

## **Fall 2021 WST 2611 Humanities Perspectives on Gender and Sexuality**

**TERM** | Fall 2021

**CREDITS** | 3

**SECTION & CLASS NUMBER** | 2611 & 22604

**LOCATION** | TURL 2319

**TIME** | MWF Period 4 (10:40 am – 11:30 am)

<p><b>PROFESSOR</b>   Dr. Carolyn Kelley  <b>EMAIL</b>   <a href="mailto:ckelley@ufl.edu">ckelley@ufl.edu</a></p> <p><b>Office hours and link to office hours:</b> See CANVAS Homepage</p> <p><b>Or by appointment</b> if office hours are not convenient</p>	<p><b>TEACHING ASSISTANT</b>    <b>EMAIL</b>  </p> <p><b>Office hours and link to office hours:</b> See CANVAS Homepage</p> <p><b>Or by appointment</b> if office hours are not convenient</p>
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### **COURSE DESCRIPTION |**

This course considers the social construction of gender, sexuality, race, class, and other identity categories. We will rely on close readings and analysis of (mostly) primary texts coupled with examination of historical, cultural, and societal factors. This approach will emphasize:

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

Twentieth and 21<sup>st</sup> century American texts that deal with gender and sexuality issues comprise the majority of the course. I added a few international and 19<sup>th</sup> century texts that illustrate how issues of gender and sexuality resonate throughout time and within all nationalities. The class strongly focuses on developing compassion and understanding as well as examining prejudices that hinder human beings from relating to one another.

### **GENERAL EDUCATION OBJECTIVES, COURSE OBJECTIVES, AND STUDENT LEARNING OUTCOMES |**

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

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

#### **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 of your written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

#### **Diversity (D)**

Diversity courses provide instruction in the values, attitudes and norms that create cultural differences within the United States. These courses encourage students to recognize how social roles and status affect different groups in the United States. Students are expected to analyze and evaluate their own cultural norms and values in relation to those of other cultures, and to distinguish opportunities and constraints faced by other persons and groups. You must earn a "C" grade or higher to receive Diversity credit. The topic of diversity will be threaded into all our class meetings. We will discuss how the issues of diversity that appear in the critical essays and films we study intersect in students' lives and experiences.

## Humanities (H)

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 key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. You must earn a “C” grade or higher to receive Humanities credit. The topic of humanities studies will be threaded into all our class meetings. We will discuss how the issues of the humanities that appear in the critical essays and films we study intersect in students’ lives and experiences.

### Subject Area Student Learning Outcomes

Achievement of these learning outcomes will be assessed through two non-cumulative exams, the modified precis, the analysis essay, and participation in class discussions.

Subject Area	Content	Critical Thinking	Communication
<b>Humanities</b>	Identify, describe, and explain the history, underlying theory, and methodologies used within the subject area.	Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.	Communicate knowledge, thoughts and reasoning clearly and effectively in forms appropriate to the subject area, individually and/or in groups.
<b>Diversity (co-designation)-</b>	Identify, describe, and explain the roles of social structure and status of different groups within the United States.	Analyze and evaluate their own cultural norms and values in relation to those of other cultures. Identify, evaluate and compare their own social status, opportunities, and constraints with those of other persons and groups.	The diversity designation is always in conjunction with another category. Communication outcomes are listed in those subject areas.

### Learning Objectives:

As a result of this class, I hope you will all learn:

- A new and richer awareness and compassion concerning how gender and sexuality shape the way (primarily Western/American) ideology operates
- How these issues touch your lives every day
- Enthusiasm for exploring artistic texts that will inspire you beyond the borders of this course
- The confidence from becoming a better reader, writer, and thinker.

