

## ENG 1131: Writing through Media Gender-Bending the Gothic



**Instructor:** Norma Aceves, MA  
**Meeting Times:** M F 1:55-2:45 (Weil 408A) W 1:55-2:45 (Weil 408D), Screening M 7:20-10:10 (Arch 120)  
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### COURSE DESCRIPTION

This course will trace the evolution of the Gothic genre from its literary origins, in short and long fiction about pursued women who run into ghosts in castles, to revisions and extensions of Gothic themes of space and agency in contemporary films and interactive new media works. We will begin the course by reading canonical (and some non-canonical) works of fiction and poetry, move into popular films on Gothic themes (such as the 1991 *D maila*), and end with a study of augmented reality applications that appropriate gothic tropes. Students will explore the idea of “gender-bending” to describe and analyze the extent to which versions of the Gothic address the transformation of heteronormative gender roles. The final project of the course will entail students’ creation of a digital project (a film, a website, an application, a comic, a sequence of memes, etc.) that makes use of “gender-bending” of space and agency to show what traditional gothic tropes of escape, repressed sexuality, and fear of the foreigner may tell us about the state of current gender roles in society.



## Course Objectives

By the end of ENG 1131, students will be able to:

- Analyze the rhetorical characteristics of classic British Gothic texts and the films/media they've influenced
- Design and maintain a Weebly website, Twitter account, and blog that pay attention to audience
- Conduct original research about cultural phenomena incorporating primary and secondary sources
- Design multimedia projects that critique how society has portrayed gender and fear
- Deliver rhetorically effective presentations that make use of Aristotelian rhetoric
- Engage in critical discussions using various forms of new media



## Course Structure

The first half of the course will be dedicated to investigating the characteristic devices used in British Gothic texts and understand how these devices were adapted in film and forms of new media like YouTube and BuzzFeed. We will read novels that are foundational in the construction of what we know today as *Gothic* texts. Students will create a course website using Weebly, on which they will post their assignments and blog posts for the semester. Through this platform, students will apply their knowledge of classic gothic tropes to expose what these cultural object/phenomena have to say about British society across various time periods, from the late eighteenth century to today. For the first major writing assignment students will design a contemporary rendition of a Gothic chapbook, which will help students identify and place major gothic tropes using print/media forms. Students will explain through an accompanying essay how the text changes Gothic tropes of fear and gender identity. The second major project will help students engage in a new media analysis. They must find a contemporary rendition of any of the texts we've discussed in class and write an analysis on this cultural artifact.

In the second half of the class, students will engage in application more head-on. They will take an earlier blog post and expand it into a fully-fledged argument about what the Gothic has to say about gender in society today. We will explore media applications through which we can manipulate gothic tropes like Aurasma, Dubsmash, and video editing software. We will also explore how contemporary media has been used to adapt the Gothic in applications like *Haunted Planet/Bram Stoker's l'ampires*. As a final project, students will create their own multimodal projects using tools we've applied earlier in the semester. The use of these applications will require access to a smartphone or tablet running Android 4.0+ or IOS 7.0+. Students without access to a networked mobile device can use one of the iPads available for 7 day loan from Library West.

Screening times will be used for three purposes: 1) screening for films/TV shows related to the Gothic, 2) engaging in digital conversations about the films on Twitter and 3) workshopping final projects.

### Required Texts

Dacre, Charlotte. *Zofloya ; Or, The Moor. A Romance of the Fifteenth Century*. Ed. Adriana Crăciun. Peterborough, Ont.: Broadview, 1997. Print.

 Potter, Franz J., ed. *Romances and Gothic Tales*. Crestline, CA: Zittaw, 2006. Print.

Stoker, Bram. *Dracula*. Ed. Glennis Byron. Peterborough, Ont.: Broadview, 1998. Print.

+All other texts/videos will be available in PDF format/linked on our class E-Learning portal.

### Assignments and Grading

#### 10% Website/Blog posts (Including 5 blog posts @250 words each)

Students will create a website with a blog using Weebly to post their discussions/assignments for the class. All assignments will be posted on Weebly and students will write biweekly posts related to the readings and discussions in class. (Discussion questions are still TBD)

#### 10% Gothic Chapbook Remix (1500 words total)

Students will compose a Gothic contemporary rendition of a Gothic chapbook that gender-bends classic gothic tropes. Students will include a rationale explaining their choices and what they're basing their commentary. More specifically, will be re-envisioning a classic gothic tale using new media to reach a more contemporary audience while gender-bending Gothic tropes.

