

LIT 2000: INTRODUCTION TO LITERATURE (CLASS 17369)

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COURSE MEETING TIMES & LOCATIONS: TR Period 8-9, 9 (3:00pm – 4:55pm, 4:05pm – 4:55pm)

OFFICE LOCATION AND HOURS: TBD, T: 1:30pm – 2:30pm; R: 2:30pm – 3:30pm

COURSE WEBSITE: Canvas

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

Camus, Albert. *The Stranger*

de Cervantes, Miguel. *Don Quixote*. (Available via [Project Gutenberg](#))

Levi, Primo. *Survival in Auschwitz*.

Morrison, Toni. *Beloved*.

Naipul, V.S. *Miguel Street*.

Rushdie, Salman. *East, West: Stories*.
Satrapi, Marjane. *The Complete Persepolis*.
Shakespeare, William. *The Merchant of Venice*

GRADE DISTRIBUTION (see below for Grading Scale)

- Attendance & Participation/In-Class Discussion (15%)
- 4 Brief Responses (20%) [*One response can be creative*]
- 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*: Attendance in this class is mandatory. You are permitted three (3) unexcused absences without penalty. However:
 - a. Each subsequent unexcused absence after three (3) will lower your final grade by a third (**1/3**) letter grade. Ex. A to A-, B- to C+
 - b. **Two (2)** instances of tardiness count as **one (1)** absence. Arriving after attendance is taken means you are late.
 - c. Absences will be excused in accordance with UF policy, including for illness, religious holidays, military obligation, or university-sponsored events. Absences related to university-sponsored events and holidays must be discussed with the instructor **prior to the date that will be missed**. If absent due to a scheduled event, students are still responsible for turning assignments in on time.
 - d. **Six (6) absences will result in automatic failure of the course**. Only those absences involving university-sponsored events (such as athletics and band) and religious holidays are exempt from this policy with documentation. I will consider documented extenuating circumstances on a case-by-case basis.

For further information on university attendance policy, please see:

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

3. *Paper Format & Submission*: All papers, except for the brief responses, will be submitted through Canvas in an accepted electronic file format (.doc, .docx, .rtf) unless otherwise explicitly stated. Papers should be formatted in accordance with MLA formatting (Times New Roman 12pt, double-spaced, one-inch margins, MLA header, and MLA citations).
4. *Late Papers/Assignments*: Papers received late will be docked a third (**1/3**) letter grade for each day they are late. Papers later than three (3) days will **earn a 0**, save for any extenuating circumstances. **Brief Responses submitted late will earn a 0**, again, save for any extenuating circumstances.
5. *Revision Policy*: You will have the opportunity to revise your Close Reading for an improved grade once this semester, for a maximum grade increase of **10%**. Revised papers will need to be submitted before November 30th (11/30/2018).
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/>.

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. *Classroom behavior and netiquette*: This class, both off- and on-line, is a diverse environment, consisting of individuals from various cultural, socioeconomic, and ethnic backgrounds. Many of the texts we will discuss and write about engage controversial topics and opinions. I expect that you will conduct yourself with civility, decorum, and demonstrate respect for ideas that may differ from your own. While discussions may become impassioned, I will not tolerate rude, coarse, or offensive remarks based upon race, gender, ability, or sexual identity in written assignments or in-class discussion. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.
14. *In-Class Technology*: Laptops, e-readers, and/or tablets should only be used for research, writing, or reading related to texts currently under discussion. Silence your cell-phone before class and do not use during lecture/class-discussion.
15. *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/>
16. *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 or [Habitat for Humanity](#).)

ASSIGNMENT DESCRIPTIONS

1. Participation and 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 contribute to this portion of the final grade. **You should come to class each day with one (1) typed or written question or observation to raise during class discussion and hand in at the end of class for credit.** Also, be certain to bring your texts to class every day – either electronic copies, print-outs, or books – and paper and pen/pencil with which to write. Participation in writing lessons and peer review workshops is also included in this grade.

2. Brief Responses

Four times over the course of the semester students are required to write a brief (300 words) response to the day's reading. These responses must be uploaded to our course Discussion Board **the day before the class** on which they are due, leaving time for other students to respond. Please consult the Brief Responses assignment prompt for further instructions and check the Canvas Discussion Boards for the due date for Brief Responses to each text.

