

UNIVERSITY OF FLORIDA
LIT2000 INTRODUCTION TO LITERATURE
Class 14666 and 30671
SYLLABUS
Spring 2021

INSTRUCTOR INFORMATION:

Instructor	Cristovão Nwachukwu
Office	Zoom - ID: 786 981 7663
Office Hours	W - 11:40 a.m.-12:40 p.m.
E-Mail	crstova.nwachuk@ufl.edu

COURSE INFORMATION:

Time	MWF - Period 6 (12:50 p.m. - 1:40 p.m.)
Location	MAT 0051/ Zoom - ID: 786 981 7663
Course Website	Canvas

COURSE PRE-REQUISITE: ENC 1101

STAMENT ABOUT HYFLEX CLASSES:

This semester, the university has mandated a return to face-to-face (F2F) teaching. To this end, it has required courses such as our own to observe the HyFlex model, wherein some students are present in the classroom even as others are simultaneously participating from remote locations.

I am mindful, however, of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population.

If you are enrolled in a F2F section of this class, you are required to send me proof of a negative COVID test before you may attend class. As the instructor, I have the right to deny entry to any student who has not been tested or who has tested positive for COVID.

If you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period. <https://coronavirus.ufhealth.org/screen-test-protect-2/>

You should also report to me immediately so that you may continue your coursework by joining your classmates enrolled in remote sessions.

Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students on the platform initially reserved for those enrolled in a remote section: I will give students enrolled in my F2F section clear instructions about joining online synchronous sessions.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

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:

- Sophocles, *Oedipus Rex**
- Derek Walcott, *Omeros*
- Maya Angelou, "Still I Rise",
<https://www.poetryfoundation.org/poems/46446/still-i-rise>

- Nikki Giovanni, “Quilting the Black-Eyed Pea”*
- Flannery O’Connor, “A Good Man is Hard to Find”* and Franz Kafka, “In the Penal Colony”*
- Camara Laye, *The Dark Child*
- V.S. Naipaul, *Miguel Street*
- Toni Morrison, *Sula*
- José Saramago, “The Tale of the Unknown Island”*
- Jack Mapanje, “Visiting Zomba Plateau”,
<https://poetryarchive.org/poem/visiting-zomba-plateau/>, “Scrubbing the Furious Walls of Mikuyu” <https://poetryarchive.org/poem/scrubbing-furious-walls-mikuyu/>, and “The Seashells of Bridlington North Beach”
<https://poetryarchive.org/poem/seashells-bridlington-north-beach/>
- Ama Ata Aidoo, *Sister Killjoy*
- Gene Luen Yang, *American Born Chinese*

***Explanation:** Selected shorter texts (excerpts, poems, and short stories) will be assembled in a coursepack on Canvas. Students will be expected to purchase longer texts.

GRADE DISTRIBUTION:

Summary of grading

- Attendance & participation/in-class discussion (10%)
- Participation in Canvas discussion board (20%)
- 1 Close Reading of a literary text (15%)
- 1 Critical Analysis paper (20%)
- 1 take-home exam (15%)
- 1 Final project (20%)

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 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/UGRD/academic-regulations/attendance-policies/>). 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 we will have class discussions on the contents of the assigned readings. If students do not engage in the discussions, it will be assumed that they have not prepared the homework. Thus, consistent participation in class discussions and demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. **I will only calculate this grade after our last class on April 21st, so please do not ask me to release this grade before that.**

2. Participation on Canvas Discussions (20%)

Before each discussion section, students are required to answer questions on Canvas discussion board to reflect about the reading(s) of the week. The response should range from 250-300 words and the quotations from the text will not be part of the word count. The discussion posts will be due every Monday at 8 a.m.

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. Students have to provide at least one quote from the text to provide a textual evidence of their interpretation.

3. Close Reading Assignment: 750 words, 15%

This assignment will test student skills in close reading, especially as that skill pertains to works discussed in the first unit. Students will be expected to analyze a text carefully and develop an argument regarding the whole 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, 20%

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. **Students must use at least two and at the most three scholarly sources to support their arguments.**

The Critical Analysis assignment is due during the 9th 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.

5. 1 take-home exam, 15%

Method of assessment will be 1 online take-home exam. Take-home exams will be distributed on-line (via Canvas) and will be fifty minutes in length. Students will examine Toni Morrison's *Sula* guided by a Canvas that will be posted on Canvas on the day of the test. Students will start writing the test during the class and submit it at the end of the day. Drafts will be assessed to ensure students started the exam in class.

