

## **Introduction to Humanities: 20<sup>th</sup> Century America**

**HUM 1020.003 - Summer 2023**

**Class meets: Tuesday and Thursday from 9:30 - 1pm**

**Class meets on campus: BSN 2200**

Instructor: Lina Chaves

Email: [lina@usf.edu](mailto:lina@usf.edu)

Office Hours: by appointment/email - please reach out to me anytime, and schedule an appointment if you have any questions or issues - I am also available before or after class.

**In your email, please make sure to tell me the class you are in, and the time/day of your class, so there is no confusion.**

**Welcome!**

I look forward to a new and interesting semester with all of you! Here is a bit of information and the syllabus breakdown for you all to read and go over.

\* There are no required books for this class - all material will be linked into the syllabus -You can access all readings by clicking on the hyperlinks. It is your responsibility to download and print the materials out for class. For each class meeting you will have documents and readings that you must read over and analyze before the class begins.

- This course is a certified undergraduate **Foundations of Knowledge and Learning Core Curriculum Humanities Course** and fulfills the four required dimensions including: critical thinking, inquiry-based learning, creative and interpretive processes and experiences, and historical context and process.

This course provides an introduction to interdisciplinary humanities by focusing on various forms, relationships, and themes of human expression as a means to understand the cultural changes which shaped 20th century American culture.

### **COURSE OBJECTIVES:**

1. Using an interdisciplinary approach to understand the humanities, students will be able to identify elements of style in various forms of human creative expression, and various artists, musicians, and writers who helped shape 20<sup>th</sup> century American culture.
2. Students will be able to apply a basic vocabulary essential for communicating concepts in the humanities disciplines by identifying key definitions of terms used in the humanities and writing clear and convincing arguments using this specialized vocabulary.

3. By examining the relationship between the visual, performing, and literary arts, students will be able to identify and explain how various forms of human creative expression reflect the social and historical changes in 20<sup>th</sup> century America.
4. Students will be able to develop critical analysis skills by analyzing the relationship between the visual, performing, and literary arts and their social, historical, and cultural contexts, and writing clearly and convincingly about the course themes or topic using specific evidence and an interdisciplinary approach.

**Everything you need will be in the syllabus, modules, and announcements.** The syllabus/modules/announcements will inform you of what is due in each class (and when it is due), provide the reading/listening/viewing materials, and give a (tentative) breakdown of what will be covered in class. The announcements will give further explanation for all papers, tests, and projects. The modules are where you will complete the work due for each class.

**You will refer to the online syllabus for all due dates and instructions. It is not enough to simply come to class – you must come to class prepared.**

**I expect you to give some thought to the course material ahead of time, and to be prepared to take an active part in our classroom discussions. Comments, questions, guesses – even expressions of confusion and frustration – are always welcome.**

**Buy a notebook for this class - you will be taking hand written notes during films etc...**

**The syllabus may change, you must always go to the Canvas syllabus/modules, to read/view/listen to the materials that have been linked, such as websites, videos, excerpts, readings, visuals, music etc.**

**It is your responsibility to review these links on the syllabus before coming to class.**

**Visit the Canvas page often - all of your work will be done through this Canvas course. Announcements often get updated**

Canvas: This course will be offered via USF's learning management system (LMS), Canvas. If you need help learning how to perform various tasks related to this course or other courses being offered in Canvas, please view the following videos or consult the Canvas help guides. You may also contact USF's IT department at (813) 974-1222 or [help@usf.edu](mailto:help@usf.edu).

### **Class Attendance/Participation:**

**Attend class meetings in order to take notes and know what will be on the tests. Class attendance is required due to the lecture style structure of this class and because it is an accelerated summer course.**

**You must bring a notebook and writing implement for class work - be prepared for every class**

You must do the readings for all classes. Participation is part of the classroom experience. Attending the class on time, reading the documents, doing the written work, participating, and engaging in the class discussions will ensure your success in this class.

You will be taking tests during class period and completing in-class assignments - failure to attend class will result in a zero on tests - (no make-up exams without legitimate documentation).

### **Classwork and homework: 40% of grade:**

You will be answering questions and submitting them for grades – homework is based on the materials we read/watch/listen to, in class. College level work is required.

Homework is always turned in through Canvas before your scheduled class time (unless otherwise noted). The syllabus will clearly tell you what is due and when.

