

UNIVERSITY OF FLORIDA
LIT2000 INTRODUCTION TO LITERATURE
SYLLABUS
Fall 2020

Instructor Name: Lillian Marie Martinez

Course meeting times & locations: MWF, Period 6

Office Location and Hours: M, Period 5/7, via Zoom Conferencing or by appointment

Course website: Canvas

Course Sessions:

Monday Asynchronous Sessions: Canvas

Wednesday and Friday Synchronous Sessions: Zoom Conferencing

Instructor Email: martinez.lmarie@ufl.edu

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.

Among the primary aims 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.

*Since this course includes perspectives from marginalized voices, it is important we be mindful and engage in discussion with care and empathy.

COVID Statement:

This course was originally designed with face-to-face dialogue in mind. However, we are currently working under emergency conditions. The course has been adjusted with these exceptional circumstances in mind. Here are some things you should know about how our course will be structured.

Asynchronous Instruction: Mondays

We will complete tasks on Canvas to be submitted before Wednesday's Zoom conference. These tasks will require us to have prepared by completing the day's readings.

Synchronous Instruction: Wednesdays and Fridays, Period 6

We will attend a Zoom conference to discuss the day's readings. All during class tasks will be submitted to Canvas by the end of the period.

It is important that we take care of our health, in all aspects, in the coming months. The course schedule and assignments leave room for flexibility in order to accommodate unforeseen circumstances. Let us care for and support one another moving forward.

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.

Required Materials:

- Toni Morrison, *Beloved*
- V.S. Naipaul, *Miguel Street*
- Primo Levi, *Survival in Auschwitz*
- Shaijla Patel, *Migritude*
- Gene Luen Yang, *American Born Chinese*
- Marjane Satrapi, *Persepolis*
- Jonathan Safran Foer, *Extremely Loud and Incredibly Close*

Grade Distribution:

1. Attendance (5%) & Participation in in-class and online discussion (10%)
2. 3 Close Readings of a literary text or passage (30%)
3. 1 Critical Analysis paper (25%)
4. Midterm & Final (15% each—30%)

1. Attendance & Participation (15%)

Attendance (5%): Attendance is mandatory and will be assessed by class roll. Students will lose 1% from their final grade for every unexcused absence beyond two 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/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.

Participation (10%): Students are expected to review the assigned readings before class. Consistent participation in class discussions in Zoom meetings and through online

participation that demonstrates knowledge of the assigned readings will contribute to this portion of the final grade.

2. Close Reading Assignment: 750 words, (10% each—30%)

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.

3. Critical Analysis Paper: 1,500 words, (25%)

This assignment asks students to combine close reading skills with critical concepts or historical information (which can include those introduced in one of the supplemental readings). The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence.

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. All students, whatever their grade, will have the option to rewrite the essay.

4. Midterm and Final (15% each—30%)

Method of assessment will be 2 on-line take-home exams (each exam is worth 15%, or together, 30% of the total grade). Each test is distributed on-line (via Canvas) and should take up to two hours to complete. 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.

Grading Scale (& GPA equivalent):

| | | | | | | | | | | | |
|-----------------|-----------------|-----------------|----------------|-----------------|-----------------|----------------|-----------------|-----------------|----------------|-----------------|--------------|
| A | A- | B+ | B | B- | C+ | C | C- | D+ | D | D- | E |
| 100-93 (4.0) | 92-90 (3.67) | 89-87 (3.33) | 86-83 (3.0) | 82-80 (2.67) | 79-77 (2.33) | 76-73 (2.0) | 72-70 (1.67) | 69-67 (1.33) | 66-63 (1.0) | 62-60 (0.67) | 59-57 (0) |

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/UGRD/academic-regulations/grades-grading-policies/>

Grading Outlook:

The following are descriptions of papers that would receive each letter grade listed above.

A: An exemplary paper. The paper presents a focused, nuanced argument. The paper demonstrates careful consideration of its structure through a clear, logical development of its argument. The style of the writing is consistently fluent, polished, and distinctive.

B: An accomplished paper. The paper demonstrates higher level of effectiveness in the organization and development of its central argument. The paper shows greater complexity of thought and development and remains mostly focused. The style of the writing is generally fluent and polished.

