

**UNIVERSITY OF FLORIDA  
LIT2000 INTRODUCTION TO LITERATURE  
SPRING 2016**

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**INSTRUCTOR INFORMATION:**

<b>Instructor</b>	NaToya Faughnder
<b>Office</b>	Turlington 4335
<b>Office Hours</b>	Mondays 3:00-4:00, Wednesdays 3:00-4:00, and Fridays by appointment
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**COURSE INFORMATION:**

<b>Time</b>	MWF 1:55-2:45 (Period 7)
<b>Location</b>	CHE 237

**COURSE PRE-REQUISITE:** ENC 1101

**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? 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 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.

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**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.

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#### REQUIRED MATERIALS:

- Winny, James. *Sir Gawain and the Green Knight: Middle English Text with Facing Translation*. Peterborough (Ontario): Broadview, 1992. ISBN 9780921149927
- Shakespeare. *The Merchant of Venice*. 2004, Print. ISBN 0743477561
- Morrison, Toni. *Beloved: A Novel*. New York: Vintage International, 2004. ISBN 97814000033416
- Calvino, Italo. *Invisible Cities*. New York: Harcourt Brace Jovanovich, 1974. ISBN 0156453800
- Levi, Primo. *Survival in Auschwitz*. Collier Macmillan, 1986. ISBN 002029122
- Aidoo, Ama Ata. *Our Sister Killjoy: Or, Reflections from a Black-eyed Squint*. London: Longman, 1994. ISBN 9780582308459
- Satrapi, Marjane. *Persepolis, The Story of a Childhood*. New York: Pantheon, 2007. ISBN 9780375714573
- other short readings and poetry listed on schedule (links on syllabus)

The Michael Radford/Al Pacino film of *The Merchant of Venice* is available here:  
[https://ufl.instructure.com/files/2500i824/download?download\\_frd=i](https://ufl.instructure.com/files/2500i824/download?download_frd=i)

Also, please note that many of the materials listed with links on the syllabus also appear under “Files” on Canvas in full text.

## GRADE DISTRIBUTION :

- Attendance & participation/quizzes/in-class discussion (10%)
- Short Responses (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (30%)
- 1 Take Home Exam (25%)

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#### ATTENDANCE & PARTICIPATION (10%)

##### **Attendance:**

Attendance is mandatory and will be taken daily. Late arrivals to class will count for half an absence. Students will lose 1% from their final grade for every unexcused absence. Absences will be excused only 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 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.

**Participation:**

Students are expected to review the assigned readings before class. Each class will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, they will lose participation points. Consistent participation in class discussions and continually demonstrating knowledge of the assigned readings will also contribute to this portion of the final grade. **Bring texts to class every day—either electronic copies, print-outs, or books.**

**Quizzes:**

Reading quizzes will regularly be given at the beginning of class to evaluate class-wide readership and retention of the texts. Reading quizzes cannot be made up.

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**SHORT RESPONSES (20%)**

Throughout the semester, students are required to write brief (300-500 word) responses on the day's reading. **Specific prompts will be posted on Canvas and identified by Group.** Students will be divided into Group A, Group B, and Group C; your particular prompt (and when noted, response due date) will be specified by your Group designation. These responses will be turned in electronically under Assignments in Canvas.

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.** Papers will be graded on a 10-point scale, with 10 being the very best, and so on.

**Due dates for these responses are clearly indicated in Canvass.**

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**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.

It is highly recommended that students schedule conferences to discuss their papers prior to turning in their final drafts. It is also recommended that students make use of the Writing Center on campus, <http://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>

***The Close Reading assignment is due during the 6<sup>th</sup> week of the semester.***

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CRITICAL ANALYSIS PAPER: 1,500 WORDS (30%)

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. Although students will work within the framework of concepts or ideas introduced in class, this assignment is not a research paper.

It is highly recommended that students schedule conferences to discuss their papers prior to turning in their final drafts. It is also recommended that students make use of the Writing Center on campus, <http://writing.ufl.edu/writing-studio/for-students/schedule-an-appointment/>

***The Critical Analysis assignment is due during the 15<sup>th</sup> week of the semester.***

\*\*The papers (close reading and critical analysis) will be graded on a 100-point scale.

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TAKE-HOME EXAM (25%)

This exam will consist of short answer questions and identifications, as well as one essay question. This assignment will be graded on a 100-point scale.