### Course Objectives:

By the end of the semester, students should be able to:

1. Trace the evolving attitudes towards gender and sexuality and how they intersect with race and class within Western culture (predominantly that of the U.S.)
2. Explain the ways in which changing historical circumstances, including but not limited to changing ideals of masculinity and femininity, have shaped those attitudes
3. Apply analytical concepts developed through class reading and discussion to thoughtful, clearly written independent work
4. Describe the concept of gender as a performance undertaken within specific historical circumstances

5. Establish a quality of writing at the level of sentences, paragraphing, and constructing arguments that complies with the requirements of a “2,000 word” Gordon Rule class.

### University Policies Regarding Plagiarism and Academic Dishonesty

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits and defines plagiarism as follows (from the [2018 revision](#)):

Plagiarism. A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
3. Submitting materials from any source without proper attribution.
4. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

**Important Tip:** Anytime you cut and paste another person’s/website’s words, and you don’t give the source credit for those words by using citations, you are committing plagiarism. **Best practice: DON’T cut and paste anything beyond citation-like information, such as titles of essays, journals, author’s names, DOIs, web addresses.** If the information is going into the actual text of your paper, and you cut and paste without giving credit, even if you change a few words, you are committing plagiarism, and you will get a zero on the assignment in question, and you face the risk of failing the entire course as well.

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 instructor before work is due.

### Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. Click [here to get started 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.

### 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.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### Campus Resources

1. 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](#).

## 2. 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.

### 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 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.

### Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, the student is responsible to have and to make available this material. **Broken or malfunctioning computers cannot be accepted as an excuse for late work. Please back up all your work.**

### 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 absence, from the class.

### How CLASS PARTICIPATION affects your grade

Students are expected to contribute constructively to each class session and to pay attention during class. Although no “points” are assigned as part of your grade, let’s say, for example, your final grade is 895 (B+). If your class participation has been productive, your grade would be “bumped up” to an A-. If you have not participated in class, your grade would remain at a B+. I look for “quality” not “quantity.” In other words, your grade will not be favorably influenced by talking just to talk. I expect you to make intelligent and insightful comments in relation to the texts studied in class. In addition, inattention in class will be noted and will discourage your instructor from “bumping up” your grade.

### Work Expectations

You will have to plan on reading an average of 20 pages for each day of class. As we will deal with various types of texts/media, it is difficult to figure out how to measure these “pages.” For example, reading a two-page poem may take you more time than reading a twenty-page short story. *Reading*, as opposed to just moving your eyes across the page, is essential for informed discussion, background work for papers, and Quiz preparation, all of which are your responsibility. In order to avoid feeling crunched around the end of the semester, a good general rule is to spend two to three hours studying—reading, taking notes, visiting the Writing Studio via a ZOOM session -- for each hour spent in class. The grading scale for this class reflects these expectations.

### Attendance and Make-up Policy |

**Attendance:** 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 **THREE**, **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) must be excused. Any excused absence will require documentation. If you have any other documentation that you would like considered, please discuss on a case-by-case basis with your instructor. Absences related to university-sponsored events must be discussed with the instructor 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.*

**Missed classes: You are responsible for any discussions that take place in class. The topics discussed in class will be part of the material covered on the quizzes.** If you miss any class, contact a student from the DISCUSSION BOARD on CANVAS and ask to receive his/her/their notes from the missed class, and/or you may meet with your instructor via office hours/appointment to review any missed class. Due to the total number of students I have, I am not able to send you summaries of missed class material via email; however, I am happy to go over missed class materials in office hours or by appointment.

**Missed Quizzes:** If you miss a quiz, **you must provide valid documentation in order to make up the quiz.** Deemed excused, including university-sponsored events such as athletics and band, (documented) illness, and religious holidays will be eligible for arrangements such as making up work/exams. When you know ahead of time that you will miss class (such as for a university-sponsored event, religious holiday, or scheduled health event), you must contact the instructor ahead of time and make arrangements for making up any missed work/exams (exception: sudden emergencies or illnesses). If you feel you have different valid excuse for needing to make up an exam, please speak to your instructor. These requests will be considered on a case-by-case basis and will require documentation. Having more than one exam scheduled on the day of our quizzes is **not** a valid excuse for missing a quiz or requesting an extension. You know our quiz dates on the first day on class, and it is expected that you plan and study accordingly.

