

WST2611 (class # 19856)**Humanities Perspectives on Gender and Sexuality**

Fall 2024 (2248)

*MWF, Period 5: 11:45 am - 12:35 pm**TURL 2319*

WST 2611 is not a hybrid class. The Zoom link is set up as a courtesy by your instructor to help students keep up with course activities/materials when absent.

INSTRUCTOR and TA INFORMATION**Instructor:** Dr. Carolyn Kelley**Email:** ckelley@ufl.edu**Office hours:** Mondays and Wednesdays, 2 pm - 4 pmOffice hours are held in person (2215e TURL) or via ZOOM. ZOOM Link to Dr. Kelley's office hours: **CLICK HERE****TA:** Kay Yehezkely**Email:** kyehezkely@ufl.edu**Office hours:** TBD

Office hours are held in person (102A Ustler) or via ZOOM.

If office hours are not convenient, please make an appointment.

No office hours are held on school holidays.

Contact Information and Office Hours are also listed on the CANVAS homepage.

COURSE DESCRIPTION

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

This course considers humanities perspectives on gender and sexuality and how they relate to age, class, race, and other aspects of people's experiences and culture (H,D). We will rely on close readings and analysis of (mostly) primary texts (H) coupled with examination of historical, cultural, and societal factors (H,D). These primary texts include short stories, poems, plays, videos, and films. This includes mostly 20th and 21st century American texts and also some international and 19th century texts that illustrate issues of gender and sexuality in various times and national contexts (H,D). We also will study a few non-fiction essays. This approach will emphasize:

- Ideas that inhabit, haunt, and shape the texts [and their authors] (H)
- How style elements reflect and inform a text's discourse (H)
- How no text exists in an artistic vacuum (H)
- That a multitude of interpretations exist for any text we study (H,D).

NOTE: This general education 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.

COURSE GOALS AND OBJECTIVES

By the end of this course, students will be expected to have achieved the following learning outcomes in content, critical thinking, and communication.

In relation to *course content*, students will be able to:

- Summarize the evolving representations and attitudes towards gender and sexuality from humanities perspectives (e.g., literature, film, theatre) and how they connect with age, class, race, and other aspects of people's experiences.
- Analyze how changing historical circumstances, including but not limited to changing ideals of masculinity and femininity, have shaped those attitudes.
- Apply analytical concepts developed through class reading and discussion to produce thoughtful, clearly written independent work.
- Demonstrate writing process strategies, including how to discover a topic, how to organize a text, and how to adapt writing style and format to different audiences, purposes, and contexts.

In relation to *critical thinking*, students will be able to:

- Analyze primary texts and critical essays carefully and logically from multiple perspectives.
- Compare various genres of writing, such as summary, analysis, evaluation, and comparison/contrast.
- Critique complex texts in writing using thesis statements, valid claims, and persuasive evidence.
- Analyze texts for rhetorical competency.

In relation to *communication*, students will be able to:

- Compose written texts for scholarly or professional purposes in standard written English.
- Maintain writing fluency and use writing as a tool to facilitate learning.
- Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms.

Achievement of these learning outcomes will be assessed through the two non-cumulative quizzes, the writing response paper (WRP), the analysis essay, and participation in class discussions.

GENERAL EDUCATION**WST 2611 satisfies the General Education Requirements for the following areas:**

A minimum grade of C is required for general education credit.

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.

Diversity (D): The **Diversity** designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course.

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

All General Education subject area objectives can be found [here](#).

Writing Requirement (WR) 2,000 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. Your instructor will evaluate and provide feedback on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

More information about UF's writing requirement can be found [here](#).

General Education Writing Assessment Rubric

Please see the more detailed evaluative rubrics for the Writing Response Paper (WRP) and Analysis Essay that can be found under each assignment on CANVAS.

