

**UNIVERSITY OF FLORIDA**  
**LIT2000 INTRODUCTION TO LITERATURE**  
**Class 14966**  
**Section 1A35**  
**Fall 2023**

**INSTRUCTOR INFORMATION:**

<b>Instructor</b>	<b>Cristovão Nwachukwu</b>
<b>Office</b>	<b>TBD</b>
<b>Office Hours</b>	R - 11:00 AM- 1 PM
<b>E-Mail</b>	crstova.nwachuk@ufl.edu

**COURSE INFORMATION:**

<b>Time</b>	T Period 2-3 (8:30 AM - 10:25 AM) R (9:35 AM - 10:25 AM)
<b>Location</b>	T MAT 118/ R B310
<b>Course Website</b>	Canvas

**COURSE PRE-REQUISITE:** ENC 1101

**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*\*
- Virgil, Aeneid, Book I\*
- 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, *Our Sister Killjoy*
- Gene Luen Yang, *American Born Chinese*

**\*Explanation:** Selected shorter texts (excerpts, poems, and short stories) will be assembled 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 Final project (35%)

#### **1. Attendance & Participation (10%)**

**Attendance:** Attendance is mandatory and will be assessed by class roll or sign-up sheet.

**Students are allowed a maximum of six unexcused absences.** 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 December 5<sup>th</sup>, 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 support their interpretation with textual evidence.

### ***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 6<sup>th</sup> week of the semester**

### ***4. Critical Analysis Paper: 1,000 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 9<sup>th</sup> 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. Final project, 35%**

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 December 5<sup>th</sup> 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"> <li>• Follows ALL instructions specific to the assignment description</li> <li>• Generates and elaborates on original ideas relevant to the course content</li> <li>• Assignment provides evidence to support claims</li> <li>• Assignment incorporates source material appropriately and effectively</li> <li>• Assignment displays clear organizational forethought</li> <li>• Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors</li> </ul>
B	<ul style="list-style-type: none"> <li>• Follows most instructions specific to the assignment description</li> <li>• Incorporates and elaborates ideas relevant to the course content</li> <li>• Assignment provides evidence to support most of its claims</li> <li>• Assignment incorporates source material appropriately</li> <li>• Assignment has an identifiable organizational structure</li> <li>• Assignment contains rhetorically unaware grammatical, stylistic, and/or technical</li> </ul>

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

**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 6 unexcused absences. More than 6 unexcused absences will mean you failed the course. Three unexcused absences will reduce your grade by one letter grade and Tuesday's class counts as two classes, and therefore two absences.**

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/ugrad/current/regulations/info/attendance.aspx>

3. 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. 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.
- c. 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 experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible 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.* Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/> Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/publicresults/>.

## CLASS SCHEDULE

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

WEEK 1	<b>UNIT I – WHAT IS LITERATURE?</b>
August 24 <sup>th</sup> – Thursday	<b>Introduction:</b> The Borders of Literature? Course Syllabus and discussing assignments
August 29 <sup>th</sup> – Tuesday	“Introduction: What is literature?,” Terry Eagleton, <i>Literary Theory: An Introduction</i> (1983), pp. 1-15  King, “I have a dream” speech Text and audio: <a href="http://www.americanrhetoric.com/speeches/mlkihadream.htm">http://www.americanrhetoric.com/speeches/mlkihadream.htm</a>
WEEK 2	
August 31 <sup>st</sup> – Thursday	<b>Drama</b> Sophocles, <i>Oedipus Rex</i> .
September 5 <sup>th</sup> – Tuesday	Sophocles, <i>Oedipus Rex</i> .
Week 3	
September 7 <sup>th</sup> – Thursday	<b>Epic</b> Virgil, <i>Aeneid</i> , Book I

September 12 <sup>th</sup> - Tuesday	Virgil, Aeneid, Book I
Week 4	
September 14 <sup>th</sup> - Thursday	<b>Poetry</b> Maya Angelou, "Still I Rise"
September 19 <sup>th</sup> - Tuesday	Nikki Giovanni, "Quilting the Black-Eyed Pea"
Week 5	
September 21 <sup>st</sup> - Thursday	<b>Short Story</b> Flannery O'Connor, "A Good Man is Hard to Find"
September 26 <sup>th</sup> - Tuesday	Franz Kafka, "The Penal Colony"
Week 6	
September 28 <sup>th</sup> - Thursday	<b>WRITING &amp; REVIEW</b>
October 3 <sup>rd</sup> - Tuesday	<b>WRITING &amp; REVIEW</b> <b>CLOSE READING DUE</b>
Week 7	<b>UNIT II - WHY WRITE LITERATURE?</b>
October 5 <sup>th</sup> - Thursday	<b>Self-Expression/Self-Construction:</b> Camara Laye, <i>The Dark Child</i>
October 10 <sup>th</sup> - Tuesday	Camara Laye, <i>The Dark Child</i>
Week 8	
October 17 <sup>th</sup> - Tuesday	<b>World Making (Cosmopoiesis)</b> V.S. Naipaul, <i>Miguel Street</i>
October 19 <sup>th</sup> - Thursday	V.S. Naipaul, <i>Miguel Street</i>
Week 9	
October 24 <sup>th</sup> - Tuesday	<b>RESEARCH WORKSHOP</b>



October 26 <sup>th</sup> – Thursday	<b>CONFERENCES</b> <b>CRITICAL ANALYSIS PAPER DUE</b>
Week 10	
October 31 <sup>st</sup> – Tuesday	<b>Shaping Citizens: Moral Instruction</b> Toni Morrison, <i>Sula</i>
November 2 <sup>nd</sup> – Thursday	Toni Morrison, <i>Sula</i>
Week 11	<b>UNIT III – WHY READ LITERATURE?</b>
November 7 <sup>th</sup> – Tuesday	<b>Exploration &amp; Discovery</b> José Saramago, “The Tale of the Unknown Island”
November 9 <sup>th</sup> – Thursday	José Saramago, “The Tale of the Unknown Island”
Week 12	
November 14 <sup>th</sup> – Tuesday	<b>Moving Beyond the Self</b> Jack Mapanje, “Visiting Zomba Plateau” Jack Mapanje, “Scrubbing the Furious Walls of Mikuyu”
November 16 <sup>th</sup> – Thursday	Jack Mapanje, “The Seashells of Bridlington North Beach”
Week 13	
November 21 <sup>st</sup> – Tuesday	<b>Finding New Selves</b> Ama Ata Aidoo, <i>Sister Killjoy</i>
November 23 <sup>rd</sup> – Thursday	<b>NO CLASS</b>
November 28 <sup>th</sup> – Tuesday	Ama Ata Aidoo, <i>Sister Killjoy</i>
Week 14	
November 30 <sup>th</sup> – Thursday	<b>New Ways of Seeing</b> Gene Luen Yang, <i>American Born Chinese</i>
December 5 <sup>th</sup> – Tuesday	<b>PROPOSAL FOR THE FINAL PROJECT DUE</b> Does Great Literature Make Us Better? Gregory Currie. <a href="http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0">http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0</a>

	Course Evaluation
Week 15	
December 11 <sup>th</sup>	<b>FINAL PROJECT DUE</b>