**Late Essays:** Late essays are penalized 10% for each calendar day. If you have a documented reason that you feel should waive late points, please contact your instructor to discuss this matter as soon as possible, preferably before the due date. These requests will be considered on a case-by-case basis. **Optional rewrites of essays are not accepted late due to time constraints.**

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

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

## REQUIRED EQUIPMENT |

You must have a laptop with a working camera that you will need to bring to class on Quiz days.

## TEXTS: REQUIRED TO PURCHASE |

Book: *For Colored Girls Who Have Considered Suicide when the Rainbow is Enuf* - Author: Ntozake Shange, NY: First Scribner Poetry edition, 1997

In the spirit of keeping textbook costs as low as possible, please see the table below which lists the texts we will study this semester and how you can find them. This course earns an apple, 🍏 signifying the cost per credit hour is \$20 or less, or \$60 for the entire 3-credit course.

## TEXTS: OTHER READING & WATCHING RESPONSIBILITIES |

**Other than the required text you must purchase, all other semester texts** (I refer to all the written and visual materials we will study as texts), **are available for free via Course Reserves (nickname is ARES).**

You can access these texts through CANVAS from the COURSE RESERVES button in the left-hand margin from the CANVAS homepage. You also can access ARES texts directly (bypassing CANVAS) from Library West's website:

<http://www.uflib.ufl.edu>.



Presently, CANVAS only allows access to Course Reserves (ARES) materials through the web browser FIREFOX only. If you try from another browser, you will get an error message.

- **Regarding the written texts on ARES:** If the reading is a pdf or linked to a website available to the public, you will be able to access it right away. If a reading is linked to a UF database, if you are on campus, you have immediate access. If you are off campus, see the instructions below for accessing UF databases from off campus. You can either print the readings or use them online – either choice is fine.
- **Regarding the visual texts:** All texts are available through ARES through UF-related streaming services\*\* or on DVD format at Library West. The DVDs are on reserve for this class, so you must go to the 2<sup>nd</sup> floor desk and request the DVD for viewing. You also may be able to access some of the visual texts through streaming services to which you subscribe. You are welcome to access them in this way if you wish. \*\*At this present time, only “Eye of the Beholder” *The Twilight Zone* is not available via UF-related streaming.

#### ACCESSING COURSE RESERVES FROM OFF CAMPUS |

In order to access **any texts on ARES that are linked directly to a UF database** or a UF-supported streaming service, you must let the UF Library System know you are a UF student who is off campus. (If you are on campus, the library will recognize you automatically).

**To access the UF-supported database-linked written texts and UF-supported streaming visual texts from off campus:**

1. Click on Off-Campus Access from Library West Homepage: <https://cms.uflib.ufl.edu/offcampus>
2. Either download the VPN software (recommended) or sign into UF Proxy Server with Gatorlink credentials VPN may be required to access some of the UF streaming videos.
3. Suggested: Once in the database, download any reading material as a pdf so you have it for future use in the course