- do not plagiarize, and copy and paste other people's work off of Discussion Boards or the internet

Lowest homework assignment will be dropped at the end of the semester.

Bring your computer to class so you can do group work.

No computers will be allowed to be open when we watch films.

### **Persuasive Analysis paper: 15% of grade - (see announcements/modules for instructions)**

2000-words - You will pick one art work by an American artist (poetry, music, literature, architecture, film, paintings, photos, sculpture, mixed media, theater, etc) - **must be an American artist**

#### **Go to announcements/modules for instructions on analysis paper**

You will pick an American artist and one of their artworks. You will write an analysis paper with a working thesis statement that argues something about this artwork (not that it is good or valuable art, but something harder to prove). Pick an artist and one artwork, and structure an argument around the importance of that artwork to society, and why or how it is important. You will also give historical and background information.

This paper should illustrate college-level writing and will be evaluated on the quality of writing (style and technique), the originality of thought, sound reasoning and logic, clarity, and appropriate content.

You will analyze the elements/principles of your chosen cultural production, and write a 6-7 page paper (double spaced) on why this particular art work is important. More information will be provided for paper criteria. You must choose a **minimum of FIVE** elements/principles of art and discuss how the artist utilizes them in this artwork.

**Late Analysis papers will be penalized 5 points a day - no papers will be accepted 7 days after the original due date**

**You CANNOT use ANY artwork we have discussed in class. It must be an American artist.**

**Tests: 15% each test (45% of your grade) - (see announcements/modules for instructions)**

Tests will be taken in class and are all open notes, and will cover all the materials covered before the test, including vocabulary, cultural concepts, themes, styles, and cultural aspects of American periods and ideologies. Tests are not cumulative. You must attend the lectures and take notes in class in order to pass tests. More information will be provided before the tests.

Using Google to look up answers while taking the test is cheating.

**Make-up exams will only be allowed with legitimate documentation.**

### **Grades:**

Your grades will be calculated as follows:

I use a +/- grading system. Grade distribution is as follows:

- A+ (100 – 97) / A (96 – 93) / A- (92-90)
- B+ (89-87) / B (86-83) / B- (82-80)
- C+ (79 – 77) / C (76 – 73) / C- (72-70)
- D+ (69-67) / D (66-63) / D- (62-60)
- F (below 60)

**Grade Dissemination:** Graded tests and materials in this course will be returned individually only by request. You can access your scores at any time using "Grades" in Canvas.

Other stuff:

I have an open door policy and welcome students reaching out to me. Please email me or set up an appointment on campus or through Teams if you have questions or problems. Do not wait until the last moment if you are having problems. Be proactive and talk to me early if you are having difficulties or any issues.

### **REQUIRED TEXT & OTHER RESOURCES**

- Microsoft Word (access to Microsoft Office is free, at all public on-campus computers). You may download all of Office 365 for free, as a USF student, if you use your USF email and information.

- Access to Canvas. All readings and class materials will be posted on the class calendar. Be sure to check daily for new announcements and make sure you check emails.

- Active USF e-mail account. It is **your** responsibility to *frequently* check your e-mail for any class updates or announcements. If I do not respond to your email in 24 hours, I did not receive it.

## **COURSE POLICIES**

- You must read the syllabus thoroughly. Dates and assignments are all listed. Class rules and restrictions are all clearly stated. Make sure you understand your responsibilities.
- You must take notes for this class - lectures will cover materials that are not in your reading - in order to do well on tests and quizzes you must take notes
- Homework must be turned in on time, by the due date **If there are valid and documented excuses for late entries, students can discuss make-up work with me. You must bring in, or email, any documentation to receive credit for missed work. Make sure you come and talk to me if you are having problems.**
- I use Canvas, announcements, and USF e-mail frequently, so I strongly recommend that you regularly check them for any announcements, changes, cancellations, etc.
- Students who anticipate the necessity of being absent from class (due to the observation of a major religious holiday or for other reasons that would conflict with assignments) must provide me with notice of the date(s), in writing.

