

**Instructor Name: Maurice A. Evers**

**Course meeting times & locations: M W F 7—MAT 0007**

**Office Location and Hours: M W 8 + by appointment**

**Course website: Canvas**

**Instructor Email: mauriceanthony1@ufl.edu**

**Course Description:**

Exploring the American scene, this course examines representations of death that occur on physical, psychological, social, ideological, and symbolic levels in literature. We will explore genres, such as: elegies; modernist, naturalist and sentimental novels; captivity and slave narratives; and prose poetry. We will seek to understand the relationship between death and storytelling. The course will be guided by the question: how do issues at the site of social conflicts involving race and ethnicity, class, gender and sex complicate American narratives of death?

**General Education Objectives:**

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. 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 means that written assignments must meet minimum word requirements totaling 6000 words.

**General Education Learning Outcomes:**

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

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

**Required Texts:**

*Writing Spaces: Readings on Writing Volume 1 & 2* (Canvas)

T.S. Eliot, *The Waste Land* (Canvas)

Jean Toomer, *Cane*

Richard Wright, *Native Son*  
Sylvia Plath, *The Bell Jar*  
Leslie Marmon Silko, *Gardens in the Dunes*  
Claudia Rankine, *Don't Let me be Lonely*  
Junot Diaz, *The Brief Wondrous Life of Oscar Wao*  
Ocean Vuong, *Night Sky with Exit Wounds*

**Assignments (see below for Grading Rubric):**

**Reading Quizzes (10 multiple choice quizzes \* 10 points each = 100 points):** Administered in class and will test your familiarity with the text's plot, narrative, and characters, as well as its key themes. These will be announced quizzes and their dates have been mentioned on the weekly schedule.

**Analytical Reflective Papers (2 \* 250 words = 40 points; 2 \* 500 words = 80 points; TOTAL 1500 words = 120 points):** Explore or assess any concept, idea, or claim that has been invoked in the week's reading materials which aroused your intellectual curiosity. These are geared towards bringing about a fuller understanding of the weekly reading and facilitating a lively class discussion. Students should plan to share at least one of their analytical reflective papers with the class.

**Midterm Paper (1000 words = 300 points):** Consists of a thematic analysis of one of the texts we are reading for class. The essay will incorporate *at least one critical sources* that speak to similar issues and themes you are exploring in your texts. Consider the ways in which criticism can help you to build your own original arguments on the text. I encourage you to consult with me before you begin the writing process.

**Final Paper Annotated Bibliography (500 words = 40 points):** Consists of a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150-250 words) descriptive and evaluative paragraph, the annotation.

**Final Paper Proposal (500 words = 40 points):** Consists of a writing plan and a detailed outline of the main topic(s) to be covered in the final paper using headings and subheadings to show the logical structure of the final paper. Your proposal lays out the goal, scope and organization of the paper and identifies some of the sources and methods that will be used.

**Final Research Paper (2500 words = 400 points):** Consists of a strong, clear, and creative argument about a text of your choosing, and should consult *at least two critical sources*. This should not be a regurgitation of the issues, ideas, and themes we have discussed in class, but should instead be a result of your own critical thinking and understanding of the text.

**Course Policies:**

1. You must complete *all assignments* to receive credit for this course.
2. *Attendance:* Attendance is required and will be taken every day. If you miss six (6) classes, you will automatically fail the course. The University of Florida exempts from this policy only those absences involving university-sponsored events, such as athletics and band, religious holidays, military duty, and court-mandated responsibilities (e.g., jury duty or subpoena). Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Absences related to university-sponsored events must be discussed with the instructor *prior* to the date that will be missed. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time.