**This table** lists the visual texts we will study this semester and how to access them:

Visual Text	Viewed during class?	If you need to watch on your own
<i>All About My Mother</i>	No – view on your own	Streaming on ARES for free Amazon Prime: \$2.99 viewing DVD on reserve at Library West 2 <sup>nd</sup> Floor Reference Desk
<i>Tiny Furniture</i> – only 7 minutes of this film will be covered in class.	Yes – we will watch the 7 minutes we will discuss in class	Amazon Prime: \$2.99 viewing DVD on reserve at Library West 2 <sup>nd</sup> Floor Reference Desk
<i>Bear Nation</i>	No – view on your own	Streaming on ARES for free Available via Amazon Prime: \$1.99 viewing DVD on reserve at Library West 2 <sup>nd</sup> Floor Reference Desk
<i>UnHung Hero</i>	No – view on your own	Streaming on ARES for free Vudu: \$2.99 viewing DVD on reserve at Library West 2 <sup>nd</sup> Floor Reference Desk
“Eye of the Beholder” (Season 2, Ep. 6 [#42]) <i>Twilight Zone</i>	No – view on your own	DVD on reserve at Library West 2 <sup>nd</sup> Floor Reference Desk Amazon Prime: \$1.99 viewing Hulu & Netflix: Streaming
<i>Fatal Attraction</i>	No – view on your own	Streaming on ARES for free Amazon Prime: \$2.99 viewing Hulu: Streaming DVD on reserve at Library West 2 <sup>nd</sup> Floor Reference Desk

## GRADING AND GRADING SCALE |

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. The grading scale:

Grade	GPA	Per 100 points	Final Grade Point Count
A	4.0	93– 100	930 – 1000
A-	3.67	90 – 92	900 – 929
B+	3.00	87 – 89	870 – 899
B	3.0	83 – 86	830 – 869
B-	2.67	80 – 82	800 – 829
C+	2.33	77 – 79	770 – 799
C	2.0	73 – 76	730 – 769
C-	1.67	70 – 72	700 – 729
D+	1.33	67 – 69	760 – 699
D	1.0	63 – 66	630 – 669
D-	0.67	60 – 62	600 – 629
E	0.00	0 - 59	000 – 599

Additional information on current UF grading policies can be found at:

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

## COURSE MODULES and ASSIGNMENT DESCRIPTIONS

You will complete four assignments this semester (and one optional assignment, if you choose):

1. One Writing Response Paper [WRP] (1000 minimum words): 250 points (25% of grade)
2. One Analysis Essay (1000 minimum words): 250 points (25% of grade)
3. Two In-class, non-cumulative, closed-book Quizzes: 2 @ 250 points = 500 points (50% of grade)
4. Optional 2-point extra credit assignment on writing style

You also have the opportunity to *rewrite the two essays for the average of the two grades*. See Optional Rewrites heading below.

### Module 1: Writing Response Paper (WRP): 1000 words minimum to 1850 maximum

You will choose from a list of texts (see list under the assignment on CANVAS) that we studied either in the 1<sup>st</sup> part of the semester or the 2<sup>nd</sup> part of the semester (depending on what assignment group you are assigned to). You will need to review the detailed assignment sheet before writing this essay.

This assignment has four parts:

- a. Thesis: Identify the author's thesis of the text
- b. Summary: Summarize text in your own words
- c. ITC (Intertextual connection): Compare and contrast the text you summarized to a text you found outside of class.
- d. 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.

### Module 2: Analysis Essay: 1000 words minimum to 1850 maximum

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. You will need to review the detailed assignment sheet before writing this essay.



### Module 3: In-Class, Closed-Book Quizzes

You must keep up with the reading/watching so you can participate meaningfully in class discussions and get the maximum benefits from this course. In order to get credit for keeping up with the reading/watching and taking good class notes, you will take TWO 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 and will be taken over two days:

- Day 1/Part 1: short essay prompts. You are presented with 8 prompts; you must answer 6 (6 @ 26/25 points each = 151 points.)
- Day 2/Part: Multiple choice questions, 33 @ 3 points each (99 points).

Quiz One will be held about mid-way through the semester; Quiz 2: on the last days of the semester. **Each quiz is non-cumulative.**

### Module 4: Grammar, Style, and Writing Assistance

You will have to watch a lecture entitled, How to Write with Good Style. After watching the lecture, you will have the option to turn in a 3-point extra credit assignment. This Module also contains PowerPoints on how to write with good grammar and good style for your own review, as a small part of your grade on both essays does involve grammar and style.

