

LIT 2000: Introduction to Literature, Fall 2021

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Class No.: 15830, **Section No.:** 1A42

Classroom: MAT0051

Instructor Name: Lizzy Nichols

Course Website: Canvas

Instructor Email: e.nichols@ufl.edu

Course Meeting Times: MWF Period 6 (12:50-1:40pm)

<https://ufl.zoom.us/j/97982756127?pwd=bDZlNkZHNyMWZDVHVsaGVVN1QzWk5YQT09>

Meeting ID: 979 8275 6127

Passcode: 483264

Office Hours: MW; 2:00-3:00

<https://ufl.zoom.us/j/93106614551>

Meeting ID: 931 0661 4551

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

Students should purchase the following texts:

- *Inferno* by Dante
- *Macbeth* by William Shakespeare
- *I, Rigoberta Menchú* by Rigoberta Menchú
- *Beloved* by Toni Morrison
- *How to Leave Hialeah* by Jennine Capó Crucet
- “The Tale of the Unknown Island” by José Saramago
- *Persepolis* by Marjane Satrapi

The following texts have links provided in the syllabus schedule below:

- “What is Literature” by Terry Eagleton
- “Digging” and “Blackberry Picking” by Seamus Heaney
- “The Colossus” and “Morning Song” by Sylvia Plath
- “A Good Man is Hard to Find” by Flannery O’Connor
- “Hell-Heaven” by Jhumpa Lahiri
- “Does Great Literature Make Us Better?” by Gregory Currie

Note: While you may purchase any edition of these texts, please be sure that they are not abridged.

GRADE DISTRIBUTION (see below for Grading Scale)

- Participation and in-class discussion (20%)
- 4 Brief Responses (20%)
- 2 Peer Reviews (5%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Midterm Exam (20%)
- 1 Critical Analysis paper (20%)

COURSE POLICIES:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies or illness) as you would for any job. In general, acceptable reasons for an excused absence are illness, serious family emergencies, special curricular requirements, military obligations, severe weather conditions, religious holidays, and participation in official university activities. Reasons for excused absences must be communicated with the instructor ahead of time, or within a week afterward in case of unexpected events. After three unexcused absences, **each subsequent unexcused absence will result in a letter-grade deduction from your final grade** (4 absences: 5% off final course grade, 5 absences: 10% off final course grade). **Six unexcused absences will result in the automatic failure of the overall course.** For the official University policy on absences, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
3. *Tardiness:* Latecomers will receive a partial absence, and they must see me after class so I know you attended. 3 tardies constitute 1 absence.
4. *Paper Format & Submission:* All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1-inch margins on all sides
- MLA-style headers with page numbers
- MLA (8th edition) style citations

All papers must be submitted on Canvas as .doc or .docx files. (All UF students have access to free copies of Office 365 ProPlus. This can be downloaded at:

<https://it.ufl.edu/services/gatorcloud-microsoft-office-online>)

5. *Late Papers/Assignments*: I will not accept papers after the day an assignment is due. If you need an extension for an appropriate reason, please talk to me at least two days in advance of the due date.
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*. 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/>.
8. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.disability.ufl.edu), which will provide appropriate documentation to give the instructor early in the semester.
9. 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. 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: <https://counseling.ufl.edu/>
13. *Classroom behavior and etiquette*: Computers, laptops, and e-readers are excellent tools for course-related activities. However, checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or you being asked to leave class for the day. You can, however, use an approved device to take notes or view course readings (if you prefer not to print electronic readings). Please always bring the assigned readings to class for active discussion.
14. *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: <https://titleix.ufl.edu/about/title-ix-rights/>

15. *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.)
16. *Policy on recording lectures.* Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. I will also be recording all “class lectures” and keeping these recordings until the Fall 2023 semester.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

17. *COVID-19 information.* In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
 - You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.

- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Hand sanitizing stations will be located in every classroom.
- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

GRADES

1. Participation and In-Class Discussion

This course has been framed on the assumption that discussion brings the following benefits (from Brookfield and Preskill):

- It helps students explore a diversity of perspectives.
- It increases students' awareness of and tolerance for ambiguity or complexity.
- It helps students recognize and investigate their assumptions.
- It encourages attentive, respectful listening.
- It develops new appreciation for continuing differences.
- It increases intellectual agility.
- It helps students become connected to a topic.
- It helps students learn the process and habits of democratic discourse.
- It affirms students as cocreators of knowledge.
- It develops the capacity for the clear communication of ideas and meaning.
- It develops habits of collaborative learning.
- It increases breadth and makes students more empathetic.
- It helps students develop skills of synthesis and integration.

Therefore, in order to access these benefits of 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*

Five 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 Canvas discussion page 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

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>

ASSESSMENT RUBRIC

The instructor will evaluate and provide feedback on the student's written assignments with respect to content, organization and coherence, argument and support, style, clarity, grammar, punctuation, and mechanics. Conferring credit for the University Writing Requirement, this course requires that papers conform to the following assessment rubric. More specific rubrics and guidelines applicable to the individual assignment may be delivered throughout the semester. View this rubric as a guide for expectations—papers are graded holistically.