**Tuesday, June 27: mandatory attendance for first day**

Review this website before class: <https://www.wikihow.com/Critique-Artwork>

Review before class: [http://www.getty.edu/education/teachers/building\\_lessons/formal\\_analysis.html](http://www.getty.edu/education/teachers/building_lessons/formal_analysis.html)

Review before class: "[Analyzing Art Guidelines to follow](#) Download [Analyzing Art Guidelines to follow](#)" - make sure to read this and use it for analysis homework

Read before class: [Guide for Writing in Art History](#)Download [Guide for Writing in Art History](#)

In class: [Download :Introduction: What is Humanities? Why should we care about the Humanities?](#)Download [Introduction: What is Humanities? Why should we care about the Humanities?](#)

In class: [Pictures PP](#) Download [Pictures PP](#)

In class: [Literature PP.pptx](#) Download [Literature PP.pptx](#)

**In class: How to do visual (formal) analysis in art history**

**In class: Read excerpt from: Addams, Jane. *Twenty Years at Hull-House, with Autobiographical Notes*. New York, Macmillan Co., 1910 Download Read excerpt from: Addams, Jane. *Twenty Years at Hull-House, with Autobiographical Notes*. New York, Macmillan Co., 1910**

**In class: Progressive Gilded PP HUM 1020.pptx Download Progressive Gilded PP HUM 1020.pptx**

**In class: Jacob Riis photography**

**Thursday, June 29:**

**Read before class: Excerpt from Jacob Riis, *How the Other Half Lives: Studies of the Tenements of New York* (1890) Download Excerpt from Jacob Riis, *How the Other Half Lives: Studies of the Tenements of New York* (1890)**

**Due before class: Analysis of, "Happy Jack's 7-cent Lodging House"- by Riis - Click on this link: <https://www.icp.org/browse/archive/objects/happy-jacks-7-cent-lodging-house> - go to assignments and fully fill out the worksheet - turn it in as a Word document only**

**Read before class: Writing about Music Download Writing about Music**

**Read before class: Beats and Bars in Music Download Read before class: Beats and Bars in Music**

**Watch before class: The Anatomy of a Song**

**In class: Efficiency and Uplift Fall 2020.ppt Download Efficiency and Uplift Fall 2020.ppt**

**In class: Ford and Scientific Management and Efficiency**

**In class: Harlem Renaissance PP 2021-1.ppt Download Harlem Renaissance PP 2021-1.ppt**

**In class:**

**Langston Hughes, "The Weary Blues"**

**In class: What is the blues? A look at the history of blues music, musicians and emotion.**

**In class: Langston Hughes, "The Weary Blues" (1925) Download In class: Langston Hughes, "The Weary Blues" (1925)**

**In class: Analysis of Hughes Poetry - analyze "The Weary Blues" poem**

**Use for class: Poetry terms Download Use for class: Poetry terms**

**In class: Jacob Lawrence, Migration Series (1941) <https://lawrencemigration.phillipscollection.org/the-migration-series>**

**Tuesday, July 4: Happy 4th of July! - no classes**

**Read before the next class:**

**[Analysis paper information and guidelines](#)**

**Thursday, July 6:**

**Due today before class: What American artist and which artwork are you going to write your analysis paper about? Go to "Discussions" under "Artist and artwork my paper will be about," tell me the artist and artwork you will analyze in your paper (no written essay is required).**

Watch before class: [Bessie Smith Clip](#)

In class: [Bessie Smith, the Blues, and Race Records](#)

In class:

[Bessie Smith, "Reckless Blues" \(1925\)](#)

[Lyrics for "Reckless Blues" Download Lyrics for "Reckless Blues"](#)

In class: [New Woman Power PointDownload New Woman Power Point](#)

In class: [Movie clips of Mae West films](#)

In class: [Theater Power PointDownload Theater Power Point](#)

In class: [Art Deco and Modernism Download Art Deco and Modernism](#)

In class: Chrysler Building, American Radiator Building, Georgia O'Keeffe, Paul Manship

In class: [Georgia O'Keeffe clip](#)

In class: [The 1913 Armory Show](#)

In class: [Music PowerPointDownload Music PowerPoint](#)

[Architecture PPDDownload Architecture PP](#)

[Sculpture PPDDownload Sculpture PP](#)

**Tuesday, July 11:**

Test # 1 today during class period (see announcement) - make sure to come to class on time

**Using Google to take the test is cheating.** The tests are open notes. Use the lectures, Power Points, the syllabus, your homework assignments, and your notes.

