

**UNIVERSITY OF FLORIDA**  
**LIT2000 INTRODUCTION TO LITERATURE**  
**Section 17CB Class# 13437**

**SYLLABUS**  
**Spring 2024**

**INSTRUCTOR INFORMATION:**

<b>Instructor</b>	Anwesa Chattopadhyay
<b>Office</b>	TUR 4363 (Zoom at 932 1249 1812)
<b>Phone</b>	(352) 2258897
<b>Office Hours</b>	W 2 p.m.to 4 p.m. and by appointment. Please sign up for office hours on the google doc: <a href="https://docs.google.com/document/d/110791cG8IK57JPXwKzFJZCF5KvpwWE73dn4whtqWtQU/edit?usp=sharing">https://docs.google.com/document/d/110791cG8IK57JPXwKzFJZCF5KvpwWE73dn4whtqWtQU/edit?usp=sharing</a>
<b>E-Mail</b>	<a href="mailto:a.chattopadhyay@ufl.edu">a.chattopadhyay@ufl.edu</a>

**COURSE INFORMATION:**

<b>Time</b>	Period 6 (12:50 p.m. ET to 1:40 p.m. ET) MWF
<b>Location</b>	MAT 0118

**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.

A primary aim 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.

**Attendance:** Attendance is mandatory and will be assessed by class roll or sign-up sheet. Students may 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, **and for asking for leave of absence by email.**

### **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.

### **GENERAL EDUCATION DESIGNATION**

This course fulfills three credit hours of Humanities (H) requirements. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required to pass this course.

### **REQUIRED MATERIALS:**

- Chimamanda Ngozi Adichie's "The Danger of a Single Story"
- Shakespeare, *The Merchant of Venice*
- Virgil, *Aeneid*, Books I & IV [Trans. by John Dryden; Project Gutenberg]
- Flannery O'Connor, "A Good Man is Hard to Find"
- Jorge Luis Borges, "The Aleph"
- Zitkala-Sa, *American Indian Stories* [Project Gutenberg edition]
- Rabindranath Tagore, *The Home and the World* [Project Gutenberg]
- D. H. Lawrence, "Fish"
- Elizabeth Bishop, "The Fish,"
- Mary Prince, *The History of Mary Prince, A West Indian Slave. Related By Herself.*
- Oxford Comics Network, *How To Study Comics & Graphic Novels*  
[<https://www.torch.ox.ac.uk/files/howtostudycomicsgraphicnovels-agraphicintroductiontocomicsstudiespdf>]
- Martin Luther King, "I Have a Dream"
- Songs by Bob Dylan
- Adaptations of *A Christmas Carol/Pride and Prejudice/Romeo and Juliet* for Extra-Credit

All the texts are freely available online, primarily on Project Gutenberg.

## **GRADE DISTRIBUTION:**

### **Summary of grading**

- Participation/in-class discussion (10%)
- 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. Participation/In-class Discussion (10%)***

Students are expected to review the assigned readings before class. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will contribute to the final grade. Each week will involve questions on the contents of the assigned readings, and students may earn 1% of grade for each week of participation (i.e., a student should correctly answer questions for ten weeks in total to ensure a full participation grade)

#### ***2. Course Wiki, Blog, or Discussion Board (20%)***

Before each discussion section, students are required to contribute a question or an answer to 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, or draw connections with current events and contemporary works of literature or art. 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.

#### ***4. Critical Analysis Paper: 1000 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.

All students, whatever their grade, will have the option to rewrite the close reading and the critical analysis essay.

### 5.2 Take-Home Exams (15% each—30%)

Method of assessment will be 2 take-home exams (each exam is worth 15%, or together, 30% of the total grade). Questions for the take-home exams will be distributed on-line (via Canvas). Answers will be due 48 hours after the questions are distributed. 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.

### 6. Extra Credit

In the final two weeks of class, students may choose from *A Christmas Carol, Pride and Prejudice, Romeo and Juliet*, and find contemporary adaptations in any media. They shall then critically analyze the adaptations as groups and set up mock-conference panels on the subject for up to 4% boost on their grade. This is an optional assignment.

### 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:** Attendance will be taken at the beginning of class. If a student is late, he or she will be marked absent and will have to meet the instructor after class to have the mark changed to late. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students may 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% may be deducted from that student's final grade.

### Grading Scale (& GPA equivalent):

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93%	92-90%	89-87%	86-83%	82-80%	79-77%	76-73%	72-70%	69-67%	63-66%	62-60%	59-(0)%
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	

A student must receive a grade of C or higher. 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/>.  
<https://student.ufl.edu/minusgrades.html>

### Grading Rubric

I will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization; For more information, please go to the university's Writing Studio ([www.writing.ufl.edu](http://www.writing.ufl.edu));

The **Modern Language Association (MLA) Handbook** is our recommended style manual. You may also consult the **Purdue OWL** website.

Each assignment has its own requirements, but for each paper I will evaluate:

1. Content, including argument, development, and support
2. Organization, including paragraph structure, overall flow of ideas, transitions
3. Mechanics, including grammar, spelling, and style.

#### **A PAPER**

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well organized, communicates ideas clearly, and there are few or no mechanical mistakes. It meets and/or exceeds the assignment requirements.

