

ENC1145: Writing about "Otherness" (Section 7376)

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Office Hours: M 4 (10.40-11.30) and by appointment

Course Information

Course Description

The "melting pot" is one of the most common and well-known metaphors for American society. It is powerful because it suggests that the fusion of different cultures and nationalities is what makes Americans "American." But to what extent do differences really melt away? Who could be considered "Other" in American society, and why? What is "Otherness," anyway? This course will examine who is cast as "different" in the United States by considering how difference is constructed, to what ends, and whether the practice of "Othering" can be resisted. While there are many categories of "difference," we will focus race, sexuality, disability and nationality/culture in this course. We will be reading *The Bluest Eye*, *The Curious Incident of the Dog in the Night-Time*, *Rubyfruit Jungle*, and *The Reluctant Fundamentalist*, which will be supplemented by readings in the fields of (primarily) postcolonial studies, critical race theory and gender studies. Through close reading exercises, analysis, and synthesis, we will learn how to critique seemingly fixed categories of identity, and write about socio-cultural difference in a nuanced yet critical manner. Thus, by studying "Otherness" you will learn how to think critically, write clearly, analyze and synthesize information and construct a critical argumentative paper. Since this is primarily a writing course, much of our class-time will be devoted to detailed writing instruction and practice. The most effective way to improve your writing is to write, so be prepared to submit at least one written assignment each week. "This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see

<https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

Course Objectives:

By the end of ENC1145, you will (be able to):

- Plan, draft, revise, and edit a paper
- Summarize, analyze, and synthesize academic sources
- Read critically and ask critical questions
- Accurately cite and incorporate sources
- Critically examine seemingly fixed "truths" or categories
- Have a good understanding of "Otherness" and related concepts and think critically about instances of "Othering" in an American context

Course Texts

Required:

Texts appear in order of class use. You may purchase any version - hardcover, paperback, or electronic - as long as it is complete. Additional readings will be provided via course reserves.

Morrison, Toni. *The Bluest Eye*. 1970. New York: Vintage, 2007.
ISBN-10: 030727844.

Brown, Rita Mae. *Rubyfruit Jungle*. 1973. New York: Bantam Books, 1977.
ISBN-10: 0553278866.

Haddon, Mark. *The Curious Incident of the Dog in the Night-Time*. New York: Vintage, 2003.
ISBN-10: 1400032716.

Hamid, Mohsin. *The Reluctant Fundamentalist*. San Diego, CA: Harcourt, 2007.
ISBN-10: 0156034026.

Course Assignments

Assignment	Points
Annotation of a text	50
3 Close reading exercises	150
4 Critical Blog Responses	100
Synthesis essay	200
Research Proposal	50
Final Paper	250
Participation	200
Total	1000

Explanation of assignments

Annotation of a Text (50 points)

Critical writing starts with critical reading. To get into the habit of close reading and taking notes, you will read and respond to a brief critical article. You will learn to read actively, ask questions, and make connections. The annotated text will be accompanied by a brief summary/analysis of the article (500 words).

Close reading exercises (3x50 = 150 points)

You will complete a total of three short close reading exercises regarding assigned readings (see syllabus schedule for due dates). These exercises are designed to generate ideas about the readings, develop your close-reading skills, and grow comfortable stating and supporting your ideas in writing. Each response paper should analyze (a part of) the reading, *not* summarize it. I will provide you with a passage for the first response; for the other two you will choose a part of the text yourself (for example, you could focus on a key scene, a theme you discovered, a particularly compelling passage - it is up to you) [*min. 500 words each, 1500 words total*].

Critical Blog Responses (4x25 = 100 points)

You will provide a brief summary of each of the scholarly articles we are reading, after which you pose a discussion question that addresses a key issue or concept, identify some of the limitations of the argument, or relate the ideas raised by the text back to the novel we are reading. These critical responses will help you to accurately summarize scholarly articles, identify main ideas and evaluate these ideas, and apply key concepts when reading literature. Coming up with a question helps you to think critically about the article and will stimulate classroom discussion. Make sure to bring your response and question to class! See Sakai for more detailed instructions [*min. 250 words each, 1000 words total*].

Synthesis Essay (200 points)

This essay gives you the opportunity to put skills into practice by building on previous close-reading exercises and critical responses. If you want, you can turn one of these exercises/responses into a longer essay. You will perform a critical analysis of one of the novels we have read so far, using some of the theory we have discussed in conjunction with these novels (scholarly articles and key concepts). We will practice close reading, analyzing, and synthesizing throughout the semester (*1500 words*).