**Due before class: Persuasive analysis paper topic - artist/artwork, 4 sources from the library, and a (tentative) thesis statement is due - I highly encourage students to set up a meeting with me (10 minutes) to discuss your papers**

In class: [The Great DepressionDownload The Great Depression](#)

In class: [Woody Guthrie: The Dust Bowl](#)

**In class:** [Thomas Hart Benton: A Social History of the State of Missouri](#)

**In class:** [The Dust Bowl](#)

**In class:**

[The Dust Bowl Map](#)

**In class:**

[Modern Times \(1936\)](#)

**In class:** I highly encourage students to set up appointments with me to discuss their paper

**In class:** [The Making of Migrant Mother](#)

**Thursday, July 13:**

**Listen to before class:**

[The Carter Family - "Can't Feel at Home"](#)

**Listen to before class:** [Woody Guthrie: "I Ain't Got No Home in This World Anymore" \(1938\)](#)

**Lyrics for song: (use for worksheet) "I Ain't Got no Home in this World"**[Download Lyrics for song: \(use for worksheet\) "I Ain't Got no Home in this World"](#)

**Due before class: Analysis of "I ain't got no home in this world" Guthrie song- - go to assignments and fill out the worksheet - turn in as a Word document**

In class: [World War IIDownload World War II](#)

**In class:** ["Is Art Worth a Life?" by Monuments Man Bernard Taper](#)

In class: ["Rosie the Riveter" by The Four Vagabonds, written by Redd Evans and John Jacob Loeb, RCA Bluebird Records \(300810A\), 1942](#)

**In class:** [Norman Rockwell's Saturday Evening Post 1943 cover featuring Rosie the RiveterDownload Norman Rockwell's Saturday Evening Post 1943 cover featuring Rosie the Riveter](#)

**In class:** [Rockwell, "The Four Freedoms"Download Rockwell, "The Four Freedoms"](#)

**In class:** [Intro to 1950's Post War CultureDownload Intro to 1950's Post War Culture](#)



**In class:** American sitcoms – [I Love Lucy S2E1 - Job Switching - 1952](#)

**In class:** [The Beat Generation](#)

**In class:** Rock and Roll and Teenagers [When Teens Rebelled](#)

[Blackboard Jungle \(1955\)](#)

[Bill Haley and His Comets “Rock Around the Clock”](#)

### **Tuesday, July 18:**

**Read before class:** [" Download "There Will Come Soft Rains" by Ray Bradbury \(1950\)Download There Will Come Soft Rains" by Ray Bradbury \(1950\)](#)

**Due before class:** Analysis of "There Will Come Soft Rains" - go to [assignments](#) and [answer 3 questions about the short story](#) - make sure you fully answer the questions - turn in as a Word document

**In class:** [The 1960's and the Counterculture Power PointDownload The 1960's and the Counterculture Power Point](#)

**In class:**

[The 1960's Counterculture](#)

[Tim Leary, "turn on, tune in, drop out"](#)

**In class:** [Jimi Hendrix - "National Anthem U.S.A" \(Woodstock 1969\)](#)

[Woodstock - August 15, 1969](#)

[Harlem Cultural Festival, 1969](#)

### **Thursday, July 20:**

**In class:** The 1960's and the Counterculture cont.

**In class:** [Civil Rights Power Point and NotesDownload In class: Civil Rights Power Point and Notes](#)

**In class:** *Soundtrack for a Revolution documentary (2009) - you must come to class for films*

**In class:** group work on film questions

**In class:** [Feminism and Women's Liberation of the 1970'sDownload Feminism and Women's Liberation of the 1970's](#)

**In class:** [Disillusionment and ConservatismDownload Disillusionment and Conservatism](#)

**In class: Download In class:Handout: Timeline of Women's Movement during 1960/70sDownload Handout: Timeline of Women's Movement during 1960/70s**

**Sunday, July 23:**

**Persuasive Analysis Papers are due today**

**\*\*\*Analysis paper due on Canvas: by 11:59pm (see announcement)\*\***

**Go to "Announcements" or "Modules" and review to make sure you met all the criteria:**

- Analysis paper Instructions
- Basic structure of an analysis paper
- Read: What is plagiarism?

