

LIT2000: INTRODUCTION TO LITERATURE
Fall 2022

INSTRUCTOR INFORMATION:

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| Instructor | Sophia Espaillet |
| Office | TUR 4307 |
| Phone | 786-506-9104 |
| Office Hours | Mondays 10:30 AM |
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COURSE INFORMATION:

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| Time | MWF Period 3 (9:35 AM-10:25 AM) |
| Location | TUR B310 |
| Section | 1A24 |

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.

In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation.

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.
5. Identify a variety of literary movements, historical eras, and/or cultural contexts.
6. Demonstrate critical thinking and analytical skills.

REQUIRED MATERIALS:

The following texts will be provided for you electronically via the course Canvas page:

- Shakespeare, *The Merchant of Venice*
- Dante, *Inferno*, Cantos I & XXVI
- Emily Dickinson, "Essential oils are wrung"
- Flannery O'Connor, "A Good Man is Hard to Find"
- Camara Laye, *The Dark Child*
- James Joyce, "The Dead" (ending chapter of *Dubliners*)
- Toni Morrison, *Beloved*
- Jonathan Swift, *Gulliver's Travels*
- Elizabeth Bishop, "The Fish," "Roosters," and "Pink Dog"
- Jennine Capó Crucet, *How to Leave Hialeah*
- Marjane Satrapi, *Persepolis*

GRADE DISTRIBUTION:

Summary of grading

- Attendance & participation/in-class discussion (10%)
- Participation in Course Wiki, blog, or discussion board (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)
- 2 take-home exams (15% each—30%)

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 each absence after one (1) 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>).

Consideration will also be given to students whose dependent children experience serious illness. Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class by checking the Module section of the course Canvas page. Please alert the instructor of your absence if you are providing proof of documented illness or other reasons for excuse (do not email the instructor if you are notifying of an unexcused absence).

Participation: Students are expected to review the assigned readings before class. Each week will contain 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. The instructor reserves the right to mark a student absent if they are not participating in the class or being disruptive (sleeping, texting, gaming, watching movies or tv shows, online shopping, distracting others, etc.).

2. Participation in Course Wiki, blog, or discussion board (20%)

Before each discussion section, students are required to contribute a question and an answer to on an online discussion forum.

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 12th 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. 2 take-home exams (15% each—30%)

Method of assessment will be 2 on-line take-home exams (each exam is worth 15%, or together, 30% of the total grade). Take-home exams will be distributed via Canvas and will be two hours in length. The exams will be comprised of short answer *and short essay* questions based on readings, lectures and discussion sections.

Submitted exams will be assessed for evidence of collusion.

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 notify the instructor 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.
- **Late Work Policy:** Students are responsible for keeping up with assignment due dates. Assignments submitted after the deadline cannot earn a grade higher than a B for up to two (2) days after the assignment's due date. Late assignments will not be accepted after this time. The extension of deadlines will be determined at the instructor's discretion. If you anticipate late submission of your work, notify the instructor via email for an extension at least twelve (12) hours before the due date.

Grading Scale (& GPA equivalent):

| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
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| 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/>

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 <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

AI Usage and Cheating/Plagiarism:

1. Cheating is defined as the attempt, successful or not, to give or obtain aid and/or information by illicit means in meeting any academic requirements, including examinations. Cheating includes falsifying reports and documents. The use of unauthorized materials or technology, including the unauthorized use of Artificial Intelligence technology (AI), is considered cheating.
2. Plagiarism is defined as the use, without proper acknowledgement, of the ideas, phrases, sentences, or larger units of discourse from another source. Plagiarism

includes the unauthorized use of text generated by AI, the unauthorized copying of program code written by another person or generated by AI, the unauthorized copying of software, and the violation of copyright laws. Students are expected to know and abide by the policy as stated in the university catalogue and student handbook.

