

ENC 1145, section M144: Writing About:
“First-Generation Americans’ Literature of Belonging”

Instructor Name: Ivette Rodriguez

Course meeting times & locations: MWF Period 9 (4:05pm-4:55pm) TUR 2333

Office Hour Location and Time: Fridays 6pm-7pm Zoom <https://ufl.zoom.us/j/9943738121>

Course website: Canvas

Instructor Email: ivetterodriguez@ufl.edu

Course Description:

This course will focus on contemporary literature by first-generation American authors to explore national belonging in the context of relating to two or more national cultures. To that end, we will discuss and write about texts that feature characters who navigate between mainstream American culture and the cultures of their parents’ homelands. Assimilation, resistance, a sense of loss, identity crisis, and access are some of the central questions we will discuss. For instance, does reaching material success require sacrificing ties to one’s heritage culture? Can one belong to a cultural group without speaking its language? Can a first generation American ever feel fully “at home” in their country of birth or their parents’? To address these framing questions, we will discuss pieces from such short story collections as Roxane Gay’s *Ayiti* and Jennine Cruset Capo’s *How to Leave Hialeah*, as well as longer texts like Junot Diaz’s novel, *The Brief Wonderous Life of Oscar Wao*. Digital media such as podcasts and blogs will also form part of class discussions, as they have become important vehicles for first generation Americans to explore their cross-cultural identities. Students will be expected to participate in both in-class and online conversations. They will produce two analytical and one research paper, as well as a final digital project. These assignments are intended to help students develop their ability to analyze complex texts, exchange varying viewpoints with others, and support arguments in writing and other media. By the end of the course, students who receive a C or higher would have satisfied 6,000 words of the University’s General Education writing requirement.

Course Background and Significance

Since the arrival of the British colonists on native land, the American nation has been shaped by waves of immigrant communities fleeing persecution such as the Holocaust and the Irish potato famine or searching for opportunities that for complex reasons (some of which we will discuss in class) may not be available in their home nations. This class is about the children of these immigrants and their journey to find themselves across two cultures as hyphenated Americans. The works I have chosen as examples of literature that addresses this journey are all contemporary (1990s-today) and include hyphenated authors with Latin American, Haitian, Indian, and Asian roots. The life experiences they represent and the questions that arise from these observations are crucial to understanding our world today, as well as becoming a more informed professional, and conscious individual.

General Education Objectives:

- 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.
- 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.

Course Objectives *By the end of the course, students enrolled in ENC 1145 should be able to:*

- Analyze and adapt to the constraints of specific rhetorical situations, including audiences, purposes, and uses.
- Close-read and annotate a text for in-depth analysis.
- Research and use secondary sources to support an argument.
- Produce documents both collaboratively and independently.
- Refine writing style for clarity, coherence, cohesion, and persuasion.
- Critique and revise documents to ensure that they fulfill their purposes.

Required Texts:

The Brief Wondrous Life of Oscar Wao by Junot Díaz (2007)

How to Love a Country: Poems by Richard Blanco (2019)

A Cup of Water Under My Bed: A Memoir by Daisy Hernández (2014)

Assignments (Total Word Count 6,000) (600 total points)

Analytical Essays (2) 2 pages (double spaced) 100 pts./each, 500 words/each

For each of these analytical papers you will make a point about the short story or Memoire selected, using the text for support.

Research paper 3 pages (double spaced) 150pts, 750 words

For the research paper you will make a point about the novel we will be reading and use the text as well as secondary sources for support.

Collaborative Digital Project (2-page, double spaced) 100pts, 500 words per member

For this project you will be paired with a classmate and create one episode of a podcast in which you discuss one aspect of first-generation American experience.

Participation 150 pts (3,750 words)

Perusal annotations (40 pts.), classroom compositions/discussions (50 pts.), class activities (60 pts.)

***Revision Opportunity:** You have the opportunity of making up one late or missed assignment by submitting it to “Revision Opportunity” on Canvas along with a page-long description of the changes you made to the document and/or writing process on this second attempt.

You can find information about the **University Writing Requirement** [here](#).