**Tuesday, July 25:**

**Read before class: <http://www.bbc.com/culture/story/20180403-why-disco-should-be-taken-seriously>**

**Watch this 14 minute video before class: [Disco Demolition at Comiskey Park \(1979\)](#)**

**In class: [The Seventies Self Download The Seventies Self](#)**

**In class:**

[Gloria Gaynor's "I Will Survive" \(1978\)](#)

[Diana Ross's "I'm Coming Out" \(1980\)](#)

[Macho Man by The Village People](#)

**Test # 2 today during class period (see announcement)**

**Thursday, July 27:**

**Watch before class:**

[History of Hip Hop in the Bronx - Arts in the City](#)

**Read before class: [Film analysis worksheetDownload Film analysis worksheet](#)**

**Watch before class: [Mise en Scene](#)**

**Read - vocabulary terms for film: use for class [Download Read - vocabulary terms for film: use for class](#)**

[Read before class: chapter excerpt from, \*The Storyteller: Tales of Life and Music\* by Dave Grohl \(make sure you hit the download arrow and read from there so you can zoom in\)](#)  
[Download Read before class: chapter excerpt from, \*The Storyteller: Tales of Life and Music\* by Dave Grohl \(make sure you hit the download arrow and read from there so you can zoom in\)](#)

In class: [The Camera](#)

[In class: Film Power Point](#)[Download In class: Film Power Point](#)

In class: [The 1980's, Conservatism, and the AIDS epidemic](#)[Download The 1980's, Conservatism, and the AIDS epidemic](#)

In class: [The Century: America's Time - 1981-1989: A New World](#)

[In class: \*Paris is Burning\* - you must come to class for films](#)

In class: group work on the film

In class: [Punk and Hip Hop Power Point](#)[Download Punk and Hip Hop Power Point](#)

In class: [Decline of Western Civilization \(1981\)](#)

In class: [Grandmaster Flash's "The Message"](#)

**Tuesday, August 1:**

In class: *Do the Right Thing* (1989) - you must come to class for films

In class: group work on film

**Thursday, August 3:**

[Generation X Power Point](#)[Download Generation X Power Point](#)

In class: [Latchkey Kids](#), Pong, Birth of the Slacker

[Birth of the Slacker](#)

[Pong](#)

In class: Alternative Music and Grunge

[Nirvana - Smells Like Teen Spirit \(1991\)](#)

**Test#3: (see announcement) - no makeup exams will be given**

### A Note on Plagiarism:

Plagiarism will be taken very seriously. The University of South Florida has an account with TurnItIn, an automated plagiarism detection service that allows instructors and students to submit student assignments to be checked for plagiarism. Assignments are compared automatically with a huge database of journal articles, web articles, and previously submitted papers. The instructor receives a report showing exactly how a student's paper was plagiarized. As per university policy, if you are found to have plagiarized an assignment, you will receive a grade of FF (academic dishonesty) for the course.

The following is from the USF undergraduate catalog. Please note the reference to "intentionally or carelessly." Intent does not matter – if you copy someone's work without attribution, you have plagiarized. It is YOUR RESPONSIBILITY to ensure that you properly credit and cite all of your work. See: <http://www.ugs.usf.edu/catalogs/1314/pdf/AcademicIntegrityOfStudents.pdf>

### (b) Plagiarism

#### Definition:

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another person. It also includes the presentation of the work, ideas, representations, or words of another person without customary and proper acknowledgement of sources. Students must consult with their instructors for clarification in any situation in which the need for documentation is an issue and will have plagiarized in any situation in which their work is not properly documented.

#### Clarification:

1. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged by parenthetical citation in the text or in a footnote or endnote.
2. When material from another source is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote or endnote, or by parenthetical citation in the text.
3. Information gained in reading or research that is not common professional knowledge must be acknowledged in a parenthetical citation in the text or in a footnote or endnote.
4. This prohibition includes, but is not limited to, the use of papers, reports, projects, and other such materials prepared by someone else.

#### Grades of "Incomplete":

The current university policy concerning incomplete grades will be followed in this course. For USF Tampa undergraduate courses and USFSM undergraduate and graduate courses: An "I" grade may be awarded to a student only when a small portion of the student's work is incomplete and only when the student is otherwise earning a passing grade. The time limit for removing the "I" is to be set by the instructor of the course. For undergraduate students, this time limit may not exceed two academic semesters, whether or not the student is in residence, and/or graduation, whichever comes first. For graduate students, this time limit may not exceed one academic

semester. “I” grades not removed by the end of the time limit will be changed to “IF” or “IU,” whichever is appropriate.

