

ENG 1131—Writing Through Media: Disability in Print and Visual Culture (Class#13892), Spring 2019



Instructor Name: Norma Aceves, MA
Course Meeting Times and Location: MWF 3-3:50 and Tuesdays 7:20-10:10 (Weil 0408E)
Office Hours and Location: Turlington 4340 Fridays 10-12 or by appointment
Course Website: [Canvas](#)
Instructor Email: naceves@ufl.edu

Course Description:

As we celebrate the 29th anniversary of the Americans with Disabilities Act this year, it is important to analyze the state of representation of citizens living with visible and invisible disabilities in the US. Founding mother of disability studies Rosemarie Garland-Thomson has called for a need to: “reframe ‘disability’ as another difference to consider along with race, gender, class, ethnicity, and sexuality to understand the social narrative of bodily difference. As such, this course will engage with an intersectional disability studies approach to analyzing the representations of disability in print and visual culture to trace how representations of physical difference, ability and normalcy in American culture intersect with dialogues in current feminist and queer studies. As this course is an interdisciplinary study, we will read and watch a blend of literary, historical, theoretical, and media texts to understand the role of the disabled body in contemporary American culture.

In order to accomplish this goal, we will be reading a variety of print texts and images, watching popular films, television shows, listening to podcasts, and watching video blogs to give us a taste for the diverse representations of disabled persons in contemporary culture. Not only will we be reading the work of major critical scholars like Rosemarie Garland-Thomson, Nancy Mairs, Simi Linton, and Eli Clare, but we will also be watching a variety of films including the critically acclaimed films, *The Shape of Water* and *A Quiet Place*. We will also watch episodes from television shows such as *American Horror Story*, *Dr. Who*, and *Black Mirror*. Finally, we will take a look at disability activism on the internet and watch the work of activists such as Annie Segarra, Zach Anner, and Alice Wong. We will not only be digesting print and visual media but

also producing it. The culminating assignment for this class will require students to compose an argument using digital means that in some way contributes to the disability community.

Course Objectives and Learning Outcomes:

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).
- Course content includes multiple forms of 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 learn how to effectively use these rhetorical devices to compose effective and argumentative pieces of writing.
- 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:

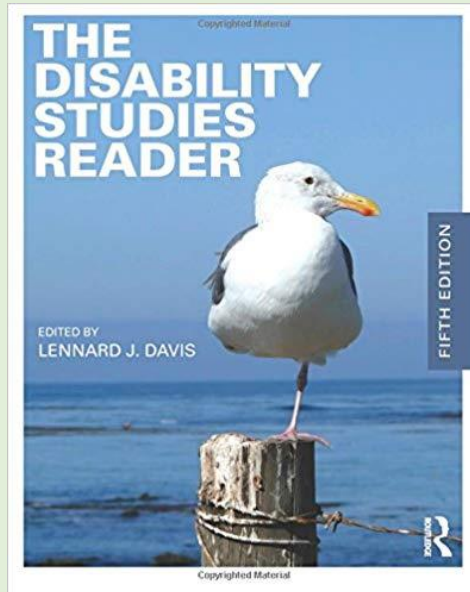
- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students 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.

ENC 1131 Learning Objectives:

- Students will be able to read and write about disability in print and visual forms.
- Students will learn to compare various representations of disability in film, literature, and current events.
- Students will learn to create arguments based on the print and visual texts we're reading using close reading, argumentative skills, and secondary research.
- Students will learn how to effectively engage in an academic discussion in an academic setting with evidence and respect of differing opinions.
- Students will learn to engage with the various interventions made in field of disability studies such as: feminist studies and queer studies.
- Students will be able to compose arguments using media such as film, audio, and/or html.

Required Text and Materials:

1. *The Disability Studies Reader* (Fifth Edition) by Lennard Davis (Available digitally through UF Smather's Library)



*All other texts/videos will be available in PDF format/linked on our Canvas site.



Assignments and Grading:

All Assignments total 6000 words.