***The Take-home Exam is due during the 12<sup>th</sup> week of the semester.***

**\*\*\*please note: all written assignments must be typed, Times New Roman or Arial, font size 12, double spaced, and printed copies must be on white paper. Students can print up to 250 pages a semester free of charge in the computer lab of the Reitz Union (ground floor).\*\*\***

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**CLASSROOM POLICIES :**

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MAKEUP POLICY:

**Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for a missed exam or late assignment.**

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) 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 and produce documentation of their illness or emergency.

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ATTENDANCE LATE POLICY:

Absences not in accordance with official UF excused absence policies (e.g., certified illness, religious observance, UF sanctioned event, etc.) are “unexcused”; no make-up work is allowed. Because of the discussion-heavy nature of this class, more than 3 unexcused absences in a semester will result in a 2% penalty to your total grade per absence and more than 6 absences in a semester will result in a failing grade.

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.

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#### CELL PHONE AND LAPTOP POLICY:

Any use of technology that is not overtly and transparently reasonable to the continuation of in-class discussion/work (e.g., digital texts, Googling information when requested by the instructor, pulling up additional academic texts for discussion) will be considered personal use and will not be not allowed in class. Each violation of this policy will result in a 1% deduction from your final grade. Answer your texts after class, don’t open Facebook, Twitter, or YouTube, and resist the urge to go down the internet rabbit-hole while in class. Further, any use of technology to watch or browse texts (written, image, video, etc.) that breaches upon subjects and/or images that without context could be construed as racist, sexist, classist, and generally disrespectful to others is in further violation of other university and classroom policies and could engender additional consequences.

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#### 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. For University of Florida’s honor code, see <http://www.dso.ufl.edu/scctr/honorcodes/honorcode.php>

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#### 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 (<http://www.dso.ufl.edu/drc/>) 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; <http://www.counseling.ufl.edu/cwc/> ).

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#### SEXUAL ASSAULT AND HARASSMENT:

Title IX makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

- [http://www.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/addressing\\_sexual\\_misconduct/reporting\\_sexual\\_misconduct/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/addressing_sexual_misconduct/reporting_sexual_misconduct/)
- <http://www.counseling.ufl.edu/cwc/>
- <http://www.counseling.ufl.edu/cwc/interpersonal-violence>
- <http://www.counseling.ufl.edu/cwc/group-listings>
- <http://gatorwell.ufsa.ufl.edu/programs/strive>
- [http://www.police.ufl.edu/wp-content/uploads/2014/10/UPD-Safe-Campus-2014\\_RevIO-IFi-14.pdf](http://www.police.ufl.edu/wp-content/uploads/2014/10/UPD-Safe-Campus-2014_RevIO-IFi-14.pdf)

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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://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>.

#### GRADING SCALE (& GPA EQUIVALENT):

A	A-	B+	B	B-	c+	c	c-	D+	D	D-	E
100-94	93-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	63-66	62-60	59-
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	(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/ugrad/current/regulations/info/grades.aspx>

## CLASS SCHEDULE

Students should note that the schedule is a guideline and may change; students are responsible for all changes made to the syllabus and all changes announced in class, even if they are absent on the day of the announcement. It is each student's responsibility to keep up with the readings and all assignments.

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### UNIT 1: WHAT IS LITERATURE?

#### Week One:

**Jan. 6** - Introduction

**Jan. 8** - Italo Calvino, "Why Read the Classics?"

<http://www.nybooks.com/articles/archives/iQ86/oct/oq/whv-read-the-classics/>

#### Week Two:

**Jan. 11** - Stephen Greenblatt, "Culture"

<http://www.westga.edu/~mmcfar/Culture.pdf>

**Jan. 13** - *Sir Gawain and the Green Knight*, Book 1

**Jan. 15** - *Sir Gawain and the Green Knight*, Book 2

#### Week Three: Short Response Due Jan. 20

**Jan. 18** - Holiday, no class

**Jan. 20** - *Sir Gawain and the Green Knight*, Book 3

**Jan. 22** - *Sir Gawain and the Green Knight*, Book 4

#### Week Four: Short Response Due Jan. 27

**Jan. 25** - Shakespeare, *The Merchant of Venice* Act 1

**Jan. 27** - Shakespeare, *The Merchant of Venice* Act 2

**Jan. 29** - Shakespeare, *The Merchant of Venice* Act 3

#### Week Five: Short Response Due Feb. 5

**Feb. 1** - Shakespeare, *The Merchant of Venice* Act 4

View film of *The Merchant of Venice*:

<https://drive.google.com/file/d/oBxAxagnOogUINFhOVFNTbiZsamM/>

**Feb. 3** - Billy Collins, "Introduction to Poetry"

<http://www.poetryfoundation.org/poem/176096>

Dominique Christina and Denice Frohman, "No Child Left Behind"

