



ENG 1131: Writing Thru Media Section 01G9
“Reimagining Black Lives and Black Planets”
Summer A 2021

Image left: Mariane Ibrahim

Instruction: Synchronous sessions (via Zoom)—MWF Period 4 (12:30-1:45 pm, Eastern Standard Time)

Asynchronous sessions—T/R

Location: Online: 981 6167 5331 Zoom ID

Instructor: Kimberly Williams (kwilliams6@ufl.edu)

Office: Online: <https://ufl.zoom.us/j/94995281474>

Office Hours: M & W, (2:00 pm-3:00 pm, EST), and by appointment

Course description:

What is abolition and how does it relate to Afrofuturism? What is liberation theory and how

can we use it to reimagine our orientation to the world? How is healing a tool for coalition building and essential to the practice of "unlearning?" How can we identify a new world through examining marine biology, meditative breathing, and migration patterns? This course will examine Black scholars and theorists who integrate reimagination into their praxis and literature. More specially, this includes scholar-activists and creative writers who reimagine Black life centered on healing, futurism, and love. We will examine the capacity of Black identity in a state of collective afterlife that includes abolition studies, Afrofuturism studies, and healing studies. This class includes the following objectives:

Course objectives and goals:

- By the end of this course, you will have a greater understanding of liberatory and pleasure theory-activism grounded in media studies.
- You will expand critical analysis and cohesive inquiry through essay assignments and creative assignments.
- You will have the chance to learn and engage through digital storytelling and creative materials.
- Finally, you will revise essays and develop strategies for becoming a better reader of your own work and your peers. This also includes utilizing MLA mechanics.
- This course fulfills the 6,000 word requirement for Florida’s general education design. Please find out additional information via this link:
<http://undergrad.aa.ufl.edu/general-education/gen-ed-program/writing-requirement/>

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.

Zoom Format:

This class will comprise a mix of asynchronous and synchronous learning (via Zoom). This also includes media screenings (including film, television, oral storytelling, workshops) where we will commune over discussion board posts and in-class discussions. I do not have a camera policy and understand the zoom fatigue; however if your camera is off, you are required to participate through the chat function for full credit.

I am cognizant of the impact regarding COVID-19 and violent tragedies that shape our well-being. As your instructor, my role is to help shape and enrich your writing with intentional guidance, multimedia assignments, and course design. I also want to support your health and well-being as a student. Please reach out to me if you need assistance or have trouble keeping up with the course.

Course Material:

All material will be posted on Canvas in order to offset student costs; however, you will need to have the following in place of purchasing textbooks:

- HBO Max subscription (you can add this channel via Amazon Prime or Hulu)
- Netflix subscription
- Tubi (free streaming site)
- Twitter account and free accounts for digital storytelling platforms

*If you do not have the above accounts, please note you might be able to take advantage of free streaming trials!

10 Discussion Board posts (200 words each, 200 points)

For each asynchronous class session, students will post on the discussion board set up for that day on the Discussions section of our class' Canvas page. Posts must follow the specific instructions/guidelines for that day's discussion board (100 words).

Each post will be due by 11:59 pm on the day assigned. In addition, all students are required to respond to one classmate's post by 12:00 pm the following day (100 words).

Since we will refer to these posts during our synchronous class discussion, you should make sure you are keeping up with the message board.

Two Distant Strangers Rewrite (1500 words, 200 points) This short film is polarizing and controversial with its discussion on Black trauma rhetoric and presentation. Accordingly, you will have the option to reimagine or rewrite the screenplay for this film or defend the film's screenplay.

Annotated Playlist (500 words, 100 points) This assignment draws from both a creative and formal writing dexterity of curating a playlist about your ancestral history and self-guided principles. This may include audio interviews, recorded songs, performed songs, and soundscapes. The maximum length includes 5-7 tracks.

