

LIT 2000: Introduction to Literature, Section 1A24 (Class #17582)
(State Core General Education - Humanities)
Fall 2019 Syllabus

Instructor Name: Yvonne Medina

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Course Meeting Times & Location: M,W,F Period 3
(9:35-10:25 am) Turlington B310

Course Website: Canvas

Office Location and Hours: Turlington TBD

Mondays 11 am – 12 pm

Tuesdays 1 pm – 2 pm or by appointment

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. *This course confers H credit.*

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

You will need to purchase these texts. The rest of the readings will be available on Canvas.

Shakespeare, William. *The Merchant of Venice*. * (The Folger Shakespeare Library edition is required)

Levi, Primo. *Survival in Auschwitz*. (Find an edition that includes Levi's interview with Philip Roth)

Morrison, Toni. *Sula*. *

Swift, Jonathan. *Gulliver's Travels*. (I suggest accessing the e-text for free via Project Gutenberg)

Satrapı, Marjane. *Persepolis*. *

Aidoo, Ama Ata. *Sister Killjoy*.

*Every section of LIT 2000 will read these texts this semester.

GRADE DISTRIBUTION (see below for Grading Scale)

- Participation and in-class discussion (20%)
- 4 Brief Responses (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)
- 1 Midterm Exam (20%)

COURSE POLICIES:

1. *Assignments*: You must complete all assignments to receive credit for this course.
2. *Attendance*: Attendance is mandatory and will be taken daily. You may miss up to three 50 minute class periods without penalty. After three unexcused absences, you will receive a lowered course grade. If you miss two full weeks of class (six 50 minute unexcused absences), you will automatically fail the course. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness (documentation required), religious holidays, military obligation, and those absences covered by UF's 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 and for making up all assignments. Students are responsible for all work covered in class, all announcements, and all changes to the syllabus made in class.
3. *Tardiness*: Arriving late to class three times will count as one absence. If you are tardy you must see me after class so I can give you partial credit for attendance.
4. *Paper Format & Submission*: Papers will be submitted in an accepted electronic file format (.doc, .docx, .rtf) on Canvas; no other formats are permitted. Your papers must be formatted according to MLA style and should be in 12-point Times New Roman font and double spaced with 1-inch margins and the appropriate heading and pages numbered. If you encounter a technological glitch on Canvas then you may email me the paper.
5. *Late Papers/Assignments*: All papers are due by midnight on the due date. Papers received late will be docked by a third of a letter grade for every day it is late i.e. an A- paper turned in one day late will receive a B+. No late papers will be accepted after two days, unless there are extenuating circumstances.

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.* 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. 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.
7. *Accommodations for 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 your instructor early in the semester.
8. *Mental Health:* 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/>
9. *Grading Policies:* 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. *Classroom Behavior and Netiquette:* 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. You are also expected to be courteous in email messages and threaded discussions.
13. *Trigger Warnings:* Some of the literary works we discuss in this course contain disturbing and potentially traumatic material. These discussions may trigger unwanted thoughts. You may leave the classroom if you need to excuse yourself from the discussion. I will not count it as an absence if

you contact me later to explain why you left the classroom. You will be responsible for any material that you miss or any related assignments. Ask me or another student for notes and information about what you missed.

14. *Laptop Policy*: Laptops and other tablets should only be open for conducting research or reading an online version of the text. Cell phones should be in silent mode and out of sight. Internet surfing will result in a lowered participation grade. If it appears to me that a device is distracting, then I will inform you in person or via email that the behavior is decreasing your participation grade.
15. *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/policystatement/>
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.)
17. *Writing Studio*: The writing studio is located on the second floor of Turlington and its services are available for free to all UF students. You may set up an appointment online and meet one on one with a writing tutor who will help you refine your work at any stage of the writing process. I strongly encourage you to use this service. <https://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>
18. *Food Insecurity*: If you, or anyone you know, is experiencing food insecurity, the Pantry is a resource to visit. There is no proof of need required in order to shop at the Pantry; you must only bring in your valid UFID card. For more information visit <https://pantry.fieldandfork.ufl.edu/>
19. *Student Nighttime Auxiliary Patrol (SNAP)*: SNAP is a free, nightly, campus safety and transportation service for students sponsored by UF Student Government, Student Traffic Court and UF Transportation and Parking Services.

The calendar contains the reading and writing assignments for the semester. Readings will be discussed on the day they appear, and assignments will be due on the date they appear. Students should note that the schedule is a guideline and may change.

