at least 500 words. Students should be sure to include citations. Please see attached rubric for guidelines on

writing. Prompts will be posted to Canvas. Final reflections will be a short response to students' experiences crafting the podcast assignment (see below).

### **In-class Discussion (20pts)**

To meet Quest objectives and SLOs, students should strive for active class participation and be open to discuss and personally reflect on topics considered throughout the semester. It is not enough to be present for class, students should be engaged each class session. If students miss more than six (6) class sessions, they will forego their participation score. Participation is graded according to a rubric found below. Students will earn credit if they attend class regularly and participate verbally on five (5) or more occasions. The instructor will keep track of student participation using a nametag system where points are awarded each discussion class session.

### **Midterm Analytical Essay (25pts)**

The midterm assignment will be a thesis-driven analytical essay (1,000 words) requiring students to incorporate the themes learned in the first half of the course and how they apply to texts explored in class. The prompt will be posted at least one week in advance of the due date. Students will have some time dedicated to completing this assignment where they will not be required to attend class or read. Students should spend class time in the library researching their topic during these days. See attached rubric for grading breakdown. Students will be provided feedback on their writing with respect to grammar, punctuation, clarity, coherence, and organization.

### **Experiential Learning Final Assignment (25pts)**

For this assignment, students will complete a two-part project that combines individual analysis with collaborative discussion. Each student will select a novel of their choice that features women prominently—through authorship, central characters, or the exploration of women's issues—and will write a 1000-word, thesis-driven, literary analysis examining how the text engages with themes such as those discussed over the course. Based on thematic connections across their chosen novels, students will then be grouped into teams of three (3) to four (4) to create a 15–20 minute podcast episode in which they compare how different authors represent women's experiences, highlight key insights from their individual analyses, and engage in dialogue that deepens and complicates the thematic conversation. The podcast should be published on YouTube or a similar public platform, and both the link to the podcast and the individual written analysis will be submitted to Canvas. Students will be provided feedback on the written portion of the assignment with respect to grammar, punctuation, clarity, coherence, and organization.

## GRADING PROCEDURES

Letter Grade	GPA	Percentages	Points
A	4.0	93-100	93-100
A-	3.67	90-92	90-92
B+	3.33	87-89	87-89
B	3.0	83-86	83-86
B-	2.67	80-82	80-82
C+	2.33	77-79	77-79
C	2.0	73-76	73-76
C-	1.67	70-72	70-72
D+	1.33	67-69	67-69
D	1.0	63-66	63-66
D-	.67	60-62	60-62
E	0	0-59	0-59

## WRITING REQUIREMENT & PASSING

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.

## LATE COURSEWORK

Students may complete and submit them no later than seven (7) days (including weekends) after the due date. Once an assignment has been turned in, a 10% point deduction will be applied to the final grade. If an assignment is not turned in by the seven-day deadline, it will be marked as incomplete/zero (0).

**NOTE: There are no make-up opportunities allowed for the In-class Discussion and the Experiential Learning Final Assignment.**

## COURSE RUBRICS

### Discussion Rubric

Category	Exceeds Expectations (20pts)	Meets Expectations (16-19pts)	Needs Improvement (13-15pts)	Unacceptable (0-12pts)
Engagement	Contributes to class discussions consistently. Poses appropriate questions and offers comments for colleagues. Can constructively challenge classmates and respectfully engage with a variety of challenging ideas.	Contributes to class discussions occasionally by offering ideas and asking questions. Challenges the accuracy and relevance of statements made but needs improvement in constructive engagement.	Seldom contributes to class discussion. Sometimes engages others in class discussions. Challenges the accuracy or relevance of main points, but has limited understanding of main points and inability to constructively engage with colleagues.	Fails to contribute to class discussions or attend class discussion days. Does not invite comments from colleagues or fails to engage in a respectful or appropriate manner with classmates.
Preparedness	Displays a foundational knowledge of assigned	Expresses basic knowledge of the reading but is unable to	Has a basic understanding of plot but has not read the book or	Has not read and displays no knowledge of the themes or



	readings and is clearly aware of major plot points, characters, and themes of the readings.	meaningfully engage with themes.	met reading deadlines.	plot points of the assigned novel.
<b>Attitude</b>	Displays a consistently cooperative and enthusiastic attitude during class discussions. Supports and encourages classmates' ideas.	Usually positive and cooperative with classroom discussions. Needs improvement in positively engaging with classmates.	Seldom participates in classroom discussions. Has issues with classmates or difficulty tackling challenging topics with a constructive or positive attitude.	Never participates in classroom discussions or displays disruptive behavior.