News Broadcaster (100 points): This assignment includes the research, analysis, and discussion of a current event through our coursework material. More specifically, this includes the following:

1. Researching a current event news/magazine article or podcast segment (current means for the year 2021)
2. Emailing the material at least 2 days prior to your classmates

3. Creating 3-4 discussion questions to lead into class discussions.
4. The article must correspond with material related to the course content (screenings, articles, texts, etc)
5. This includes a range of 15-20 minutes discussion

Paper: Researched Critical Essay (2000 words, 300 points) This essay will be a sustained, formally researched critical analysis in which you will make an original argument about one of our media screenings. You should engage this critique by critiquing its praxis as it relates to liberation, healing, and abolition studies. This also includes incorporating 4 outside sources.

Attendance/Daily Participation (100 points) Daily and engaged participation is a priority in this course. All students should participate every day in some fashion by offering points of view, raising questions, asking for clarification, and/or writing when it is required. Attendance is mandatory.

Assignments Points and Grade Distribution:

- 30% 300 Researched Critical Essay (2000 words)
- 20% 200 Discussion Board (10x200 words per response)
- 20% 200 Two Distant Strangers Rewrite (1500 words)
- 10% 100 Annotated Playlist (500 words)
- 10% 100 News Broadcaster
- 10% 100 Class Participation

As noted above, students will develop a topic of their own choosing by writing a brief proposal for their final paper.

The final paper should incorporate both primary and (relevant) secondary texts and provide evidence of the student’s critical thinking and interpretive abilities. This paper requires a minimum of four outside sources of an *academic* nature, which means you will need to consult the UF library databases to carefully research your chosen topic in order to effectively present your argument.

Grading Scale

A	4.0	93-100	C	2.0	73-76
A-	3.67	90-92	C-	1.67	70-72
B+	3.33	87-89	D+	1.33	67-69
B	3.0	83-86	D	1.0	63-66

B-	2.67	80-82	D-	0.67	60-62
C+	2.33	77-79	E	0.00	0-59

The following is a basic rubric which will be used to grade your major writing assignments:

A paper presents a **strong, original, and thought-provoking argument** that is **well-supported and organized**, and which demonstrates **thorough engagement** with the text and its relation to the themes and/or concepts discussed in the course. Papers at this level also contain strong prose and are mostly free of typos, as well as mechanical and stylistic errors. This paper completely adheres to the assignment guidelines and rubric.

B paper falls noticeably short in **one or two** of the criteria for a strong argument listed above, but still demonstrates a thorough engagement with the text and its relation to the themes and/or concepts discussed in the course. Work in this range needs minor revision, but is otherwise stylistically and mechanically sound, with few errors.

C paper falls noticeably short in terms of **two or more** of the criteria for a strong argument. Work in this range also needs significant revision in terms of its content and organization and may contain several spelling and/or mechanical errors. Nonetheless, a C paper still shows effort and potential.

D paper is generally disorganized, too simple in terms of its argument and/or poorly-argued, and may also lack textual support for points being made. Work in this range is in need of significant revision and contains numerous spelling and/or mechanical errors that affect the clarity of the student's writing.

E paper falls short of **almost all** of the requirements for an effective argument listed above **and/or** may have lost excessive points for not following the basic assignment prompt or for being incomplete, late, or, missing. Work in this range is also full of spelling and mechanical errors which make the writing unclear and/or unreadable.

In addition, any assignment that is discovered to be plagiarized will automatically receive a grade of E.

Please note that the above rubric is not exact. Other factors, such as failure to follow basic assignment prompts or requirements, inaccurate textual references, etc. will affect your grade.

COURSE SCHEDULE

The following schedule is tentative and subject to change (with advance notice) throughout the term. **Please pay attention to all announcements or updates to this schedule posted on Canvas and note that the most up-to-date version of the course schedule will be posted there.** All assignments and readings are due the day they are listed.

Note: All readings listed below are posted on [Canvas](#), with the exception of those preceded by an asterisk.

