

# EN C 1145 09EF: Writing About the Paranormal and the Academy

Location: MAT 0108

Time: MWF Period 3

Instructor: Heather Hannaford

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Office: Turlington 4108

Office Hours: M 10:45-11:45am

## Course Description:

The prevalence of movies and shows such as *Paranormal Activity* and *Ghost Hunters* points to our cultural moment's increased attention to the paranormal. The paranormal can be defined as anything outside of the measurable scope of science. This course will explore how multiple academic disciplines interpret and analyze what we term the paranormal. We will also focus on writing in different academic styles, drawing on the *Bedford/St. Martin's Book of Genres*. How do we engage with the paranormal in multiple academic genres? First we will investigate how the paranormal is viewed in the fields of psychology and sociology. Next we will explore what science has to say about the paranormal. Finally, we will look at supernatural stories to uncover and analyze the meanings that writers and scholars attribute to the supernatural in fiction. The final project will be a literary analysis that will incorporate aspects of other academic disciplines to fully understand the interrelation of various texts used throughout the semester. Through this work, students will build a comprehensive understanding of how the paranormal signifies in modern and contemporary culture. They will also gain grounding in academic writing genres, such as critical analysis, memoir, annotated bibliography, and literary analysis.

## Goals:

- Students will understand how different academic fields discuss a similar topic
- Students will learn how academic disciplines are interrelated to gain a stronger understanding of interdisciplinary work
- Students will learn to analyze scholarship from different fields
- Students will learn about different genres of academic writing
- Students will practice an interdisciplinary method of literary analysis.

## 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).

- This course confers General Education credit for Composition (C), and 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 Text:**

Braziller, Amy, and Elizabeth Kleinfeld. *The Bedford Book of Genres: A Guide*. New York: Bedford / St. Martin's, 2014. ISBN 9781457654138

Further readings will be provided on Canvas

### **Assignments:**

Critical Analysis of a Scholarly Source: 1250 words

Memoir: 500 words

Close Reading: 1250

Research Proposal and Annotated Bibliography: 1000 words

Literary Analysis: 2000 words

### **Course Policies:**

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: You are expected to come to every class meeting. I will allow up to six missed classes with no excuse needed. However, if you miss more than six class periods, you will not receive credit for the course.

### **Twelve-Day Rule and Absence Exceptions**

According to University policy, students who participate in athletic or scholastic teams are permitted to be absent for 12 days without penalty. However, students involved in such activities should let me know of their scheduled absences at least 1 week ahead of time. In these cases, I will allow you to make up missed in-class work within a reasonable time frame, but you should still aim to submit major assignments on time. Likewise, if you must miss class because of a religious holiday, please let me know at least a week ahead of time, and I will allow you to make up missed in-class work. For the official University policy on absences, please refer to <https://catalog.rfl.edu/ugrad/current/regulations/info/attendance.aspx> for more detail.

3. *Paper Format & Submission*: Every assignment must reach the minimum word count requirement. Any assignment submitted that does not reach the word-count will not be accepted and will receive a zero. (Please note that word counts do not include headers, headings, or Work Cited pages.)

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1 inch margins, on all sides
- MLA style headers with page numbers
- MLA (8<sup>th</sup> edition) style citations

For help with MLA format, find a copy of the MLA Handbook in the library or refer to the OWL Purdue website (<http://owl.english.purdue.edu/owl/resource/747/01/>).

4. *Late Papers/Assignments*: I expect all work to be handed in on time. Any paper that is turned in late will have the grade lowered by half a letter grade for each day it is late. Example: An A will be lowered to an A- on the first late day, to a B+ the next late day, etc... No excuses! You need to keep track of due dates on the syllabus! If you know in advance that you will have trouble making a due date, you need to let me know.

5. *Paper Maintenance Responsibilities*. 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/](http://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. *Class Policies and Student Responsibilities*: This course requires your regular attendance, participation, and respect for your peers. I will assume that you will be prepared for class, arrive on time, and offer productive and meaningful discussion on the texts covered. This is not a large lecture course that allows you to sit back and be invisible; rather, this is a small group of individuals who must work collaboratively to create a rewarding learning community and experience. For example, your preparedness for a peer workshopping session matters; it affects everyone in your group, not just you. Your presence in class every day matter, and each of your individual contributions are not only valuable, they're what will make this course interesting and dynamic.

