

## LIT 2000: Introduction to Literature

### LIT 2000: Introduction to Literature (Class #17243)

**Instructor Name:** Min Ji Kang

**Course meeting time:** MWF Period 7 (1:55 PM-2:45 PM)

**Location:** TUR B 310

**Office:** TBD

**Office Hours:** WF 3-4

**Instructor Email:** mkang6@ufl.edu

### COURSE DESCRIPTION

This course examines the role literature has played in individuals' lives and in society. It is centered on three questions: *What is literature? Why do we write literature? And why do we read literature?* LIT 2000 introduces students to a diverse range of literary genres, from different national traditions and historical periods.

Among the primary aims of this course is to help students develop critical skills of literary analysis and interpretation. Students will also learn how formal and stylistic elements as well as historical contexts shape the meaning and significance of literature. By becoming more skillful readers of literature and its contexts, students become better readers of the worlds that literature addresses, develop their ability to decipher meaning from language, and better understand their own relationship to science, technology, media, commerce, and politics.

### COURSE OBJECTIVES

In addition to gaining a deeper appreciation of the expressive potential of language and the varieties of literature, students will develop a broader cultural literacy and an understanding of the changing definition and role of literature in society.

Therefore, by the conclusion of the course students will be able to:

1. Demonstrate knowledge of the content of specific literary works and the structures and conventions of different literary genres.
2. Produce original, critical readings of literary texts, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts.
3. Critically assess the variety of roles that literature has played historically and continues to play in the human experience.
4. Draw connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading.

### REQUIRED MATERIALS

Students should purchase the following texts:

Shakespeare, *Macbeth*

Toni Morrison, *Beloved*  
Jonathan Swift, *Gulliver's Travels*  
Marjane Satrapi, *Persepolis*  
Salman Rushdie, *East, West: Stories*  
Albert Camus, *The Stranger*  
Primo Levi, *Survival in Auschwitz*

The following texts will be available on Canvas:

Terry Eagleton, "What is Literature"  
Homer, *The Odyssey*  
Emily Dickinson, "I dwell in Possibility," "After great pain, a formal feeling comes," "Because I could not stop for death"  
Langston Hughes, "Theme for English B," "Harlem" (What happens to a dream deferred)  
Flannery O'Connor, "A Good Man is Hard to Find"  
Jorge Luis Borges, "The Aleph"  
Alice Munro, "The Moons of Jupiter"  
James Joyce, "The Dead"  
Kamel Daoud *The Mersault Investigation*  
Scott McCloud *Understanding Comics*  
Gregory Currie's "Does Great Literature Make Us Better?"

## **GRADE DISTRIBUTION** (see below for Grading Scale)

- Attendance & participation/in-class discussion (15%)
- 4 Brief Responses (20%)
- 1 Close Reading of a literary text or passage (20%)
- 1 Critical Analysis paper (25%)
- 1 Midterm Exam (20%)

## **Course Policies:**

**You must complete *all assignments* to receive credit for this course.**

### **1. Attendance**

Attendance is required. If you miss six (6) classes, you will automatically fail the course. The University of Florida exempts from this policy only those absences involving university-sponsored events, such as athletics and band, religious holidays, military duty, and court-mandated responsibilities (e.g., jury duty or subpoena). You must discuss absences related to university-sponsored events with the instructor *prior* to the date you will be absent. If you are absent due to a scheduled event, you are still responsible for turning assignments in on time. If you have extenuating circumstances such as a major illness, you must consult with the instructor and provide documentation.

### **2. Tardiness**

Students who enter class after roll has been taken are late, which disrupts the entire class. *Two instances of tardiness count as one (1) absence.*

### **3. Class Participation**

Participation is a crucial part of your success in this class. You will be expected to work in small groups, participate in group discussions, and complete various other activities. Students should bring computers, the texts, paper, and writing utensils to each class meeting. If during classroom discussion it becomes evident that students have not completed the reading assignment for that day, I will introduce an in-class activity on the readings or classroom discussion.

### **4. Paper Format & Submission**

Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font and double-spaced. Be sure to staple papers before submitting hard copies. Your final drafts should be polished and presented in a professional manner. I will be discussing the format all your papers should be in, and you should follow that format for all your papers. *All drafts should conform to MLA style* and will be submitted as an MS Word (.doc or .docx) to Canvas.

### **5. Late Papers/ Assignments**

No late papers or assignments will be accepted. Failure of technology is not an excuse.

### **6. Assignment Maintenance**

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 students' responsibility to have and to make available this material.

### **7. Plagiarism**

Plagiarism is a serious violation of "<http://www.dso.ufl.edu/judicial/honorcode.php>" 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"](http://www.dso.ufl.edu/judicial/honorcode.php)

University of Florida students are responsible for reading, understanding, and abiding by the ["http://www.dso.ufl.edu/judicial/honorcode.php"](http://www.dso.ufl.edu/judicial/honorcode.php) Student Honor Code.

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

### **8. 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.

### **9. Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### **10. Writing Studio**

The University Writing Studio is located in Tigert 302 and is available to all UF students.

### **11. Students with Disabilities**

Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give the instructor.

### **12. UF Grading Policies**

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

### **13. 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. For more information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

### **14. Course Evaluations**

Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>.

### **15. Mental Health and Wellness**

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: <http://www.counseling.ufl.edu/cwc/Default.aspx>.

### **16. 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: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

### **17. Policy on environmental sustainability**

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after

the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

### Course Schedule:

This is only a guide to the expected course of the semester. Changes can be made at any time, so it is up to you to check Canvas often and attend all classes.