Week 1: Oral Storytelling and Histories		
Date	Reading Due	Assignment Due
M: 5/10	<p>Syllabus and class introduction</p> <p>Media screenings: Fannie Lou Hamer Spotify storytelling and <i>Soundtrack for the Revolution</i></p>	<p>https://open.spotify.com/album/7Gs0MIZVU6Q35AcvQjmDTj?si=rOBnoz8Ro6J2ZTc7KueUw</p> <p>https://vimeo.com/87053287</p>
T: 5/11		Discussion Board 1
W:5/12	<p>1. <i>It Was Very Humiliating</i></p> <p>2. <i>The Courage of Our Convictions: How to Defeat Critical Race Theory</i></p> <p>3. <i>The War on Critical Race Theory</i></p> <p>Media screening: HBO: <i>Lovecraft County</i> s1ep1 and s4ep1 <i>Blackish: Juneteenth</i></p>	<p>Submit introduction worksheet</p>
R: 5/13		Discussion Board 2
F: 5/14	<p><i>Our Democracy's Founding Ideals Were False</i></p>	

Week 2: Historical Reckoning		
Date	Reading Due	Assignment Due
M: 5/17	MOVE articles Screening: HBO <i>Forty Years A Prisoner</i>	Annotated Playlist due by 11:59pm
T: 5/18		Discussion Board 3
W: 5/19	1. St. Augustine Haunts 2. Rosewood Remembrance 3. Museum and Healing Screening: Ocoee Massacre: https://youtu.be/HA0CLxHeH6Y	https://www.washingtonpost.com/graphics/2020/national/rosewood-reparations/ Above is the Rosewood Remembrance article
R: 5/20		Discussion Board 4
F: 5/21 PRT: <i>Madison and Leandra</i>	Watch Dr. Ruha Benjamin video: https://www.youtube.com/watch?time_continue=1893&v=-4yx0RygGt0&feature=emb_logo & read <i>Race After Technology</i> excerpt	
Week 3: Coalition		
Date	Reading Due	Assignment Due
M: 5/24 PRT: <i>Shereen and Daniel</i>	1. <i>Are Them and Two Distant Strangers Black Trauma Porn</i> 2. <i>Why I Made Two Distant Strangers</i>	1. https://californianewstimes.com/are-them-and-two-distant-strangers

	Netflix: Two Distant Strangers Netflix and See You Yesterday	rs-black-trauma-porn/282809/ 2. https://www.youtube.com/watch?v=8_K-tjblKec
T: 5/25		Discussion Board 5
W: 5/26	1. <i>The Fire Next Time: The Short Life of the Young Patriots: Original Rainbow Coalition</i> *Brainstorming exercise instead of screening	https://www.dailywritingtips.com/5-brainstorming-strategies-for-writers/ Choose one of the above options and submit for a discussion board post.

R: 5/27		Discussion Board 6
F: 5/28	In-class writing activities	
PRT: Alexia and Elizaveta		
Week 4: Interventions		
Date	Reading Due	Assignment Due
M: 5/31	HOLIDAY	

T: 6/1	TDS Draft	Peer Review: Discussion Board 7
W: 6/2 PRT: Sazzad and Daniel	Are Prisons Obsolete Chapter 1 The House I Live In on Tubi Black Mirror, S4ep6 Black Museum: Netflix	Respond to peer by 11:59pm
R: 6/3		Discussion Board 8: Just focus on the questions for Friday class and continue to work on your final assignment. If you participate on Friday, you automatically receive full discussion board points.
F: 6/4 PRT: Arlie and Shaynah	Are Prisons Obsolete Chapter 6	Two Distant Strangers FINAL: DUE Saturday, 6/5
Week 5: Futurism		
Date	Reading Due	Assignment Due
M: 6/7 PRT: Kevin, Sam, and Kelly	How to Stop Gentrification & Homeless People Raise Concerns Netflix: Vampires Versus the Bronx	https://newrepublic.com/article/144260/stop-gentrification https://www.wuft.org/news/2021/03/02/homeless-people-raise-concerns-about-city-of-

		gainesvilles-assistance-efforts/
T: 6/8		Discussion Board 9
W: 6/9	Transformative Justice article & The Lives and Deaths of Tony Dade and Malik Jackson <i>Netflix: Pariah</i>	Final proposal DUE https://www.thenation.com/article/activism/can-transformative-justice-on-college-campuses-work/ https://www.dissentmagazine.org/online_articles/the-lives-and-deaths-of-tony-mcdade-and-malik-jackson
R: 6/10		Discussion Board 10

