

LIT 2000: Introduction to Literature

Course No. and Name: Lit 2000: Introduction to Literature

5-digit class no.: 17368

Instructor Name: Meghna Sapui

Course meeting times & locations: M,W,F | Period 5 (11:45 AM - 12:35 PM); CBD 0210

Office Location and Hours: Turlington; M: 10AM-11AM, F: 10AM-11AM (by appointment).

Course website: Canvas

Instructor Email: meghna.sapui@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:

Jonathan Swift, *Gulliver's Travels*
Marjane Satrapi, *Persepolis*
Primo Levi, *Survival in Auschwitz*
Salman Rushdie, *East, West: Stories*
Toni Morrison, *Beloved*
William Shakespeare, *The Merchant of Venice*

The following texts will be available on Canvas:

Alice Munro, "The Moons of Jupiter"
Emily Dickinson, "Wild Nights! - Wild Nights!," "The Soul selects her own Society,"
"Because I Could not Stop for Death," & "Much Madness is divinest Sense,"
Flannery O'Connor, "A Good Man is Hard to Find"
Galileo Galilee, "Letter to Madama Christina"
Gregory Currie's "Does Great Literature Make Us Better?"
Homer, *Odyssey*.
Terry Eagleton, "What is Literature"
W.B. Yeats, "Sailing to Byzantium"

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:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: Missing 6 classes or more will result in automatic failure in this course. You are allowed three absences. **Each unexcused absence after three will lower your final grade by a third letter grade.** If you are missing class for a valid reason (health issues, family emergency, university commitments etc.), please inform the instructor **beforehand**. Repeated tardiness will also hurt your grade. Arriving more than 10 minutes after class starts will count as an absence. For the official University policy on absences, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> for more detail.
3. *Paper Format*: All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:
 - Double-spaced
 - 12 point, Times New Roman font

- 1inch margins, on all sides
 - MLA style headers with page numbers
 - MLA (8th edition) style citations
4. *Paper Submission*: Papers and written assignments are must be submitted to Canvas, in .doc or .docx format, before class on the date indicated on the syllabus. (All UF students have access to free copies of Office 365 ProPlus. This can be downloaded at [http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/get-o365-proplus/.](http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/get-o365-proplus/))
 5. *Late Papers/Assignments*: Papers submitted late will receive a deduction of one full letter grade per day. Papers submitted more than 3 days late will earn an E. I will consider exceptions in exceptional circumstances with appropriate documentation.
 6. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
 7. *Academic Honesty and Definition of Plagiarism*. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: [https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/.](https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/)
 8. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
 9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
 10. *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.
 11. *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>
 12. 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>
 13. Students who are struggling academically for any reason should speak with me during office hours. Additional resources are also available through the Writing Studio, located in 302 Tigert Hall: <https://writing.ufl.edu/writing-studio/>
 14. Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

15. You should use computers, laptops, and e-readers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or you being asked to leave class for the day. You can, however, use an approved device to take notes or view course readings (if you prefer not to print electronic readings).
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.

Unit 1: What is Literature?

Week One

22nd August (Wednesday) – Course Overview and Orientation

24th August (Friday) – Read: Terry Eagleton - “What is Literature”

Week Two

27th August (Monday) – Read: Homer, *Odyssey*, Book XIX

29th August (Wednesday) – Continue discussion of *Odyssey*, Book XIX

31st August (Friday) – Read: Shakespeare, *Macbeth* (Act 1)

Week Three

3rd September (Monday) – No class (Labor Day).

5th September (Wednesday) – Read: Shakespeare - *Macbeth* (Acts 2-3)

7th September (Friday) – Read: Shakespeare - *Macbeth* (Acts 4-5)

Week Four

10th September (Monday) – Read: Emily Dickinson, “Wild Nights! – Wild Nights!,” “The Soul selects her own Society.” **Short Response I Due.**

12th September (Wednesday) – Read: Emily Dickinson, “Much Madness is Divinest Sense,” “Because I could not stop for Death”

14th September (Friday) – Read: W.B. Yeats, “Sailing to Byzantium.”

Week Five

17th September (Monday) – Peer Review/**Close Reading Draft Due.**

19th September (Wednesday) – Read: Flannery O’Connor - “A Good Man is Hard to Find.”

