Quest 1: Honors IDS 2935
Why Tell Stories?
Storytelling as Reflections on the Human Experience

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Section: 23199, Spring 2020
Time: MWF 7 (1:55-2:45)
Place: MAT 002
Canvas Website: elearning@ufl.edu
Quest 1 Theme: Identities
General Education: Humanities, 2,000 words

Course Description

Through the lens of art, religion, literature, and film, you will examine how the creation of stories through these genres can be understood as central to our lives and to what it means to be human.

This multidisciplinary Quest 1 course examines how we use stories to share the human condition and our histories, which serve to establish our cultural identities. Stories of all shapes will frame this journey to examine artifacts from childhood through adulthood. Ultimately, we will examine how our understanding of the world we inhabit has been reflected in and is shaped by these multidisciplinary texts. By looking inward and outward and backward and forward, we will recognize how stories have influenced us, and we will ask the following questions to explore how storytelling provides humans with the means to connect and share their lives: How do our lives correlate with the stories we read, see, and watch? Do stories provide a way of teaching us lessons that help us navigate and understand the world? Do we learn to be human because of stories? Can stories provide links to people like us?

Outcomes

By the end of IDS 2935, students will be able to

- Identify, explain, and describe the methodologies used to understand storytelling and the human condition **(Content SLOs for Gen Ed H and Q1)**
- Analyze and evaluate stories in order to demonstrate how they addresses the human condition or a life experience (**Content and Critical Thinking SLOs for Gen Ed and Q1)**
- Develop and present written, oral, and visual work that demonstrates engagement with the stories **(Communication SLOs for Gen Ed H and Q1)**
- Analyze, evaluate, and critically reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond **(Critical Thinking SLO for Gen Ed H and Q1)**
- Reflect on intersection of own life with the stories of others **(Critical Thinking SLO for Gen Ed H and Q1)**
- Present a portfolio to reflect engagement during the semester **(Critical Thinking and Communication for Gen Ed H and Q1)**
- Produce a scholarly writing style that is clear, coherent, efficient, and well-organized **(Communication for Gen Ed H and Q1)**

Required Texts

All of the following texts are available in the UF Bookstore or on Amazon. You can purchase used or digital versions of the texts; however, you will be using them for open book in-class examinations and you won't have access to computers.
Books
Carroll, Lewis. *Alice in Wonderland*
Lahiri, Jhumpha. *The Namesake*
Shapiro, Dani. *Inheritance*
Thompson, Craig. *Blankets*

Other readings will be provided in Canvas
Writing handbook: Either *Writer's Help* or *The Little Seagull*

Films (You can find these at the UF library, the Alachua Public Library, or Netflix)
Spirited Away (2002)
Eighth Grade (2018)
Arranged (2007)
The Farewell (2019)

Assignments and Grading

While General Education and Quest 1 Objectives are not exclusive to each assignment because they will overlap throughout the course, each assignment will meet the specific goals of these programs.

Assignment	Assignment Description	General Education SLOs Met	Quest 1 Humanities SLO Met	Grade
My Story	In four 500-word personal narratives, address the following prompts: *A childhood story (25) *Reading as a teen (25) *Adulthood (25) *Senior years (25)	*Communication, Content, Critical Thinking (Analyze and Connect)*	Develop and present clear and effective questions and responses to essential questions	**100**
Response Blog	In four response blogs, connect the texts we have studied in the unit to your own identity and reflect on why the stories matter. (4 x 25)	*Communication, Critical Thinking, Connection*	Analyze and evaluate essential questions	**100**
Examinations	Using course materials in open-book timed writing examinations, address one essay prompt. (4 x 100)	*Content (Analyze and Connect), Communication*	Identify, explain, and, describe theories and methodologies	**400**
Final Critical Analysis	After a close reading of a class text (visual, digital, or visual), write a 2,000-word thesis-driven essay. Analyze either the formal elements or the discursive elements and provide evidence to explain how the story is a depiction of the human condition. Use 5 scholarly sources to support your claims.	*Communication, Content, Critical Thinking (Analyze and Connect)*	Analyze and evaluate essential humanities questions	**200**
Portfolio and Reflection	In an e-portfolio, present the work completed during the semester and write a reflective letter that summarizes your learning during the semester and addresses your understanding of how stories tell us about the human condition.	*Communication, Critical Thinking (Analyze and Connect)*	Connect course content to own lives	**100**

Classwork and Homework	Classwork includes leading discussions, reading quizzes, and output from group work. Homework is assigned in class.			**100**
Total Points				**1000**

Grading for this course will be rigorous. Successful assignments will illustrate a careful regard for spelling, grammar, and citation guidelines. Do not rely on your instructor for copy-editing, even on drafts.

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, **every** assignment's word count must be fulfilled. **Submitted assignments short of the minimum word count will receive zero credit**. Final grades will NOT be curved.

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 Credit Policies

General Education Learning Outcomes

Humanities (H)

Humanities courses provide instruction in the key themes, principles and terminology of a humanities discipline. These courses focus on the history, theory and methodologies used within that discipline, enabling students to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

Humanities SLOs
- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

Writing Requirement (WR 2,000)

For courses that confer WR credit, the course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher. You **must** turn in all papers totaling 2,000 words to receive credit for writing 2,000 words. The writing requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.