Statement on AI Technologies: Recent developments in generative artificial intelligence (AI) technologies pose both exciting possibilities as well as ethical and pedagogical concerns related to the practice and teaching of writing. In the face of these concerns, the instructor reaffirms the importance of *writing as a process of learning*. As the [Association for Writing Across the Curriculum](#) asserts, “Rather than writing simply being a matter of presenting existing information or furnishing products for the purpose of testing or grading, writing is a fundamental means to create deep learning and foster cognitive development.”

Indeed, as you can see in the learning outcomes stated on the first page of this syllabus, the primary goals of this course are to help you develop productive composing processes and foster skills in critical reading and analysis. We are more interested in you using writing as a mode of critical inquiry than we are in you producing perfectly polished prose.

AI technologies can be used ethically and as a learning tool, and in this class, we will discuss what it means to use these tools responsibly and appropriately (see <https://writing.ufl.edu/ai-and-writing/>). In general, your use of AI tools should align with the following guidelines:

- You should avoid using AI technologies in ways that would supplant your own thinking or displace your own voice.
- It is your responsibility to use AI in ways that align with the learning goals of this course; if you are unsure about a particular use of an AI tool, consult your instructor first.
- It is never acceptable to use AI to generate all or part of the text of a writing assignment for class.

If your instructor is concerned about your use of AI tools, they will discuss your writing process with you, and depending on the outcome of that conversation, they may apply the rules of our Plagiarism Policy.

Student Behavior: All University of Florida students are expected to behave according to accepted norms that ensure a climate wherein all can exercise their right to learn. No faculty member will tolerate classroom behavior that violates these norms. This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). This classroom functions on the premise of respect. At the instructor’s discretion, any student who violates any part of this statement on civility will be contacted and steps will be

taken appropriate to the specific situation, which could include a report to the Dean of Students. Overall, students are encouraged to approach this course, its materials, and activities with a positive attitude- a decision that is conducive to a fun and engaging course!

Course Content Note: Throughout the course we will engage with a variety of texts, including some that contain graphic, violent, or sexually explicit content, and may be disturbing, even traumatizing, to some students. I want you to feel safe in this class but need your help to do so. Please review the syllabus and assignments closely and discuss any concerns you may have with the instructor privately as soon as possible (either after class, over email, or in office hours). **You are responsible for navigating the materials of the class**, and I am happy to give outlines or discuss specifics so that you may appropriately engage with materials that are likely to be emotionally challenging for you. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome all discussions.

STUDENT RESOURCES:

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.

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 by completing end-of-semester course evaluations via GatorEvals (<https://gatorevals.ua.ufl.edu>). You will be notified when the evaluation period opens and can complete evaluations through the email received from GatorEvals or in the Canvas course menu under GatorEvals.

Hitchcock Field & Fork Pantry: The Pantry is a free resource for members of the UF community to access supplementary food staples such as bread, nonperishable canned items, frozen meat, and seasonal produce from the Field & Fork Farm and Gardens (<https://pantry.fieldandfork.ufl.edu/>).

Writing Studio: The Writing Studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. They support independent learning and encourage scholarship by providing one-on-one consultations and workshops. Services are included in your tuition. Appointments can be made online or in-person. Drop-in welcomed (<https://writing.ufl.edu/writing-studio/>).

