

**UNIVERSITY OF FLORIDA
LIT2000 INTRODUCTION TO LITERATURE
SYLLABUS
SPRING 2020**

INSTRUCTOR INFORMATION:

Instructor	Mosúnmólá Omówùnmí Adéòjọ
Office	TUR 4307
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Office Hours	TBA
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COURSE INFORMATION:

Time	Period 8-9,9 T/R
Location	MAT 0151

COURSE PRE-REQUISITE: ENC 1101

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:

- Shakespeare, *The Merchant of Venice* <http://www.gutenberg.org/files/1515/1515-h/1515-h.htm>*
- Virgil, *Aeneid*, Book I <http://www.gutenberg.org/files/228/228-h/228-h.htm>*
- Robert Browning, "My Last Duchess"
<https://www.poetryfoundation.org/poems/43768/my-last-duchess>*
- Franz Kafka, "The Penal Colony"
- Flannery O'Connor, "A Good Man is Hard to Find"
- Camara Laye, *The Dark Child*
- V.S. Naipaul, *Miguel Street*
- Albert Camus, *The Stranger*
- José Saramago, "The Tale of the Unknown Island"
- Marianne Moore, "The Pangolin" <https://www.poemhunter.com/poem/the-pangolin>*
- Ama Ata Aidoo, *Sister Killjoy*
- 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. I have attached links to the books available online. Students are expected to purchase longer texts at the bookstore.

GRADE DISTRIBUTION:

Summary of grading

- Attendance & participation/in-class discussion (10%)
- Participation in Canvas Discussions (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)
- 2 in-class exams (15% each—30%)
- Extra credit for Achebe-Baldwin Conference Attendance(10 points)

1. Attendance & Participation (10%)

Attendance: Attendance is mandatory and will be assessed by class roll or sign-up sheet. 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.

Commented [MOU1]: State where exactly to post (Canvas Discussions?)

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(25%)

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 class. To engage in the online discussion forum, students may either pose questions to their peers at the end of their weekly post OR answer questions by other peers by replying to another student's post. 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 6th 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 8th week of the semester.

These papers will be graded on a point scale of 1 to 10: 9-10, excellent; 8-8.9, good to very good; 7-7.9 average to good; 6-6.9, below average; below 6 is not a passing grade. All students, whatever their grade, will have the option to rewrite the essay.

5. 1 in-class exam (20%)

Method of assessment will be 2 on-line in-class exams (each exam is worth 15%, or

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together, 30% of the total grade). These exams will be distributed on-line (via Canvas) and will be two hours in length. The exams will be comprised of short answer (multiple choice) *and short essay* questions based on readings, lectures and discussion sections. Submitted exams will be assessed for evidence of collusion.

6. Conference Credit (5%)

On April 2nd, the class will meet at the Achebe-Baldwin conference scheduled for April 2 and 3rd 2020. To confirm attendance, each student is required to take a selfie at the conference and submit a major take away from the session attended, to the discussion board. Posts will be used to start the class discussions on April 7, 2020. A copy of the program is on canvas under the assignments tab.

CLASSROOM POLICIES:

- **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**. In case of illness, student should contact instructor on his or her return to classes.
- **Late Policy:** A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 0.5% from their final grade each time they arrive late.
- **Cell phone policy:** Students must turn cell phones to silent before coming to 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. Also, student can only use cell phones when asked by instructors. Please be respectful to both the instructor and your colleagues.

Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93 (4.0)	92-90 (3.67)	89-87 (3.33)	86-83 (3.0)	82-80 (2.67)	79-77 (2.33)	76-73 (2.0)	72-70 (1.67)	69-67 (1.33)	63-66 (1.0)	62-60 (0.67)	59- (0)

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).

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Commented [MOU5]: Update link to: <https://student.ufl.edu/minusgrades.html>

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students and may result in failure of the assignment in question and/or the course. Also, turn-it-in will be used as a plagiarism checker and any document that goes over 50% will receive a grade of zero. For University of Florida's honor code, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Commented [MOU6]: Update link to: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<https://disability.ufl.edu/>) for information about available resources for students with disabilities.

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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/>).

