

LIT 2000: Introduction to Literature

Spring 2020

LIT 2000, Introduction to Literature, Section #17CD, Class #15060, Spring 2020

Instructor Name: Burcu Kuheylan

Course meeting times & locations: MWF Period 7 (1:55 AM – 2:45 PM) TUR 2333

Office Location and Hours: TUR 4339, MWF 3.00-4.00 PM (by appointment)

Course website: Canvas

Instructor Email: burcukuheylan@ufl.edu

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.

READING MATERIALS

Note: Please make sure to acquire the following required texts, the ISBNs of which have been provided as part of book order details. Other required texts for the course will be provided either on Canvas or online.

Levi, Primo. *Survival in Auschwitz* [Purchase/Rent]
Camus, Albert. *The Stranger*. [Purchase/Rent]
Crucet, Jennine Capo. *How to Leave Hialeah*. [available as ebook @ Smathers website]
Satrapi, Marjane. *Persepolis*. [Purchase/Rent]

GRADE DISTRIBUTION (see below for Assignment Details and Grading Scale/Rubric)

- Participation and in-class discussion: **100 points midterm + 100 points end term** (20%)
- 4 Brief Responses: **50 points each x 4 responses = 200 points** (20%)
- 1 Close Reading of a literary text or passage: **150 points** (15%)
- 1 Critical Analysis paper: **250 points** (25%)
- 1 Midterm Exam: **200 points** (20%)

COURSE POLICIES:

Course Credit: You must complete all *assignments* to receive credit for this course.

Attendance: Attendance in this class is not only mandatory, it is essential. Since discussion is so important for interpreting literature, any tardiness or absence disrupts your understanding and that of your peers.

- Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.
- You are allowed **three 50-minute absences**. **Each 50-minute absence after three will lower your final grade by 3%.**
- **If a student misses six 50-minute periods during a semester, they will fail the entire course.** Only those absences involving university-sponsored events, such as athletics and band, and religious holidays are exempt from this policy. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed. If absent due to a scheduled event, students are still responsible for turning assignments in on time.
- When you are absent, it is your responsibility to find out what you've missed and come to the next class prepared; contact a classmate or the instructor to find out what work you've missed. It is also your responsibility to make yourself aware of all due dates.

Tardiness: Students who arrive late to class disrupt their peers' learning and risk missing important announcements and information. Be courteous and on time. **Late arrivals to class (more than five minutes) will count as partial absences; please see me after the class in question so I know you attended. Being tardy 3 times constitutes 1 absence.**

Classroom Behavior: I will not tolerate any rude, coarse, or offensive remarks based upon race, gender, ability, or sexual identity, in written assignments or in class discussion. In addition, please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

In-Class Work: Be prepared each day with the textbook and printouts of or digital access to any additional readings, any notes you have taken on the readings, paper to write on, and a writing utensil. You must be present for all in-class activities to receive credit for them. In-class work cannot be made up.

Technology: You must turn cell phones to silent before coming to class. Cell phones may never be used in class. You may use laptops, e-readers, or tablets in class only to view texts under discussion. Students who violate this policy will receive an absence for the class period and may lose their right to use technology in the classroom.

Paper Format & Submission: Except for the Brief Responses, which will be submitted to the Discussion Boards on Canvas, all papers should be formatted per MLA 8th edition standards (TNR 12, double-spaced, one-inch margins, MLA header, and MLA citations) and submitted to the assignment on Canvas as a .doc or .docx file. **Please note that failure of technology is not an excuse for missing or late assignments, so plan your time accordingly.**

Late Papers/Assignments: Papers that are submitted late will lose ten percent off their final grade for each day that they are late. After three days, I will not accept late papers. Brief Responses will not be accepted late.

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

Academic Honesty and Definition of Plagiarism: UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’”

The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

All acts of plagiarism will result in failure of the assignment and may result in failure of the entire course. Plagiarism can occur even without any intention to deceive if you fail to understand and employ proper documentation techniques. When in doubt, ask for help!

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.

Wellness/Counseling: Students who are in distress or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s

Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

Harassment: UF's policy on Sexual 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/policy-statement/>

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

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.

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>

Assignment Descriptions:

1. Participation and In-Class Discussion (20% of final grade)

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 or neatly handwritten question or observation to raise during class discussion and hand in at the end of class for credit. (I suggest that you use a notecard for this task each class, but a sheet of paper is also acceptable.)** 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 (20% of final grade)

Four times over the course of the semester students are required to write a brief (300 word) response to the week's reading. **These responses must be submitted on Canvas Discussions by midnight (11.59) on the date 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 4 times across the semester.**

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.

MAIN GRADING CATEGORIES

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the	Papers contain so many mechanical or grammatical errors that they impede the

	satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	reader's understanding or severely undermine the writer's credibility.
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GUIDE TO LETTER GRADES

A Excellent. Strong and interesting thesis and argument; introduction that generates interest; clear organization and subclaims (also known as topic points); paper further communicates the structure and logic of its argument through use of transitional words or phrases; consistent diction; smooth integration of textual evidence; consistent analysis of evidence; proper use of citation system (MLA) if outside sources are included; few mechanical errors; conclusion that ends the paper gracefully. "A" papers are outstanding.

B Good. Strong and interesting thesis and argument; introduction that tries to generate interest; most subclaims are clear and the organization is generally effective; textual evidence generally, but not always, well integrated; some mechanical and proofreading errors; conclusion that tries to close the paper but may only do so through summary; some uneven use of citation system; "B" papers are papers that express a solid argument but do so less consistently than those awarded an "A".