CLASS SCHEDULE

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

| UNIT 1 – <i>WHAT IS LITERATURE?</i> | | |
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| Week/Dates | Class Plans | Homework |
| WEEK 1 August 22 Introduction: The Borders of Literature | Friday, August 22nd <ul style="list-style-type: none"> Review Syllabus & Campus Resources Read/View King, "I Have a Dream" speech In-class Writing Diagnostic | Friday, August 22nd <ul style="list-style-type: none"> Read "Introduction: What is literature?," Terry Eagleton, <i>Literary Theory: An Introduction</i> (1983), pp. 1-15 Read Act 1 & 2 of Shakespeare, <i>The Merchant of Venice</i> |
| WEEK 2 August 25-29 Drama | Monday, August 25th <ul style="list-style-type: none"> Class Discussion on "Introduction: What is Literature?" Introduction to Shakespeare and the Elizabethan Theater Class Discussion on Acts 1 & 2 of <i>The Merchant of Venice</i> Review expectations for Discussion Post #1 (QCQ) Wednesday, August 27th <ul style="list-style-type: none"> Class Discussion on Acts 3 & 4 of <i>The Merchant of Venice</i> Class Activity part 1 on <i>The Merchant of Venice</i> Friday, August 29th <ul style="list-style-type: none"> Class discussion based on Discussion Post #1 (QCQ) Class Activity part 2 on <i>The Merchant of Venice</i> | Monday, August 25th <ul style="list-style-type: none"> Read Act 3 & 4 of Shakespeare, <i>The Merchant of Venice</i> Complete Discussion Post #1 (QCQ) due Thursday, August 28th by 5:00 PM Wednesday, August 27th <ul style="list-style-type: none"> Read Act 5 of Shakespeare, <i>The Merchant of Venice</i> Complete Discussion Post #1 (QCQ) by Thursday, August 28th 5:00 PM Friday, August 29th <ul style="list-style-type: none"> Read Dante, <i>Inferno</i>, Canto I |
| WEEK 3 Sept. 1-5 Epic | Monday, September 1st <ul style="list-style-type: none"> LABOR DAY—NO CLASS Wednesday, September 3rd <ul style="list-style-type: none"> Introduction to Dante, <i>The Divine Comedy</i> and conventions of epic poetry Class Discussion on Dante, <i>Inferno</i>, Canto I Friday, September 5th <ul style="list-style-type: none"> Class Discussion based on Discussion Post #2 (QCQ) | Monday, September 1st <ul style="list-style-type: none"> Read Dante, <i>Inferno</i>, Canto I Wednesday, September 3rd <ul style="list-style-type: none"> Read Dante, <i>Inferno</i>, Canto XXVI Complete Discussion Post #2 (QCQ) by Thursday September 6th 5:00 PM. Friday, September 5th <ul style="list-style-type: none"> Read Emily Dickenson, "Essential Oils Are Wrung" |

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| | <ul style="list-style-type: none"> Class Activity on Dante, <i>Inferno</i> Canto XXVI | |
| WEEK 4 Sept. 8-12 Poetry | Monday, September 8th <ul style="list-style-type: none"> Introduction to CLOSE READING EXERCISE (due 9/24) Introduction to Emily Dickinson's embodied relationship to textuality, language, genre, and poetic form Wednesday, September 10th <ul style="list-style-type: none"> Emily Dickinson's Love Letters to Susan Class Discussion on Dickinson's reception and contemporary perception Friday, September 12th <ul style="list-style-type: none"> Class Discussion based on Discussion Post #3 (QCQ) Class Activity on Dickinson's letters | Monday, September 8th <ul style="list-style-type: none"> Complete Discussion Post #3 (QCQ) by Thursday September 11th 5:00 PM. Begin looking for possible excerpts for the CLOSE READING EXERCISE (due 9/24) Wednesday, September 10th <ul style="list-style-type: none"> Complete Discussion Post #3 (QCQ) by Thursday September 11th 5:00 PM. Friday, September 12th <ul style="list-style-type: none"> Read Flannery O'Connor, "A Good Man is Hard to Find" |
| WEEK 5 Sept. 15-19 Short Story | Monday, September 15th <ul style="list-style-type: none"> Introduction to the conventions of Southern Gothic Review Expectation for CLOSE READING EXERCISE Wednesday, September 17th <ul style="list-style-type: none"> Class Discussion on Flannery O'Connor, "A Good Man is Hard to Find" Class Activity on "A Good Man is Hard to Find" Friday, September 19th <ul style="list-style-type: none"> Class Discussion based on Discussion Post #4 | Monday, September 15th <ul style="list-style-type: none"> Complete Discussion Post #4 (QCQ) by Thursday September 18th 5:00 PM. Wednesday, September 17th <ul style="list-style-type: none"> Complete Discussion Post #4 (QCQ) by Thursday September 18th 5:00 PM. Friday, September 19th <ul style="list-style-type: none"> Select excerpt for CLOSE READING ACTIVITY (due 9/24) Begin studying for TEST 1 due Friday, September 26th by 11:59 PM |
| WEEK 6 Sept. 22-26 Test 1 Review | Monday, September 22nd <ul style="list-style-type: none"> Close Reading Exercise Workshop Wednesday, September 24th <ul style="list-style-type: none"> Writing with Purpose Presentation | Monday, September 22nd <ul style="list-style-type: none"> Complete CLOSE READING ACTIVITY due Wednesday, September 24th by 11:59 PM Wednesday, September 24th <ul style="list-style-type: none"> Complete CLOSE READING ACTIVITY due TODAY |