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.

	occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	
MECHANICS	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

COURSE MATERIALS

- **Required:** Book: *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf* - Author: Ntozake Shange, NY: First Scribner Poetry edition, 1997
- **Required, available for free: All other assigned material:** (primary texts, scholarly essays listed in the course calendar section below) available through Course Reserves (ARES) and accessible from CANVAS.
- **Recommended:** Williams, Joseph and Joseph Bizup. *Style: The Basics of Clarity and Grace*. 5th ed. New York: Pearson, 2015. Print. (We won't engage this text; it is a resource text only)

ASSESSMENT AND GRADES

Graded Course Activities

Note: Additional assignment details are provided on course CANVAS page

Module 1: Writing Response Paper (WRP): 1000 words minimum – 1850 maximum: 250 points

You will choose from a list of texts (see list under the assignment on CANVAS) that we studied either in the 1st part of the semester or the 2nd part of the semester (depending on what assignment group you are assigned to, **Group A or Group B**). You will need to review the detailed assignment sheet before writing this essay. This assignment has four parts:

- Thesis: Identify the author's thesis of the text
- Summary: Summarize text in your own words
- ITC (Intertextual connection): Compare and contrast the text you summarized to a text you found outside of class.
- Opinion: Explain why you liked the text or why you did not like the text or how it affects/impacts your own life experiences using specific examples from the text and your experiences.

This assignment shows that you can summarize a text, apply the ideas you have learned in the text to a primary text you encounter on your own as well as relate the concepts in the text to events and ideas in the larger world at hand.

Module 2: Analysis Essay: 1000 words minimum - 1850 words maximum: 250 points

You will write a thesis-driven essay that will require close analytical reading of texts and/or comparison/contrast of two texts. You will have a choice of several possible prompts to use as your

thesis and/or topic for your analysis essay. The prompts are posted about a week before the assignment is due.

Module 3: In-Class Quizzes: 2 x 250 points = 500 points total.

You must keep up with the reading/watching so you can participate meaningfully in class discussions and get the maximum benefits from this course. To get credit for keeping up with the reading/watching and taking good class notes, you will take TWO non-cumulative closed-book quizzes to demonstrate that you are adequately reading, paying attention in class, and understanding and interpreting the texts. The material for the quizzes comes from our class texts AND class discussions/lectures. Each Quiz takes has two parts. **Quiz 1** (Module 3A) will be taken over two days around the mid-point of the semester:

- **Part 1 (50 mins):** Short essay prompts. You are presented with 8 prompts; you must answer 6 (1 @ 30 points + 5 @ 29 points = 175 points.)
- **Part 2 (50 mins):** Multiple choice questions, 25 @ 3 points each = 75 points.

Quiz 2 (Module 3B) will be taken during finals week during the designated time for this class. You will take Quiz 2 as one quiz – getting parts 1 and 2 at the same time, and you will have 100 minutes (50x2) to finish the entire quiz.

Each quiz is non-cumulative. Even though Quiz 2 will be taken during finals week, it will only cover the material studied after Quiz 1.

Module 3: Practice Quizzes: Optional Extra Credit Opportunity

You will have the opportunity to take Practice Quiz 1 (Module 3A) and Practice Quiz 2 (Module 3B), which provides the opportunity to earn up to 8 extra points in total. Practice Quiz 1 opens about 2 days before Quiz 1 and closes the evening after Quiz 1 Part 1 is completed. Practice Quiz 2 opens about 2 days before Quiz 2 and closes after Quiz 2 is completed. The Practice Quizzes:

- Make sure you have properly installed the Respondus LockDown Browser software needed to take Quiz 1 and Quiz 2.
- Contain two multiple choice questions, worth 2 extra credit points each. You may earn up to 4 extra credits points for Practice Quiz 1 and up to 4 extra credit points for Practice Quiz 2. If you get the multiple-choice questions wrong, there is no grade penalty.

Optional Rewrites

You have the option to rewrite the WRP and Analysis Essay for the **average** of the two grades (you can rewrite both or just one or none – totally your choice). You do not write a new essay on a new topic; instead, you improve on the essay you already wrote using the comments received from your instructor. Rewrites:

- Are uploaded under the original assignment with a clean copy (no track changes, comments, or strikeouts)
- Are due about one week after the original essay is returned and graded.
- Do not erase late points taken on the original assignment; the average of the two grades will be applied *after* late points are subtracted.
- Must be submitted on time. Late rewrites cannot be accepted due to time constraints. If CANVAS will not allow you to upload your rewrite, it is late and cannot be accepted. Please do not email the rewrite to your instructor or post it as a document in comments section under the assignment.
- **Must Highlight** any changes made by using a **different color text** that is easily readable.

Rules about highlighting on rewrites:

- You are not literally highlighting (using the highlighter function). Instead **highlight in this context means using a different color text**. This brown color or red works well. (Reason: Yellow highlight can't be read when printed out on WORD & other color highlights are too hard to read through).
- Anytime you type in new material, highlight it.
- Anytime you take out material, no need to highlight or note that material has been taken out.
- A rule to remember: if you type something new on a revised essay, highlight it. If you take out any part of a revised essay, do NOT highlight the space where you removed the words, punctuation, etc.