3. *Tardiness*: Students who enter class after roll has been taken are late, which disrupts the entire class. Two instances of tardiness count as one (1) absence, and will be recorded as such.
4. *Class Participation*. Because this course relies heavily on workshops, students should bring computers, the texts, paper, and writing utensils to each class meeting.
5. *Paper Format & Submission*: Final drafts should be polished and presented in a professional manner. *Each draft should conform to MLA style*. All papers will be submitted as an MS Word (.doc or .docx) to Canvas.
6. *Late Papers/Assignments*: No late papers or assignments will be accepted. I may consider extenuating circumstances, but you must contact me at least 36 hours before the assignment is due and provide documentation.
7. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. *Academic Honesty and Definition of Plagiarism*. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
9. *Students with disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give the instructor.
10. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
11. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
12. *Course Evaluations*. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
13. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
14. *Classroom behavior and netiquette*: Disrespectful behavior is unprofessional; it will result in dismissal, and accordingly absence, from the class. Additionally, emails to me must follow professional protocols of subject, grammar, and tone—including proper salutations and signature. Remember that all emails sent through our UFL accounts are Public Records (Florida Statutes, Chapter 119).
15. *UF's policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

## **Tentative Schedule of Classes, Readings and Assignments**

(All readings and assignments must be completed before class on the day they are listed.)

### **Week 1: August 21 – 25**

**Mon:** Class Introduction: Syllabus Review; Hanif Willis-Abdurraqib “The Crown Ain’t Worth Much” (In-Class viewing)

**Wed:** *Writing Spaces: Readings on Writing Volume 1 & 2: "What is Academic Writing?" & "How to Read like a Writer"* (Canvas)

**Fri:** *Writing Spaces: Readings on Writing Volume 1 & 2: "Ten Ways to Think About Writing: Metaphoric Musings for College Writing Students" & "So You've Got a Writing Assignment. Now What?" & "Navigating Genres"* (Canvas)

**Week 2: August 28 – September 1**

**Mon:** *Manhatta* (1921); "A Brief Guide to Modernism" (Canvas) & "How to Read a Poem" (Canvas)

**Wed:** T.S. Eliot, *The Waste Land* (Canvas)

**Fri:** Eliot continued; **ANALYTICAL REFLECTIVE PAPER 1 DUE**

**Week 3: September 4 – 8**

**Mon:** *No Class – Holiday (Labor Day)*

**Wed:** Jean Toomer, *Cane*

**Fri:** Toomer continued

**Week 4: September 11 – 15**

**Mon:** Toomer continued

**Wed:** Toomer continued; **ANALYTICAL REFLECTIVE PAPER 2 DUE**

**Fri:** Joseph M. Williams & Joseph Bizup, *Style: Lessons in Clarity and Grace*: Lesson Two, Three & Four

**Week 5: September 18 – 21**

**Mon:** *Style: Lessons in Clarity and Grace*: Lesson Five, Six & Seven

**Wed:** *Style: Lessons in Clarity and Grace*: Lesson Eight, Nine, Ten & Eleven

**Fri:** *Writing Spaces: Readings on Writing Volume 1 & 2: "Reading Games: Strategies for Reading Scholarly Sources" & "Walk, Talk, Cook, Eat: A Guide to Using Sources" & "Annoying Ways People Use Sources";* **MIDTERM PAPER OUTLINE DUE**

**Week 6: September 25 – 29**

**Mon:** Workshop Midterm Paper—In-Class Writing

**Wed:** Workshop Midterm—In-Class Writing; *Writing Spaces: Readings on Writing Volume 1 & 2: "Reflective Writing and the Revision Process: What Were You Thinking?" & "The Sixth Paragraph: A Re-Vision of the Essay"*

