

Introduction to Literature (LIT 2000)

Section 17B9

Instructor Name: Satit Leelathawornchai

Course meeting times: MWF period 5 (11.45-12.35)

Location: CBD 0210

Office Location and Hours: TUR4342, MF 12.50-13.50 and by appointment

Course website: Canvas

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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:

The following texts are available on Canvas:

Terry Eagleton, "What is Literature"

Homer, *The Odyssey*, Book XIX

Emily Dickinson

- "The soul selects her own society" (Poem 303)
- "After great pain, a formal feeling comes" (Poem 341)
- "Much madness is divinest sense" (Poem 435)

Sylvia Plath

- "The Colossus"
- "Morning Song"

Franz Kafka, "In the Penal Colony"

Alice Munro, "The Moons of Jupiter"

Gregory Currie, "Does Great Literature Make Us Better People?"

Students should purchase the following texts:

William Shakespeare, *Macbeth*

Primo Levi, *Survival in Auschwitz*

Toni Morrison, *Beloved*

Jonathan Swift, *Gulliver's Travels*

Italo Calvino, *Invisible Cities*

Jennine Capó Crucet, *How to Leave Hialeah*

Marjane Satrapi, *Persepolis*

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 SCHEDULE

Week 1	UNIT ONE: What Is Literature?	Assignments
Jan 8	Syllabus and course overview	
Jan 10	Terry Eagleton, "What Is Literature" [Canvas]	
Jan 12	Homer, <i>The Odyssey</i> , Book Nineteen (pp. 365-369) [Canvas]	
Week 2		
Jan 15	Holiday	
Jan 17	Homer, <i>The Odyssey</i> , Book Nineteen (pp. 369-384) [Canvas]	
Jan 19	Homer, <i>The Odyssey</i> , Book Twenty-Two (pp. 421-437) [Canvas]	
Week 3		
Jan 22	William Shakespeare, <i>Macbeth</i> (Act 1)	
Jan 24	William Shakespeare, <i>Macbeth</i> (Act 2 & 3)	
Jan 26	William Shakespeare, <i>Macbeth</i> (Act 4 & 5)	
Week 4		
Jan 29	Close reading workshop Emily Dickinson [Canvas] - "The soul selects her own society" (Poem 303)	Brief response 1 due (5%)
Jan 31	Emily Dickinson [Canvas] - "After great pain, a formal feeling comes" (Poem 341) - "Much madness is divinest sense" (Poem 435)	
Feb 2	Sylvia Plath, "The Colossus" [Canvas]	
Week 5		
Feb 5	Sylvia Plath, "Morning Song" [Canvas]	
Feb 7	Franz Kafka, "In the Penal Colony" [Canvas]	
Feb 9	Alice Munro, "The Moons of Jupiter" [Canvas]	
Week 6	UNIT TWO: Why Write Literature?	
Feb 12	Primo Levi, <i>Survival in Auschwitz</i> (to page 55, "Ka-Be")	
Feb 14	Primo Levi, <i>Survival in Auschwitz</i> (to page 100, "The Drowned and the Saved")	
Feb 16	Primo Levi, <i>Survival in Auschwitz</i> (to page 135, "Kraus")	Close reading due (20%)
Week 7		
Feb 19	Primo Levi, <i>Survival in Auschwitz</i> (to end)	
Feb 21	Toni Morrison, <i>Beloved</i> (to page 59)	
Feb 23	Toni Morrison, <i>Beloved</i> (to page 124)	
Week 8		
Feb 26	Toni Morrison, <i>Beloved</i> (to page 195)	
Feb 28	Toni Morrison, <i>Beloved</i> (to page 235)	
Mar 2	Toni Morrison, <i>Beloved</i> (to page 277)	Midterm exam due (20%)
Week 9		
Mar 5	Spring Break	
Mar 7	Spring Break	
Mar 9	Spring Break	

Week 10		
Mar 12	Toni Morrison, <i>Beloved</i> (to end)	
Mar 14	Jonathan Swift, <i>Gulliver's Travels</i> (Part I)	Brief response 2 due (5%)
Mar 16	Jonathan Swift, <i>Gulliver's Travels</i> (Part II)	
Week 11		
Mar 19	Jonathan Swift, <i>Gulliver's Travels</i> (Part III)	
Mar 21	Jonathan Swift, <i>Gulliver's Travels</i> (Part IV)	
Mar 23	Critical analysis workshop I (library/research workshop)	
Week 12	UNIT THREE: Why Read Literature?	
Mar 26	Italo Calvino, <i>Invisible Cities</i> (to page 39, Chapter 2)	
Mar 28	Italo Calvino, <i>Invisible Cities</i> (to page 82, Chapter 5)	
Mar 30	Italo Calvino, <i>Invisible Cities</i> (to page 132, Chapter 7)	
Week 13		
Apr 2	Italo Calvino, <i>Invisible Cities</i> (to end)	
Apr 4	Jennine Capó Crucet, <i>How to Leave Hialeah</i> - "Resurrection, or . . ."	Brief response 3 due (5%)
Apr 6	Jennine Capó Crucet, <i>How to Leave Hialeah</i> - "And in the Morning, Work"	
Week 14		
Apr 9	Jennine Capó Crucet, <i>How to Leave Hialeah</i> - "Noche Buena"	
Apr 11	Jennine Capó Crucet, <i>How to Leave Hialeah</i> - "How to Leave Hialeah"	
Apr 13	Marjane Satrapi, <i>The Complete Persepolis</i> (to page 153, Dowry)	
Week 15		
Apr 16	Marjane Satrapi, <i>The Complete Persepolis</i> (to page 245, Veil)	
Apr 18	Marjane Satrapi, <i>The Complete Persepolis</i> (to page 284, Exam)	Brief response 4 due (5%)
Apr 20	Marjane Satrapi, <i>The Complete Persepolis</i> (to end)	
Week 16		
Apr 23	Critical analysis workshop II (peer review)	
Apr 25	Gregory Currie, "Does Great Literature Make Us Better?"	Critical analysis due (25%)
Apr 27		

COURSE POLICIES:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Attendance is mandatory and will be taken daily. Late arrivals to class will count as half an absence. Students will lose 3% of their final grade for every absence after the third. Six absences results in a failure of the course. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, 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. *Paper Format & Submission:* All assignments are due via Canvas prior to the start of class on the noted due date. If an emergency occurs that affects your ability to complete your work, please notify your instructor as soon as possible. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins with the appropriate heading and pages numbered.
4. *Late Papers/Assignments:* Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>), there will be no make-up option for a missed exam or late assignment. 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.
5. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
7. 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.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *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.
10. *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>
11. 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>
12. Your policy on *classroom behavior and netiquette:*
13. *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/>

ASSIGNMENTS

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 our course 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. 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.

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>