	A	B	C	D
Thesis and Argumentation <u><i>Failure to provide a thesis will result in a 0 paper.</i></u>	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly and effectively uses sources.	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak or ill-thought out, missing important details or making logical leaps with little support.	Thesis is vague and/or confused, demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.
Use of Texts/Sources <u><i>Failure to use the primary text/sources will result in a 0 paper.</i></u>	Primary and secondary texts are well incorporated, utilized, and contextualized throughout.	Primary and secondary texts are incorporated and utilized but not contextualized as neatly or as significantly.	Primary and secondary texts are mostly incorporated and utilized but are not properly contextualized ("quote dropping").	Primary and secondary texts are absent.
Style and Tone	Proper academic style and tone is maintained at all times. No second person, slang, colloquialisms, or idioms are used.	Proper academic style and tone is maintained for the majority of the paper with a few instances where the writer slips up.	Academic style and tone are present but there are large instances of informal writing throughout.	Mostly informal thorough out.

Grammar and Mechanics	No errors.	A few errors.	Some errors.	Many errors.
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SCHEDULE

Week	Date	Unit 1 What is literature?	Due
1 Epic	M 8/23	Syllabus and Canvas Introduction	
	W 8/25	Introductions and discussion on the question "what is literature?"	
	F 8/27	"What is Literature" by Terry Eagleton https://www.dartmouth.edu/~engl5vr/Eagle1.html	
2 Drama	M 8/30	<i>Inferno</i> by Dante (Cantos I)	
	W 9/1	<i>Inferno</i> by Dante (Cantos XXVI)	
	F 9/3	<i>Macbeth</i> by William Shakespeare (Act 1)	Brief Response #1 to <i>Macbeth</i> due
3	M 9/6	No Class (Labor Day)	
	W 9/8	<i>Macbeth</i> by William Shakespeare (Acts 2-3)	
	F 9/10	<i>Macbeth</i> by William Shakespeare (Acts 4-5)	
4 Poetry	9/13	Principles of poetry	
	9/15	"Digging" and "Blackberry Picking" by Seamus Heaney https://www.poetryfoundation.org/poems/47555/digging https://www.poetryfoundation.org/poems/50981/blackberry-picking	
	9/17	"The Colossus" and "Morning Song" by Sylvia Plath	

		https://www.poetryfoundation.org/poems/89119/the-colossus https://www.poetryfoundation.org/poems/49008/morning-song-56d22ab4a0cee	
5	9/20	Peer Review #1	Close Reading Draft due
Short Story	9/22	"A Good Man is Hard to Find" by Flannery O'Connor https://xroads.virginia.edu/~DRBR/goodman.html	
	9/24	Continued discussion for "A Good Man is Hard to Find" by Flannery O'Connor	
		Unit 2 Why write literature?	
6	9/27	"Hell-Heaven" by Jhumpa Lahiri https://www.newyorker.com/magazine/2004/05/24/hell-heaven	Close Reading Assignment due
World Making	9/29	Continued discussion of "Hell-Heaven"	
Self Expression	10/1	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 1-11)	Brief Response #2 to <i>I, Rigoberta Menchú</i> due
7	10/4	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 12-18)	
	10/6	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 19-26)	
	10/8	<i>I, Rigoberta Menchú</i> by Rigoberta Menchú (ch. 27-34)	
8	10/11	<i>Writing about literature: Argument and thesis</i>	
	10/13	<i>Beloved</i> by Toni Morrison (Part 1)	Brief Response #3 to <i>Beloved</i> due
	10/15	<i>Beloved</i> by Toni Morrison (Part 1)	
9	10/18	Midterm Exam due at noon	Midterm Exam due
	10/20	<i>Beloved</i> by Toni Morrison (Part 1)	
	10/22	<i>Beloved</i> by Toni Morrison (Part 2)	

10	10/25	<i>Beloved</i> by Toni Morrison (Part 2)	
	10/27	<i>Beloved</i> by Toni Morrison (Part 3)	
	10/29	<i>Beloved</i> by Toni Morrison (Part 3)	
		Unit 3 Why read literature?	
11 Finding new selves	11/1	<i>Writing about literature</i> : Body paragraphs and supporting evidence	
	11/3	“Low Tide” by Jennine Capó Crucet	
	11/5	“And In the Morning, Work” by Jennine Capó Crucet	
12 Exploration & Discovery	11/8	“How to Leave Hialeah” by Jennine Capó Crucet	
	11/10	<i>Writing about literature</i> : Introduction and conclusions	
	11/12	“The Tale of the Unknown Island” by José Saramago (pp. 1-23)	Brief Response #4 to “The Tale of the Unknown Island” due
13	11/15	“The Tale of the Unknown Island” by José Saramago (pp. 24-47)	
	11/17	“The Tale of the Unknown Island” by José Saramago (pp. 47-70)	
	11/19	Excerpts from <i>Understanding Comics</i> by Scott McCloud	
14	11/22	Peer Review	Critical Analysis draft due
	11/24	No class – National holiday	
	11/26	No class – National holiday	
15 New Ways of Seeing	11/29	<i>Persepolis</i> by Marjane Satrapi (ch. “The Veil” - “The F-14s”)	Brief Response #5 to <i>Persepolis</i> due
	12/1	<i>Persepolis</i> by Marjane Satrapi (ch. “The Jewels” - “Tyrol”)	
	12/3	<i>Persepolis</i> by Marjane Satrapi (ch. “Pasta” - “The Return”)	
16	12/6	<i>Persepolis</i> by Marjane Satrapi (ch. “The Joke” - “The End”)	

	12/8	“Does Great Literature Make Us Better?” by Gregory Currie https://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/	
	12/16	Final Exam (12:30-2:30)	Critical Analysis final due

IMPORTANT: I reserve the right to adjust the schedule/assignments as needed to accommodate course goals and to better meet student needs.