**Fri:** Peer Review Midterm Draft; **MIDTERM PAPER DRAFT DUE**

**Week 7: October 2 – 6**

**Mon:** Richard Wright, *Native Son*

**Wed:** Wright continued

**Fri:** *No Class – Holiday (Homecoming);* **MIDTERM PAPER DUE**

**Week 8: October 9 – 13**

**Mon:** Wright continued

**Wed:** Wright continued

**Fri:** Wright continued; "How Bigger Was Born" (Canvas); **ANALYTICAL REFLECTIVE PAPER 3 DUE**

**Week 9: October 16 – 20**

**Mon:** Sylvia Plath, *The Bell Jar*

**Wed:** Plath continued

Fri: Plath continued

**Week 10: October 23 – 27**

**Mon:** Plath continued; “Lady Lazarus” & “Fever 103” (Canvas); **ANALYTICAL REFLECTIVE PAPER 4 DUE**

**Wed:** Leslie Marmon Silko, *Gardens in the Dunes*

**Fri:** Marmon Silko continued

**Week 11: October 30 – November 3**

**Mon:** Marmon Silko continued

**Wed:** Marmon Silko continued

**Fri:** Marmon Silko continued

**Week 12: November 6 – 10**

**Mon:** Marmon Silko continued

**Wed:** Final Research Paper Workshop—In-Class Writing; **FINAL RESEARCH PAPER ANNOTATED BIBLIOGRAPHY DUE**

**Fri:** No Class – *Holiday (Veteran’s Day)*

**Week 13: November 13 – 17**

**Mon:** Claudia Rankine, *Don’t Let me be Lonely*

**Wed:** Rankine continued

**Fri:** Rankine continued

**Week 14: November 20 – 24**

**Mon:** Junot Diaz, *The Brief Wondrous Life of Oscar Wao*; **FINAL RESEARCH PAPER PROPOSAL DUE**

**Wed:** No Class – *Holiday (Thanksgiving)*

**Fri:** No Class – *Holiday (Thanksgiving)*

**Week 15: November 27 – December 1**

**Mon:** Diaz continued

**Wed:** Diaz continued

**Fri:** Ocean Vuong, *Night Sky with Exit Wounds*

**Week 16: December 4 – December 6**

**Mon:** Vuong continued; **FINAL RESEARCH PAPER DRAFT DUE**; Peer Review

**Wed:** Workshop Final Paper—In-Class Writing

**FINAL RESEARCH PAPER DUE DURING EXAM WEEK**

**Grading/Assessment Rubric:**

<b>A</b>	93-100%	<b>B</b>	83-86.9%	<b>C</b>	73-76.9%	<b>D</b>	63-66.9%
<b>A-</b>	90-92.9%	<b>B-</b>	80-82.9%	<b>C-</b>	70-72.9%	<b>D-</b>	60-62.9%
<b>B+</b>	87-89.9%	<b>C+</b>	77-79.9%	<b>D+</b>	67-69.9%	<b>E</b>	0-59.9%

- A
- Follows ALL instructions specific to the assignment description
  - Generates and elaborates on original ideas relevant to the course content
  - Assignment provides evidence to support claims
  - Assignment incorporates source material appropriately and effectively

- Assignment displays clear organizational forethought
  - Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
- B
- Follows most instructions specific to the assignment description
  - Incorporates and elaborates ideas relevant to the course content
  - Assignment provides evidence to support most of its claims
  - Assignment incorporates source material appropriately
  - Assignment has an identifiable organizational structure
  - Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
- C
- Follows some instructions specific to the assignment description
  - Incorporates ideas relevant to the course content
  - Assignment provides evidence to support some of its claims
  - Assignment incorporates source material
  - Assignment has an identifiable organizational structure
  - Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
- D
- Follows very few instructions specific to the assignment description
  - Incorporates ideas irrelevant to the course content
  - Assignment provides little to no evidence to support its claims
  - Assignment incorporates no (or very little) source material
  - Assignment has an unclear organizational structure
  - Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
- E
- Does not follow instructions specific to the assignment description
  - Incorporates no ideas relevant to the course content
  - Assignment has no identifiable organizational structure
  - Assignment incorporates no source material
  - Assignment provides no evidence to support its claims
  - Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors

**Progress Conferences:**

I encourage students to see me during my office hours, especially when they have questions about an assignment, need help with a particular writing problem, want extra feedback on a draft, or have questions about my comments on their work.