If you do not highlight the changes made, your original grade will have to stand. Exception: In rare cases, you may have to start your essay over due to organizational issues or because the topic of the original essay isn't working. If so, you would write "Global changes made – no highlighting" at the beginning of the essay.

ASSIGNMENT TABLE: Due Dates and Point Values

This table provides a visual representation of our assignments this semester.

Due Dates & Times	Module and Assignment	Point Value	% of Grade	# of words	Rewrite for avg of two grades
Fri Sep 20 @ 11:59 pm	MOD 1: Writing Response Paper (WRP) - Group A* MOD 2: Analysis Essay -Group B*	250	25%	1000 words min to 1850 words max	Yes – date announced after assignment graded
Opens: Fri Oct 4 @ 3:00 pm Closes: Mon Oct 7@ 11:59 pm	MOD 3A: Practice Quiz 1: Extra Credit: 2 MC?s @ 2 pts each = 4 points.	4 (EC)	N/A	N/A	N/A
Mon Oct 7 – in class	MOD 3A: In-class Quiz 1/Part 1: Short Essay Prompts 6 prompts @ 30/29 = 175 points	175	17.5%	N/A	N/A
Wed Oct 9 – in class	MOD 3A: In-class Quiz 1/Part 2: Multiple Choice: 25 @ 3 points = 75 points	75	7.5%	N/A	N/A
Fri Nov 8 @ 11:59 pm	MOD 2: Analysis Essay- Group A* MOD 1: Writing Response Paper (WRP)– Group B*	250	25%	1000 words min to 1850 words max	Yes – date will be announced after assignment graded
Opens: Mon Dec 9 @ 3:00 pm	MOD 3B: Practice Quiz 2: Extra Credit: 2 MC?s @ 2 pts each = 4 points.	4 (EC)	N/A	N/A	N/A

Closes: Wed Dec 11 @ 11:59 pm					
Wed Dec 11 10:00 am – 12:00 pm	MOD 3B: In-class Quiz 2/Part 1: Short Essay Prompts 6 prompts @ 30/29 = 175 points	175	17.5%	N/A	N/A
Taken -in classroom (2319 TURL) -in same quiz (Parts 1 & 2)	MOD 3B: In-class Quiz 2/Part 2: Multiple Choice: 25 @ 3 points = 75 points	75	7.5%		
		Total: 250	Total: 25%		
TOTALS		1000	100%	2000 words minimum	

***Document entitled “Group A and Group B Lists” is located under the INTRO Module on CANVAS.** This list will be posted after add/drop ends. The list is determined by alphabetical order of last name, split into two even groups of students.

GRADING SCALE AND POLICIES

Grading Scale:

Letter Grade	Points
A	1000-930
A-	929-900
B+	899-870
B	869-830
B-	829-800
C+	799-770
C	769-730
C-	729-700
D+	699-670
D	669-630
D-	629-600
E	<599

Grading Policies:

As WST 2611 is a *General Education* course, *A minimum grade of C is required for general education credit.* 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.

More information about UF grading policy can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

COURSE CALENDAR

This calendar is subject to change for pedagogical or logistical reasons. To the extent possible, students will be notified in advance of any such changes.

You must be prepared to discuss the text listed under each specific day; therefore, you should have read/viewed the text assigned for that day before coming to class. **For example**, the long poem *Goblin Market* is listed under Wednesday, August 28; therefore, you should read the poem with care before this class day begins and be prepared to discuss the poem in class on this day. We will not watch any films in class. You must watch the films on your own and be prepared to discuss them in class on the day they are assigned.

TEMPLATE	
ARES	Reading assignment available for FREE on Library West's Course Reserves.
DUE	Assignment is due this day (in blue text). Blue text also refers to adjacent assignment information, such as Prompt dates posted for Analysis Essay and Practice Quiz open and close dates.
Holiday	UF Approved Holiday – No class meeting (in red text)
MOD#	Module number. See MODULES on CANVAS.
TEXT	Any course material you must purchase on your own.
WEB	Any course material available via a weblink - Found under Modules.

Please see the document in the Introductory Module on Canvas for further information about content warnings. If you don't feel you can attend class on a given day based on these content warnings, please contact your instructor to arrange for an excused absence for that day.

