

UNIVERSITY OF FLORIDA
LIT2000 INTRODUCTION TO LITERATURE
SYLLABUS
Fall 2020

INSTRUCTOR INFORMATION:

Instructor	Mosúnmólá Ọmówùn mí Adéòjọ
Office	TBA
Office Hours	Tuesdays, 10-11am
E-Mail	mosunmola.adejo@ufl.edu

COURSE INFORMATION:

Time	MWF Period 4
Location	Online

COURSE PRE-REQUISITE: ENC 1101

PRELIMINARY COURSE DESCRIPTION (COURSE MODE AND MEETINGS):

This course will be a combination of a/synchronous sessions. Mondays and Fridays will be on zoom, Wednesdays will be on canvas discussion boards.

Office hours will be on Tuesdays, 10-11am via zoom. Student-instructor meetings can be arranged by appointment and by my availability. Ensure you send an email to schedule a meeting.

COVID-19 STATEMENT:

In light of the continuing impacts of COVID-19, this course will be offered entirely through online course sessions. We will meet synchronously on Zoom every Mondays and Friday, during period 4. Outside of class time, you are responsible for completing readings, responses, and your own creative work. Our classes will rely heavily on discussion which, I hope, will help to bridge some of the gap between our computer screens. Please be sure to download Zoom on your personal computer before the start of the class and familiarize yourself with how it works. I will send instructions to the class via email about how to join our Zoom meetings.

If you as an individual have any COVID-related hardships which may obstruct your performance in this class, please communicate with me as well as making use of all UF resources available to you. We can then assemble a plan to help you complete the class and fulfill all requirements in the way most beneficial for you.

COURSE DESCRIPTION:

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

Among the primary aims of this course is to help students develop the critical skill of analysis and interpretation. Students will also learn how formal and stylistic elements as well as historical context 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 interactions with 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 it is expected that 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:

These are the required texts for this course:

- Dr. Martin Luther King Jr.'s "I Have a Dream" speech.
<https://www.archives.gov/files/press/exhibits/dream-speech.pdf>
(Examining Form, Context and the Reader's Response)
- Shakespeare, *The Merchant of Venice* <http://www.gutenberg.org/files/1515/1515-h/1515-h.htm>*
- Derek Walcott, *Omeros*, Book 1, chapters 1-2 & Book 3
https://www.poemhunter.com/i/ebooks/pdf/derek_walcott_2012_3.pdf*
- Seamus Heaney, "Digging," "Punishment," "Blueberry Picking," and "Death of a Naturalist"
<https://www.poetryfoundation.org/poems/47555/digging>* (Poems available on Poetry Foundation)
- Fatou Diome, "La Preference Nationale"
- Camara Laye, *The Dark Child*
- S. Naipaul, *Miguel Street*
- Toni Morrison, *Beloved*
- Aimee Phan's *We Should Never Meet* OR José Saramago, "The Tale of the Unknown Island"
- Marianne Moore, "The Pangolin" <https://www.poemhunter.com/poem/the-pangolin>*
- Gene Luen Yang, *American Born Chinese*
- Brian Selznick, *The Invention of Hugo Cabret*

Explanation: The texts should be purchased at the University Bookstore. You can also get online copies of the poems and the short stories via project Gutenberg or Poetry Foundation. I have attached links to the texts available online. Students are expected to purchase longer texts at the bookstore.

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GRADE DISTRIBUTION:

Summary of grading

- Attendance & participation/in-class discussion (10%)
- Participation in Canvas Discussions (15%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)
- 1 in-class exam (15%)
- 1 Presentation and 2 discussion questions (10%)
- Final Project Proposal 5%)
- Final Project (5%)

1. Attendance & Participation (10%)

Attendance: Attendance is mandatory and will be assessed by class roll on canvas. Students will lose 1% from their final grade for every unexcused absence. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class.

Participation: Students are expected to review the assigned readings before class. Each week will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose 1%. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade.

2. Participation in Canvas Discussions (15%)

Before every discussion section, each student is required to post a 250-word analysis of the text for each week (starting from the second week and **except on WEEKS 6,9 AND 11**) AND contribute to the online discussion forum. Discussion posts should be submitted 24 hours before the Monday class. To engage in the online discussion forum, students should respond to another student's post on Wednesday. They may also ask interpretive or critical questions at the end of their discussion posts. Students must ensure they engage with their peers' posts and be prepared to discuss those questions in class.