C: A developing paper. The paper demonstrates positive qualities and avoids serious errors. The paper adequately develops a focused argument, but this argument lacks depth. The writing is generally clear.

D: A beginning paper. The paper does not develop a focused argument. Several errors in grammar, mechanics, and/or spelling occur throughout the paper that interfere with understanding.

E: The paper does not address the assignment.

Course Policies:

Course Etiquette: We must turn cell phones to silent before attending a Zoom class. We will maintain decorum whilst engaging online with our fellow classmates.

Attendance Policy: A student will fail the course if they accrue six 50-minute absences. A student will earn a lowered course grade if they accrue four absences.

Late Policy: If a student is late to a zoom conference by ten or more minutes, they she will be considered late. Three late arrivals to the zoom conference will count as one absence.

Paper Format & Submission: All papers must be submitted in .docx or .pdf to the appropriate Canvas assignment. Papers should be in Times New Roman or Helvetica, 12 pt. font, double-spaced.

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

Late Papers/Assignments: If submitted late, midterms, finals, and Unit 3's close reading assignment will not be accepted. A student may turn in either Unit 1 or Unit 2's close reading assignment up to one week late and still receive full credit. The student must inform the instructor prior to the assignment's due date if they intend to take advantage of the grace period. After a week, the assignment will not be accepted.

Makeup Policy: You must complete all assignments to receive credit for this course. 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 the midterm or the final. 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.

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.)

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, 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.

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/>

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; <http://www.counseling.ufl.edu/cwc/>). 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.

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://evaluations.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://evaluations.ufl.edu>.

Class Schedule

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

UNIT I – WHAT IS LITERATURE?

WEEK 1 INTRODUCTION

M 8/31 Syllabus Review

W 9/2 Terry Eagleton, “What is Literature?” (pp.1-7)

F 9/4 Terry Eagleton, “What is Literature?” (Continued) (pp. 8-14)
Emily Dickinson, “Because I could not stop for Death—”
Dickinson, Ep. 1 (“Because I could not stop”) (Excerpts)

WEEK 2 EPIC

M 9/7 *Myths & Monsters*, Ep. 1 (“Heroes & Villains”) (Excerpts)

Homer, *The Odyssey*, Book I (1-124)

Homer, *The Odyssey*, Book V (1-261)

W 9/9 Homer, *The Odyssey*, Book IX (82-344)

F 9/11 Homer, *The Odyssey*, Book IX (345-565)

WEEK 3 POETRY

M 9/14 Seamus Heaney, “Digging”

W 9/16 Seamus Heaney, “Blackberry Picking” and “Death of a Naturalist”

F 9/18 Seamus Heaney, “Punishment”

WEEK 4 DRAMA

M 9/21 Virginia Woolf, *A Room of One’s Own* (Ch. 2)

W 9/23 Virginia Woolf, *A Room of One’s Own* (Ch. 3)

Aristophanes, *Lysistrata* (1-647)

F 9/25 Aristophanes, *Lysistrata* (647-1295)

WEEK 5 SHORT STORY

M 9/28 Maya Angelou, “Still I Rise”

W 9/30 Lesley Nneka Arimah, “Who Will Greet You At Home”

The New Yorker, Interview, “Lesley Nneka Arimah on Imagining a Universe of Handcrafted Babies”

F 10/2 Toni Morrison, “Recitatif”

Little Fires Everywhere, Ep. 1 (“The Spark”) (Excerpts)

LeVar Burton Reads, “Recitatif” by Toni Morrison (Part 1 & 2)

<https://www.stitcher.com/podcast/stitcher/levar-burton-reads/e/68450647>

UNIT 1 CLOSE READING EXERCISE DUE ON MONDAY, 10/12

UNIT II – WHY DO WE WRITE?

WEEK 6 SHAPING CITIZENS: MORAL INSTRUCTION

M 10/5 Samuel May, *The Fugitive Slave Law, and Its Victims*

(Law & Margaret Garner Case)

<http://www.gutenberg.org/files/13990/13990-h/13990-h.htm>

W 10/7 Toni Morrison, *Beloved* (1-101)

F 10/9 Toni Morrison, *Beloved* (87-195)

Toni Morrison Interview (1987)

<https://www.youtube.com/watch?v=2jxN3oTSD34>

WEEK 7 SHAPING CITIZENS: MORAL INSTRUCTION

M 10/12 Sojourner Truth, “Ain’t I A Woman?”