6. Final project, 20%

For this assignment, students will have the choice of writing a critical essay, recording a podcast, a video essay, or composing an artistic work such a painting, a drawing, or any alternative media form. If the student chooses to write an essay, the essay must be at least 1,000 words long. If the student chooses to compose an artistic work, they should write a statement that clarifies how their production responds to one works we studied.

Students should send me a short proposal on Canvas email by 8 a.m. on April 19th

for me to approve their final project. All students must use at least two scholarly sources to support your interpretation or reaction to the work you chose to analyze.

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>

General Assessment Rubric

A	<ul style="list-style-type: none"> • Follows ALL instructions specific to the assignment description • Generates and elaborates on original ideas relevant to the course content • Assignment provides evidence to support claims • Assignment incorporates source material appropriately and effectively • Assignment displays clear organizational forethought • Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
B	<ul style="list-style-type: none"> • Follows most instructions specific to the assignment description • Incorporates and elaborates ideas relevant to the course content • Assignment provides evidence to support most of its claims • Assignment incorporates source material appropriately • Assignment has an identifiable organizational structure • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
C	<ul style="list-style-type: none"> • Follows some instructions specific to the assignment description • Incorporates ideas relevant to the course content • Assignment provides evidence to support some of its claims • Assignment incorporates source material • Assignment has an identifiable organizational structure • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors

D	<ul style="list-style-type: none"> • Follows very few instructions specific to the assignment description • Incorporates ideas irrelevant to the course content • Assignment provides little to no evidence to support its claims • Assignment incorporates no (or very little) source material • Assignment has an unclear organizational structure • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
E	<ul style="list-style-type: none"> • Follows very few instructions specific to the assignment description • Incorporates ideas irrelevant to the course content • Assignment provides little to no evidence to support its claims • Assignment incorporates no (or very little) source material • Assignment has an unclear organizational structure • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors

COURSE POLICIES:

1. You must complete all assignments to receive credit for this course.
2. Attendance: In the beginning of every class, I will call the roll and attendance will be necessary to complete the course. **You can have at the most six unexcused absences. More than 6 unexcused absences will mean you failed the course.** In the first week of classes, I will send a Zoom link through Canvas email 15 minutes before every class for student enrolled in section M178. After the drop/add period ends, I will send a permanent link that we will use throughout the course. Of course, I will be as flexible as possible if your internet connection is unstable or if you are affected by the covid-19 pandemic in any way, but please let me know by email or during my office hours. Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation. For further information, please consult this link: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
3. Covid-related issues and other possible contingencies: If you experience any kind of hardship that affects your progress during the class, which include financial or health-related issues, and hurricane outages, email me as soon as possible so I can ascertain how to proceed and offer alternative activities and deadlines to better accommodate your situation.
4. Email responses and civility: Please email me about class matters through Canvas, and whenever you send me an email during the week wait at least 24 hours for a reply. Emails received during the weekend will be answered on Monday. Furthermore, **I will not answer emails that do not include a salutation addressing me by my last name.**
5. Classroom behavior:
 - a. Participation will be required and will affect your grade. I expect all students to engage in our class discussions to make them as fruitful as possible.

- b. Do not talk over people. Whether you are participating virtually or face-to-face, wait for your turn to make your contribution.
- c. The Zoom link is only for people enrolled in this class, so please do not share it with third parties.
- d. Be civil to me and your peers during our online classes. Any racist, sexist, xenophobic, homophobic, transphobic, or generally prejudiced comments made during the class will not be tolerated. Respect will ensure our class runs smoothly and will keep the discussion focused.
- e. UF's policy on Harassment: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community: <https://titleix.ufl.edu/about/title-ix-rights/>

6. Tardiness: If you are more than 10 minutes late to a class, you will only receive partial presence. More than 25 minutes will be considered an absence. Bear in mind that tardiness will affect your participation grade.

7. Paper Format & Submission: All assignments will be formatted according to the MLA style and submitted on Canvas as a Word document.

8. Late Papers/Assignments: Late Papers/Assignments: Late work will not be graded unless you inform by email me at least 24 hours before the assignment the is due of any issue that might prevent you from complying with the deadline.

9. Paper Maintenance Responsibilities. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

10. 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/>.