Week 1	UNIT ONE: What Is Literature?	Assignments
8/22	Syllabus and course overview	
8/24	Terry Eagleton, "What Is Literature" [Canvas]	
<b>Week 2</b>		
8/27	Homer, <i>The Odyssey</i> , Book Nineteen [Canvas]	
8/29	Homer, <i>The Odyssey</i> , Book Nineteen [Canvas]	
8/31	William Shakespeare, <i>Macbeth</i> (Act 1)	
<b>Week 3</b>		
9/3	Holiday- No Class	Brief response 1 due
9/5	William Shakespeare, <i>Macbeth</i> (Act 2 & 3)	
9/7	William Shakespeare, <i>Macbeth</i> (Act 4 & 5)	
<b>Week 4</b>		
9/10	Emily Dickinson [Canvas] - "I dwell in Possibility" (Poem 466)	
9/12	Emily Dickinson [Canvas] - "After great pain, a formal feeling comes" (Poem 341) - "Because I could not stop for Death" (Poem 435)	Brief response 2 due
9/14	Langston Hughes - "Theme for English B" & "Harlem" [Canvas] (What happens to a dream deferred)	
<b>Week 5</b>		
9/17	Close reading workshop	Close reading draft Due
9/19	Flannery O'Connor - "A Good Man is Hard to Find" [Canvas]	
9/21	Alice Munro, "The Moons of Jupiter" [Canvas]	
<b>Week 6</b>	<b>UNIT TWO: Why Write Literature?</b>	
9/24	Primo Levi, <i>Survival in Auschwitz</i> (to "Ka-Be")	
9/26	Primo Levi, <i>Survival in Auschwitz</i> (to "The Drowned and the Saved")	
9/28	Primo Levi, <i>Survival in Auschwitz</i> (to "Kraus")	Close reading due
<b>Week 7</b>		
10/1	Primo Levi, <i>Survival in Auschwitz</i> (to end)	
10/3	Albert Camus, <i>The Stranger</i>	
10/5	Albert Camus, <i>The Stranger</i>	
<b>Week 8</b>		
10/8	Albert Camus, <i>The Stranger</i>	
10/10	Continue discussion of <i>The Stranger</i> Excerpt from Kamel Daoud <i>The Mersault Investigation</i>	

10/12	Homecoming-No class	Midterm exam due
<b>Week 9</b>		
10/15	Toni Morrison, <i>Beloved</i>	
10/17	Toni Morrison, <i>Beloved</i>	
10/19	Toni Morrison, <i>Beloved</i>	
<b>Week 10</b>		
10/22	Toni Morrison, <i>Beloved</i>	
10/24	Jonathan Swift, <i>Gulliver's Travels</i> (Part I)	Brief response 3 due
10/26	Jonathan Swift, <i>Gulliver's Travels</i> (Part II)	
<b>Week 11</b>		
10/29	Jonathan Swift, <i>Gulliver's Travels</i> (Part III)	
10/31	Jonathan Swift, <i>Gulliver's Travels</i> (Part IV)	
11/2	Critical analysis workshop (library/research workshop)	
<b>Week 12</b>	<b>UNIT THREE: Why Read Literature?</b>	
11/5	James Joyce, "The Dead"	
11/7	James Joyce, "The Dead"	
11/9	Salman Rushdie, <i>East, West: Stories</i>	
<b>Week 13</b>		
11/12	Holiday-No Class	
11/14	Salman Rushdie, <i>East, West: Stories</i>	
11/16	Salman Rushdie, <i>East, West: Stories</i>	
<b>Week 14</b>		
11/19	Read McCloud <i>Understanding Comics</i> Chapter One	Brief response 4 due
11/21	Thanksgiving- No Class	
11/23	Thanksgiving- No Class	
<b>Week 15</b>		
11/26	Marjane Satrapi, <i>Persepolis</i>	
11/28	Marjane Satrapi, <i>Persepolis</i>	
11/30	Marjane Satrapi, <i>Persepolis</i>	
<b>Week 16</b>		
12/3	Critical analysis workshop	
12/5	Gregory Currie, "Does Great Literature Make Us Better?"	Critical analysis due

## Assignments:

### 1. *Participation and In-Class Discussion*

Students are expected to read the assigned readings before class, and will be responsible for one presentation on an important figure, event, or concept in a text. We will sign up for these

presentations in the first week of class. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. Bring your texts to class every day—either electronic copies, print-outs, or books.

## 2. **Brief responses**

Four times over the course of the semester students are required to write a brief (300 word) response to the day's reading. These responses must be uploaded to our course blog <or other online platform> BEFORE class the day on which they are due.

These responses raise either *interpretive* or *critical* questions concerned with textual meaning. They comment on themes, figurative language and symbolism within the narrative. They also may make judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of interpretive and critical responses indicates that there may well be neither simply "right" nor simply "wrong" answers; the success of a response is based on the evidence and reasoning students employ to support their analysis and judgment. Students are also expected to comment on their peer's responses at least 5 times across the semester.

## 3. **Close Reading Assignment: 2-3 pages**

This assignment will test student skills in close reading, especially as that skill pertains to works of poetry and short fiction. Students will be expected to analyze a text carefully and develop an argument regarding the whole of the text through a close reading. No outside sources may be used for this assignment.

## 4. **Critical Analysis Paper: 3-4 pages**

This assignment asks students to combine close reading skills with critical concepts or historical information introduced in class or supplemental readings. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence.

## 5. **Midterm Exam**

This take-home exam will be distributed online (via Canvas). The exam will be comprised of matching and short essay questions based on readings, lectures and discussion. Submitted exams will be assessed for evidence of collusion.

### **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

**Note:** A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>