Human Relations in the Humanities, Part I

Fri Aug 23

Introduction to class

MOD 3A: WEB #1: Dance: "Bleeding Love"

Mon Aug 26

ARES: Song: "Song for Sharon" (1976) --Joni Mitchell

Wed Aug 28

ARES: Poem: *Goblin Market* (1862) - Christina Rossetti

Fri Aug 30

ARES: Drama: *Trifles* (1915) – Susan Glaspell

Group A and Group B assigned – See document posted under Intro MOD

Mon Sep 2

Holiday: No Class – Labor Day

Wed Sep 4

MOD 2: Analysis Essay Prompts GROUP B – Posted.

ARES: Film: Watch in Class: *Tiny Furniture* (Lena Dunham, 2010) – 7 minutes ONLY from 1:20 mark to 1:26 mark – You are only responsible for seeing this 7-minute clip of the film.

Note: Watch the Lecture on how to Write the WRP (MOD 1)/Analysis Essay (MOD 2) as soon as possible. See Fri Sept 13 for details on accompanying documents for each essay.

Fri Sep 6

ARES: Short Story: "A Telephone Call" (1927) - Dorothy Parker

Sexuality in the Humanities, Part I

Mon Sep 9

ARES: Short Story: "Territory" (1982) David Leavitt

Wed Sep 11

ARES: Short Story: "Territory" (1982) David Leavitt

Fri Sep 13

MOD 1: Review Assignment: WRP and accompanying documents:

- Assignment sheet
- Rubric
- Sample essay

MOD 2: Review Assignment: Analysis Essay and accompanying documents:

- Assignment sheet
- Rubric
- Sample essay
- Blank template to organize essay

Mon Sep 16

ARES: Chapter from Novel: (Ch 13) from *Stone Butch Blues* (1993) Leslie Feinberg

Wed Sep 18

ARES: Film: *All About My Mother* (Pedro Almodóvar, 1999)

Fri Sep 20

[DUE: Assignment: WRP --250 points \(Group A\) @ 11:59 pm](#)

[DUE: Assignment: Analysis Essay --250 points \(Group B\) @ 11:59 pm](#)

ARES: "Andrew" (2011) Andrea Gibson

MOD 3A: WEB #2: to hear "Andrew" read by author

Mon Sep 23

ARES: Film: *Bear Nation* (Malcolm Ingram, 2010) - *Watch first 50 minutes only.* (Stop when Malcolm flies to London after the Bear Pride Convention)

Health in the Humanities, Part I

Wed Sep 25

ARES: Essay: Excerpt from *The Souls of Black Folk* (1903) - W.E.B. Du Bois

Fri Sep 27

ARES: Short Story: "Everyday Use" (1973) -Alice Walker

Mon Sep 30

MOD 3A: Prepare for Quiz 1

- Review Quiz 1 Study Guide
- Discuss Sample Quiz 1

Wed Oct 2

ARES: Poem: "Daddy" (1962) – Sylvia Plath

Fri Oct 4

[MOD 3A: Practice Quiz 1 opens at 3 pm](#)

ARES: Poem: "Lady Lazarus" (1962) – Sylvia Plath

**If we don't get to discuss this poem in class due to time constraints, you will be assigned to watch the Asynch Lecture on the poem instead; you are responsible for this poem either way.

Mon Oct 7

[Quiz 1/Part 1: Short Essay Prompts – take in class on laptop](#)

[MOD 3A: Practice Quiz 1 closes at 11:59 pm](#)

Wed Oct 9

[Quiz 1/Part 2: Multiple Choice – take in class on laptop](#)

[Course Materials for Quiz 2 begin HERE.](#)

Human Relations in the Humanities, Part II

Fri Oct 11

ARES: Short story: "How to date a brown girl" – Junot Diaz (1995)

Mon Oct 14

MOD 3B: WEB #4: "Alma" read by Viktor Rasuk.