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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 <https://gatorevals.aa.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://gatorevals.aa.ufl.edu/>

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Commented [MOU10]: Update link to: <https://gatorevals.aa.ufl.edu/>

CLASS SCHEDULE

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

UNIT I – WHAT IS LITERATURE?

- WEEK 1 **INTRODUCTION:** The Borders of Literature? Jan. 7th and 9th
Reading:
King, “I have a dream” speech Text and audio:
<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>
“Introduction: What is literature?,” Terry Eagleton, *Literary Theory: An Introduction* (1983), pp. 1-15
- WEEK 2 **Drama:** Jan 14th and 16th
Reading:
Shakespeare, *The Merchant of Venice*
Post a 250-word analysis and question on Canvas discussion board by Monday Jan 13.
- WEEK 3 **Epic:** Jan 21st and 23rd
Reading:
Virgil, *Aeneid*, Book I
Post a 250-word analysis and question on Canvas discussion board by Monday Jan. 20th.
- WEEK 4 **Poetry:** Jan 28th and 30th
Reading:
Robert Browning, “My Last Duchess”
Post a 250-word analysis and question on Canvas discussion board by Monday Jan 27th.
- WEEK 5 **Short Story:** Feb 4th and 6th
Reading:
Flannery O’Connor, “A Good Man is Hard to Find” and
Franz Kafka, “The Penal Colony”
Post a 250-word analysis and question on Canvas discussion board by Feb 3rd
- WEEK 6 **WRITING & REVIEW:** Feb 11th and 13th
In-class review and Close Reading Exercise Draft Tuesday, Feb 11th
Writing and Revising Close reading Exercise Thursday, Feb 13th
CLOSE READING EXERCISE DUE Sunday Feb 16th, 11pm

UNIT II – WHY DO WE WRITE?

- WEEK 7 **Self-Expression/Self-Construction:** Feb 18th and 20th

Reading:

Camara Laye, *The Dark Child*

Post a 250-word analysis and question on Canvas discussion board by Feb 17th

WEEK 8 **World Making (Cosmopoiesis):** Feb 25th and 27th

Reading:

V.S. Naipaul, *Miguel Street*

Post a 250-word analysis and question on discussion board by Feb 24th

Spring Break Feb 29th to March 7th

N.B. Critical Analysis Paper DUE ON Sunday, March 8th, 2020

WEEK 9/10 **Shaping Citizens: Moral Instruction:** March 10th and 12th

Reading:

Albert Camus, *The Stranger*

Post a 250-word analysis and question on discussion board by March 9th

WEEK 11 **REVIEW:** March 17th and 19th

TEST Tuesday March 17th, 2020

UNIT III WHY DO WE READ?

WEEK 12 **Exploration & Discovery:** March 24th and 26th

Reading:

José Saramago, "The Tale of the Unknown Island"

Post 250-word analysis and question on discussion board by March 23rd

WEEK 13 **Moving Beyond the Self:** March 31st and April 2nd

Reading:

Marianne Moore, "The Pangolin"

Additional reading: Ashley Miller's Poetry, Media and the Material Body

[https://www.cambridge.org/core/books/poetry-media-and-the-](https://www.cambridge.org/core/books/poetry-media-and-the-material-body/504262EFC06D78315D9A510749DBC9A0)

[material-body/504262EFC06D78315D9A510749DBC9A0](https://www.cambridge.org/core/books/poetry-media-and-the-material-body/504262EFC06D78315D9A510749DBC9A0) and/or

Zakiyyah Iman Jackson "Animal: New Directions in the Theorization of

Race and Posthumanism." *Feminist Studies* 39.3 (2013): pp669-

685. (files)

Post a 250-word analysis and question on discussion board by March 30th

Achebe-Baldwin Conference Discussion post DUE on April 2nd, 2020

11pm.

WEEK 14 **Finding New Selves:** April 7th and 9th

Reading:

Ama Ata Aidoo, *Sister Killjoy*

Post a 250-word analysis and question on discussion board by April 6th

WEEK 15 **New Ways of Seeing April:** April 14th and 16th

Reading:

Brian Selznick, *The Invention of Hugo Cabret*

Post a 250-word analysis and question on discussion board by April 13th

WEEK 16 **Conclusion: Where to now?** April 21st and 23rd

Reading: Choose one of the following:

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

Post a 250-word analysis and question on discussion board by April 20th