



ENC 1145-3309 – Writing About Summer (Class #13602), Fall 2018

Instructor Name: Charles Acheson

Course meeting times & locations: MWF Period 9 (4:05-4:55 PM) in Matherly Hall (MAT) 0010

Office Location and Hours: TBA during Period 10 (5:10-6:00 PM) and by appointment

Course website: Course Canvas

Instructor Email: cpacheson21@ufl.edu

Course Description:

Adventure! Freedom! Self-Discovery! No School! These are only a few reasons why the summer season has taken a mythologized position in popular culture. Free of the limitations and strictures of the traditional school year, adolescents openly gain knowledge of the world, the self, and, perhaps most importantly, love. For these reasons, and many more, people often think of summer as a time of boundless optimism. Summer is when adolescents can define themselves as they confidently transition into adulthood. But do these myths of summer match reality? Does this optimism apply equally to children in disadvantaged or marginalized communities? Is there a dark side to the summer experience that underlines shifting cultural attitudes toward not only summer but adolescence as a whole? Summer-centric media has often dealt with these questions, but over the past few decades years, media has increasingly taken these questions to heart. Shifting away from depictions of boundless optimism, and instead focusing on the tumultuousness of growing up faced by all adolescents, creators temper optimism with uncertainty, fear, and disappointment. Hope often burns bright at the end of summer, but that hope must now be earned through emotional and physical trials and tribulations.

This course seeks to address the significance of this shift in summer-centric media, as well as explore the broader cultural implications and revelations this shift reveals. To do so, this course engages media that occurs over the course of a single summer and focuses on young adults. Through their engagement with these media artifacts, students will develop both short and long-form arguments that articulate how summer finds itself as a mythologized season.

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:

Bradbury, Ray. *Dandelion Wine*.

Friday the 13th (1980).

Gravity Falls (season one, selected episodes).

Jaws (1975). *On reserve in Library West*.

Meatballs (1979). *Free to Stream with Amazon Prime*

Nancy comics (selected entries).

Stand By Me (1986)

Stevenson, Noelle, Grace Ellis, Shannon Watters, and Brooke Allen. *Lumberjanes: Beware the Kitten Holy*.

Summer Camp Island (season one, selected episodes).

Tamaki, Jillian and Mariko Tamaki. *This One Summer*.

Williams, Joseph M. and Joseph Bizup. *Style: Lessons in Clarity and Grace* (12th edition).

ISBN: 0134080416

Assignments (see below for Grading Rubric):

Single Scene Analysis Project (600 words): 150 pts

For your first major project of the semester, you will choose a specific scene from one of the course's required texts (you can choose anything from the list, even if we haven't discussed it yet in class) and write an analysis of how the creator uses elements of the medium to depict summer. Analysis of an idea is the core skill we need when developing our critical writing abilities. So, relying solely on the chosen scene for the project, you will develop and defend a unique argument about how the creator represents

summer. Whatever direction you choose for the argument is entirely up to you as long as the argument focuses on the text's presentation of summer.

Comparison Project (1,000 words): 200 pts

Building on your analysis skills developed in the first project, your second major project of the semester requires you to compare two of the course's required texts and examine how they similarly and/or differently address summer. In the development of our critical writing skills, we need to move past simply analyzing a text and practice our abilities to understand the commonalities between ideas. Thus, relying on the two chosen texts, you will develop an argumentative paper that first analyzes the two texts. As with the first project, you may choose any text from the course required list (even the same text you chose for the analysis project). Some ideas you might consider for your project include *summer and coming of age*, *summer and independence*, *summer and knowledge*, in addition to a slew of others.

Synthesis Project (1,500 words): 300 pts

Building on your analysis and comparison skills developed in the previous projects, the third project of the semester requires you to synthesize at least one required course reading and at least two outside sources (no more than four) to develop a unique argument about summer. Synthesis is the final stage of critical writing development we will engage in this course. Whereas analysis and comparison require you to write about what the texts say, synthesis requires us to develop a completely new idea through our understandings of the texts and sources. In other words, using these texts and sources as support, what do you have to say about summer? As with the other two major projects, you may choose any three texts from the course (even ones you've used in previous projects).

Writing About Fall Project (900 words): 150 pts

For the final project of the semester, we are going to forecast the future for various characters from our course texts. Not only are we going to look beyond summer, but also, engage our creative abilities. In short, you will write an epilogue for one of our course texts in which you focus on one character (primary or secondary recommended) and how their transformation through their summer experiences prepared them for the near future.

Weekly Discussion Postings (2,000 words): 200 pts

During the weeks that a major project is not due, you will write a brief (250 words) response to a prompt I present on Monday and post your response to the class's Canvas discussion forum before Friday's class meeting. These prompts range from responding to our course textbook, the primary texts we engage throughout the semester, or your personal experiences. We will often use these posts as a launching point for Friday discussions so no late postings will be accepted for course or Gordon Rule credit.

Revision

In this course, you have the option to revise one major project as long as the project was turned in on time and met the required word count. A revision can earn UP TO HALF of the absent points.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. Attendance is required for this course. You are allowed three unexcused absences for the semester. Starting with the fourth unexcused absence, your final grade suffers a 5% reduction penalty per absence. After the sixth absence, you automatically fail the course.
3. All assignments will be submitted to Canvas in either the Discussion or Assignment sections.