<https://www.youtube.com/watch?v=RHSqUvi6GUU>

**Feb. 5** - Robert Browning, "My Last Duchess"

<http://www.poetryfoundation.org/poem/173024>

Shakespeare "Sonnet 130"

<http://www.poetryfoundation.org/poem/17437>

### **Week Six: Close Reading Due Feb. 12**

**Feb. 8** - Christina Rossetti, "Goblin Market"

<http://www.poetryfoundation.org/poem/174262>

**Feb. 10** - Elizabeth Bishop, "The Fish," "Roosters," and "Pink Dog"

"The Fish": <http://www.poets.org/poetsorg/poem/fish-2>

"Roosters": <http://www.poetryfoundation.org/poem/17700>

"Pink Dog": <http://www.poetryatlas.com/poetry/poem/2261/pink-dog.html>

**Feb. 12** - S. T. Coleridge, "Kubla Khan"

<http://www.victorianweb.org/previctorian/stc/kktext.html>

### **Week Seven: Short Response due Feb. 17**

**Feb. 15** - Jorge Luis Borges, "The Aleph"

<http://www.phinnweb.org/links/literature/borges/aleph.html>

**Feb. 17** - Alice Munro, "The Moons of Jupiter"

[https://ufl.instructure.com/files/2Fj48iQi/download?download\\_frd=i](https://ufl.instructure.com/files/2Fj48iQi/download?download_frd=i)

**Feb. 19** - Primo Levi, *Survival in Auschwitz*, "The Journey" through "Ka-Be."

### **Week Eight: Short Response Due Feb. 24**

**Feb. 22** - Primo Levi, *Survival in Auschwitz*, "Our Nights" through "This Side of Good and Evil."

**Feb. 24** - Primo Levi, *Survival in Auschwitz*, "The Drowned and the Saved" through "October 1944."

**Feb. 26** - Primo Levi, "Kraus" through end of book.

### **Week Nine: Spring Break**

**Feb. 29 - Spring Break, no class**

**Mar. 2 - Spring Break, no class**

**Mar. 4 - Spring Break, no class**

**Week Ten: Short Response, Due date assigned by group**

**Mar. 7** - Toni Morrison, *Beloved*. Pages 1-45

**Mar. 9** - Toni Morrison, *Beloved*. Pages 46-91

**Mar. 11** - Toni Morrison, *Beloved*. Pages 92-136

**Week Eleven: Short Response, Due date assigned by group**

**Mar. 14** - Toni Morrison, *Beloved*. Pages 137-183

**Mar. 16** - Toni Morrison, *Beloved*. Pages 184-230

**Mar. 18** - Toni Morrison, *Beloved*. Pages 231-End

**Week Twelve: Take home exam due Monday Mar. 21**

**Mar. 21** - Italo Calvino, *Invisible Cities*. Read Sections 1 through 2

**Mar. 23** - Italo Calvino, *Invisible Cities*. Read Sections 3 and 4

**Mar. 25** - Italo Calvino, *Invisible Cities*. Read Sections 5 and 6

**Week Thirteen:**

**Mar. 28** - Italo Calvino, *Invisible Cities*. Read Sections 7 through 9

**Mar. 30** - Ama Ata Aidoo, *Our Sister Killjoy*. Pages 1-44

**Apr. 1** - Ama Ata Aidoo, *Our Sister Killjoy*. Pages 45-90

**Week Fourteen: Short Response Due Apr. 4**

**Apr. 4** - Ama Ata Aidoo, *Our Sister Killjoy*. Pages 90-134

**Apr. 6** - Leslie Marmon Silko: "Yellow Woman" (files); Sherman Alexie: "Howto Write the Great Native American Novel"

<http://www.poetryfoundation.org/poem/227270>

**Apr. 8** - Scott McCloud, *Understanding Comics*, Chapters 2 and 3.

**Week Fifteen:**

**Apr. 11** - Marjane Satrapi, *Persepolis*. Read “The Veil” through “The Sheep.”

**Apr. 13** - Marjane Satrapi, *Persepolis*. Read “The Trip” through “The Cigarette”

**Apr. 15** - Marjane Satrapi, *Persepolis*. Read “The Passport” through “The Dowry”

**Week Sixteen: Critical Analysis Paper Due Apr. 18**

**Apr. 18** - Jane Rule short story (files)

**Apr. 20** - Gregory Currie, “Does Great Literature Make Us Better?”

[http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?\\_r=0](http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0)