- 150 Points Facebook Discussion Posts and live Tweeting Conversations [1600 words]**
Students will post links to posts dealing with disability issues periodically. They will be required to post at least five critical posts with responses of at least 100 words and respond to peers in at least 70 words. Students will also be required to Live Tweet each week during our film screening time using the hashtags provided on the schedule. Each “Tweeting” session should include at least 5 tweets of at least ten words (two can be responses) in which you share an important quote, a meaningful critique, or a valuable question for the class.
- 200 Points Class Discussion Leading (@ 66 points per discussion)**
Students will lead two to three class discussions throughout the semester (depending on enrollment). These presentations are meant to encourage students to look for their own examples of disability that will educate the class about the diversity of disability in our culture. Each discussion should be 15-20 minutes long.
- 100 Points Pop Quizzes (@10 points per quiz)**
Students will be responsible to being caught up on the reading and to pay close attention to the films/shows we watch. There will be 10 short unannounced quizzes on the reading and films throughout the semester.
- 100 Points Service Learning Project and Presentation [700 words]**
Students will complete 14 hours of service creating captions, audio recordings, podcasts, or video blogs. Students will also write a 700-word reflection detailing the experience and impact of the service on themselves and people with disabilities.
- 100 Points Issue Podcast or Video Blog and Presentation [700 Words]**
Students will create an argument using either the podcast or video blog medium. Podcasts and Videos must be accessible to various audiences, and therefore must include a transcript of at least 700 words.
- 150 Points Two Drafts of Final Project + Bibliography (with at least three secondary sources) [1000 words]**
Students will submit two drafts of their final projects, which will be the equivalent of 50% of the work towards this project to be workshopped in class.
- 200 Points Final Project + Paper and Works Cited (with at least five secondary sources) [2000 words]**
Students will choose a media we have discussed throughout the semester to craft an argument about disability in print and/or visual culture. Each project must have a digital element, a tangible impact on the disability community (whether it be monetary or symbolic i.e. you can raise money for a charity or contribute more time to benefit the well-being of the disability community.) Projects must be approved in advance by the instructor in order for final projects to be accepted.

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



Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance:** Attendance is required in order to succeed in the class. Students are allowed three absences and, after these three, the student's final grade will be lowered. If a student misses six absences, they will automatically fail the course. Keep in mind that missing one screening is equivalent to missing three absences since it is a three-block class.

Tardies: Three tardies will equal one absence. It is the student's responsibility to make sure they have been marked present when they arrive late.
(Please Note: If students are absent, it is their responsibility to make themselves aware of all graded assignments and due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.)
3. **Paper Format & Submission:** All papers will be submitted as **MS Word (.doc or .docx) or Rich Text Format (.rtf)** documents to Canvas, unless otherwise stated in class. Final drafts should be polished and presented in a professional manner. All papers must be in MLA format with 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered.
4. **Late Papers/Assignments:** Papers are due at the end of the day (midnight) on-line on the assigned deadline unless otherwise stated. Late papers will not be accepted unless we've arranged an extension. Please email me in advance if you know you will have a difficulty submitting assignments for personal/emergency reasons and provide documentation. Do

not suffer in silence. Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions and in-class activities.

5. **Paper Maintenance Responsibilities:** Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.
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.
7. **Disability Statement:** It is one of my fundamental beliefs that every student should be given the best possible opportunity to successfully complete the class. If you have any visible or invisible disabilities and need a special accommodation to ensure your success in my class, please let me know by the end of the first week either after class or by email with the appropriate documentation from the [Disability Resource Center](#) in (Go to Peabody 202 or call (352)-392-8565).
8. **UF Grading Policies:** Please review the [UF Grading policies](#) for reference.
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.
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.
12. **Classroom Behavior:** Please 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.
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.
14. **Writing Studio:** The University Writing Studio is located in Turlington 2215 and is available to all UF students requiring assistance with basic tasks of writing assignments. I will give up to 20 points (5 points per visit) extra credit for students who visit the Writing Studio for assistance.

Rubric:

Letter grades will be given for each major assignment and will be subject to the following criteria. Minor assignments and daily grades will be assessed on a complete/incomplete basis. In order to receive the grade in the left column, the assignment must meet ALL of the criteria in the description.