One of my most important obligations to you is to create a classroom environment that is safe, respectful, and conducive to learning. In this class, we will value constructive disagreement and a free exchange of ideas. Listen to your peers, learn from them, be and, most importantly, show respect toward their work, ideas, identities, and backgrounds.

13. *UF's policy on Harassment*. UF provides a safe 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/>

## Schedule of Classes and Assignments

\*\*\*c1 Subject to Change\*\*\*

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

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### Week 1

W 1/4 Syllabus, Introductions  
F 1/6 Bedford: 4-22 "Understanding Genres"

### Week 2 Social Science and the Paranormal

M 1/9 Canvas: "Origin of the Word Paranormal"  
W 1/11 Bedford: 57-60 Memoir Canvas: "Nuit of the Living Dead" Assign Memoir  
F 1/13 Writing a Memoir

### Week 3

M 1/16 No Class: MLK Day  
W 1/18 Canvas: "My Haunted Houses"  
F 1/20 What is a Haunting and Memoir Writing

### Week 4 Science and the Paranormal

M 1/23 Canvas: "Psychology Reading" **Memoir Due**  
W 1/25 Canvas: "Sociology Reading"  
F 1/27 Bedford: 143-174 "Peer-Reviewed Journal Articles"

### Week 5

M 1/30 Canvas: "Science and the Paranormal" and Assign Critical Analysis  
W 2/1 Canvas: "How to Weigh a Soul"  
F 2/3 Canvas: "The Large Claims of the Medium"

### Week 6

M 2/6 Canvas: "Phantom Limbs and Plastic Brains"  
W 2/8 Composition Work Day  
F 2/10 Peer Review of Critical Analysis

### Week 7

M 2/13 **Critical Analysis Draft Due**  
W 2/15 Early Ideas of the Paranormal  
F 2/17 Canvas: "The Cock Lane Ghost" and **Critical Analysis Due**

### Week 8 Literature and the Paranormal

M 2/20 Canvas: Excerpt from Clery *Rise of Supernatural Fiction*  
W 2/22 Canvas: Article TBD and Assign Close Reading  
F 2/24 Canvas: "Oh, Whistle and I'll Come to You, My Lad"

### Week 9

M 2/27 Reading Critically  
W 3/1 Canvas: "An Account of Some Strange Disturbances in Aungier Street"  
F 3/3 Canvas: Short Story TBD and Close Reading practice

### **Week 10**

No Class: Spring Break

### **Week 11**

M 3/13 Canvas: Reading TBD  
W 3/15 Peer Review of Close Reading  
F 3/17 **Close Reading Due** What is Research?

### **Week 12**

M 3/20 Bedford: 212-221 Researched Arguments Assign Annotated Bibliography and  
Final Paper  
W 3/22 Research Methods  
F 3/24 Bedford: 431-438

### **Week 13**

M 3/27 Writing an Annotated Bibliography and Choosing Sources  
W 3/29 Bedford: 303-320 Choosing Sources  
F 3/31 No Class: Research / Writing Day

### **Week 14**

M 4/3 **Class Meets in Library**  
W 4/5 Conferences  
F 4/7 **Annotated Bibliography Due and Rough Draft of Final Paper Due**

### **Week 15**

M 4/10 Peer Review Final Paper  
W 4/12 Composition and Editing Review  
F 4/14 **Final Literary Analysis Due**

### **Week 16**

M 4/17 Presentations  
W 4/19 Presentations  
F 4/21 No Class: Reading Day

## Grading 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

## Grade Breakdown:

Close Reading 20%

Critical Analysis 15%

Memoir 15%

Research Proposal and Annotated Bibliography 20%

Literary Analysis 30%

Total 100%

## GRADING RUBRIC

Assignment specific grading rubrics will be distributed before that assignment is due. A general overview of how I arrive at the grades for all major assignments is below.

You should strive to excel in all three of these areas in each written assignment:

- 1) Content: How strong is your argument, development, and support?
- 2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
- 3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

An A level assignment is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

A B level assignment is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

A C level assignment has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An "E" is usually reserved for students who do not do the assignment or fail to attend class. However, an "E" may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.