ARES: Short Story: "Alma" Junot Diaz (1995) – no need to read ahead - will be read in class

Wed Oct 16

ARES: Short Story: "Hills Like White Elephants" (1927) – Ernest Hemingway

Fri Oct 18

Holiday: No Class – Homecoming

Mon Oct 21

ARES: Short Story: "The Short Happy Life of Francis Macomber" (1936) – Ernest Hemingway

Wed Oct 23

[MOD 2: Analysis Essay Prompts GROUP A – Posted](#)

ARES: Short Story: "The Short Happy Life of Francis Macomber" (1936) – Ernest Hemingway

TEXT: *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf* (1975) – Ntozake Shange

Fri Oct 25

TEXT: *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf* (1975) – Ntozake Shange

Sexuality in the Humanities, Part II

Mon Oct 28

ARES: Essay: "Thinking Sex" (1989): ONLY Sections II (Sexual Thoughts) and Section VII (Conclusions) – Gayle Rubin

Wed Oct 30

ARES: Poem: "Exotic" Suheir Hammad (2010)

MOD 3B: WEB #3: "Exotic" Read by Author

Fri Nov 1

MOD 4B: WEB #6: Episode "Eye of the Beholder" of *The Twilight Zone* (Season 2, Ep. 6 [#42] 1960, Rod Serling)

Mon Nov 4

MOD 4B: Episode "Eye of the Beholder" of *The Twilight Zone*

Wed Nov 6

ARES: Film: - *Unhung Hero* (Brian Spitz, 2013) **Watch 1st 30 minutes only – you are only responsible for the first 30 minutes – Stop when Patrick first appears in the hot dog costume**

Fri Nov 8

DUE: Assignment: Analysis Essay --250 points (Group A) @ 11:59 pm

DUE: Assignment WRP --250 points (Group B) @ 11:59 pm

ARES: Essay: "Willing and Able" *Bitch Magazine* (2011). C.T. Jones

MOD 3B: WEB #5: Ted Talk: (2014), Stella Young: "I am not your inspiration"

Health in the Humanities, Part II

Mon Nov 11

Holiday: No Class – Veteran's Day

Wed Nov 13

ARES: Poem: "Wild Nights" (1861) – Emily Dickinson

Fri Nov 15

ARES: Essay: "Dealing with the, uh, problem" excerpt from *Crazy Salad* - Nora Ephron (1975)

Mod 3B: WEB#s 6A-6F: Various Feminine Hygiene Commercials

Mon Nov 18

ARES: Poem: "the mother" (1945) - Gwendolyn Brooks

Wed Nov 20

ARES: Song: "Little Green" (1971) - Joni Mitchell

Fri Nov 22

ARES: Film: *Fatal Attraction* (Adrian Lyne, 1987)

Mon Nov 25

Holiday - No Class – Thanksgiving

Wed Nov 27

Holiday - No Class – Thanksgiving

Fri Nov 29

Holiday - No Class – Thanksgiving

Mon Dec 2

ARES: Essay: *Backlash* excerpt (1991) - Susan Faludi

Wed Dec 4

MOD 3B: Quiz 2 Study Guide

Review PPT with Sample Essay Prompts and MC ?s for Quiz 2

Reminder: Quiz 2 is NON-CUMULATIVE

Mon Dec 9

MOD 3B: Practice Quiz 2 opens at 3:00 pm

Wed Dec 11: 10 am – 12 pm in TURL 2319

Set up as one Quiz; 100 minutes to finish Quiz 2

- Quiz 2/Part 1: Short Essay Prompts – take in class on laptop
- Quiz 2/Part 2: Multiple Choice – take in class on laptop

MOD 3B: Practice Quiz 2 closes at 11:59 pm

UNIVERSITY POLICIES AND RESOURCES

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

ATTENDANCE POLICY | Part One: Absent from Class

For daily class attendance-related issues: Contact the TA, who has authority to excuse class absences.

For missed due dates-related absences: Contact your instructor. The TA cannot waive late points from essays nor arrange for makeup quizzes due to absences, so all requests for extension on assignments/make-up quizzes must be approved by the instructor. **Attendance in this class is required and will be recorded on CANVAS under ATTENDANCE.**

You may miss **FOUR** classes (unexcused absences) with no penalty to your grade. For each unexcused absence after FOUR, **you will lose 10 points off your final grade. Excused absences do not count as absences.** In general, acceptable reasons for excused 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 any other documentation that you would like considered for an unexcused absence attending class, please discuss it on a case-by-case basis with your TA. Absences related to university-sponsored events must be discussed with prior to the date that will be missed. If absent due to a scheduled event, students are still responsible for turning assignments in on time. Students are responsible for all materials covered in class on missed days.