#### **B PAPER**

A B-paper does the same things as an A-paper but is somewhat lacking in one area: perhaps organization is lacking (either on the paragraph level or in the essay as a whole), there is insufficient evidence or analysis of the evidence, or there are myriad mechanical mistakes.

#### **C PAPER**

The C-paper follows the assignment but is lacking in two of the areas mentioned above (content, organization and mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text.

#### **D PAPER**

The D-paper either does not follow the assignment, is lacking in all three areas, or both.

**Academic Honesty:** Students are required to be honest in their coursework, may not use notes or AI assistance during quizzes or exams unless explicitly told that they may do so, 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 based on 10 criteria. These evaluations are conducted online at (<https://gatorevals.aa.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://gatorevals.aa.ufl.edu/>

## 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. Some texts and assignments may require more attention than others. Catch-up classes allow the instructor to spend more time with a text if the allotted time is not sufficient.

**Note: you will be expected to have read the texts listed on each day prior to that day's discussion.**

### UNIT 1 - WHAT IS LITERATURE?

- WEEK 1      Jan 8th: **INTRODUCTION:** The Borders of Literature?  
                Reading:  
                Jan 10th: Chimamanda Ngozi Adichie's "The Danger of a Single Story" \*  
                Jan 12th: Martin Luther King, "I have a dream" speech Text and audio:  
                <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm>
- WEEK 2      **Drama**  
                Shakespeare, *The Merchant of Venice*  
                Jan 15th: No Class  
                Jan 17th: Act I and II  
                Jan 19th: Act III and IV
- WEEK 3      Jan 22nd: Act V  
                Jan 24th: MoV wrap-up  
  
                **Short Story**  
                Jan 26th: "A Good Man is Hard to Find"
- WEEK 4      **Short Story**  
                Jan 29th: "A Good Man is Hard to Find" contd.  
                Jan 31st: "The Aleph"  
                Feb 2nd: "The Aleph" contd.
- WEEK 5      **Epic/Poetry**  
                Virgil's *Aeneid*  
  
                Feb 5th: Aeneid Book I  
                Feb 7th: Aeneid Book IV  
                Feb 9th: Aeneid Contd.

WRITING & REVIEW

**CLOSE READING EXERCISE DUE ON FRIDAY (9<sup>th</sup> February)**

WEEK 6      **TEST 1 WILL TAKE PLACE ON MONDAY (12<sup>th</sup> February)**

**UNIT II – WHY DO WE WRITE?**

WEEK 6-7      **Self-Expression/Self-Construction:**

Mary Prince, *The History Of Mary Prince, A West Indian Slave. Related By Herself.*  
Feb 14<sup>th</sup>: Preface  
Feb 16<sup>th</sup>: [1]-[7]  
Feb 19<sup>th</sup>: [8]-[14]  
Feb 21<sup>st</sup>: [15]- end  
Feb 23<sup>rd</sup>: Catch up Class

WEEK 8      **World Making (Cosmopoiesis)**

Rabindranath Tagore, *The Home and the World*  
Feb 26<sup>th</sup>: Chap 1 - 4  
Feb 28<sup>th</sup>: Chapters 5 - 8  
March 1<sup>st</sup>: Chapters 9-12

WEEK 9      **Shaping Citizens: Moral Instruction**

Zitkala-Sa, *American Indian Stories*  
March 4<sup>th</sup>: Chap 1-4  
March 6<sup>th</sup>: Chap 5-8  
March 8<sup>th</sup>: Chap 9-end

**UNIT III WHY DO WE READ?**

WEEK 10

**TEST 2 WILL TAKE PLACE ON MONDAY (March 18th)**

March 20<sup>th</sup>: Catch-up Day  
March 22<sup>nd</sup>: Catch-up Day

WEEK 11      **Moving Beyond the Self**

March 25<sup>th</sup>: D. H. Lawrence, "Fish"  
March 27<sup>th</sup>: Elizabeth Bishop, "The Fish"  
March 29<sup>th</sup>: Poetry cont.

WEEK 12      **New Ways of Seeing**

Cabero et. al, *How To Study Comics & Graphic Novels*  
Apr 1<sup>st</sup>: Discussion of the book



Apr 3<sup>rd</sup>: Identify/Create your own comic  
Apr 5<sup>th</sup>: Critically analyze comic of choice

**CRITICAL ANALYSIS DUE ON FRIDAY (Apr 5<sup>th</sup> )**

**WEEK 13**  
**Bob Dylan**

**Rhythm and Writing**  
Apr 8<sup>th</sup>: Introduction and Discussion  
Apr 10<sup>th</sup>: Find a relevant song  
Apr 12<sup>th</sup>: Critically analyze song of choice

**WEEK 14**  
**Adaptation [Extra-Credit]**

Apr 15<sup>th</sup>: Choose from *A Christmas Carol*, *Pride and Prejudice*, *Romeo and Juliet*, and find contemporary adaptations in any media

Apr 17<sup>th</sup>: Critically analyze as groups

Apr 19<sup>th</sup>: Set up mock-conference panels on the subject. [Extra-credit]

**WEEK 15**

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Apr. 22<sup>nd</sup> -24<sup>th</sup>: Catch-up and mock-panels continued.

**ALL REVISIONS DUE ON WEDNESDAY (April 24<sup>th</sup>) before class.**