

LIT2000: INTRODUCTION TO LITERATURE

FALL 2025

Course Information

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| Instructor | Anomitra Paul (she/they) |
| Class Period | MWF 1:55 PM – 2:45 PM |
| Office/Work Location | UF Department of English, Turlington Hall* |
| Phone | (+1) 904-7690539 |
| Office Hours | Wednesday & Friday, 3:15 PM – 4:15 PM |
| Email | an.paul@ufl.edu |
| Zoom meeting ID | https://zoom.us/my/anomatopia |

*I often move out of Turlington Hall and work in the general area (buildings, cafeterias, library etc.) around the Plaza of the Americas/ Smathers Library West, especially in the Graduate Floor (5th) of the Library West building. Do give me notice if you plan to visit during office hours, so I can let you know where I will be, and make sure it's an appropriate place to have a conversation. I will let you know at the start of the week if I plan to hold the office hours exclusively over Zoom during a certain week.

Instructor-Student Communication Etiquette

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| How can you reach me outside of class timings and stipulated office hours? | I usually respond to students' emails within the day after I receive it, i.e. if you leave me an email, I may get back to it as early as the same business day (24 hours), or I may get back by the end of the next business day (48 hours). If it's an assignment related query, I will usually have a 10-minutes' Q/A session in the class prior to the due date of the assignment. I will prioritize responding to assignment related queries ASAP if a deadline is approaching. If I fail, I will give you a no-questions-asked extension on the deadline. |
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| | <p>I check Canvas Messenger only one time a week, so please do not leave me a Canvas message if you need a quick response.</p> <p>If you wish to speak to me on the phone or on Zoom, leave me a text message/WhatsApp message saying which time of the day you wish to connect with me. The last resort for communication – in case your need to reach out is urgent and you have not heard back in 24 hours of emailing me - is to leave me a text message or a WhatsApp text via my phone number, as provided above. Don't forget to mention who's texting when you do!</p> <p>Lastly, in case, on a certain weekend or during a mid-semester school break, I have specifically informed you in advance that I would be taking some personal time and will not get back to you until official workdays resume, kindly respect that information and do not be alarmed upon not getting an immediate response. <i>If and/or when</i> I take such time off from official communication channels, it will be during university specified holidays, and I will leave you prior information during business hours regarding my anticipated unavailability.</p> |
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COURSE PRE-REQUISITE

ENC 1101

COURSE DESCRIPTION

This course examines the unique and changing role literature has played in collective and individual lives. It is centered on three deceptively simple questions: What is literature? Why do we write literature? Why do we read literature? It introduces students to a range of literary genres, from different cultural contexts 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

Beyond gaining the skills to appreciate 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.

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.

Credit Structure

Attendance & Participation (20%)

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.

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.

Interpretive Responses in Class Discussion Forums (20%)

For each class discussion, students are required to comment on a discussion prompt or interpretive question which will be posted on Canvas from the assigned readings for the week. Such discussion board activities will be conducted once or twice as we go through each unit of the course curriculum.

Description of assignment

Interpretive (or critical) questions are open-ended and concerned with textual meaning, and are, therefore, subjective in most cases. They ask for original opinions on themes, figurative language, and narrative symbolisms and other such literary components observable within a text. They also ask for evidential interpretations regarding the text's relationality to the timeperiod, 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.

Close Reading Assignment (Take-home Submission)

500-600 words (10%)

This in-class assignment will test students' skills in paying close attention to texts, observing details, and expansive thinking, especially as that skill pertains to works of literary significance. Students will be assigned a text to analyze carefully and develop an opinion regarding the text through close reading. Questions and prompts will be provided on a discussion forum or through a different Canvas-embedded tool.

More detailed instructions will be provided on the course Canvas shell, under the Assignments tab.

Book Review

1000-1100 words, 20%

This assignment will require students to write a long form review of a full-length text of their choosing. The text could be from any genre and may or may not be part of the required reading. The reviews will be evaluated based on the student's understanding of the cultural and sociopolitical understanding of the text, the rhetorical and narrative elements incorporated in by the author in a creative capacity, and the ease with which the student is able to form a holistic, structured opinion of the text's literary significance.

Critical Analysis Paper

1000-1200 words, 20%

Focusing on the work of a particular author in any genre of literature from the 20th century, students must write a paper that examines and comments on the overarching themes of their work, demonstrating the ability to use a writer's sociopolitical context, motivations, and other thematic aspects impacting their work. This paper must be written in the MLA format.

This assignment 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.

Creative Response Essay

(10% credit)

**Yet to decide whether this assignment will be an in-class submission*

Students will be assessed on their ability to craft an essay independently in response to the tentative prompt:

→ *What does one gain from writing/re-writing their lived experiences? Respond to this question in up to 600 words.*

Additional Information

- **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-up assignments 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.
- **Policy on using your devices for activities unrelated to class work:** If you are found engaging in extracurricular activities via your phone/laptop in class, 5% of your final grade for the course will be taken off the first time, and 10% on the second. With a third transgression, you will be graded zero on your accumulated class participation score and will get a zero on your participatory evaluation thus far. Please do not interact with social media, gaming, and/or other academic work-related web pages during the class period. This distracts your peers and makes it difficult for the instructor to fulfill their teaching agenda smoothly within a limited time.