### Modes of Submission

#### WRP and Analysis Essay:

- Due at 11:59 pm **on the due date**
- WRP and Analysis Essay (and their optional rewrites with **highlights**) must be **uploaded on CANVAS in either DOC, DOCX, or PDF format (CANVAS doesn't accept pages)**
- Double spaced and include the word count somewhere in the document. A good place: After your name in parentheses. Example: Sam Student (1225). For the WRP, you also will record the word count for each of the four sections (See sample WRP for a sample of this format)
- Use MLA citation style

#### In-Class Quizzes:

- Closed book. No notes, phones, other information can be accessed/used
- Proctored. You cannot take them on your own – **you must be in class or the DRC facility**
- Taken during class time period. EXCEPTION: If you have DRC accommodations that need to work around your other classes
- Timed (55 minutes, each day)
- Both Part #1 (Short Essay Prompts) and Part # 2 (Multiple Choice Questions) are taken on your laptop using Respondus LockDown Browser, through CANVAS' QUIZZES function.
- Download the Respondus LockDown Browser software before Day 1, Quiz 1. You will take practice quizzes within a 24-hour window before Quiz 1 & 2, Day 1, to make sure you have properly downloaded the software.

### OPTIONAL REWRITES |

You will 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.
- **Highlight** any changes made

#### Rules about **highlighting on rewrites:**

- Anytime you type in new material, highlight it.
- Any time you take out material, no need to highlight or note that material has been taken out.
- A good 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 due to time constraints.**
- **Exception:** If you rewrite an entire assignment (or an entire section on the WRP), write “Global changes made – no highlighting” at the beginning of the section/paper.

#### ASSIGNMENT TABLE: DUE DATES & POINT VALUES |

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

\*After add/drop, you will be assigned to either Group A or Group B. Group A consists of the first 30 students on the roll alphabetically by last name; Group B, the last 30 students on the roll alphabetically by last name.

Due Dates – all due at 11:59 pm	Assignment	Point Value	% of Grade	# of words	Rewrite for avg of two grades
Fri Sep 3	Optional +3 point Style worksheet – Extra Credit	3 (EC)	n/a	n/a	No
Wed Sept 22	Writing Response Paper (WRP) - Group A*  Analysis Essay – Group B*	250	25%	1000 words min to 1850 words max	Yes – date announced after the assignment is graded
Wed Oct 13	In-class Quiz #1/Part 1: Short Essay Prompts 6 prompts @ 26/25 = 151 points	151	15%	N/A	N/A
Fri Oct 15	In-class Quiz #1/Part 2: Multiple Choice: 33 @ 3 points = 99 points	99	10%	N/A	N/A
Wed Nov 10	Analysis Essay – Group A*  Writing Response Paper (WRP)– Group B*	250	25%	1000 words min to 1850 words max	Yes – date will be announced after the assignment is graded
Mon Dec 6	In-class Quiz #2/Part 1: Short Essay Prompts 6 prompts @ 26/25 = 151 points	150	15%	N/A	N/A
Wed Dec 8	In-class Quiz #2/Part 2: Multiple Choice: 33 @ 3 points = 99 points	100	10%	N/A	N/A
<b>TOTALS</b>		<b>1000</b>	<b>100%</b>	<b>2000 words min</b>	

## DAILY COURSE SCHEDULE of Topics & Assignments (Subject to change) |

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.

There are a few **asynchronous** classes that require watching the lecture on your own. You have the option of doing this asynchronous work on your own (time and place) or you can elect to do this asynchronous work in our classroom. This is 100% your choice. Attendance will NOT be taken on asynchronous class days. Choose the learning environment that best suits your needs for completing the asynchronous work.