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* You can miss up to 3 classes without a formal excuse. After 3 unexcused absences, you will receive a zero for class participation and activities. After more than 6 (unexcused) absences you can fail the class. A formal excuse can be a doctor’s note, an athletic event notice, and others that you may inquire about with me.
3. *UF’s policy on Sexual Harassment:* The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/%20title-ix-rights/>
4. *Academic Honesty and Definition of Plagiarism.* UF students are bound by The Honor Pledge: “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 Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

5. *Plagiarism* Definition from the current UF Student Honor Code: 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: a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing. b. 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. c. Submitting materials from any source without proper attribution. d. 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.>
6. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu>), which will provide appropriate documentation to give your instructor early in the semester.
7. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
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). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
10. *Course Evaluations*. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/>

Weekly Schedule:

Week	Read/View for Class	DUE
Unit 1 Weeks 1-4: Short Story Week 1	Wednesday: Introduction to the course and each other using <i>Telephone: A Game of Art Whispered Around the World</i> https://phonebook.gallery . Friday: Understanding the short-story genre through the introductory essay, “Writing About Fiction” in the Norton Anthology of Short Fiction (8 th edition) Explain this Unit’s final assignment. HW: Close-reading the short story, “ Hell-Heaven ” by Jhumpa Lahiri from the short-story collection <i>Unaccustomed Earth</i> (2008).	Perusal annotations (20 points) due by Monday at 12pm

<p>Week 2</p>	<p>Monday: Discuss “Hell-Heaven.” Come prepared with quotes from the text to support your input. In-class reading of a critical analysis of “Hell Heaven,” “The Indian Diaspora in America as Reflected in Jhumpa Lahiri’s Fiction.” (2017)”</p> <p>Wednesday: Begin reading Roxane Gay’s short Story, “In the Manner of Water or Light” from the collection, <i>Ayiti</i>, along with the interview: Roxane Gay on the Trauma and Triumph of the Haitian Diaspora The author’s recently reissued short story collection ‘Ayiti’ explores beauty, desire, and resilience of Haitian people.</p> <p>Friday: Discuss Roxane Gay’s short story. Cross-cultural classroom activity: Supporting Ambiguity in the English Composition Classroom</p>	<p>Cross-cultural activity (20 points) due in class</p>
<p>Week 3</p>	<p>Monday: Holiday</p> <p>Wednesday: In-class reading short story, “How to Leave Hialeah.”</p> <p>Friday: Reading article, “This Is Where We Are, America’: After a Latina Author Talks About Race at Georgia Southern U., Students Burn Her Book” followed by discussion regarding universities and freedom of speech.</p>	<p>Perusal annotations (20 points) due by Monday 12pm</p>
<p>Week 4</p>	<p>Monday: Making and supporting an argument through an analytical essay. Writing an introduction, body paragraphs, and a conclusion for an analytical essay.</p> <p>Wednesday: Using close reading for support and citing the text.</p> <p>Friday: Creating an outline diagram with thesis statement and textual support.</p>	<p>Essay 1 due by Monday at 12pm.</p>
<p>Unit 2 Weeks 5-8: Novel</p> <p>Week 5</p>	<p>Monday: Introduction to the novel as genre and <i>The Brief and Wonderful Life of Oscar Wao</i> as transcultural novel.</p> <p>Wednesday: In-class reading of <i>The Brief and Wonderful Life of Oscar Wao</i>.</p> <p>Friday: In-class reading of a critical article about <i>Oscar Wao</i>: “Your Own Goddam Idiom: Translingualism in The Brief Wondrous Life of Oscar Wao.”</p>	<p>Read chapters 1-2 of <i>Oscar Wao</i> by Monday 12pm.</p>
<p>Week 6</p>	<p>Monday: Close reading from ch.1-2 of <i>Oscar Wao</i>.</p> <p>Wednesday: Discussion on language choice.</p> <p>Friday: Discussion on the world of <i>Oscar Wao</i> and the author through Google Earth.</p>	<p>Read chapter 3 of <i>Oscar Wao</i> by Monday 12pm</p>

