

LIT 2000: Introduction to Literature

LIT 2000: Introduction to Literature (Class #15487)

Instructor Name: Min Ji Kang

Course meeting time: MWF Period 8 (3:00 PM-3:50 PM)

Location: RNK 220

Office: TUR 4323

Office Hours: WF 2:00-3:00PM

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 1*
Albert Camus, *The Stranger*
Primo Levi, *Survival in Auschwitz*

The following texts will be available on Canvas or UF Libraries:

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, "Harlem" (What happens to a dream deferred)
Flannery O'Connor, "A Good Man is Hard to Find"
Ryunosuke Akutawaga, "In a Grove"
James Joyce, "The Dead"
Salman Rushdie, *East, West: Stories*
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. *Three 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 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 go over the required 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>")

University of Florida students are responsible for reading, understanding, and abiding by the "<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/), 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	UNIT ONE: What Is Literature?	Assignments
1		
1/7	Syllabus and course overview	
1/9	Terry Eagleton, "What Is Literature" [<i>Canvas</i>]	
1/11	Homer, <i>The Odyssey</i> , Book Nineteen p290-300 (beginning-line 370) [<i>Library e book</i>]	
Week 2		
1/14	<i>The Odyssey</i> , Book Nineteen p300-p308 [<i>Library e book</i>]	
1/16	William Shakespeare, <i>Macbeth</i> (Act 1)	
1/18	William Shakespeare, <i>Macbeth</i> (Act 2 & 3)	Brief response 1 due
Week 3		
1/21	Holiday- No Class	

1/23	William Shakespeare, <i>Macbeth</i> (Act 4 & 5)	
1/25	Emily Dickinson [Canvas] "I dwell in Possibility" (Poem 466) "Because I could not stop for Death" (Poem 435) "After great pain, a formal feeling comes" (Poem 341)	
Week 4		
1/28	Langston Hughes - "Harlem" [Canvas] (What happens to a dream deferred) Documentary: https://youtu.be/h8m2m_C1Fbg	
1/30	Flannery O'Connor - "A Good Man is Hard to Find" [Canvas]	
2/1	Ryunosuke Akutawaga- "In a Grove" [Canvas]	Brief response 2 due
Week 5		
2/4	Primo Levi, <i>Survival in Auschwitz</i> (to "Ka-Be")	
2/6	Primo Levi, <i>Survival in Auschwitz</i> (to "The Drowned and the Saved")	
2/8	Close reading activity	
Week 6	UNIT TWO: Why Write Literature?	
2/11	Primo Levi, <i>Survival in Auschwitz</i> (to "Kraus")	
2/13	Primo Levi, <i>Survival in Auschwitz</i> (to end)	Close reading due
2/15	Albert Camus, <i>The Stranger</i> Part 1	
Week 7		
2/18	Albert Camus, <i>The Stranger</i> Part II	
2/20	Continue discussion of <i>The Stranger</i> Excerpts from Kamel Daoud <i>The Meursault Investigation</i>	
2/22	Continue Discussion on Excerpts from Kamel Daoud <i>The Meursault Investigation</i>	
Week 8		
2/25	Midterm Exam	
2/27	Toni Morrison, <i>Beloved</i> (Beginning- End of Ch 3) (Beginning-p51)	
3/1	Toni Morrison, <i>Beloved</i> (Ch 4-end of Ch 8) (p52-100)	
Week 9		
3/4	Spring Break	
3/6	Spring Break	
3/8	Spring Break	

Week 10		
3/11	Toni Morrison, <i>Beloved</i> (Ch 9-end of Ch 12) (p101-155)	
3/13	Toni Morrison, <i>Beloved</i> (Ch 13-end of Part 1) (p156-195)	
3/15	Toni Morrison, <i>Beloved</i> (Ch 18-end of Ch 19) (p200-241)	
Week 11		
3/18	Toni Morrison, <i>Beloved</i> (Ch 20-End) (p243-end)	Brief Response 3 due
3/20	Jonathan Swift, <i>Gulliver's Travels</i> (Part I)	
3/22	Jonathan Swift, <i>Gulliver's Travels</i> (Part II)	
Week 12	UNIT THREE: Why Read Literature?	
3/25	Jonathan Swift, <i>Gulliver's Travels</i> (Part III)	
3/27	Library workshop	
3/29	Jonathan Swift, <i>Gulliver's Travels</i> (Part IV)	
Week 13		
4/1	James Joyce, "The Dead" (Beginning-p399) [<i>Canvas</i>]	
4/3	James Joyce, "The Dead" (p399-End) [<i>Canvas</i>]	
4/5	Salman Rushdie, <i>East, West: Stories</i> "Good Advice is Rarer Than Rubies" [<i>Canvas</i>]	
Week 14		
4/8	Salman Rushdie, <i>East, West: Stories</i> "At the Auction of the Ruby Slippers" [<i>Canvas</i>]	Brief response 4 due
4/10	Critical analysis workshop *Bring outline of final paper and one outside source	Outline due
4/12	Read McCloud <i>Understanding Comics</i> Chapter One [<i>Canvas</i>]	
Week 15		
4/15	<i>Marjane Satrapi, Persepolis beginning-The Party</i>	
4/17	<i>Marjane Satrapi, Persepolis The Heroes-The Trip</i>	
4/19	<i>Marjane Satrapi, Persepolis The F.14s-End</i>	
Week 16		
4/22	Peer Review* Bring hard copy of final paper	Hard copy of final paper due
4/24	Gregory Currie, "Does Great Literature Make Us Better?" https://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/	Critical analysis due 11:59 PM

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 second 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 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.

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 multiple choice 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>