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| | <ul style="list-style-type: none"> How to Write a Strong Thesis Statement Using Statements of Logic Friday, September 26th <ul style="list-style-type: none"> Review for Test 1 due TONIGHT by 11:59PM | Wednesday, September 24th by 11:59 PM <ul style="list-style-type: none"> Review Class Notes/Lectures/Activities for Test 1 due Friday, September 26th Friday, September 26th <ul style="list-style-type: none"> Complete Test 1 due TODAY Friday, September 26th by 11:59 PM Read Chapters 1-4 of Camara Laye, <i>The Dark Child</i> |
| UNIT II – WHY DO WE WRITE? | | |
| WEEK 7 Sept. 29- Oct. 3 Self-Expression/ Self-Construction | Monday, September 29th <ul style="list-style-type: none"> “Why Do We Write?” Presentation Introduction to Bildungsroman and conventions of African Literature Introduction to Camara Laye and <i>The Dark Child</i> Wednesday, October 1st <ul style="list-style-type: none"> Reading <i>The Dark Child</i> through the lens of (post)colonialism Class Discussion on Chapters 1-8 Friday, October 3rd <ul style="list-style-type: none"> Class Discussion based on Discussion Post #5 Class Activity on <i>The Dark Child</i> | Monday, September 29th <ul style="list-style-type: none"> Read Chapters 5-8 of Camara Laye, <i>The Dark Child</i> Complete Discussion Post #5 (QCQ) by Thursday October 2nd 5:00 PM. Wednesday, October 1st <ul style="list-style-type: none"> Read chapters 9-end of Camara Laye, <i>The Dark Child</i> Complete Discussion Post #5 (QCQ) by Thursday October 2nd 5:00 PM. Friday, October 3rd <ul style="list-style-type: none"> Read part 1 of James Joyce, “The Dead” (ending chapter of <i>The Dubliners</i>) |
| WEEK 8 Oct. 6- 10 World Making (Cosmopoiesis) | Monday, October 6th <ul style="list-style-type: none"> Introduction to Critical Analysis Paper Defining Cosmopoiesis Introduction to James Joyce, “The Dead” Class Discussion on part 1 of Marcel Proust, “Swann’s Way” (opening chapter) Wednesday, October 8th <ul style="list-style-type: none"> Conventions of Irish Literature and Modernity | Monday, October 6th <ul style="list-style-type: none"> Read part 2 of James Joyce, “The Dead” Complete Discussion Post #6 (QCQ) by Thursday October 9th 5:00 PM. Wednesday, October 8th <ul style="list-style-type: none"> Complete Discussion Post #6 (QCQ) by Thursday October 9th 5:00 PM. Friday, October 10th |