Late to/Leave early: Students are expected to be on time. Habitually tardiness disrupts the class and may cause you to miss important announcements or class information. If you must leave early, please inform either the instructor or the TA before class begins either in person or via email.

ATTENDANCE POLICY | Part Two: Obtaining Class Materials after Missing Class

You are responsible for any information presented or discussions that take place in class. Topics covered in class discussions often appear on the quizzes, and any missed classes have the potential to affect your grade negatively.

If you miss class, please don't email me asking, "I was absent on X day; what did I miss?" Due to the total number of students I have each semester, I don't have the time resources to send summaries of missed class material via email.

If you miss any class period, you have the following options to catch up:

- Contact a student from class to get his/hers/their notes. You also may make this request for notes on the DISCUSSION BOARD on CANVAS.
- Attend office hours or make an appointment with your instructor to discuss missed class material or lecture.
- If possible, listen in/watch on the class ZOOM link (see below)

Zoom Class Link

You will have access to a ZOOM link – found under MODULES Tab on CANVAS under the Introductory Information Module and entitled "Absent: Zoom Link for CLASS" - so that you can keep up with class materials if you are unable to be present in class for any reason.

Signing on the ZOOM link info:

- It is not connected to attendance.
- **You will be marked as absent if you are not in the face-to-face classroom.** If you are on the ZOOM link and have an excused absence, you will be marked as excused; however, if you are on the ZOOM link and do not have an excused absence, you will be **marked with an unexcused absence.**
- You can only observe the class so that you can see and hear activities and take notes so that you stay caught up with course materials; you won't be able to participate in class discussions. Please don't use the "Chat" function, as your instructor will not have the opportunity to answer/respond to "Chat." Email any information you need to communicate to your instructor or the TA if there is an emergency.
- If you cannot hear or see the class, email the TA ASAP.

WST 2611 is not a hybrid class. The Zoom link is set up as a courtesy by your instructor to help students keep up with course activities/materials when absent.

ATTENDANCE POLICY | Part Three: Late Assignments and Missed Quizzes

All waiving of late points for essays and arranging for make-up quizzes must be approved by the instructor. Please note:

- You can get no grade higher than a C if you miss any assignment as each one is worth 250 points or 25% of your grade.
- You cannot receive WR 2K credit (Writing Requirement, 2000 words) if either the WRP or Analysis essay is not completed.

You will need to forward any documentation related to late points penalties and missed quizzes to the instructor and NOT the TA (the TA only handles missed class attendance issues.)

Late Essays

Are accepted (WRP and Analysis essays) but are penalized 10% of the total grade on a *prorated basis per HOUR*. **For example:** If the Analysis Essay, due at 11:59 pm, is turned in the next day at 9 am, the late penalty would be: 250 points x 10% = 25 points/day or 1.4 points/hour = 1.04 x 9 hours = 9 points late fee.

Waiving of late points can be considered for documented illnesses and emergencies. Other situations/documentation are considered on a case-by-case basis. Many times, accommodations can be arranged for waiving late points, so students are *strongly encouraged to contact the instructor* any time a student turns in a late essay.

Waiving of essay late points cannot be considered for:

- Non-documented illnesses or emergencies
- Religious holidays
- University-sponsored events
- Other coursework due the same day

Late optional rewrites of essays are not accepted due to time constraints.

Missed Quizzes

All quizzes must be taken in class or the DRC on the due date with exceptions for:

- University-sponsored events such as athletics and band
- Documented illness or emergencies
- Religious holidays

Please contact your instructor ASAP for any missed quiz:

1. **When you know ahead of time** that you will miss a quiz: a university-sponsored event, religious holiday, or scheduled health event), you must contact the instructor ahead of time and plan for making up the quiz.
2. **If you experience a sudden hardship, illness,** or emergency that prevents you from taking a quiz on any scheduled day, please contact your instructor immediately to let her know that you will miss or have missed a quiz.

GENERAL UF POLICY: Attendance and Make-Ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

Course Evaluations

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/>

The 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/>

ADDITIONAL POLICIES AND RESOURCES

The University's Honesty Policy regarding Cheating, Plagiarism, etc.

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. <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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.

Procedure for 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) or the Graduate Coordinator (Dr. Kendal Broad: 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).

For a list of additional campus resources, see section C 5 here:

https://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_09_09_2022.pdf and available in the “Campus Resources” section/tab of the Canvas course

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu/>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

Office of Victim Services 1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM - 5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24-hour helpline)