C Satisfactory. Thesis or argument satisfactory but one or the other needs further work; introduction states thesis but does not generate interest; pattern of problems with mechanics or proofreading; insufficient analysis of evidence; little or no conclusion; summary instead of analysis; some body paragraphs may not support the thesis; organization can be improved; subclaims state facts instead of announcing point to be developed; "C" papers are satisfactory but need further polishing to make their arguments persuasive.

D Weak. Thesis and argument weak; extensive factual and mechanical errors; organizational pattern that makes essay difficult to follow; failure to fulfill a major component of the assignment.

F Not passing. Paper is not completed; contains plagiarized material or fails to fulfill the requirements of the assignment.

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>

COURSE CALENDAR

Note: Readings and assignments are subject to change. Pay attention to Canvas and in-class announcements.

	Readings and Due Dates
	<i>Unit I: What is Literature?</i>
	Week One: Introduction
1/6	Introductions, Syllabus and Course Overview
1/8	Terry Eagleton – “What is Literature?” (Canvas PDF)
1/10	A Brief Overview of Literary Genres
	Week Two: Epic
1/13	Homer — <i>Odyssey</i> , Book XIX – Odysseus and Penelope (Canvas PDF)
1/15	Homer — <i>Odyssey</i> , Book XIX (continued)
1/17	Luigi Pirandello — <i>Six Characters in Search of an Author</i> (Act I) (Canvas PDF)
	Week Three: Drama
1/20	Class cancelled (University Holiday)
1/22	Luigi Pirandello — <i>Six Characters in Search of an Author</i> (Act II)
1/24	Luigi Pirandello – <i>Six Characters in Search of an Author</i> (Act III)
	Week Four: Poetry
1/27	T.S. Eliot — “The Love Song of Alfred J. Prufrock” (Online)
1/29	T.S. Eliot — “The Love Song of Alfred J. Prufrock” (Online)
1/31	T.S. Eliot — “The Love Song of Alfred J. Prufrock” (Online) Response #1 Due (Canvas >> Discussions >> 11.59 PM)
	Week Five: Short Story
2/3	Flannery O’Connor — “A Good Man is Hard to Find” (Canvas PDF)
2/5	Flannery O’Connor — “A Good Man is Hard to Find” (Canvas PDF)
2/7	Close Reading Peer Review Workshop — Bring a draft of your close reading paper to class

	Week Six: Short Story (continued)
2/10	In-class Exercises on Thesis Formulation
2/12	Jorge Borges — “The Aleph” (Canvas PDF)
2/14	Jorge Borges — “The Aleph” (Canvas PDF) Close Reading Final Draft Due (Canvas >> Assignments >> 11:59 PM)
	<i>Unit II: Why Do We Write?</i>
	Week Seven: Self-Expression
2/17	Primo Levi — <i>Survival in Auschwitz</i> : Beginning to “Our Nights” (1-64)
2/19	Primo Levi — <i>Survival</i> : “The Work” to “The Events of Summer” (up to 122)
2/21	Primo Levi — <i>Survival</i> : “October 1944” (up to the end) Response #2 Due (Canvas >> Discussions >> 11:59 PM)
	Week Eight: World Making
2/24	James Joyce — “The Dead” (Canvas PDF)
2/26	James Joyce — “The Dead” (Canvas PDF)
2/28	No Class - Midterm Exam due in Canvas by 11:59 PM on Friday 2/28
	Week Nine
3/2	SPRING BREAK
3/4	SPRING BREAK
3/6	SPRING BREAK
	Week Ten: Social Convention vs the Individual
3/9	Albert Camus — <i>The Stranger</i>
3/11	Albert Camus — <i>The Stranger</i>
3/13	Albert Camus — <i>The Stranger</i> Response #3 Due (Canvas >> Discussions >> 11:59 PM)
	<i>Unit III: Why Read Literature?</i>
	Week Eleven: Exploration and Discovery
3/16	Library Instruction Session in Library West (details TBA)
3/18	Jose Saramago — “The Tale of the Unknown Island” (Canvas PDF)
3/20	Jose Saramago — “The Tale of the Unknown Island” (Canvas PDF)
	Week Twelve: Moving Beyond the Self

3/23	Marianne Moore — “The Pangolin”
3/25	D.H. Lawrence — “Fish”
3/27	Elizabeth Bishop — “The Fish” and “Pink Dog”
	Week Thirteen: Finding New Selves
3/30	Jennine Capó Crucet — <i>How to Leave Hialeah</i> : Beginning to “Animal Control”
4/1	Jennine Capó Crucet — <i>How to Leave Hialeah</i> : “Noche Buena” to “Men Who Punched Me in the Face”
4/3	Jennine Capó Crucet — <i>How to Leave Hialeah</i> : “Relapsing Remitting” to end Response #4 Due (Canvas >> Discussions >> 11.59 PM)
	Week Fourteen: New Ways of Seeing
4/6	Marjane Satrapi — <i>Persepolis</i> : Beginning to “The Dowry”
4/8	Marjane Satrapi — <i>Persepolis</i> : “The Soup” to “The Return”
4/10	Marjane Satrapi — <i>Persepolis</i> : “The Joke” up to the end
	Week Fifteen: Conclusion
4/13	L. D. Burnett, “Holding on to What Makes Us Human”
4/15	Gregory Currie – “Does Great Literature Make Us Better?” (online)
4/17	Critical Analysis Workshop — Bring a thorough outline of your critical analysis paper to class to workshop
	Week Sixteen
4/20	In-class revision session
4/22	Course Wrap-up and Evaluation
4/24	No class - Reading Day Critical Analysis Due (Canvas >> Assignments >> 11:59 PM)