Research Proposal (50 points)

You will write a brief proposal accompanied by a works-cited list of at least five sources (two of which can be articles that we have read in class) in which you line out your plan for your final research paper. The proposal serves two purposes: it is meant to help you narrow down your topic and come up with a research question, and it helps you to position your research in conversation with other scholars' works by becoming aware of additional lines of argument and controversies related to your topic [*300 words*].

Final Paper (250 points)

As the culmination of the course, your final paper will engage with one or two of the main texts we have read in class as well as some of the major issues and themes we have discussed. The paper should make a clear and thoughtful argument about the text(s) (articulated in a clear thesis statement), and should be informed by at least 3 outside critical sources. The research paper will allow you to put into practice the skills you have refined over the course of the semester (close reading, analysis and synthesis). See Sakai for more detailed instructions (*2500 words*).

Participation (200 points)

Class discussion will be an integral part of this course. Quizzes, participation in class-discussions, peer reviews, and other in-class activities all count towards participation. Students are expected to come to class with readings and assignments completed and **at least one question prepared** so that they may make meaningful contributions in class. Make sure to bring the text/slides to class on the days we are discussing them!

Grading Scale/Grading Rubric

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

Grading Rubric

Each assignment has its own requirements, but for each paper I will evaluate:

1. content, including argument, development, and support
2. organization, including paragraph structure, overall flow of ideas, transitions
3. mechanics, including grammar, spelling, and style.

A PAPER

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well-organized, communicates ideas clearly, and there are (almost) no mechanics mistakes.

B PAPER

A B-paper does the same things as an A-paper, but is somewhat lacking in one area: perhaps organization is lacking (either on the paragraph level or in the essay as a whole), the writer provided insufficient evidence or analysis of the evidence, or there are myriad mechanics mistakes.

C PAPER

The C-paper follows the assignment, but is lacking in two of the areas mentioned above (content, organization, mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text

D PAPER

The D-paper either does not follow the assignment, is lacking in all three areas, or both.

E PAPER

The E-paper is reserved for essays that are not turned in, or for work that is plagiarized.

For more information on Grading Policies at UF, see
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Policies Participation and Attendance

Regular attendance and active participation are crucial. Class participation includes contributing to class discussions; coming to class on time, prepared with books and homework; preparing for in-class activities; collaborating and participating in group activities; and overall working and paying close attention to the lectures and activities of the classroom. In general, students are expected to contribute constructively to each class session.

In this course we will follow a strict attendance policy. **If you miss more than six periods during the term, you will fail the entire course.** The university exempts from this policy only those absences involving university-sponsored events, such as athletics and band, and religious holidays. Absences related to university-sponsored events must be discussed with me prior to the date that will be missed. Absences, even for extraordinary reasons will result in missing work that cannot be made up; therefore, you can expect absences to have a negative impact on grades.

Please Note: If you are absent, it is your responsibility to make yourself aware of all due dates and required work. If absent due to a scheduled event, you are still responsible for turning assignments in on time.

Tardiness: Being late is disruptive, so try to always be on time. Three incidents of tardiness will count as one absence.

Classroom Conduct

Keep in mind that UF students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about 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. Any use of electronic devices not related to classroom learning: phones, personal data assistants, iPods, etc. are disruptive and will not be tolerated. Please turn them off and keep them out of sight

Assignment Maintenance Responsibilities

You are responsible for maintaining copies of all work submitted in this course and retaining all returned, marked work until the semester is over. Should the need arise for a resubmission of papers or a review of marked papers, it is the your responsibility to have and to make available this

material.

Late Work Policy and Mode of Submission

I do not accept late work. All papers will be submitted as MS Word (.doc or .docx) or Rich Text Format (.rtf) documents to E-learning/Sakai before class as well as a **stapled hard copy** on the designated due date. I may consider extenuating circumstances, but you must contact me at least twenty-four hours before the assignment is due. All assignments and postings should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, single-spaced with 1-inch margins and numbered pages.

Final Grade Appeals

Students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant in Department of English. Grade appeals may result in a higher, unchanged, or lower final grade.

University Policies General Education

This is a General Education course providing student learning outcomes listed in the Undergraduate Catalog. For more information, see <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirement.aspx>

Statement of Composition (C) and Humanities (H) Credit

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/general-education-requirements.aspx>

Statement of Writing Requirement

This course can provide 6000 words toward fulfillment of the UF requirement for writing. For more information, see: <https://catalog.ufl.edu/ugrad/current/advising/info/writing-and-math-requirements.aspx>

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see: <http://www.dso.ufl.edu/drc/>. The office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

Statement Concerning Sexual Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.hr.ufl.edu/eo/sexharassment.htm>

Statement Concerning Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.

Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Statement Concerning Academic Honesty

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

a.) Quoting oral or written materials, whether published or unpublished, without proper attribution.

b.) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student (University of Florida, Student Honor Code, 15 Aug. 2007

<<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>>)

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Course Schedule

This schedule is tentative and subject to change throughout the semester. All assignments and readings are due the day they are listed. Make sure to check your e-mail and Sakai regularly for announcements and updates.

Week 1 (January 6, 8,10)

M Introductions / Review syllabus, expectations, and assignments

W Read short article

Do brief reflective exercise: What is good writing? What is critical thinking?

F Read "Annotating a text" hand out (Sakai)

In-class annotation practice

Week 2 (January 13,15,17)

M Read Bhabha Chapter 3, part I "The Other Question: Stereotype, discrimination and the discourse of colonialism" (66-70).

W Read *The Bluest Eye*, "Autumn"

F Hand in annotated text fBhabha

Read *The Bluest Eye* "Winter + Spring"

Week 3 (January 20, 22, 24)

M No class - MLK Day

W Finish *The Bluest Eye* ("Spring" and "Summer")
F Read Toni Morrison's "Black Matters" from *Playing in the Dark*
First critical blog response due

Week 4 (January 27, 29, 31)

M Read "close reading" handout (Sakai)
In-class practice close reading
W Read "concise writing" handout (Sakai)
In-class practice concise writing
F First close reading exercise due (*The Bluest Eye* 1)

Week 5 (February 3, 5, 7)

M Read *RubyfruitJungle* CH 1-7
W Read *Rubyfruit Jungle* CH 8-12
F Read "Sexuality in the Consciousness-Raising Novel of the 1970s," Lisa Maria Hogeland
Second critical blog response due

Week 6 (February 10,12,14)

M Watch "Judith Butler: Your Behavior Creates Your Gender"
<https://www.youtube.com/watch?v=Bo7o2LYATDc>
Practice close reading
W Finish *Rubyfruit Jungle* CH 13-18
F Second close reading essay due (*Rubyfruit Jungle*)

Week 7 (February 17,19, 21)

M Introduction synthesis assignment
Read "Synthesis" hand out (Sakai)
W Read "Coming up with a research question/thesis" hand out
F Read "Organization" hand out

Week 8 (February 24, 26, 28)

M Peer reviews synthesis essay
W Mandatory conferences (synthesis essay)
F Synthesis essay due
Discussion: intersectionality (race/gender/sexuality)

Week 9 (March 3, 5, 7)

M SPRING BREAK - no classes this week

Week 10 (March 10,12,14)

M Read *The Curious Incident of the Dog in the Night-Time* 1-76 pp. (CH 109)
W Read *The Curious Incident of the Dog in the Night-Time* 76-144 (CH 181)
F Read "Disability History," Catherine J. Kudlick

Third critical blog response due (*The Curious Incident of the Dog in the Night-Time*)

Week 11 (March 17,19, 21)

M Read *The Curious Incident of the Dog in the Night-Time* 144-end

W Watch Temple Grandin, "The World Needs All Kinds of Minds," TedX Talk

https://www.youtube.com/watch?v=fn_9f5xOf1O

F Third close reading exercise due (*The Curious Incident of the Dog in the Night-Time*)

Week 12 (March 24, 26, 28)

M Read *The Reluctant Fundamentalist* (1-70)

Read "Writing a research proposal" hand out (Sakai)

Re-read "concise writing" hand out (Sakai)

W Read *The Reluctant Fundamentalist* (70-120)

Read "Finding and evaluation sources" hand out (Sakai)

In-class practice drafting a research proposal

F Read "Ethnic Identity and Imperative Patriotism," Steven Salaita

http://muse.ihy.edu/journals/college_literature/v032/32.2salaita.html

Fourth critical blog response due

Week 13 (March 31, April 2, 4)

M Finish *The Reluctant Fundamentalist* (95- end)

W Mandatory conferences research proposal

F Research proposal due

Week 14 (April 7, 9,11)

M Introduction final paper

Read brainstorming/thesis hand out (Sakai)

Read "Coherence and paragraph unity" hand out (Sakai)

W Read "Using evidence effectively" hand out (Sakai)

F Read "Revisions" hand out (Sakai)

Week 15 (April 14,16,18)

M Recap: Write a brief (ca. 200 words) reflection on "Otherness"

In-class discussion of main concepts related to "Otherness"

W Peer-reviews final paper

F Mandatory conferences final paper

Week 16 (April 21, 23)

M Wrap-up + evaluations

W Final paper due at NOON