Grade	Description
A	<ul style="list-style-type: none">• Follows all instructions specific to the assignment sheet• Generates and elaborates on original ideas relevant to the course content• Assignment is mechanically sound and free of distracting grammatical, stylistic, and/or technical errors• Assignment displays clear organizational forethought including attention to transitions, introduction, and conclusion.• Assignment is properly formatted in MLA or other style guide approved by instructor• Assignment incorporates source material appropriately and effectively• Assignment provides convincing evidence to support claims
B	<ul style="list-style-type: none">• Follows most instructions specific to the assignment sheet• Incorporates and elaborates ideas relevant to the course content• Assignment may have a few minor errors but is free of distracting grammatical, stylistic, and/or technical errors• Assignment has an identifiable organizational structure• Assignment has a few minor formatting issues• Assignment incorporates source material appropriately• Assignment provides evidence to support most of its claims
C	<ul style="list-style-type: none">• Follows some instructions specific to the assignment sheet• Incorporates ideas relevant to the course content• Assignment has a few distracting grammatical, stylistic, and/or technical errors• Assignment has an identifiable organizational structure• Assignment has a few minor formatting issues• Assignment incorporates source material• Assignment provides evidence to support some of its claims
D	<ul style="list-style-type: none">• Follows very few instructions specific to the assignment sheet• Incorporates ideas irrelevant to the course content• Assignment has numerous distracting grammatical, stylistic, and/or technical errors• Assignment has an unclear organizational structure• Assignment has formatting issues• Assignment incorporates no (or very little) source material• Assignment provides little to no evidence to support its claims
E	<ul style="list-style-type: none">• Does not follow instructions specific to the assignment sheet• Incorporates no ideas relevant to the course content• Assignment has numerous distracting grammatical, stylistic, and/or technical errors• Assignment has no identifiable organizational structure• Assignment has numerous formatting issues• Assignment incorporates no source material• Assignment provides no evidence to support its claims

Tentative Schedule:

	M 1/7	T 1/8	W 1/9	F 1/11	Assignments Due:
Week 1	<p>In Class: *Review Syllabus</p>	<p>*No Screening Today*</p> <p>Visit office and post selfie outside door on the Canvas Discussion board and introduce yourself in post. Post by 1/8.</p>	<p>In Class:</p> <ol style="list-style-type: none"> 1. Course Introductions 2. Ice Breaker 	<p>In Class:</p> <ol style="list-style-type: none"> 1. FB Discussion posts 2. Chapter 1 of the <i>DSR</i>: “Constructing Normalcy” 3. Chapter 28 of the <i>DSR</i>: “Is Disability Studies Actually White Disability Studies?” 	<p>HW:</p> <ol style="list-style-type: none"> 1. Set up Twitter and Facebook accounts. 2. Add course FB Group called “UF ENC1131: Disability in Print and Visual Culture SP 19” <p>Due Monday, 1/14</p>
	M 1/14	T 1/15	W 1/16	F 1/18	Assignments Due:
Week 2	<p>In Class:</p> <ol style="list-style-type: none"> 1. Chapter 2 of the <i>DSR</i>: “Disability and the Justification of Inequality in American History” 2. Haben Girma’s Ted Talk 	<p>Screening: <i>CinemAbility: The Art of Inclusion (2018)</i></p> <p>First Live-Tweet Discussion (Use the following hashtags: #CinemAbility2018 #ENC1131SP19)</p>	<p>In Class:</p> <ol style="list-style-type: none"> 1. Film Discussion 2. Chapter 3 of the <i>DSR</i>: “‘Heaven’s Special Child’: The Making of Poster Children” 	<p>In Class:</p> <ol style="list-style-type: none"> 1. Composing an argumentative FB post 2. Chapter 5 of the <i>DSR</i> “Disability Rights and Selective Abortion” 	<p>HW:</p> <ol style="list-style-type: none"> 1. Add yourself to disability-related FB groups/pages 2. “Share” FB Post #1 to our course FB group. <p>Due Sunday, 1/20</p>