Description of assignment: *Interpretive* (or *Critical*) questions are open-ended and are concerned with textual meaning. They ask for opinions on themes, figurative language, and symbolism within the narrative. They also ask for judgments regarding the period, history, politics, and ethical questions that are relevant to the text. The open-endedness of Interpretive and Critical questions—which often use phrases such as "do you think" or "why do you suppose"—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: 750 words, 15%

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.

The Close Reading assignment is due during the 8th week of the semester

4. Critical Analysis Paper: 1,500 words, 25%

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

The Critical Analysis assignment is due during the 14th week of the semester.

5. 1 exam (15%)

Method of assessment will be 1 on-line exams (the exam is worth 15% of the total grade). This exam will be distributed on-line (via Canvas) and will be about two hours in length. The exam will be completed in two different classes (Split into two classes). The first part will comprise short answer (multiple choice) questions *and* the second part will comprise short essay questions based on readings, lectures, and discussion sections.

Submitted exams will be assessed for evidence of collusion.

6. Class presentation on one primary text: 10 minutes presentation with 2 discussion questions (10%)

Each student is required to select a primary text and prepare a 10-minute power point presentation. The presenter will bring a minimum of 2 discussion questions to class to facilitate a broader reading of the text. The presenter should research the author's biography, historical or cultural contexts, characterization and setting and other topics that are relevant to the text. Consider this as an opportunity to share your thoughts on the text. You may use videos, movie clips or any media reference that you consider relevant to your presentation. Basically, own your presentation.

Post your presentation to the appropriate discussion board before your presentation day. This means the presenter will only submit their prepared handout/visual aid and discussion questions to the discussion board for the week. We will select primary texts during the first week of class.

7. Final Project Proposal (5%) The project proposal is a short abstract of what the project is about and how you intend to interpret the text.

8. Final Project (5%)

Students will create a Final Project that interprets one of the primary texts studied in the class. A proposal for the project should be sent to me 2 weeks before the end of the semester. The project should be a personal interpretation of one of the texts or a topic that interests you during the semester. You could create video essays, scrapbooks, a short graphic novel (especially for poems), painting or any alternative media form. Finally, include a short artist's statement to explain why your work is a significant critique and addition to interpretations of the text/topic you have chosen. Please note that you'll be required to include a statement where you give me permission to use your final project as a teaching and research sample, and for academic purposes. **The Final Project assignment is due during the 16th week of the semester.**

Course Policies: Please note that these policies are required

- You must complete all *assignments* to receive credit for this course
- *Attendance*: Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue **six** 50-minute absences. You will earn a lowered course grade if you accrue **four** absences. Ensure you attend all classes.

- *Makeup Policy:* Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), there will be no make-up option for missed exams or late assignments. Where possible, **make-ups should be arranged by email or in person prior to the expected absence**. Kindly contact me if you are ill and need an extension on any assignment.
- *Late Policy:* A class roll will be marked at the beginning of class. Latecomers receive partial absences and must see me after class so I know you attended. Latecomers should wait at the end of the class or send in a chat once they arrive to indicate that they're late.
- *Cell phone policy:* Students must turn cell phones to silent before class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade. Please be respectful to both the instructor and your colleagues.
- *Zoom policy:* Students must turn on their cameras and mute their microphones upon entry. If you need to be excused, kindly send in a chat to the general group so as not to disrupt the class. Also, ensure you put off your camera when away from the computer/phone.
- *UF's policy on Sexual Harassment:* The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/policy-statement/>
- *Paper Format & Submission:* Ensure you read all assignment instructions before attempting the assignment. Also, papers should be written using the MLA reference format. Papers should be written in 12-point font Times New Roman with double spacing.
- *Late Papers/Assignments:* Late assignments will receive a zero grade. If the paper is late due to unforeseen circumstances, ensure you send an email to explain the situation. This should be done before you submit.
- *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
- *Academic Honesty and Definition of Plagiarism.* UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

UF Student Honor Code:

A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- c. Submitting materials from any source without proper attribution.
- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Also, turn-it-in will be used as a plagiarism checker and any document that goes over 50% will receive a zero grade.

- 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 your instructor early in the semester.
- *Students who are in distress or* who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF's Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>
- For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
- *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). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
- *Course Evaluations.* Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://evaluations.ufl.edu/evals/Default.aspx>

Recommended Policies:

- Students should maintain a respectful demeanor in class. Remember your colleagues and teacher are individuals from different backgrounds. Ensure you respond and criticize with respect.
- *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.)