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| | <ul style="list-style-type: none"> Class Discussion on part 2 of James Joyce, "The Dead" Friday, October 10th <ul style="list-style-type: none"> Class Discussion based on Discussion Post #6 Class Activity James Joyce, "The Dead" | <ul style="list-style-type: none"> Read chapters 1-9 of Toni Morrison, <i>Beloved</i> |
| WEEK 9 Oct. 13-17 Shaping Citizens: Moral Instruction | Monday, October 13th <ul style="list-style-type: none"> Introduction to <i>Beloved</i> and the history of slavery in the United States Class Discussion on chapters 1-9 of <i>Beloved</i> Wednesday, October 15th <ul style="list-style-type: none"> Class Discussion on Book 1 (chapters 1-18) of <i>Beloved</i> Class Activity on Book 1 of <i>Beloved</i> Friday, October 17th <ul style="list-style-type: none"> HOME COMING—NO CLASS | Monday, October 13th <ul style="list-style-type: none"> Read chapters 10-18 of Toni Morrison, <i>Beloved</i> Wednesday, October 15th <ul style="list-style-type: none"> Read chapters 19-25 (Book 2) of Toni Morrison, <i>Beloved</i> Complete Discussion Post #7 (QCQ) by Tuesday October 21st 5:00 PM. Friday, October 17th <ul style="list-style-type: none"> Read chapters 19-25 (Book 2) of Toni Morrison, <i>Beloved</i> Complete Discussion Post #7 (QCQ) by Tuesday October 21st 5:00 PM. |
| WEEK 10 Oct. 20-24 Shaping Citizens: Moral Instruction (cont.) & Test 2 Review | Monday, October 20th <ul style="list-style-type: none"> Review Expectations for Test 2 on Friday, October 24th Class Discussion on Book 2 of Toni Morrison, <i>Beloved</i> Wednesday, October 22nd <ul style="list-style-type: none"> Class Discussion based on Discussion Post #7 Class Activity on <i>Beloved</i> Friday, October 24th <ul style="list-style-type: none"> Critical Analysis Paper check in Review for Test 2 | Monday, October 20th <ul style="list-style-type: none"> Read chapters 26-28 (Book 3) of Toni Morrison, <i>Beloved</i> Complete Discussion Post #7 (QCQ) by Tuesday October 21st 5:00 PM. Wednesday, October 22nd <ul style="list-style-type: none"> Review for Test 2 due Friday, October 24th by 11:59 PM Friday, October 24th <ul style="list-style-type: none"> Complete Test 2 due TONIGHT by 11:59 PM Read chapters 1-4 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i> Continue working on Critical Analysis Paper due Friday, November 7th by 11:59 PM |
| UNIT III – WHY DO WE READ? | | |

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| <p>WEEK 11 Oct. 27-31</p> <p>Exploration & Discovery</p> | <p>Monday, October 27th</p> <ul style="list-style-type: none"> • Introduction to Jonathan Swift, the travelogue, and satire • Class Discussion on chapters 1-4 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i> <p>Wednesday, October 29th</p> <ul style="list-style-type: none"> • Class Discussion on chapters 5-8 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i> • Class Activity on Gulliver's Travels and satire <p>Friday, October 31st</p> <ul style="list-style-type: none"> • Class Discussion based on Discussion Post #8 | <p>Monday, October 27th</p> <ul style="list-style-type: none"> • Read chapters 5-8 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i> • Complete Discussion Post #8 (QCQ) by Thursday October 30th 5:00 PM. <p>Wednesday, October 29th</p> <ul style="list-style-type: none"> • Read chapters 9-12 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i> • Complete Discussion Post #8 (QCQ) by Thursday October 30th 5:00 PM. <p>Friday, October 31st</p> <ul style="list-style-type: none"> • Read "The Fish" by Elizabeth Bishop |
| <p>WEEK 12 Nov. 3-7</p> <p>Moving Beyond the Self</p> | <p>Monday, November 3rd</p> <ul style="list-style-type: none"> • Review expectations for Critical Analysis Paper • Introduction to Elizabeth Bishop & Animal Studies • Close Reading Activity on "The Fish" by Elizabeth Bishop <p>Wednesday, November 5th</p> <ul style="list-style-type: none"> • Ethics and the Human-Animal Relationship • Close Reading Activity on "Roosters" by Elizabeth Bishop <p>Friday, November 7th</p> <ul style="list-style-type: none"> • Class Discussion based on Discussion Post #9 | <p>Monday, November 3rd</p> <ul style="list-style-type: none"> • Read "Roosters" by Elizabeth Bishop • Complete Discussion Post #9 (QCQ) by Thursday November 6th 5:00 PM. • Continue working on Critical Analysis Paper due Friday, November 7th by 11:59 PM <p>Wednesday, November 5th</p> <ul style="list-style-type: none"> • Read "Pink Dog" by Elizabeth Bishop • Complete Discussion Post #9 (QCQ) by Thursday November 6th 5:00 PM <p>Friday, November 7th</p> <ul style="list-style-type: none"> • Critical Analysis Paper DUE TODAY, November 7th by 11:59 PM • Read short stories 1-4 of Jennine Capó Crucet, <i>How to Leave Hialeah</i> |
| <p>WEEK 13</p> | <p>Monday, November 10th</p> | <p>Monday, November 10</p> |