Week 3	M 1/21	T 1/22	W 1/23	F 1/25	Assignments Due:
	No Classes, Martin Luther King Day	Screening: <i>Gattaca</i> (1997) #Gattaca #ENC1131SP19 #disabilitystudies	In Class: 1. Film Discussion 2. Chapter 6 of the <i>DSR</i> : “Disability, Democracy, and the New Genetics” 3. Chapter 13 “The Social Model of Disability”	In Class: 1. Service Learning Requirement and Options 2. Thesis Statements	HW: Decide which service learning project you will complete this semester and post your decision and rationale to the Discussion Board on Canvas Due Sunday, 1/27
Week 4	M 1/28	T 1/29	W 1/30	F 2/1	Assignments Due:
	In Class: 1. Chapter 9 of the <i>DSR</i> “Selections from <i>Stigma</i> ” 2. Issue Podcast or Video Blog	Screening: <i>FIXED</i> : <i>The Science/Fiction of Human Enhancement</i> (2014) #FIXED2014 #ENC1131SP19 #disabilitystudies	In Class: 1. Film Discussion 2. The Alternative Limb Project Website 3. Article on The Alternative Limb Project	In Class: 1. Chapter 10 of the <i>DSR</i> “Stigma: An Enigma Dymystified” 2. Article on how prosthetics changed the art world	HW: 1. FB Post #2 Due by Sunday, 2/3 2. Select project (podcast or blog) and submit a project proposal on the Canvas Discussion forum Due Sunday, 2/3
Week 5	M 2/4	T 2/5	W 2/6	F 2/8	Assignments Due:
	In Class: 1. Chapter 20 of the <i>DSR</i> “At the Same Time, Out of Time: Ashley X” 2. Article on Disability tech 3. Chapter 40 of the <i>DSR</i> “Biohack Manifesto”	Screening: <i>Dr. Who</i> “Rise of the Cybermen” (2006) <i>Black Mirror</i> “San Junipero” (2016) #RiseoftheCybermen #SanJunipero #ENC1131SP19 #disabilitystudies	In Class: 1. Film Discussion 2. Discussion Leading #1 3. Chapter 26 of the <i>DSR</i> “Unspeakable Offenses: Untangling Race and Disability in Discourses of Intersectionality”	In Class: Chapter 24 of the <i>DSR</i> “My Body, My Closet: Invisible Disability and the Limits of Coming out”	

Week 6	M 2/11	T 12	W 2/13	F 2/15	Assignments Due:
	In Class: Chapters 36 and 37 of the DSR “Unspeakable Conversations” and “I am Not One of The’ and ‘Cripple Lullaby”	Screening: <i>Sins Invalid: An Unshamed Claim to Beauty in the Face of Invisibility</i> (2006) #SinsInvalid2006 #ENC1131SP19 #disabilitystudies	In Class: 1. Film Discussion 2. Discussion Leading #2 3. Chapter 27 of the DSR “Compulsory Able-Bodiedness and Queer/ Disabled Existence”	In Class: Blog or Podcast Peer Review	
Week 7	M 2/18	T 2/19	W 2/20	F 2/22	Assignments Due:
	In Class: Blog or Podcast Presentations	Screening: <i>Frida</i> (2002) #ENC1131SP19 #Frida2002 #disabilitystudies	In Class: 1. Film Discussion 2. Discussion leading #3 3. Article on Frida Kahlo	In Class: Discuss Service Learning Projects 2. Chapter 30 of the DSR “Sculpting Body Ideals: Alison Lapper Pregnant and the Public Display of Disability”	HW: Blog or Podcasts Due 2/24
Week 8	M 2/25	T 2/26	W 2/27	F 3/1	Assignments Due:
	In Class: 1. Final Project 2. Chapter 35 of the DSR “Stones in my Pocket, Stones in my Heart”	Screening: <i>The Shape of Water</i> (2017) #TheShapeofWater17 #ENC1131SP19 #disabilitystudies	In Class: 1. Film Discussion 2. Discussion Leading #4 3. Discuss Chapter 17 “Deaf Studies in the 21 st Century: ‘Deaf Gain’ and the Future of Human Diversity”	In Class: Writing Proposals	HW: FB Post #3 Due Sunday, 3/3