See the daily course schedule below for these class dates – refer to the template. *You are 100% responsible for all the material presented in the asynchronous classes, so please make sure you watch the lectures or complete the work with the same attention you would give if you were attending a live class. You must complete asynchronous work by the next class period (for lectures).*

### TEMPLATE |

**ARES:** available on Library West's COURSE RESERVES

**ASYNCH:** No required class meeting; you have work to do on your own

**PAGES:** Web link available from CANVAS PAGES

**TEXT:** any course material you must access/purchase on your own

*Your instructor has included any content warnings next to the text under each day of the syllabus. 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.*

### Monday, August 23

Introduction to class

PAGES: Dance: "Bleeding Love"

### Wednesday, August 25

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

### Friday, August 27 - add drop ends at 11:59 pm

ARES: Poem: *Goblin Market* (1862) - Christina Rossetti – *content warning: rape, sexual violence*

### Monday, August 30

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

### Wednesday, September 1

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

### Friday, September 3

**ASYNCH:** No required class meeting; Watch Lecture: How to Write with Good Style (Find under Module 4 or Module on ASYNCH Lectures, or under PAGES.)

**Complete Optional Style Exercise for Extra Credit - Due at 11:59 pm tonight**

### Monday, September 6

**No Class – Labor Day**

### Wednesday, September 8

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

**Friday, September 10**

ARES: Short Story: "Prelude" (1922) – Katherine Mansfield

*Prompts posted for Analysis Essay for Group B*

For homework: *We will not go over this material in class. Each essay is worth 25% of your grade! Study the lecture & material with care.*

- Watch Asynch Lecture 1A: How to Write the WRP and Analysis. *The lecture is posted under both Modules 1 and 2 and covers both essays:*
  - Group A, watch: [How to Write the WRP Essay: 0:00 – 35:00](#)
  - Group B, watch: [How to Write the Analysis Essay: 35:00 - 1:16.17](#)
- Review the accompanying materials: Assignment sheet, rubric, and sample essays, outline template (for analysis essay):
  - WRP materials: Module 1
  - Analysis essay materials: Module 2

**Monday, September 13**

ARES: Short Story: "Prelude" (1922) – Katherine Mansfield

**Wednesday, September 15**

ARES: Short Story: "Prelude" (1922) – Katherine Mansfield

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

**Friday, September 17**

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

ARES: Documentary: [Watch on your own](#) *Bear Nation* (Malcolm Ingram, 2010)

**Monday, September 20**

ARES: Poem: "Daddy" (1962) – Sylvia Plath -ARES – **content warning: suicide**

**Wednesday, September 22**

**Assignment: WRP Due --250 points (Group A)**

**Assignment: Analysis Essay Due --250 points (Group B)**

ARES: Poem: "Lady Lazarus" (1962) – Sylvia Plath – **content warning: suicide**

**Friday, September 24**

**ASYNCH: No required class meeting: Watch the following lectures on your own:**

1. Watch the part of the ASYNCH Lecture 1A: How to Write the WRP and Analysis Essay that you will need for your next essay (due Wed Nov 10): *Reminder: we will NOT go over this material in class. Access lecture from Module 1 or 2:*
  - Group B, watch: [How to Write the WRP Essay: 0:00 – 35:00](#)
  - Group A, watch: [How to Write the Analysis Essay: 35:00 - 1:16.17](#)
2. Prepare for Quiz 1: *We will not go over this material in class. Each Quiz is worth 25% of your grade! Study the lecture & material with care. All materials found under **Module 3**.*
  - Watch Asynch Lecture 1B: How to Prepare for the Quizzes
  - Review Quiz 1 Study Guide

**Monday, September 27**

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

**Wednesday, September 29**

ARES: "Andrew" (2011) Andrea Gibson

PAGES: (to hear "Andrew" read by author)

**Friday, October 1**

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

**Monday, October 4**

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

**Wednesday, October 6**

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

Review PPT with Sample Essay Prompts and MC ?s for Quiz 1 (also recorded as Asynch Lecture 1C under Mod 3)