**15% Researched Argument Paper (2500 words total)**

In this paper, students will write papers that formulate an argument about what Gothic gendered norms have to say about the society in which we live. Students will have to get their topic approved by the instructor before starting.

**10% Media Analysis Presentation**

For this assignment, students will find a form of new media inspired by any of the texts we've discussed in class and will identify the artifact, explain which tales are re-envisioned, and explain the artifact's value to people. Students will prepare a 10-15 minute group presentation for the class.

**20% Class Exercises, Pop Quizzes, and Participation**

In order for students to be successful in the class, they will need to engage in vigorous discussion and participate in the group media projects we will be completing in class. There will also be unannounced pop quizzes on the reading.

**35% Final Project and Presentation (+ 500 min word Rationale)**

Students will have various options for their final project. They can also come up with their own idea and get it approved. This final project must represent the knowledge you've acquired this semester about the Gothic, gender, and forms of new media. The project can be inspired by any of the assignments we've completed in the semester or be an original concept.

Students will also put together a formal presentation of this project for the class. This presentation must explain what the project is and a rationale for the media source. The project must be substantial and representative of the 25% of your grade earned. Some options include: This project should push the boundaries of traditional ideologies about The Gothic and gender and not simply reproduce well-trod stereotypes. It must direct a new change in the genre and make a statement about how the Gothic is represented today. Students must also write a 500 word rationale to accompany their projects. The following are examples:

- Creating a film in which you change the scenes and practice the concept of gender-bending.
- Creating a BuzzFeed article that lists contemporary examples of gender-bending in the Gothic using a combination of various media.
- Create an augmented reality field that critiques traditional Gothic stereotypes. (For this you would have \_\_\_\_\_ to take snapshots of your field and put them in a PowerPoint presentation or take the class to the field you've altered
- Create a Twitter account in which you gender-bend common scenes in Gothic novels/films
- Create a strategic series of videos/sound combinations that make a statement about the Gothic and gothic \_\_\_\_\_ tropes

### 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

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades now have two components. You must pass this course with a “C” or better to satisfy the CLAS requirement for Composition (C) and to receive the 6,000-word University Writing Requirement credit (E6). To receive the 6,000-word University Writing Requirement credit (E6), papers **must** meet minimum word requirements totaling 6000 words.

### Assessment Rubric

Letter grades will be given for each major assignment and correspond to the following criteria. Minor assignments and daily grades will be assessed on a complete/incomplete basis. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester. In order to receive the grade in the left hand column, the assignment must meet ALL of the criteria in the description.

Grade	Description
A	<ul style="list-style-type: none"> <li>• Follows ALL instructions specific to the assignment rubric</li> <li>• Generates and elaborates on original ideas relevant to the course content</li> <li>• Assignment is mechanically sound and free of distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment displays clear organizational forethought including attention to transitions, introduction, and conclusion.</li> <li>• Assignment is properly formatted in MLA or other style guide approved by instructor</li> <li>• Assignment incorporates source material appropriately and effectively</li> <li>• Assignment provides evidence to support claims</li> </ul>

<b>B</b>	<ul style="list-style-type: none"> <li>• Follows most instructions specific to the assignment rubric</li> <li>• Incorporates and elaborates ideas relevant to the course content</li> <li>• Assignment may have a few minor errors but is free of distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment has a few minor formatting issues</li> <li>• Assignment incorporates source material appropriately</li> <li>• Assignment provides evidence to support most of its claims</li> </ul>
<b>C</b>	<ul style="list-style-type: none"> <li>• Follows some instructions specific to the assignment rubric</li> <li>• Incorporates ideas relevant to the course content</li> <li>• Assignment has a few distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment has a few minor formatting issues</li> <li>• Assignment incorporates source material</li> <li>• Assignment provides evidence to support some of its claims</li> </ul>
<b>D</b>	<ul style="list-style-type: none"> <li>• Follows very few instructions specific to the assignment rubric</li> <li>• Incorporates ideas irrelevant to the course content</li> <li>• Assignment has numerous distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has an unclear organizational structure</li> <li>• Assignment has formatting issues</li> <li>• Assignment incorporates no (or very little) source material</li> <li>• Assignment provides little to no evidence to support its claims</li> </ul>
<b>E</b>	<ul style="list-style-type: none"> <li>• Does not follow instructions specific to the assignment rubric</li> <li>• Incorporates no ideas relevant to the course content</li> <li>• Assignment has numerous distracting grammatical, stylistic, and/or technical errors</li> <li>• Assignment has no identifiable organizational structure</li> <li>• Assignment has numerous formatting issues</li> <li>• Assignment incorporates no source material</li> <li>• Assignment provides no evidence to support its claims</li> </ul>