Week 7	<p>Monday: Conducting scholarly research and using Zotero.</p> <p>Wednesday: Quoting, Paraphrasing, and Summarizing secondary sources to support your argument.</p> <p>Friday: Trip to the Latin American and Caribbean Collection with scavenger hunt. (20 points)</p>	Read chapters 4-5 of Oscar Wao by Monday 12pm.
Week 8	<p>Monday: Creating an Annotated bibliography of your sources. (20 points)</p> <p>Wednesday: Discuss a Research paper example.</p> <p>Friday: In-class reading of <i>Oscar Wao</i> excerpt.</p>	Read chapters 6-7 of Oscar Wao by Monday 12pm.
Unit 3 Weeks 9-10: Poetry Week 9	<p>Monday: Introduction to poetry as a literary genre through Perrine’s <i>Sound and Sense: An Introduction to Poetry</i> (10th Edition) Chapter One, “What is Poetry?”</p> <p>Wednesday: Reading poems from <i>How to love a Country: Poems</i> by Richard Blanco (2019).</p> <p>Friday: Blackout poetry activity: “Black Out Poetry as an Accessible Mode of Cultural Writing.”</p>	Blackout Poetry activity due in class (20 points)
Week 10 Spring Break Week 11	<p>Monday: Reading poetry from <i>How to Love a Country</i>. Reading book review of Blanco’s poetry collection: “How to Love a Country’ Offers a Hopeful Look at a Flawed America”.</p> <p>Wednesday: Poetry analysis essay sample from <i>Sound and Sense</i>, page 326.</p> <p>Friday: Write your own poem using the theme “belonging” and share your rhetorical choices with the class.</p>	Research paper due Monday 12pm.
Unit 4 Memoir Weeks 11-13 Week 12	<p>Monday: Understanding the Memoire as genre.</p> <p>Wednesday: In-class reading <i>A Cup of Water Under My Bed</i>.</p> <p>Friday: Reading a Dissertation on <i>A Cup of Water Under My Bed</i>: “SEE WHAT MY TRUTH HAS ALLOWED ME TO CREATE”: THE SELF-MAKING POTENTIAL OF MEMORY IN DAISY HERNÁNDEZ’S A CUP OF WATER UNDER MY BED: A MEMOIR AND ROXANE GAY’S HUNGER: A MEMOIR OF (MY) BODY</p>	Read 1/3 of A Cup of Water by Monday 12pm.
Week 13	<p>Monday: The difference between a novel and a memoir in-class activity using a Venn diagram.</p> <p>Wednesday: Class reading and discussion.</p>	Read 2/3 of memoir.

	Friday: Class reading and discussion.	
Week 14	Monday: Class reading and discussion. Wednesday: Class reading and discussion. Friday: Essay 2 workshop.	Finish reading memoir.
Unit 4: Digital Humanities Weeks 15-16 Week 15	Monday: Discussion of cross-cultural Podcasts as digital humanities (UF-created and otherwise). https://oral.history.ufl.edu/2016/12/21/theres-no-place-like-home/ Wednesday: Using Anchor to create a Podcast. Example of possible projects: https://issuu.com/palatemagazine/docs/palatefirst?fbclid=IwAR19U1LtvMopfCe4ybZn5khwD1H-Csp1iVU6cksRyJ7SyMVrNuKlnKpWkms Friday: Collaborating: students pair up and outline their Podcast or other ideas.	Analysis essay 2 due by Monday 12pm
Week 16	Monday: In-class screening and discussion of “belonging” as staged through musical theater: Hamilton. Wednesday: Commentary: The history behind the debate over ‘Chicano’ and other labels goes as far back as 1848. Friday: Blogs, fashion, and the commodification of identity. WEAR YOUR HERITAGE: HOW ASIAN AMERICANS ARE CLAIMING THEIR POWER BY RECLAIMING THEIR FASHION	Digital Project due by Monday at 12pm

Grading/Assessment Rubric

A

Insightful: You did what the assignment asked for at a high quality level, with care and precision, and your work shows originality and creativity. Work in this range shows all the qualities listed below for a “B,” but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a style. Work in the “A” range is not only correct and intriguing, but also illuminating. Since careful editing and proofreading are essential in writing, papers in the A range must be free of typos and grammatical or mechanical errors.

B

Proficient: You did what the assignment asked of you at a high quality level. Work in this range is competent, thoughtful, and considered, but it needs revision. To be in the “B” range, an essay must be complete in content, be well organized, and show special attention to style.

C

Satisfactory: You did what the assignment asked of you and demonstrated that you have a generalized comprehension of the ideas/films/essays you're working with. Work in this range needs significant revision, but it is complete in content and the organization is logical. Diction may be imprecise or unclear. The style is straightforward but unremarkable.

D

Poor: You did what the assignment asked of you at a poor quality level. Work in this range needs significant revision. The content is often incomplete and/or the organization is hard to discern. Support is irrelevant, overgeneralized, lacks validity, and/or is absent. Ideas/texts are oversimplified. Work in this range may have no thesis statement, or may stray significantly from the thesis throughout the essay. Attention to style is often nonexistent or uneven.

E

An E is usually reserved for people who don't do the work, or don't come to class, or those who have plagiarized. However, if your work shows little understanding of the needs of the assignment or demonstrates that you put little effort in completing it, you will receive a failing grade.

Grading Scale

Name	Range	
A	100%	to 94%
A-	< 94%	to 90%
B+	< 90%	to 87%
B	< 87%	to 84%
B-	< 84%	to 80%
C+	< 80%	to 77%
C	< 77%	to 74%
C-	< 74%	to 70%
D+	< 70%	to 67%
D	< 67%	to 64%
D-	< 64%	to 61%
E	< 61%	to 0%