**Friday, October 8**

No Class – Homecoming

**Monday, October 11**

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

**Wednesday, October 13**

Quiz 1/Part 1: Short Essay Prompts – take in class on laptop

**Friday, October 15**

Quiz 1/Part 2: Multiple Choice – take in class on laptop

**Monday, October 18**

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

**Wednesday, October 20**

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

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

PAGES: "Exotic" Read by Author

**Friday, October 22**

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

**Monday, October 25**

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

PAGES: "Alma" read by Viktor Rasuk: <https://www.youtube.com/watch?v=Q91KtUSIkds>

**Wednesday, October 27**

ARES: Essay: "Thinking Sex: Notes for a Radical Theory of the Politics of Sexuality" (1989): ONLY Sections II (Sexual Thoughts) and Section VII (Conclusions) – Gayle Rubin

**Friday, October 29**

Prompts posted for Analysis Essay for Group A

ARES: TV: Watch on your own: *The Twilight Zone*: "Eye of the Beholder" (Season 2, Ep. 6 [#42]) - Rod Serling

*Make sure you have watched the ASYNCH lecture on How to Write the WRP and Analysis Essay and reviewed the assignment sheet, rubric, sample essays on your own. 3 ways to access the lecture: From Mod 1 or 2:*

- Group B, watch: How to Write the WRP Essay: 0:00 – 35:00
- Group A, watch: How to Write the Analysis Essay: 35:00 - 1:16.17

### **Monday, November 1**

ARES: TV: **Watch on your own:** Episode of *The Twilight Zone* called “Eye of the Beholder” (Season 2, Ep. 6 [#42] 1960, Rod Serling)

ARES: Film: **-1<sup>st</sup> 30 minutes only-** *Unhung Hero* (Brian Spitz, 2013) Streaming via ARES link

### **Wednesday, November 3**

ARES: Film: **-1<sup>st</sup> 30 minutes only-** *Unhung Hero* (Brian Spitz, 2013) Streaming via ARES link

### **Friday, November 5**

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

PAGES: Various Feminine Hygiene Commercials

### **Monday, November 8**

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

PAGES: Watch on your own: Ted Talk: Stella Young: “I am not your inspiration”

### **Wednesday, November 10**

**Assignment: Analysis Essay Due --250 points (Group A)**

**Assignment: WRP Due --250 points (Group B)**

ARES: Poem: “the mother” (1945) - Gwendolyn Brooks

### **Friday, November 12**

**ASYNCH: No required class meeting:** Watch Asynch Lecture 1D: Analysis of poem: “Wild Nights” (1861) – Emily Dickinson – find under Module on ASYNCH Lectures or on PAGES.

### **Monday, November 15**

ARES: Song: “Little Green” (1971) - Joni Mitchell

### **Wednesday, November 17**

**ARES: Film:** *Fatal Attraction* (Adrian Lyne, 1987) – **content warning: partner violence/abuse, murdered animal**

### **Friday, November 18**

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

### **Monday, November 22**

**No required class meeting;**

Prepare for Quiz 2: *We will not go over this material in class. Each Quiz is worth 25% of your grade! Study the lecture & material with care. All materials found under **Module 3.***

- Watch Asynch Lecture 1B: How to Prepare for the Quizzes (if needed)
- Review Quiz 2 Study Guide

### **Wednesday, November 24 & Friday November 25**

**No Class – Thanksgiving Holiday**



**Monday, November 29**

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

**Wednesday, December 1**

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

Review PPT with Sample Essay Prompts and MC ?s for Quiz 2 (also recorded as Asynch Lecture 1E under Mod 3)

**Friday, December 3**

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

**Monday, December 6**

Quiz 2/Part 1: Short Essay Prompts – take *in class on laptop*

**Wednesday, December 8**

Quiz 2/Part 2: Multiple Choice – take in class on laptop

**No Cumulative Final Exam**