These responses should 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 four (4) times** across the semester. These comments should also be submitted before class.

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. Please consult the assignment prompt for a more detailed description of this essay.

4. Midterm Exam

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

5. 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. Please consult the assignment prompt for a more detailed description of this essay.

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>

	READINGS
	Week One
Thursday 8/23	Welcome to LIT 2000 – Syllabus and Course Introduction
	Week Two
Tuesday 8/28	Terry Eagleton – “What is Literature” (Canvas) Dante - <i>Inferno</i> , Cantos I (Canvas)
Thursday 8/30	Dante - <i>Inferno</i> , Cantos XXVI (Canvas)
	Week Three
Tuesday 9/4	Shakespeare — <i>The Merchant of Venice</i> , Acts 1-3
Thursday 9/6	Shakespeare — <i>The Merchant of Venice</i> , Acts 4-5
	Week Four
Tuesday 9/11	Emily Dickinson – “Wild Nights! – Wild Nights!” “I dwell in Possibility” “Because I could not stop for Death” (Canvas) Sylvia Plath – “Morning Song” (Canvas) Langston Hughes – “Theme for English B” (Canvas)
Thursday 9/13	Selections from Ann and Jeff VanderMeer – “The Weird: An Introduction” (http://weirdfictionreview.com/2012/05/the-weird-an-introduction/) Jorge Luis Borges – “The Aleph” (Canvas)
	Week Five
Tuesday 9/18	Franz Kafka – “The Penal Colony” (Canvas) with Guest Lecturer Jacqueline Schnieber Revisiting Borges – “The Aleph”
Thursday 9/20	Close Reading Peer Review
	Week Six
Tuesday 9/25	Close Reading Final Draft Due Primo Levi – <i>Survival in Auschwitz</i>
Thursday 9/27	Primo Levi – <i>Survival in Auschwitz</i> with Guest Lecturer Corinne Matthews
	Week Seven
Tuesday 10/2	V.S. Naipaul – <i>Miguel Street</i>
Thursday 10/4	V.S. Naipaul – <i>Miguel Street</i>

	Week Eight
Tuesday 10/9	Toni Morrison – <i>Beloved</i>
Thursday 10/11	Toni Morrison – <i>Beloved</i>
	Week Nine
Tuesday 10/16	Mid-Term Due Before Start of Class Selection from Toni Morrison – <i>The Origin of Other</i> Toni Morrison – <i>Beloved</i>
Thursday 10/18	Mark Newgarden and Paul Karasik – “How to Read Nancy” (Canvas) Selections from Will Eisner – <i>Comics and Sequential Art</i> (Canvas) Abby Howard & Eli Church – “Burrows” (Canvas)
	Week Ten
Tuesday 10/23	Visit to the Suzy Covey Comics Collection
Thursday 10/25	Selections from Scott McCloud – <i>Making Comics</i> (Canvas) Marjane Satrapi – <i>Persepolis</i>
	Week Eleven
Tuesday 10/30	Marjane Satrapi – <i>Persepolis</i>
Thursday 11/1	Marjane Satrapi – <i>Persepolis</i>
	Week Twelve
Tuesday 11/6	Cervantes – <i>Don Quijote</i> (excerpts)
Thursday 11/8	Cervantes – <i>Don Quijote</i> (excerpts)
	Week Thirteen
Tuesday 11/13	Salman Rushdie – <i>East, West</i> “Good Advice Is Rarer Than Rubies” “At the Auction of the Ruby Slippers”
Thursday 11/15	No Class
	Week Fourteen

Tuesday 11/20	Neil Gaiman — “Why our future depends on libraries, reading and daydreaming.” (https://www.theguardian.com/books/2013/oct/15/neil-gaiman-future-libraries-reading-daydreaming) Salman Rushdie – <i>East, West</i> “The Courter”
Thursday 11/22	No Class – Thanksgiving Break
	Week Fifteen
Tuesday 11/27	Albert Camus – <i>The Stranger</i>
Thursday 11/29	Albert Camus – <i>The Stranger</i>
	Week Sixteen
Tuesday 12/4	L.D. Burnett — “Holding on to What Makes Us Human” (Canvas) Course Evaluations, Final Questions Peer Review of Critical Analysis Paper
Thursday 12/6	NO CLASS – Reading Day Critical Analysis Due