Jezebel, “Women, Race, and Memory: An Excerpt From Toni Morrison's New Book, *The Source of Self-Regard*”

<https://theattic.jezebel.com/women-race-and-memory-an-excerpt-from-toni-morrison-1832540444>

W 10/14 Toni Morrison, *Beloved* (199-277)

F 10/16 Toni Morrison, *Beloved* (281-324)

Renee Lee Gardner, “Subverting Patriarchy with Vulnerability: Dismantling The Motherhood Mandate in Toni Morrison’s *Beloved*”

Midterm due 10/19

WEEK 8 WORLD-MAKING

M 10/19 Irving Howe, “The Self in Literature” (Excerpts)

W 10/21 V.S. Naipaul, *Miguel Street* (“Bogart,” “The Thing Without A Name,” “His Chosen Calling”)

F 10/23 V.S. Naipaul, *Miguel Street* (“The Maternal Instinct,” “Love, Love, Love, Alone,” and “How I Left Miguel Street”)

WEEK 9 SELF-EXPRESSION & SELF-CONSTRUCTION

M 10/26 Crafting the Self through Witness Writing

Elie Wiesel, NPR, “A God Who Remembers”

<https://www.npr.org/2008/04/07/89357808/a-god-who-remembers>

W 10/28 Primo Levi, *Survival in Auschwitz* (1-108)

F 10/30 Primo Levi, *Survival in Auschwitz* (109-187)

Channel 4 Documentary, “Auschwitz Untold: In Colour | What Happened Right Before Jewish Concentration Camps Were Liberated?”

<https://www.youtube.com/watch?v=S6Fk2v0zQFU>

UNIT 2 CLOSE READING EXERCISE DUE ON MONDAY, 11/9

UNIT III WHY DO WE READ?

WEEK 10 EXPLORATION & DISCOVERY

M 11/2 Shaun Tan, *The Arrival* (Excerpts)

W 11/4 Shaijla Patel, *Migritude* (I. Migritude)

F 11/6 Shaijla Patel, *Migritude* (II. Shadowbook & “On Migritude: A Conversation”)

WEEK 11 MOVING BEYOND THE SELF

M 11/9 Scott McCloud, *Understanding Comics* (Introduction & Ch. 2)

W 11/11 Gene Luen Yang, *American Born Chinese* (1-106)

Nick Sousanis, *Unflattening* (Ch. 6)

Scott McCloud, *Understanding Comics* (Ch.3)

F 11/13 Gene Luen Yang, *American Born Chinese* (109-233)

WEEK 12 FINDING NEW SELVES

M 11/16 Nick Sousanis, *Unflattening* (Ch.1-3)

W 11/18 Marjane Satrapi, *Persepolis* (Introduction)

Marjane Satrapi, *Persepolis* (1-71)

F 11/20 Marjane Satrapi, *Persepolis* (72-153)

WEEK 13 THANKSGIVING WEEK

M 11/23 Conferencing

WEEK 14 NEW WAYS OF SEEING

M 11/30 Jonathan Safran Foer's Art: Seeing the Image

W 12/2 Jonathan Safran Foer, *Extremely Loud and Incredibly Close* (1-173)

F 12/4 Jonathan Safran Foer, *Extremely Loud and Incredibly Close* (174-355)

Victoria Marie Bryan, "“What about a Teakettle?": Anxiety, Mourning, and Burial in Jonathan Safran Foer's *Extremely Loud and Incredibly Close*"

UNIT 3 CLOSE READING EXERCISE DUE ON MONDAY, 12/7

WEEK 15 CONCLUSION: WHERE TO NOW?

M 12/7 Toni Morrison, Nobel Lecture

<https://www.nobelprize.org/prizes/literature/1993/morrison/lecture/>

W 12/9 Gregory Currie, "Does Great Literature Make Us Better?"

http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0

CRITICAL ANALYSIS PAPER DUE ON WEDNESDAY, 12/9

Final due 12/11