## Attendance Policy

Attendance is required. I reserve the right to lower your final grade by 20 points for each unexcused absence after 4 absences. According to the university catalog, “acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate.” Students are allowed up to four absences for these purposes. Please refer to the [catalog](#) for more information.

**X** 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.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. Three instances of tardiness count as one absence.

## Plagiarism

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


**X** 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):

- 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  
<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.


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

## 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.


## In-Class Work

Papers and drafts are due at the beginning of class or on-line at the assigned deadline. Late papers will not be accepted unless we've arranged an extension.


 Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes or activities on the readings or classroom discussion. Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. Writing workshops require that students provide constructive feedback about their peers' writing.

Bring something to write with to every class. This can be a laptop, notebook, or tablet.

## 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.

## Mode of Submission

 All papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to their Weebly websites or Canvas, unless otherwise stated in class. Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font, double-spaced with 1 -inch margins and pages numbered.





## Writing Center

The University Writing Center is located in Tigert 302 and is available to all UF students requiring assistance with basic tasks of writing assignments.

## Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should contact the Students with Disabilities Office, Peabody 202. That office will provide documentation to the student whom must then provide this documentation to the instructor when requesting accommodation.

Tentative Schedule				
	M 8/24	W 8/26	F 8/28	Assignments Due:
<b>Week 1</b>  <b>What is Gothic?</b>	<b>In class:</b> Introductions and Syllabus review  <b>Screening:</b> Find the classroom  <b>HW: 1)</b> Log into Canvas <b>2)</b> Create a Twitter account <b>3)</b> Create a Weebly website <b>by 9/4</b>	<b>In class:</b> How to create a Weebly account  <b>HW:</b> Read "Introduction: the Gothic in Western Culture" by Jerrold Hogle	<b>In class:</b> Discussion on What is Gothic?  <b>HW:</b> Read: "The Gothic in Film"	
<b>Week 2</b>  <b>What is a Gothic structure?</b>	<b>In class:</b> Discussion about The Gothic, film, and gender <b>Screening:</b> <i>House on Haunted Hill (1959)</i>  <b>HW:</b> Read Twitter feed and be ready to discuss in class	<b>In class:</b> Movie discussion  <b>HW:</b> Read Selection from <i>Romances and Gothic Tales</i>	<b>In class:</b> Mini-lecture on Gothic architecture & Assignment 1  <b>HW:</b> Read <i>Xofloya</i> Introduction	<b>Assignments Due:</b>  <b>Website link and Introductory Discussion Post 9/4</b>

Week 3 Transgressive Bodies	M 9/7	W 9/9	F 9/11	Assignments Due:
	Labor Day—No Class/Screening	<b>In class:</b> <i>Zofloya</i> <i>Introduction</i>  <b>HW:</b> Read <i>Zofloya</i> Chapters 1-2	<b>In class:</b> <i>Zofloya</i>  <b>HW:</b> Read <i>Zofloya</i> Chapters 2-5	
Week 4	M 9/14	W 9/16	F 9/18	Assignments Due:
	<b>In class:</b> <i>Zofloya</i> <b>Screening:</b> <i>The Haunting</i> <i>(1963)/American Horror Story</i> <i>Episode 1 (2011)</i> <b>HW:</b> Read <i>Zofloya</i> Chapters 5-10	<b>In class:</b> Film discussion and <i>Zofloya</i>  <b>HW:</b> Read <i>Zofloya</i> (Chs. 10-15)	<b>In class:</b> Brainstorm for Gothic Chapbook Remix  <b>HW:</b> Read <i>Zofloya</i> p.130-174 (Chs. 15-23)	<b>Discussion Post 2</b> <b>9/18</b>
Week 5 Making Bodies	M 9/21	W 9/23	F 9/25	Assignments Due:
	<b>In class:</b> Workshop for Gothic Chapbooks  <b>Screening:</b> <i>Carrie (1976)</i>  <b>HW:</b> Read <i>Zofloya</i> p.175-225	<b>In class:</b> <i>Zofloya</i>  <b>HW:</b>  Finish Gothic Chapbook	<b>In Class:</b> <i>Frankenstein</i>  <b>HW:</b> Read <i>Zofloya</i> p.226-end	<b>Gothic Chapbook</b> <b>Remix Due 9/25</b>
Week 6 Digital Bodies	M 9/28	W 9/30	F 10/2	Assignments Due:
	<b>In Class:</b> Finish <i>Zofloya</i> discussion and finish discussion of projects  <b>Screening:</b> <i>Carrie (2013)</i>  <b>HW:</b> Read Mary Shelley’s “Roger Dodsworth: The Reanimated Englishman”, excerpt from <i>Frankenstein</i> , and article on “The Monster”	<b>In class: Class</b> <b>Cancelled—Out Sick</b> <b>HW:</b> Look for current influences of the Gothic in new media (websites such as online newspapers, blogs, or wikis, video games, and social media) Read article on Canvas.	<b>In class:</b> Discuss Media Analysis Presentations  <b>HW:</b> Start preparing media analysis presentations	<b>Discussion Post 3</b> <b>Due 10/2</b>