F: 6/11	1. Critical thinking and library research	
PRT: Megan and Brianna		
Last Week: Synthesis and Development		
	Date	Reading Due
		Assignment Due
M: 6/14	In-class office hours	
T: 6/15	Work on final	Draft final DUE

W: 6/16	Online	Peer Revision completed by 11:59pm
R: 6/17	Final Paper Presentations	
F: 6/18	Final Paper Presentations	Final essay due MONDAY, June 21 11:59pm

COURSE POLICIES AND PROCEDURES

Since this is an English course, students should expect a fair amount of reading and writing assignments. Additionally, this class thrives on a robust, high-quality discussion of the texts being read, whether online or in person, which means that the success of this class depends on the active and meaningful participation of *all* class members.

Attendance Policy

You should take attendance in this course very seriously, as class discussions cannot be replicated. If you miss class, you are also missing that day's lesson and work.

If you miss more than FIVE (5) synchronous classes during the term, you will automatically fail the entire course. As a result, you should always keep up with class, barring unforeseen circumstances like illness or personal emergencies. In those cases, communicate with me as soon as possible to let me know you are okay and to make arrangements to help you catch up with the class. Prolonged absences due to illness, or for any other reason, should be discussed with me in advance to arrange the possibility of make-up of assignments or to determine the options available to you.

Exempt from this policy are only those absences involving official university-sponsored events, such as athletics (see info on the [*Twelve-Day Rule*](#)), band, and debate; as well as religious holidays and extenuating circumstances like military duty and court-mandated responsibilities.

Note: Any absences related to official university-sponsored events, religious holidays, military duty, and court-mandated responsibilities must be discussed with me **prior** to the date of the absence in order to arrange potential make-up work

Tardiness

For synchronous class meetings, students must join the Zoom meeting on time. Email me ASAP with any conflicts. Joining late disrupts the class and may lead to you missing important information.

Mode of Submission for Papers

All papers you write for this class, but especially final drafts of assignments, should feature polished writing and reflect your best effort. In addition, your papers must conform to MLA format*. This means your papers must meet the following basic formatting guidelines:

Your name and other relevant information (course title, name of instructor, date) on the *top left-hand* side of the page

Original or creative title for assignment (something other than Close Reading Assignment, Panel Paper, etc.)

12 point Times New Roman font, double-spaced

1 inch margins all around

MLA style headers with your last name and page number on the top right side of the page

MLA-style citations (in-text, and at the end of your paper on a separate Works Cited page).

All files for final drafts of papers need to be named according to the specifications on the respective assignment sheet and submitted as Word (.doc) or pdf. documents to the indicated location on Canvas (no Pages for Mac files, please).

Note: E-mailed assignments are **not** accepted, and failure of technology (computer/internet issues) is not an excuse for failing to turn in work on time.

Late Work Policy

As indicated in the **Attendance Policy** section of this syllabus, students are responsible for submitting assignments online/in class by the assigned date and time, unless other arrangements have been made with me ahead of time. Work turned in after the given deadline **will be considered late and the grade earned will fall one spot on the grade scale (B to B-, for example) for each day (Mon.-Sun.) the assignment is late.**

Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all graded work until the term is over. Should the need arise for a resubmission of papers or a review of graded assignments, it is the student's responsibility to have and to make available this material.

Students should also get in the habit of carefully naming and saving all writing assignments and paper drafts not only on a computer, but also on a thumb drive, external hard drive, and/or a cloud-based service like Dropbox or Google Docs to prevent losing their work.

Grades

Feedback for major assignments will consist of inline comments and annotations that I make directly on your submission on Canvas, along with end comments. Please take time to review this feedback for the benefit of future assignments.

University policy prohibits discussions of grades via email due to privacy concerns. If you have grading-related questions after reviewing my feedback, please schedule an appointment to meet with me via Zoom to discuss.