#### Course Policies: Student Expectations

##### Academic Integrity of Students:

Academic integrity is the foundation of the University of South Florida System’s commitment to the academic honesty and personal integrity of its university community. Academic integrity is grounded in certain fundamental values, which include honesty, respect, and fairness. Broadly defined, academic honesty is the completion of all academic endeavors and claims of scholarly knowledge as representative of one’s own efforts. The final decision on an academic integrity violation and related academic sanction at any USF System institution shall affect and be applied to the academic status of the student throughout the USF System, unless otherwise determined by the independently accredited institution.

##### Disruption to Academic Process:

Disruptive students in the academic setting hinder the educational process. Disruption of the academic process is defined as the act, words, or general conduct of a student in a classroom or other academic environment which in the reasonable estimation of the instructor: (a) directs attention away from the academic matters at hand, such as noisy distractions, persistent, disrespectful or abusive interruption of lecture, exam, academic discussion, or general University operations, or (b) presents a danger to the health, safety, or well-being of self or other persons.

##### Student Academic Grievance Procedures:

The purpose of these procedures is to provide all undergraduate and graduate students taking courses within the University of South Florida System an opportunity for objective review of facts and events pertinent to the cause of the academic grievance. An “academic grievance” is a claim that a specific academic decision or action that affects that student’s academic record or status has violated published policies and procedures or has been applied to the grievant in a manner different from that used for other students.

##### Disability Access:

- Students with disabilities are responsible for registering with Students with Disabilities Services (SDS) in order to receive academic accommodations. SDS encourages students to notify instructors of accommodation needs at least 5 business days prior to needing the accommodation. A letter from SDS must accompany this request. *Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Services to arrange appropriate accommodations. Students are required to give reasonable notice prior to requesting an accommodation. Contact SDS at 974-4309 or [sds.usf.edu](mailto:sds.usf.edu).*

##### Sexual Misconduct/Sexual Harassment Reporting:

USF is committed to providing an environment free from sex discrimination, including sexual harassment and sexual violence (USF System Policy 0-004). The USF Center for Victim Advocacy and Violence Prevention is a confidential resource where you can talk about incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. This confidential resource can help you without having to report your situation to either the Office of Student Rights and Responsibilities (OSSR) or the Office of Diversity, Inclusion, and Equal Opportunity (DIEO), unless you request that they make a report. Please be aware that in compliance with Title IX and under the USF System Policy, educators must report incidents of sexual harassment and gender-based crimes including sexual assault, stalking, and domestic/relationship violence. If you disclose any of these situations in class, in papers, or to me personally, I am required to report it to OSSR or DIEO for investigation. Contact the USF Center for Victim Advocacy and Violence Prevention: (813) 974-5757.

#### Professionalism Policy:

Per university policy and classroom etiquette; mobile phones, iPods, etc. must be silenced during all classroom lectures. Those not heeding this rule will be asked to leave the classroom/lab immediately so as to not disrupt the learning environment. Please arrive on time for all class meetings. Students who habitually disturb the class by talking, arriving late, etc., and have been warned may suffer a reduction in their final class grade.

#### End of Semester Student Evaluations:

All classes at USF make use of an online system for students to provide feedback to the University regarding the course. These surveys will be made available at the end of the semester, and the University will notify you by email when the response window opens. Your participation is highly encouraged and valued.

#### Turnitin.com:

In this course, turnitin.com will be utilized. Turnitin is an automated system which instructors may use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. Accordingly, you will be expected to submit all assignments in both hard copy and electronic format. After the assignment is processed, as instructor I receive a report from turnitin.com that states if and how another author's work was used in the assignment. For a more detailed look at this process visit <http://www.turnitin.com>. Essays are due at turnitin.com the same day as in class.

#### The Writing Studio:

Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing consultant will work individually with you, at any point in the writing process from brainstorming to editing. Appointments are recommended, but not required. For more information or to make an appointment, visit <http://www.lib.usf.edu/writing/>, stop by LIB 2nd Floor, or call 813-974-8293.

#### Campus Emergencies:

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include but are not limited to: Canvas, Elluminate, Skype, and email messaging and/or an alternate schedule. It's the responsibility of the student to monitor the Canvas site for each class for course specific communication, and the main USF, college, and department websites, emails, and MoBull messages for important general information.