<p><b>Week 7</b></p> <p><b>Queer Bodies</b></p>	<p><b>M 10/5</b></p>	<p><b>W 10/7</b></p>	<p><b>F 10/9</b></p>	<p><b>Assignments Due:</b></p>
	<p><b>In class:</b> Workshopping Media Analysis Presentations</p> <p><b>Screening:</b> <i>Frankenstein (1931)</i></p> <p><b>HW:</b> Read excerpt from Mary Shelley’s <i>Frankenstein</i> and review “Roger Dodsworth” and “The Monster”</p>	<p><b>In class:</b> <i>Discuss Readings and Film</i></p> <p><b>HW:</b> Work on Media Analysis Presentations</p>	<p><b>Media Analysis Presentations</b></p> <p><b>HW:</b> Read “Introduction” to <i>Drac/tla</i></p>	<p><b>Media Analysis Presentations 10/9 &amp; 10/12</b></p>
<p><b>Week 8</b></p> <p><b>Technological Bodies</b></p>	<p><b>M 10/12</b></p>	<p><b>W10/14</b></p>	<p><b>F 10/16</b></p>	<p><b>Assignments Due:</b></p>
	<p><b>In class:</b> Media Analysis Presentations</p> <p><b>Screening:</b> <i>The Skin I Live in</i></p> <p><b>HW:</b> Read Selections from <i>Drac/tla</i> &amp; Critical Intro article to Vampires/Sexuality</p>	<p><b>In class:</b> <i>Drac/tla</i></p> <p><b>HW:</b> Read Selections from <i>Drac/tla</i></p>	<p><b>In class:</b> <i>Drac/tla</i> and media exercise (Using Aurasma)</p> <p><b>HW:</b> Read Selections from <i>Drac/tla</i></p>	<p><b>Discussion Post 4 Due 10/16</b></p> <p>Extra credit if you watch <i>Crimson Peak</i> and write a one paged reflection that explains how the film relates to the class.</p>
<p><b>Week 9</b></p> <p><b>Bending Gothic Bodies</b></p>	<p><b>M 10/19</b></p>	<p><b>W10/21</b></p>	<p><b>F 10/23</b></p>	<p><b>Assignments Due:</b></p>
	<p><b>In class:</b> Discuss Researched Argument Paper</p> <p><b>Screening:</b> <i>Frankenstein MD/ Nosferatn (1922)</i></p> <p><b>HW:</b> Read Selections from <i>Drac/tla</i></p>	<p><b>In class:</b> <i>Drac/tla</i> and media exercise HW: Selections from <i>Drac/tla (Chapter’s 3-5)</i> and short reading on “the new woman”</p>	<p><b>In class:</b> Class Cancelled for “How to Talk about Horror” conference—Attend any one panel either Thursday, Friday or Saturday (Extra credit if you attend two panels or one panel and one keynote talk)HW: Read Selections from <i>Drac/tla (Chs. 6-7)</i> and article on “Technologies of Monstrosity”</p>	