Grading Scale (& GPA equivalent):

A 100-93 (4.0)	A- 92-90 (3.67)	B+89-87 (3.33)	B 86-83 (3.0)	B- 82-80 (2.67)	C+ 79-77 (2.33)	C 76-73 (2.0)	C- 72-70 (1.67)	D+ 69-67(1.33)	D 63-66 (1.0)	D- 62-60 (0.67)	E 59-(0)
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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/UGRD/academic-regulations/grades-grading-policies/>
- <https://student.ufl.edu/minusgrades.html>

Course Satisfaction: Please note that this course satisfies a humanities credit, not a composition credit. There is no word requirement, but students are expected to write critical essays that follow the format of a regular academic essay (with an introduction, body paragraphs and a conclusion).

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <https://counseling.ufl.edu/>).

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at 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://gatorevals.a.ufl.edu/>.

CLASS SCHEDULE

Students should note that the schedule is a guideline and may change

UNIT I – WHAT IS LITERATURE?

WEEK 1 (8/31, 2/9, 4/9)

INTRODUCTION: The Borders of Literature?

Reading:

King, "I have a dream" speech Text and audio:

<http://www.americanrhetoric.com/speeches/mlkhaveadream.htm>

Examining Form, Context and the Reader's Response

Class Activity:

Best Practices Guide on Individual Presentations and Discussion Questions.

How to Signpost and Cite Creators of Information that you use.

9/7/2020 Labor Day

WEEK 2 (9/9, 9/11)

Drama

Reading:

Shakespeare, *The Merchant of Venice*

Discussion Post DUE 9/6/2020

WEEK 3 (9/14, 9/16, 9/18)

Epic

Reading:

Derek Walcott, *Omeros*, Book 1, chapters 1-2 & Book 3

Discussion Post DUE 9/13/2020

WEEK 4 (9/21, 9/23, 9/25)

Poetry

Reading:

Seamus Heaney, "Digging," "Punishment," "Blueberry Picking," and "Death of a Naturalist"

Discussion Post DUE 9/20/2020

WEEK 5 9/28, 9/30
Short Story:
Reading:
Fatou Diome, "La Preference Nationale" *
Discussion Post DUE 9/27/2020

10/2/2020 Homecoming

WEEK 6 10/5, 10/7, 10/9
**CLOSE READING EXERCISE DRAFT
TEST**

UNIT II – WHY DO WE WRITE?

WEEK 7 10/12, 10/14, 10/16
Self-Expression/Self-Construction:
Reading:
Camara Laye, *The Dark Child*
Discussion Post DUE 10/11/2020

WEEK 8 10/19, 10/21, 10/23
World Making (Cosmopoiesis)
Reading:
V.S. Naipaul, *Miguel Street*
Discussion Post DUE 10/18/2020

N.B. CLOSE READING EXERCISE DUE 10/25/2020

WEEK 9/10 10/26, 10/28, 10/30
Shaping Citizens: Moral Instruction I
Reading:
Toni Morrison, *Beloved* Part I
Discussion Post DUE 10/25/2020

WEEK 11 11/2, 11/4, 11/6
Shaping Citizens: Moral Instruction II
Reading:
Toni Morrison, *Beloved* Part II and III
Discussion Post DUE 11/1/2020

UNIT III WHY DO WE READ?

WEEK 12 11/9, 11/13
Exploration & Discovery:
Reading:
Selected Stories from Aimee Phan's *We Should Never Meet**
Discussion Post DUE 11/8/2020

11/11/2020 Veterans Day

WEEK 13 11/16, 11/18, 11/20
Moving Beyond the Self
Reading:
Marianne Moore, "The Pangolin"
Start Reading Gene Luen Yang, *American Born Chinese*
Discussion Post DUE 11/15/2020

WEEK 14 11/23
Finding New Selves
Reading: Gene Luen Yang, *American Born Chinese*
Selected chapters from Scott McCloud's *Understanding Comics*
Discussion Post DUE 11/22/2020

11/25-11/27 Thanksgiving Holiday

N.B. CRITICAL ANALYSIS PAPER DUE 11/29/2020

WEEK 15 11/30, 12/2, 12/4
New Ways of Seeing
Reading:
Brian Selznick, *The Invention of Hugo Cabret*

Conclusion: Where to now?
Reading: Choose ONE of the following essays
The Ideal English Major, Mark Edmundson. <http://chronicle.com/article/The-Ideal-English-Major/140553/>
Does Great Literature Make Us Better? Gregory Currie.
http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0
How to welcome and nurture the poets and painters of the future, Helen Vendler,
<http://harvardmagazine.com/2012/11/writers-and-artists-at-harvard>
N.B. FINAL PROJECT DUE
Discussion Post DUE 11/29/2020