11. 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 early in the semester.

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. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

14. 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.

15. Course Evaluations. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://ufl.bluera.com/ufl/>

CLASS SCHEDULE

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

WEEK 1	UNIT I – WHAT IS LITERATURE?
January 11th - Monday	Introductions Course Syllabus and discussing assignments
January 13th - Wednesday	“Introduction: What is literature?,” Terry Eagleton, <i>Literary Theory: An Introduction</i> (1983), pp. 1-15
January 15th - Friday	King, “I have a dream” speech Text and audio: http://www.americanrhetoric.com/speeches/mlkiveadream.htm
WEEK 2	
January 18th - Monday	NO CLASS – HOLIDAY
January 20th - Wednesday	Drama Sophocles, <i>Oedipus Rex</i> .
January 22nd - Friday	Sophocles, <i>Oedipus Rex</i> .
Week 3	
January 25th - Monday	Epic Derek Walcott, <i>Omeros</i> , Book 1, chapters 1-2
January 27th - Wednesday	Derek Walcott, <i>Omeros</i> , Book 3
January 29th - Friday	Derek Walcott, <i>Omeros</i> , Book 3
Week 4	
February 1st - Monday	Poetry Maya Angelou, “Still I Rise”
February 3rd - Wednesday	Nikki Giovanni, “Quilting the Black-Eyed Pea”
February 5th - Friday	Comparative analysis presentations
Week 5	

February 8th – Monday	Short Story Flannery O'Connor, "A Good Man is Hard to Find"
February 10th – Wednesday	Franz Kafka, "The Penal Colony"
February 12th – Friday	Comparative analysis presentations
Week 6	
February 15th – Monday	WRITING & REVIEW
February 17th – Wednesday	WRITING & REVIEW
February 19th – Friday	WRITING & REVIEW CLOSE READING DUE
Week 7	UNIT II – WHY WRITE LITERATURE?
February 22nd – Monday	Self-Expression/Self-Construction: Camara Laye, <i>The Dark Child</i>
February 24th – Wednesday	Camara Laye, <i>The Dark Child</i>
February 26th – Friday	Camara Laye, <i>The Dark Child</i>
Week 8	
March 1st – Monday	World Making (Cosmopoiesis) V.S. Naipaul, <i>Miguel Street</i>
March 3rd – Wednesday	V.S. Naipaul, <i>Miguel Street</i>
March 5th – Friday	V.S. Naipaul, <i>Miguel Street</i>
Week 9	
March 8th – Monday	RESEARCH WORKSHOP
March 10th – Wednesday	WRITING & REVIEW

March 12th – Friday	CONFERENCES CRITICAL ANALYSIS PAPER DUE
Week 10	
March 15th – Monday	Shaping Citizens: Moral Instruction Toni Morrison, <i>Sula</i>
March 17th – Wednesday	Toni Morrison, <i>Sula</i>
March 19th -Friday	Toni Morrison, <i>Sula</i>
Week 11	UNIT III - WHY READ LITERATURE?
March 22nd – Monday	Exam 1 DUE
March 24th – Wednesday	Exploration & Discovery José Saramago, “The Tale of the Unknown Island”
March 26th – Friday	José Saramago, “The Tale of the Unknown Island”
Week 12	
March 29th – Monday	Moving Beyond the Self Jack Mapanje, “Visiting Zomba Plateau”
March 31st – Wednesday	Jack Mapanje, “Scrubbing the Furious Walls of Mikuyu”
April 2nd - Friday	Jack Mapanje, “The Seashells of Bridlington North Beach”
Week 13	
April 5th – Monday	Finding New Selves Ama Ata Aidoo, <i>Sister Killjoy</i>
April 7th – Wednesday	Ama Ata Aidoo, <i>Sister Killjoy</i>
April 9th – Friday	Ama Ata Aidoo, <i>Sister Killjoy</i>
Week 14	
April 12th – Monday	New Ways of Seeing Gene Luen Yang, <i>American Born Chinese</i>

April 14th – Wednesday	Gene Luen Yang, <i>American Born Chinese</i>
April 16th – Friday	Gene Luen Yang, <i>American Born Chinese</i>
Week 15	
April 19th	PROPOSAL FOR THE FINAL PROJECT DUE Does Great Literature Make Us Better? Gregory Currie. http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0
April 21st	Course Evaluation
April 26th	FINAL PROJECT DUE