21st September (Friday) – Read: Alice Munro - “The Moons of Jupiter.” **Due: Close Reading**

Unit Two: Why Write Literature?

Week Six

24th September – Read: Primo Levi, *Survival in Auschwitz* (chapters 1-4)

26th September (Wednesday) – Read: Primo Levi, *Survival in Auschwitz* (chapters 5-8)

28th September (Friday) – Read: Primo Levi, *Survival in Auschwitz* (chapters 9-12)

Week Seven

1st October (Monday) – Read: Primo Levi, *Survival in Auschwitz* (chapters 13-17)
Short Response II Due

3rd October (Wednesday) – Read: Toni Morrison - *Beloved* (Foreword-chapter 6)

5th October (Friday) – Read: Toni Morrison, *Beloved* (chapters 7 - 14)

Week Eight

8th October (Monday) – Read: Toni Morrison, *Beloved* (chapters 15- 21)

10th October (Wednesday) – Read: Toni Morrison, *Beloved* (chapters 22- 28)

12th October (Friday) – Continue discussion of *Beloved*

Week Nine

15th October (Monday) – **Midterm Exam due @ noon**

17th October (Wednesday) – Read: Swift, *Gulliver's Travels*, "A Voyage to Lilliput"

19th October (Friday) – Read: Swift, *Gulliver's Travels*, "A Voyage to Brobdingnag."

Week Ten

22nd October (Monday) –**Short Response III Due.**

24th October – Discussion of *Gulliver's Travels*

26th October – Read: Swift, *Gulliver's Travels*, "A Voyage to the Country of the Houyhnhnms"

Week Eleven

29th October (Monday) – Continue discussion of *Gulliver's Travels*

31st October (Wednesday) – Library Research Day

2nd November (Friday) – No class (Homecoming)

UNIT THREE: Why Read Literature?

Week Twelve

5th November (Monday) – Read: Salman Rushdie, "Good Advice Is Rarer Than Rubies," "The Free Radio"

7th November (Wednesday) – Read: Salman Rushdie, "Christopher Columbus and Queen Isabella of Spain Consummate their Relationship (Santa Fé, AD 1492)"

9th November (Friday) – Read: Salman Rushdie, "The Courter"

Week Thirteen

12th November – No class (Veterans' Day)

14th November (Wednesday) – Galileo Galilei, "Letter to Madama Cristina"

Short Response IV Due

16th November (Friday) – Galileo Galilei, "Letter to Madama Cristina"

Week Fourteen

19th November (Monday) – **Critical Analysis Draft Due** / Peer Review

21st November (Wednesday) – No class (Thanksgiving)

23rd November (Friday) – No class (Thanksgiving)

Week Fifteen

26th November (Monday) – Read: Marjane Satrapi, *Persepolis* (p1-93)

28th November (Wednesday) – Read: Marjane Satrapi, *Persepolis* (p94-222)

30th November (Friday) – Marjane Satrapi, *Persepolis* (p222-341)

Week Sixteen

3rd December (Monday) – **Critical Analysis Due** / Revision Day

5th December (Wednesday) – Read: Gregory Currie's "Does Great Literature Make Us Better?"

Final Exam: 12th December (10:00 a.m. to 12:00 p.m.)

DESCRIPTION OF ASSIGNMENTS:

1. Participation and In-Class Discussion

Students are expected to read the assigned readings before class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. Timeliness and consistency of all such in-class work and homework will be considered. Also, be certain to bring your texts to class every day—either electronic copies, print-outs, or books – and paper and pen or pencil with which to write.

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 or any of the previous readings. Please ensure that this is not a text

that you have already responded to in any of your other responses/assignments. These responses must be uploaded to our Canvas 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.

Any 1 of these 4 responses can also be a creative response. For example, a student may write an alternative ending to a text, create a book cover for a text, or make a small comic strip using the plot and/or characters of a text. If the student chooses to write a creative response, then some brief context must be provided: if they, for instance, take two characters from a text and make a comic strip, then they must also write at least 3-4 lines about how this relates to what has been done in class or to how the student thinks about the text. **Also, make sure that the idea for such a creative response is run by the instructor before any finalization. Students are, of course, free to make NONE of their responses a creative response.**

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 on-line (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>