
Semester:

The course takes a humanities-oriented examination of cultural representations of women and age/aging within the social and historical contexts of race, class, gender, and sexuality, including literature, mass media, and popular culture. The course includes readings of dramatic literature written by Paula Vogel, Lynn Nottage, Tracy Letts, Jordan Harrison, and David Lindsay Abair as well as screening representations of older women in television beginning with the beloved *Golden Girls* (1988).

Important Note #2: Additional readings (i.e., short articles, excerpts from books), powerpoint lectures, and videos will be posted to Canvas Modules

GRADING SCALE

GRADING CATEGORIES AND WEIGHTS

MODULES †15-30 POINTS EACH	450 POINTS
READING QUIZZES	100 POINTS
CLOSE READING ESSAY	100 POINTS
RESEARCH ESSAY	150 POINTS
PRESENTATION (OF RESEARCH ESSAY)	100 POINTS
FINAL †REFLECTION ESSAY	<u>100 POINTS</u>
TOTAL:	1000 POINTS

COURSE FORMAT, GRADING, EVALUATION, AND ATTENDANCE POLICIES

Points are earned for each assignment and contribute to a percentage of your final grade following the grading scheme below. (Full assignment instructions will be posted to CANVAS modules and assignments; the descriptions below are an overview.)

DESCRIPTION/CATEGORY and POINTS

x

Note: Initial Discussion posts are due by 59pm every Thursday (exceptions will be noted). Responses to peers are due by 59pm on Saturday unless otherwise announced. Quizzes and specific due dates and times will be noted in each assignment.

x READING QUIZZES 10 @ 10POINTS EACH(DATES TBA) | 100 points

x ESSAY #1 CLOSE READING (DUE 03/05) - 100 points

Students will write an essay (1500 words min.) focused on a piece of dramatic literature, mediated or non-mediated theatre, performance art, or pop culture convention of the particular genre that the student believes is crucial to the image of race/racialized performance and the question(s) race poses to us as spectators/readers/scholars in U.S. culture. See assignment prompt full instructions.

x ESSAY #2 RESEARCH | ANALYSIS PAPER (DUE 04/16) - 150points

Students will write a research analysis essay (1500 words min.) focused on a piece of dramatic literature, mediated or non-mediated theatre, performance art, or pop culture convention of the particular genre that the student believes is crucial to the image of race/racialized performance and the question(s) race poses to us as spectators/readers/scholars in U.S. culture. Research is required! The paper must cite a six (6) scholarly sources. See assignment prompt full instructions.

x PRESENTATION OF RESEARCH (ESSAY #2) (DUE 04/23) | 100 points

Powerpoint presentation with audio recording presenting topic, thesis, research/scholarship explored in Essay #2 (10-12 mins) and Feedback to Peers

x FINAL REFLECTION ESSAY (DUE FINALS WEEK) | 100 points

Rubrics for all writing assignments will be included with the assignment instructions on CANVAS (sample rubric attached at the end of this document).

Graded tests and materials in this course will be submitted and graded t /F(r)11(u)-10FF7 12c9.45 31

DETAILED COURSE SCHEDULE
Aging & Theatre Performance SPRING 2023
Assignment and Class Schedule

<u>WEEK</u>	<u>DATES & TEAMS MTG</u>	<u>MODULE ASSIGNMENT/ASSIGNMENTS DUE</u>
Week 1	01/09-01/14	

My Email/Responses to You: I read and respond to email Monday through Friday 9am to 5pm You should expect a response from me within 24 hours, but on occasion it could take a little longer than 24 hours if it transpires and you have not heard from me, email me again. If time permits, I respond to email on weekends and after hours

Composing email to your professors

All email should be professionally composed, which means:

1) a greeting (ex. Dear Dr. K

Academic Support Services

The USF Office of Student Success coordinates and promotes university efforts to enhance undergraduate and graduate student success. For a comprehensive list of academic support services available to all USF students, please visit [Office of Student Success website](#)

Canvas Technical Support

If you have technical difficulties in Canvas, you can find access to the Canvas guides and video resources on the [Canvas Course Site](#). You can also contact the help desk by calling 813 974-1222 in Tampa or emailing help@usf.edu.

[IT website for the Tampa campus.](#)

[IT website for the St. Pete campus.](#)

[IT website for the Sarasota/Manatee campus.](#)

Center for Victim Advocacy

The [Center for Victim Advocacy](#) empowers survivors of crime, violence, or abuse by promoting the restoration of decision making, by advocating for their rights, and by offering support and resources. Contact information is available online.

Counseling Center

The Counseling Center promotes the wellbeing of the campus community by providing culturally sensitive counseling, consultation, prevention, and training that enhances student academic and personal success. Contact information is available online.

[Counseling Center website for the Tampa campus.](#)

[Counseling Center website for the St. Pete campus.](#)

[Counseling Center website for the Sarasota/Manatee campus.](#)

Tutoring

The Tutoring Hub offers free tutoring in several subjects to USF undergraduates. Appointments are recommended, but not required. For more information, email asctampa@usf.edu

[Tutoring website for the Tampa campus.](#)

[Tutoring website for the St. Pete campus.](#)

[Tutoring website for the Sarasota/Manatee campus.](#)

Writing Studio

The Writing Studio is a free resource for USF undergraduate and graduate students. At the Writing Studio, a trained writing tutor 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, email:

writingstudio@usf.edu

[Writing studio website for the Tampa campus.](#)

[Writing studio website for the St. Pete campus.](#)

[Writing studio website for the Sarasota/Manatee campus.](#)

USF Resources

When challenging conversations or situations arise, USF has offices and resources available. Below is a list of some of the offices that you might consult. Consider reaching out to the Diversity and Inclusion Office first. Please note this list is not exhaustive, and if you know of an office that is missing, we welcome that addition to the list.

[Office of Diversity, Equity, and Inclusion](#) [links to an external site.](#)

[Student Accessibility Services](#) [links to an external site.](#)

[Center for Innovative Teaching and Learning](#) [links to an external site.](#)

[Office of Multicultural Affairs \(Tampa\)](#) [links to an external site.](#)

[Office of Multicultural Affairs \(St. Pete\)](#) [links to an external site.](#)

[Office of Multicultural Affairs \(Sarasota-Manatee\)](#) [click here https://smcampus.usf.edu/student-engagement/multiculturalaffairs/](https://smcampus.usf.edu/student-engagement/multiculturalaffairs/)

[Resources for International Students](https://www.usf.edu/world/for-students/global-engagement-on-campus/index.aspx) <https://www.usf.edu/world/for-students/global-engagement-on-campus/index.aspx>

Greeting and end note to student with @@pts%/letter grade

FOCUS	THESIS	SUPPORT	ORGANIZATION	LANGUAGE	APA /MLA	
Responds incisively to the assignment prompt; makes the reader say "oh, I never thought of it this way before."	Controlling thesis is specific, arguable, and original, it detects the reader specifically toward the argument at hand.	Examples and ideas are well chosen, rooted in concrete detail, and well analyzed without being redundant.	The piece is well organized with smooth transitions. Paragraphs clearly build upon each other to develop the main line of thinking.	The prose is clear, mature, and engaging; sentences evince precise words choice, syntax, and grammar.	With few exceptions, the paper follows APA or MLA style documentation. Includes the complete and accurate bibliographic citation for each source and is organized according to APA or MLA guidelines. 25	A

Responds well toef*5