<b>Week 10</b>	<b>M10/26</b>	<b>W10/28</b>	<b>F 10/30</b>	<b>Assignments Due:</b>
	<p><b>In class:</b> <i>Drac/tla</i> and Researched Argument Proposal Activity</p> <p><b>Screen</b> <i>Are yo/i Afraid of the Dark: Tale of the Midnight Madness</i></p> <p><b>HW:</b> Read <i>Drac/tla</i> (Chs. 8-10) and work on Researched Argument paper proposal</p>	<p><b>In Class:</b> Discuss Dia De Los Muertos</p> <p><b>H W:</b> Finish reading <i>Dracula</i> Chs. 1-10 and Halberstam article on technology</p>	<p><b>Halloween Activity</b></p> <p><b>Bram Stoker’s Vampires App Game</b></p> <p><b>HW:</b> Bring digital memorials for passed loved ones</p>	<p><b>Discussion Post 5 Due 10/30</b></p> <p><b>Researched Argument Proposal Due 10/26 (In class)</b></p>
<b>Week 11</b>	<b>M 11/2</b>	<b>W 11/4</b>	<b>F 11/6</b>	<b>Assignments Due:</b>
	<p><b>In class:</b> <b>Dia De Los Muertos</b></p> <p><b>Screening:</b> <i>Dracula</i> (1992)</p> <p><b>H W:</b> Work on Researched Argument Paper</p>	<p><b>In Class:</b> Peer Review Paper Introductions</p> <p><b>HW:</b> Work on Paper Draft and Finish <i>Dracula</i> reading (Up to chapter 10 and Halberstam article “The Technology of Monstrosity”)</p>	<p><b>Homecoming—No Class</b></p>	
<b>Week 12</b>	<b>M 11/9</b>	<b>W 11/11</b>	<b>F 11/13</b>	<b>Assignments Due:</b>
	<p><b>In Class:</b> Peer review for Researched Argument Paper</p> <p><b>Screening:</b> Finish <i>Drac/tla/</i> Watch a few episodes of the <i>Carmilla</i> web series</p> <p><b>HW:</b> Finish Paper</p>	<p><b>Veteran’s Day—No Class</b></p>	<p><b>In class:</b> Discussion of <i>Dracula</i> readings and films</p> <p><b>HW:</b> Read Critical Selections on <i>Alien</i> and Lefanu’s <i>Carmilla</i></p>	<p><b>Researched Argument Paper Draft Due 11/9 and Final Draft Due 11/13</b></p>

<b>Week 13</b>	<b>M 11/16</b>	<b>W 11/18</b>	<b>F 11/20</b>	<b>Assignments Due:</b>
	<b>In class</b> Discussion of Carmilla/and the Carmilla web series/Final Project Prompt  <b>Screening:</b> <del>(1979)</del>  <b>HW:</b> Read critical selections on <i>Alien</i>	<b>In class: Discussion of films with guest Jackie Elliot</b>  <b>HW:</b> Read article on gaming and digital narrative and prepare two questions for guest speaker	<b>In class: Guest Speaker Mads Haahr</b>  <b>HW:</b> Final Project proposals	<b>Final Projects Due 12/7,12/9 and 12/16</b>
<b>Week 14</b>	<b>M 11/23</b>	<b>W11/25 &amp; F 11/27</b>		<b>Assignments Due:</b>
	<b>In Class:</b> Discuss Final Project Proposals  <b>Screening:</b> Final Project Workshopping	<b>Thanksgiving Break—No Class</b>		<b>Final Project Proposals Due 11/23</b>
<b>Week 15</b>	<b>M 11/30</b>	<b>W 12/2</b>	<b>F 12/2</b>	<b>Assignments Due:</b>
	<b>In class:</b> Final Project Workshopping  <b>Screening:</b> Final Project Workshopping	<b>In class: Final Project conferences</b>	<b>In class: Final Project conferences</b>  <b>Blog Revisions Due</b>	<b>Final Project Draft Due 11/30</b>  <b>Blog Revisions Due 12/2</b>
<b>Week 16</b>	<b>M 12/7</b>	<b>W 12/9</b>		
	<b>In class:</b> Course Evaluations and Final Project Presentations  <b>Screening: Final Project Presentations</b>	<b>Last Day of Classes</b>  <b>In class: Final Project Presentations</b>  <b>Extra Credit Assignments Due</b>		
<b>Final's Week</b>	<b>W12/16</b>			
	Final Scheduled Time (3-5)— <b>Final Project Presentations—Class Party?</b>			