PLEASE NOTE: a grade of "C-" **will not** confer credit for the University Writing Requirement. The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to individual assignments may be delivered during the course of the semester.

General Education Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or

		short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

Quest 1: Description

Quest 1 courses are multidisciplinary explorations of truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas. At the end of every Quest 1 course, students will be expected to have achieved the following learning outcomes.

Quest SLOs
- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Critical Thinking).

Weekly Schedule
Tentative and subject to change

Date	In-Class	Theme	Readings (due before class)
January 6, 8, 10	Introduction and Overview Introduction to Class and Quest 1 Why stories matter How scholars study stories **Due: Diagnostic essay**	An introduction to the humanities.	https://speakola.com/grad/judith-butler-humanities-mcgill-university-2013 Judith Butler "What Does it Mean When a Man Falls from the Sky?" Lesley Nneka Arimah
	Childhood Years	How do we learn about being human?	
January 13, 15, 17	Who is Alice? What is her story? Why does it need to be told?	Lecture on close reading.	Literature and Film *Alice in Wonderland* I-XII Criticism Film: *Spirited Away*
January Martin Luther King Day, 21 22, 24	Big and Little Where is Wonderland? Discussion *Alice in Wonderland* **Due: My Story 1**	Close reading and interpretation of text	*Alice Through the Looking Glass* I-V
January 27, 29, 31	Images as story Big and Small (images in *Alice)* **In-class Examination 1**	Understanding visual rhetoric and critical analysis of images	*Alice Through the Looking Glass* VI-XII Art: Photography—Kristy Mitchell
	Teen Years	How do we find our place in the world?	
February 3, 5, 7	**Due: Response Blog 1** A story of teenage love Is it my love story? Friendship, school, love, and pain	Teenagers in history- Close reading and interpretation	Literature and Film: *Blankets* I, II, III *Eighth Grade*
February	Reading Graphic Novels		*Blankets* IV, V, VI

10, 12, 14	**Due: My Story 2**		
February 17, 19, 21	Teenage angst in art Graffiti as a means of expression **In-class Examination 2**	Extend visual rhetoric and critical analysis of images	*Blankets* VII, VIII, IX Art: Visit 34th Street wall and other graffiti
	Adult Years	What does it mean to be an adult?	
February 24, 26, 28	**Due: Response Blog 2** Introduction to *The Namesake* Why names matter in our story Families in fiction	Expanding narrative theory and close reading	Literature and Film: *The Namesake* 1-4 *Arranged*
March 2, 4, 6	SPRING BREAK		
March 9, 11, 13	Discussion *Arranged* **Due in class My Story 3**	The self as storyteller and the implied author	*The Namesake* 5-7
March 16, 18, 20	(Assign Final Critical Analysis) Finding stories in images of life Discussion *The Namesake* **In-class Examination 3**		*The Namesake* 8-12 Introduction to visual appreciation/visual rhetoric Art: Visit museum. What images depict the adult years?
	Senior Years	Where do we go from here?	
March 23, 25, 27	**Due: Response Blog 3** Discussion *Inheritance* Memoir as *Story*? Truth or Fiction? Who Am I?	Authorial perspective? Does the author matter in a story?	Literature and Film *Inheritance* Part 1 *The Farewell*
March	Am I My DNA?		*Inheritance* Part Two

30 April 1, 3	Discussion: The Farewell **Due in class My Story 4**		
April 6, 8, 10	Draft of paper due for in-class peer review When art reflects the self **Final Critical Analysis Due**		*Inheritance* Part Three Art: Harn Museum Visit—The *Alice in Wonderland* Exhibition
	My Story	How can I tell my story?	
April 14, 15, 17	**Due: Response Blog 4** Building a Portfolio Writing a Reflection **In-class Examination 4**		
April 20, 22	Draft of final paper due for in-class peer review **Portfolio Due**		

Course Policies

Attendance

Attendance is required. If a student misses more than **six** periods during a semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. **Only** those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays will be exempted from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

 Please Note: If students are absent, it is their responsibility to make themselves aware of all 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. Two instances of tardiness count as one absence.

Make-Up Work

Homework and papers will be due by the next class period for a student with a valid **excused** absence.

Honor Policy

UF students are bound by The Honor Pledge which states, "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 (sccr.dso.ufl.edu/process/student-conduct-code/) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

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

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.

Writing Studio
The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at http://writing.ufl.edu/writing-studio/ or in Turlington 2215 for one-on-one consultations and workshops.

Classroom Behavior
Please keep in mind that 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. Papers and drafts will be due before the next class period for students with a valid excused absence.

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 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.

In general, students are expected to contribute constructively to each class session.

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 assigned papers will be submitted as MS Word (.doc) or Rich Text Format (.rtf) documents to Canvas. 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.
Examination booklets will be required for each of the in-class examinations.

Course Evaluations
Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at gatorevals.aa.ufl.edu/public-results/

Students with Disabilities
Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting https://disability.ufl.edu/students/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: http://www.counseling.ufl.edu/cwc/Default.aspx, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.