♦ *Any urgent academic assignment you need time to complete may be taken outside the classroom after seeking my permission in person.*

- **Code of conduct:** Students must behave respectfully toward other students and their instructor. Any misdemeanor or insulting behavior toward anyone in the classroom will lead to the disqualification of the perpetrating party from the course.

During class discussions, the instructor is expected to moderate the discussion and allow students to speak and express their viewpoints. Students must avoid speaking out of turn or interrupting a peer or the instructor.

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/>

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/>

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.

COURSE STRUCTURE

REQUIRED READING

The required texts will be selected from the following:

- George Bernard Shaw, *Arms and the Man* [[Project Gutenberg E-text](#)]
- Elizabeth Barrett Browning, *Aurora Leigh* [[E-text](#)]
 **We'll only read the First Book.*
- Toni Morrison, *Beloved* [PDF file upload on Canvas]
 **Cheap new and used hard copies may be purchased on [Thriftbooks](#).*
- Annie Ernaux, *Shame*
- Annie Ernaux, *Simple Passion*
- James Baldwin, *The Fire Next Time*
- Sylvia Plath, *The Unabridged Journals of Sylvia Plath*
 **Scanned PDFs of the assigned excerpts will be uploaded to Canvas Files*
- "The Yellow Wallpaper" [[Project Gutenberg E-text](#)]: Charlotte Perkins Gilman
- Alison Bechdel, *Fun Home* [PDF copy of the assigned excerpts will be made available on Canvas]
- *Cavanagh, Dermot, The Edinburgh Introduction to Studying English Literature* (2014)
 **The full text is available online for reading and downloading in the UF George A. Smathers Library. The PDF file of the assigned chapters will be uploaded on Canvas.*

GRADE DISTRIBUTION

Summary of credit distribution by percentage:

- Attendance & participation/in-class discussion (20%)
- Engagement in class discussions and with discussion boards (20%)
- Take-home Close Reading Assignment (literary text/excerpt for analysis TBA): 10%
- Creative Essay: 10%
- Book Review: 20%
- Critical Analysis Essay: 20%

COURSE PLAN AND SCHEDULE

Students should note that the schedule below is a tentative structure and may be subject to change as the course progresses.

UNIT I – WHAT IS LITERATURE?

WEEK 1

August 21 – 23

→ Introductions, August 21

→ Pre-reading for class, August 23:

- [What is Literature?](#)

Thomson, Alex; Keown, Michelle ; Stevenson, Randall ; Cavanagh, Dermot ;
Loxley, James ; Gillis, Alan

The Edinburgh Introduction to Studying English Literature, 2014, p.3-15

LINK TO BOOK CHAPTER HERE: https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/1ska4rt/cdi_scopus_primary_2_s2_0_84937787908

WEEK 2

August 25 - 29

→ Drama

Reading: George Bernard Shaw, *Arms and the Man*

WEEK 3

September 1 - 5

→ Epic

Reading:

Excerpts (to be announced) from:

Aurora Leigh, *First Book* - *Elizabeth Barrett Browning*

WEEK 4

September 8-12

→ Poetry

Reading: One or both of the following texts will be assigned and discussed in class:

- Elizabeth Bishop, "One Art"
- Emily Dickinson, "Essential oils are wrung"

WEEK 5

September 15-19

→ Short Story:

Reading:

- Flannery O'Connor, "A Good Man is Hard to Find"
- James Joyce, "Eveline"

WEEK 6

September 15 - 20

- In-class reading and discussion forum
 - Exercises based on a reading of interpretive response essays/review articles
- **Close reading assignment due** by Friday

UNIT II – WHY DO WE WRITE?

WEEK 7

September 22 - 26

→ Self-Expression/Self-Construction:

➤ Pre-reading and discussion:

- [Why I Write | The Orwell Foundation](#)
- [Joan Didion: Why I Write - Literary Hub](#)
- [Why I Write | Academy of American Poets](#)

▪ Discussion:

- i. Which essay resonated the most with you and why?

- ii. Write a concept note for the reasons you would like to write about your own life every day/every week for one entire year.

➤ Reading:

→ Excerpts from the following texts:

- Sylvia Plath, *The Unabridged Journals of Sylvia Plath*
- Annie Ernaux, *Shame*

WEEK 8

September 29 – October 3

- In-class Assignment: Compose your own 500-600 words essay about why one should write about their lived experiences.
 - Due by the Friday of the week of September 29.

➤ **Shaping Citizens: Moral Instruction**

Reading: James Baldwin, "The Fire Next Time"

UNIT III WHY DO WE READ?

WEEK 9/10

→ **Writing to Recuperate: Literary Confessions**

Readings

- *Simple passion*, Annie Ernaux
- "The Yellow Wallpaper": Charlotte Perkins Gilman

WEEK 11

→ Practice exercises for reviewing literary texts

WEEK 12

→ **Who is this "I": (Re)writing the Self**

Reading: Excerpts from *Fun Home*, Alison Bechdel

WEEK 13

Ways of Seeing: Representing Lived Realities

Reading: Toni Morrison, *Beloved*

WEEK 14

- Concl. Remarks on *Beloved*
- Modules and class exercises in the remainder of this week will be focused on concepts in literary criticism and writing an analytical essay regarding thematic aspects of a text.

WEEK 15

- Workshops on finding secondary source material
- Final discussions and reflective writing
- Final assignment in-class work: Analytical essay
 - You may begin the writing assignment in class time.

WEEK 16

No classes

- Office hours for final queries
- Final paper due