<i>Week</i>	<i>Date</i>	<i>Reading</i>	<i>Due</i>
<i>Unit I: What is Literature?</i>			
1	W 8/21	Introduction to the Course	
	F 8/23	Stephen Greenblatt's "Culture"	
		Epic	
2	M 8/26	<i>The Aeneid</i> , translated by Robert Fitzgerald Lines 1-200	
	W 8/28	<i>The Aeneid</i> , translated by Robert Fitzgerald Lines 200-400	
	F 8/30	Walter Benjamin's "The Task of the Translator"	Response 1 due

3	M 9/2	<i>No Class, Labor Day</i>	
	W 9/4	Finish <i>The Aeneid</i> Book 1, translated by Robert Fitzgerald	
		Drama	
	F 9/6	<i>The Merchant of Venice</i> Act I Read “Editor’s Preface” to “An Introduction to This Text”	
4	M 9/9	<i>The Merchant of Venice</i> Act II	
	W 9/11	<i>The Merchant of Venice</i> Act III	Response 2 due
	F 9/13	<i>The Merchant of Venice</i> Acts IV and V	
		Poetry	
5	M 9/16	Langston Hughes’ “Harlem” (What happens to a dream deferred,)” “Ballad of the Landlord”	
	W 9/18	Excerpts from Walt Whitman’s “Song of Myself”	
	F 9/20	Sylvia Plath’s “Morning Song,” “Fever 103°”	
		Short Story	
6	M 9/23	Jorge Luis Borges, “The Aleph” translated by Norman Thomas Di Giovanni	Close Reading Due
	W 9/25	Alice Munro, “The Moons of Jupiter”	
		Unit 2: Why Write Literature?	
		Self-Expression/Self-Construction	
	F 9/27	<i>Survival in Auschwitz</i> “The Journey” to “Ka –Be” translated by Giulio Einaudi	
7	M 9/30	<i>Survival in Auschwitz</i> “Our Nights” to “The Drowned and the Saved” translated by Giulio Einaudi	
	W 10/2	<i>Survival in Auschwitz</i> “Chemical Examination” to “Kraus” translated by Giulio Einaudi	
	F 10/4	<i>No Class, Homecoming</i>	
8	M 10/7	<i>Survival in Auschwitz</i> to “Die drei Leute vom Labor” to “The Story of Ten Days” translated by Giulio Einaudi, interview with Philip Roth	
		World Making	
	W 10/9	Marcel Proust, <i>Swann’s Way</i> (opening chapter) translated by Scott Moncrieff	
	F 10/11	Jhumpa Lahiri, “Hell-Heaven”	Midterm Exam due
9	M 10/14	Terry Eagleton’s “What is Literature?” and Mark Edmundson’s “The Ideal English Major”	
		Shaping Citizens	
	W 10/16	<i>Sula</i> (Part One: Opening to “1920”) and Morrison’s essay “Rootedness: The Ancestor as Foundation”	
	F 10/18	<i>Sula</i> (“1921”-“1923”)	
10	M 10/21	<i>Sula</i> (“1927”-“1939”)	
	W 10/23	<i>Sula</i> (“1940”-“1965”)	Response 3 due

Exploration & Discovery			
	F 10/25	<i>Gulliver's Travels</i> , Part I	
11	M 10/28	<i>Gulliver's Travels</i> , Part II	
	W 10/30	<i>Gulliver's Travels</i> , Part III	
	F 11/1	Visit to Special Collections	
12	M 11/4	<i>Gulliver's Travels</i> , Part IV	
Unit 3: Why Read Literature?			
Finding New Selves/Moving Beyond the Self			
	W 11/6	<i>Our Sister Killjoy</i> ("Into a Bad Dream")	
	F 11/8	<i>Our Sister Killjoy</i> ("The Plums")	
13	M 11/11	<i>No Class, Veteran's Day</i>	
	W 11/13	<i>Our Sister Killjoy</i> ("From Our Sister Killjoy" and "A Love Letter")	Response 4 Due
	F 11/15	Joli Jensen's "Lessons on the Craft of Scholarly Reading"	
New Ways of Seeing			
14	M 11/18	<i>Persepolis</i> "Introduction," "The Veil" and selections from Steve McCloud's "Setting the Record Straight"	
	W 11/20	<i>Persepolis</i> "The Bicycle" to "The Sheep"	
	F 11/22	<i>Persepolis</i> "The Trip" to "The Dowry"	
15	M 11/25	Bring an outline of your paper and one outside source	Outline due
	W 11/27	<i>No Class, Thanksgiving Break</i>	
	F 11/29	<i>No Class, Thanksgiving Break</i>	
16	M 12/2	Bring a draft of your paper for peer review	Draft due
	W 12/4	Neil Gaiman's "Why Our Future Depends on Libraries, Reading, and Daydreaming"	
	F 12/6	<i>No Class, Reading Day</i>	Critical Paper Due

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. You should come to class each day with one typed 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 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. These responses must be uploaded to Canvas by `midnight the night before
*****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. Students are also expected to comment on their peer's responses at least 5 times across the semester.

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.

Finally, your GRADING SCALE goes *here* at the end. For example:

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>