### Writing Rubric

<b>Category</b>	<b>Exceeds Expectations (5pts)</b>	<b>Meets Expectations (4pts)</b>	<b>Needs Improvement (3.5pts)</b>	<b>Unacceptable (0-3pts)</b>
<b>Thesis</b>	Clearly stated with direction for the content of the paper and consistently supported throughout.	Position is stated, but no clear direction for the content of the paper.	A fact is stated instead of an argumentative position. Needs development in order to serve as a working thesis.	No position statement or a position not related to the assigned topic.
<b>Evidence</b>	Every point was well supported with primary or	Points were adequately supported with	Points were supported with examples from	Student provided little or no evidentiary

	secondary source material. Student provided several examples from assigned reading or lecture.	examples from assigned readings or lecture materials. Student provided sufficient amount.	the assigned readings and lectures, but the relevance of the support was debatable. More support was needed.	support for their claims or did not cite sources properly.
<b>Organization</b>	All points were clearly tied to the thesis statement in a structured manner.	Most body paragraphs tied back to the thesis statement, but student wandered off topic a bit.	Most points were tied to a premise, but there was no clear or logical structure to the presentation of the argument.	Arguments were not tied to the thesis or consistently wandered off topic.
<b>Grammar</b>	Paper well edited with no spelling, grammar, diction, or syntax errors. Perfectly formatted.	Paper edited and free of spelling and grammatical errors, but some issues with diction and sentence structure.	No spelling errors, but multiple grammar issues. Problems with diction and syntax.	Improperly formatted, multiple spelling and grammatical errors, improper English.

## ADDITIONAL POLICIES & RESOURCES

### UNIVERSITY HONESTY POLICY

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All

potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code- student-conduct-code/>

## PLAGIARISM

All submitted work during the course, written or oral, will be the student's personal, original work, with credit being given to sources used. Further, all documentation of absences will be honest representations. If a student violates this understanding, evaluations of work must be affected accordingly and if necessary, adjudication will be processed by procedures approved by the University of Florida Honor Court. Please note the full UF Honor Code and conduct policies here

- Link: <https://catalog.ufl.edu/ugrad/1617/advising/info/student-honor-code.aspx>

### More About Plagiarism

A student shall 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. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted or simultaneously submits substantially the same paper or project to satisfy another academic requirement and did not receive express authorization to resubmit or simultaneously submit the paper or project.
2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.
3. Any materials or resources which the faculty member has notified the student or the class are prohibited.
4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express

permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

Prohibited Collaboration or Consultation. A student shall not collaborate or consult with another person on any academic activity unless the student has the express authorization from the faculty member. Prohibited collaboration or consultation shall include but is not limited to:

1. Collaborating when not authorized to do so on an examination, take-home test, writing project, assignment, or course work.
2. Collaborating or consulting in any other academic or co-curricular activity after receiving notice that such conduct is prohibited.
3. Looking at another student's examination or quiz during the time an examination or quiz is given. Communication by any means during that time, including but not limited to communication through text messaging, telephone, e-mail, other writing or verbally, is prohibited unless expressly authorized.

It is the responsibility of the student to seek clarification on whether or not use of materials or collaboration or consultation with another person is authorized prior to engaging in any act of such use, collaboration or consultation. If a faculty member has authorized a student to use materials or to collaborate or consult with another person in limited circumstances, the student shall not exceed that authority. If the student wishes to use any materials or collaborate or consult with another person in circumstances to which the authority does not plainly extend, the student shall first ascertain with the faculty member whether the use of materials, collaboration or consultation is authorized.

## IN-CLASS 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.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips,

private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

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.

## CONFLICT RESOLUTION

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact the Undergraduate Coordinator (Dr. Joanna Neville: [jneville@ufl.edu](mailto:jneville@ufl.edu)) or the Graduate Coordinator (Dr. Kendal Broad: [klbroad@ufl.edu](mailto:klbroad@ufl.edu)) for undergraduate and graduate courses, respectively. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

## ACCOMMODATIONS & TUTORING

### SPECIAL ACCOMMODATIONS

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester in order to allow us to provide the most effective support. Accommodations cannot be applied retroactively, so please be sure to connect with your instructor early.

Students with any accommodations should arrange a meeting with the instructor during the first week of class (and ideally before the end of drop/add) to discuss how they can work together to meet the student's needs and still adhere to the essential elements/functions of the course regarding attendance and class participation.

Other policies regarding assignments, penalties, classroom rules, and regulations will be dealt with by the individual instructors of this course. Please refer to the instructor's individual addendum to this syllabus for those policies (if applicable).

## ADDITIONAL RESOURCES

### Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- 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. 325-392-1261
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- 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; Visit the [UF Health Emergency Room and Trauma Center website](#).

### Academic Resources

- E-learning Technical Support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: Visit the [Student Honor Code and Student Conduct Code webpage](#) for more information.

- On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.