Week 9	M 3/4	T 3/5	W 3/6	F 3/8	Assignments Due:
	Spring Break—No Classes				
Week 10	M 3/11	3/12	W 3/13	F 3/15	Assignments Due:
	In Class: Discuss Podcasts	Screening: <i>Finding Dory</i> (2016) #FindingDory #ENC1131SP19 #disabilitystudies	In Class: 1. Discussion Leading #5 2. Film Discussion .	In Class: Visit to Special Collections The Baldwin Collection of Children’s Lit	HW: Final Project Proposal and mock-up Due Sunday, 3/17
Week 11	M 3/18	T 3/19	W 3/20	F 3/22	Assignments Due:
	In Class: Discuss Service Learning Projects 2. Chapter 31 of the <i>DSR</i> “Blindness and Visual Culture: An Eyewitness Account”	Screening: <i>A Quiet Place</i> (2018) #AQuietPlace #ENC1131SP19 #disabilitystudies	In Class: 1. Film Discussion 2. Discussion Leading #6 3. Chapter 19 of the <i>DSR</i> “Life with Dead Metaphors: Impairment Rhetoric in Social Justice Praxis”	In Class: Discuss Video Blogs	HW: FB Post #4 Due Due Sunday, 3/24

Week 12	M 3/25	T 3/26	W 3/27	F 3/29	Assignments Due:
	<p>In Class:</p> <ol style="list-style-type: none"> 1. Discuss Podcasts 2. Chapter 23 of the <i>DSR</i> “Defining Mental Disability” 	<p>Screening: <i>American Horror Story Asylum</i> (S2 E1) “Welcome to Briarcliff” and <i>The Haunting of Hill House</i> (Netflix S1 E1 “Steven Sees a Ghost”)</p> <p>#AHSAsylum #TheHauntingofHillHouse #S1E1 #ENC1131SP19</p>	<p>In Class:</p> <ol style="list-style-type: none"> 1. Film Discussion 2. Discussion Leading #7 3. Chapter 7 of the <i>DSR</i> “A Mad Fight: Psychiatry and Disability Activism” 	<p>In Class:</p> <ol style="list-style-type: none"> 1. Discuss Video Blogs 2. Chapter 25 of the <i>DSR</i> “Integrating Disability, Transforming Feminist Theory” 	<p>HW: Final Project “Shitty draft”</p> <p>Due Sunday, 3/31</p>
Week 13	M 4/1	T 4/2	W 4/3	F 4/5	Assignments Due:
	<p>In Class:</p> <ol style="list-style-type: none"> 1. Discuss Video Blogs 2. Discuss Chapter 21 of the <i>DSR</i> “Centering Justice on Dependency and Recovering Freedom” 	<p>Screening: <i>Call the Midwife</i> “Season 3: Episode 5” and <i>Atypical</i> “Antarctica” #CalltheMidwife #S3E5 #Atypical#S1E1 #ENC1131SP19 #disabilitystudies</p>	<p>In Class:</p> <ol style="list-style-type: none"> 1. Film Discussion 2. Discussion Leading #8 3. Chapter 34 of the <i>DSR</i> “The Autistic Victim: Of Mice and Men” 	<p>In Class: Service Learning Presentations</p>	<p>HW: Final Project Official Draft Due Sunday, 4/7</p>

Week 14	M 4/8	T 4/9	W 4/10	F 4/12	Assignments Due:
	In Class: Catch-Up Day	Screening: <i>Switched at Birth</i> (S1 E1) “This is Not a Pipe,” (S2 E15) “Ecce Mono” and (S4 E19) “A Mad Tea Party” #SwitchedatBirth #S1E1 #S2E15 #S4E19 #ENC1131SP19	In Class: 1. Film Discussion 2. Discussion Leading #9 3. Chapter 32 of the DSR “Disability, Life Narrative, and Representation”	In Class: Catch-Up Day	HW: FB Post #5 Due Sunday, 4/14
Week 15	M 4/15	T 4/16	W 4/17	F 4/19	Assignments Due:
	In Class: 1. Time article on Cochlear Implants 2. The New Yorker article on <i>Switched at Birth</i>	Screening: <i>Switched at Birth</i> (S2 E9) “Uprising” and Workshopping Presentations #SwitchedatBirthS2E9 #ENC1131SP19	In Class: Workshopping Presentations and student conferences	In Class: Workshopping Presentations	
Week 16	M 4/22	T 4/23	W 4/24	4/25-26 Reading Days Final’s Week 4/27-5/3 (NO Comprehensive Final)	
	In Class: 1. Final Project Presentations 2. Article on Disability Activism	Screening: *No Screening* Attend conference with instructor in Lieu of screening	Last Day of Classes In class: Course Evals and Potluck? Final Project and Service Learning Log Due Wednesday, 4/24		