4. Late projects suffer a 10%-point penalty for each day they are late. After the 10th day, no points can be earned, but an appropriate project must still be submitted for Gordon Rule credit. No discussion posts will be accepted late.
5. You are responsible for maintaining all papers. While Canvas saves digital copies of your work, ultimately, you are the arbiter of your own fate. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *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/>.
7. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *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.
10. *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>
11. 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>
12. Your policy on *classroom behavior and netiquette*:
13. *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/>
14. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)
15. This syllabus is subject to change.

Schedule

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
1	W 8/22	Welcome! Introductions and Syllabus Review	
	F 8/24	<i>Nancy</i> comics (available on Canvas)	

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
2	M 8/27	<i>Meatballs</i> (1979) // <i>Style</i> Lessons: 1-2	

	W 8/29	<i>Meatballs</i> (1979)	
	F 8/31	NO IN-CLASS MEETING / INSTRUCTIONS FOR DIGITAL MEETING WILL BE DISTRIBUTED ON CANVAS	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
3	M 9/3	Labor Day	
	W 9/5	Stevenson, Ellis, Watters, & Allen, <i>Lumberjanes</i> Chapter 1 // <i>Style Lesson: 3</i>	
	F 9/7	Stevenson, Ellis, Watters, & Allen, <i>Lumberjanes</i> Chapter 2	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material	Due
4	M 9/10	Stevenson, Ellis, Watters, & Allen, <i>Lumberjanes</i> Chapter 3 // <i>Style Lesson: 4</i>	
	W 9/12	Stevenson, Ellis, Watters, & Allen, <i>Lumberjanes</i> Chapter 4	
	F 9/14	<i>Summer Camp Island: "The First Day"</i>	Analysis Project due by MIDNIGHT

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
5	M 9/17	<i>Summer Camp Island: "Ice Cream Headache"</i> // <i>Style Lesson: 5</i>	
	W 9/19	<i>Summer Camp Island: "Hedgehog Werewolf"</i>	
	F 9/21	<i>Summer Camp Island: "Fuzzy Pink Time Babies"</i>	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
6	M 9/24	Bradbury, <i>Dandelion Wine</i> Chapters 1-7 // <i>Style Lesson: 6</i>	
	W 9/26	Bradbury, <i>Dandelion Wine</i> Chapters 8-14	
	F 9/28	Bradbury, <i>Dandelion Wine</i> Chapters 15-20	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
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7	M 10/1	Bradbury, <i>Dandelion Wine</i> Chapters 21-26 // <i>Style</i> Lessons: 7-8	
	W 10/3	Bradbury, <i>Dandelion Wine</i> Chapters 27-33	
	F 10/5	Bradbury, <i>Dandelion Wine</i> Chapters 34-40	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
8	M 10/8	<i>Gravity Falls</i> Episode: "Tourist Trapped" // <i>Style</i> Lessons: 9-10	
	W 10/10	<i>Gravity Falls</i> Episode: "The Inconveniencing"	
	F 10/12	<i>Gravity Falls</i> Episode: "Dipper vs. Manliness"	Comparison Project due By MIDNIGHT

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
9	M 10/15	<i>Gravity Falls</i> Episode: "Summerween" // <i>Style</i> Lesson: 11	
	W 10/17	<i>Gravity Falls</i> Episode: "The Deep End"	
	F 10/19	<i>Stand By Me</i> (1986)	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
10	M 10/22	<i>Stand By Me</i> (1986) // <i>Style</i> Lesson: 12	
	W 10/24	<i>Stand By Me</i> (1986)	
	F 10/26	Tamaki and Tamaki, <i>This One Summer</i> Pages 1-43	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
11	M 10/29	Tamaki and Tamaki, <i>This One Summer</i> Pages 44-83	
	W 10/31	Tamaki and Tamaki, <i>This One Summer</i> Pages 84-143	Weekly Discussion Prompt by CLASS START
	F 11/2	Homecoming	

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
12	M 11/5	Tamaki and Tamaki, <i>This One Summer</i> Pages 144-181	
	W 11/7	Tamaki and Tamaki, <i>This One Summer</i> Pages 182-232	
	F 11/9	Tamaki and Tamaki, <i>This One Summer</i> Pages 233-319	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
13	M 11/12	Veteran's Day	
	W 11/14	<i>Jaws</i> (1975)	
	F 11/16	<i>Jaws</i> (1975)	Synthesis Project due by MIDNIGHT

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
14	M 11/19	<i>Jaws</i> (1975)	
	W 11/21	Thanksgiving	
	F 11/23	Thanksgiving	

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
15	M 11/26	<i>Friday the 13th</i> (1980)	
	W 11/28	<i>Friday the 13th</i> (1980)	
	F 11/30	<i>Friday the 13th</i> (1980)	Weekly Discussion Prompt by CLASS START

Wk	Day	Reading/Viewing Material Expected for Class Meeting	Due
16	M 12/3	Conclusions: Summer as Cultural Myth	
	W 12/5	Conclusions: Summer as Gateway to Adulthood // Evaluations	Writing About Fall and Revision due by MIDNIGHT

Final Grade Scale

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599