Final Grade Appeals

If a student has any disagreement about their final grade, they should contact me first to arrange a (virtual) conference. If our discussion does not resolve the matter, the student may appeal their final grade by contacting Carla Blount at (cblount@ufl.edu). **Please note that grade appeals apply to final grades, not individual assignment grades, and may result in a higher, unchanged, or lower final grade.**

Academic Honesty

Plagiarism is a serious violation of the [Student Honor Code](#). The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism. 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:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. 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 students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

Important: You should never copy and paste something from the Internet without providing the exact location from which it came.

Each student's work is tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other examples of plagiarism are resubmitting work you have turned in to other classes. If you are unsure if what you are doing constitutes academic dishonesty, ask me before turning in an assignment.

If you commit academic dishonesty, you will receive a zero for the assignment, and the incident may be submitted to the Dean of Students Office as an Honor Code violation.

Online Etiquette Participation

In general, it is vital that we treat everyone's thoughts and views with open-mindedness and respect, particularly since some of the texts we will be discussing may deal with sensitive or challenging topics. Whether online or in person, every member of the class has the right to express their thoughts on a topic or introduce a specific reading of a text but these perspectives and arguments should be made respectfully and supported with relevant evidence. Disrespect towards others will not be tolerated.

Synchronous Meetings

Out of respect for privacy, during synchronous class meetings via Zoom, students are not required to use video, unless they are presenting or speaking for an extended period of time. However, all students are expected to be attentive to what is being discussed and to participate during class. Participation includes speaking during discussions, making relevant comments on the Zoom chat, contributing to group activities, asking questions after panel presentations, and other actions demonstrating engagement. If you have trouble gauging what constitutes relevant participation, talk to me during office hours for advice on how you can contribute to our class discussions.

Also, students should place their microphones on mute, unless they wish to speak, to limit external distractions. Students who wish to use video during our synchronous meetings should limit external interruptions or visual distractions as much as possible. Excessively disruptive students may be asked to leave the meeting, marking you **absent** for the day.

In general, students are expected to be attentive and respectful of others and their time during these meetings.

Discussion Boards

Discussion board posts should reflect an *active engagement* with the larger themes and ideas of our texts and class discussions. Responses that do not address the discussion board prompt and/or merely summarize the texts without providing analysis will be considered unsatisfactory and will not earn full credit. In addition, responses should not feature lengthy set-ups or details that are not directly relevant to the material, nor should they be written in an informal tone.

Finally, responses should provide **specific examples** from readings to provide support for any analysis or argument being made. 100 words for your response and 100 words for your peer response.

E-mails

All emails addressed to me should **only** be sent from Canvas or your UF email address and be written in a professional tone that follows rules of grammar and etiquette. Along with your message, please include: a clear subject line and a proper salutation and closing. I will respond to emails within 24 hours during the week and within 48 hours on weekends.

Changing display name on Canvas

To facilitate communication, and to respect how you identify, please let me know if you go by a nickname or name that's different from what appears on my class roster. This also includes your pronouns which you will type beside your name via Zoom. You are also able to change your display name on Canvas by following the instructions found at the bottom of this page:

<https://elearning.ufl.edu/student-help-faqs/>

Additional Resources:

Please note that some of the resources and services listed below have made adjustments in response to the COVID-19 pandemic. Please visit the respective link for details and updates on availability and hours of operation.

Technical Support

E-learning technical support: learning-support@ufl.edu, 352-392-4357

Computing Help Desk: <http://helpdesk.ufl.edu/>

Writing Studio

The University Writing Studio is available for free to all UF students. See <https://writing.ufl.edu/writing-studio/> to learn more and to make an appointment.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should visit the [Disability Resource Center](#) website for more information.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <https://dso.ufl.edu/u-matter-care/>, umatter@ufl.edu, 352-294-2273 (CARE)

Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: <https://pantry.fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208

Student Health Care Center: <http://shcc.ufl.edu/>, (352) 392-1161

Statement on harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:

<https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>