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| <p>Nov.10-14</p> <p>Finding New Selves</p> | <ul style="list-style-type: none"> • Introduction to Critical Analysis Presentation assignment • Introduction to Literature of Latinidad • Class Discussion on short stories 1-4 of Jennine Capó Crucet, <i>How to Leave Hialeah</i> <p>Wednesday, November 12th</p> <ul style="list-style-type: none"> • Latinidad and Intersectionality • Class Activity on stories 1-8 of Jennine Capó Crucet, <i>How to Leave Hialeah</i> <p>Friday, November 14th</p> <ul style="list-style-type: none"> • Class Discussion based on Discussion Post #10 | <ul style="list-style-type: none"> • Read short stories 5-8 of Jennine Capó Crucet, <i>How to Leave Hialeah</i> • Complete Discussion Post #9 (QCQ) by Thursday November 13th 5:00 PM. • Begin working on Critical Analysis Presentation assignment due Monday, December 1st by 9:00 AM. <p>Wednesday, November 12</p> <ul style="list-style-type: none"> • Read short stories 9-11 of Jennine Capó Crucet, <i>How to Leave Hialeah</i> • Complete Discussion Post #9 (QCQ) by Thursday November 13th 5:00 PM. <p>Friday, November 14</p> <ul style="list-style-type: none"> • Read parts 1 & 2 of Marjane Satrapi, <i>Persepolis</i> |
| <p>WEEK 14 Nov. 17-21</p> <p>New Ways of Seeing</p> | <p>Monday, November 17th</p> <ul style="list-style-type: none"> • Introduction to <i>Persepolis</i> • Class Discussion on parts 1 & 2 of Satrapi, <i>Persepolis</i> <p>Wednesday, November 19th</p> <ul style="list-style-type: none"> • Literature as Graphic Media Revolution • Class Activity on parts 1-3 of Satrapi, <i>Persepolis</i> <p>Friday, November 21st</p> <ul style="list-style-type: none"> • Class Discussion based on Discussion Post #11 • Review expectations for Critical Analysis Presentation | <p>Monday, November 17th</p> <ul style="list-style-type: none"> • Read part 3 of Marjane Satrapi, <i>Persepolis</i> • Complete Discussion Post #10 (QCQ) by Thursday November 20th 5:00 PM. • Continue working on Critical Analysis Presentation assignment due Monday, December 1st by 9:00 AM. <p>Wednesday, November 19th</p> <ul style="list-style-type: none"> • Read part 4 of Marjane Satrapi, <i>Persepolis</i> • Complete Discussion Post #10 (QCQ) by Thursday November 20th 5:00 PM. <p>Friday, November 21st</p> <ul style="list-style-type: none"> • Read Does Great Literature Make Us Better? Gregory Currie. • Continue working on Critical Analysis Presentation assignment |

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| | | due Monday, December 1 st by 9:00 AM. |
| WEEK 15 Nov. 24-28 | THANKSGIVING—NO CLASS | |
| WEEK 16 Dec. 1-5 | Monday, December 1st <ul style="list-style-type: none"> • Critical Analysis Presentations Wednesday, December 3rd <ul style="list-style-type: none"> • Critical Analysis Presentations, continued Friday, December 5th READING DAY—NO CLASS | Monday, December 1st <ul style="list-style-type: none"> • Critical Analysis Presentation assignment due TODAY Monday, December 1st by 9:00 AM. |