

UNIVERSITY OF FLORIDA  
LIT2000 INTRODUCTION TO LITERATURE  
Section 1001 Class# 27531

SYLLABUS  
Spring 2026

**INSTRUCTOR INFORMATION:**

<b>Instructor</b>	Anwesha Chattopadhyay
<b>Office</b>	<a href="https://ufl.zoom.us/j/96202109092?pwd=kez4B9tLiaGj3qAqc3g9bQab6jTZIK.1">https://ufl.zoom.us/j/96202109092?pwd=kez4B9tLiaGj3qAqc3g9bQab6jTZIK.1</a>
<b>Office Hours</b>	Tuesdays from 12.50 p.m.to 2.50 p.m. and by appointment on Zoom. Please sign up for office hours on the google doc: <a href="https://docs.google.com/document/d/1kGCDriZzNR8R9t8K1mDxVtiI2r5uZxoPMAAPBIjaa-I/edit?usp=sharing">https://docs.google.com/document/d/1kGCDriZzNR8R9t8K1mDxVtiI2r5uZxoPMAAPBIjaa-I/edit?usp=sharing</a> Students are expected to meet with me at least twice during the course of the semester.
<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>	On Zoom ( <a href="https://ufl.zoom.us/j/96202109092?pwd=kez4B9tLiaGj3qAqc3g9bQab6jTZIK.1">https://ufl.zoom.us/j/96202109092?pwd=kez4B9tLiaGj3qAqc3g9bQab6jTZIK.1</a> )

**COURSE PRE-REQUISITE:** ENC 1101

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**COURSE CATALOG DESCRIPTION**

In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical

eras. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation.

A minimum grade of C is required for General Education credit.

**Attributes:** General Education – Humanities

### **SECTION SPECIFIC 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. 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.

#### General Education SLO:

- Students will identify a variety of literary movements, historical eras, and/or cultural contexts. The following assignments will be assessed for this SLO: Literature about Florida, Class Participation, Discussion Board, and Critical Analysis Paper.
- Students will demonstrate critical thinking and analytical skills. The following assignments will be assessed for this SLO: Literature about Florida, Discussion Board, and Critical Analysis Paper.

#### Humanities Designation SLO:

- **Content:** Identify, describe, and explain the history of underlying theory and methodologies used. Content will be assessed for the following assignments: Literature about Florida, Close Reading Assignment, Discussion Board, and Critical Analysis Paper.
- **Critical Thinking:** Identify and analyze the relevant factors that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. Critical Thinking will be assessed for the following assignments: Close Reading Assignment, Discussion Board, and Critical Analysis Paper.
- **Communication:** Communicate knowledge, thoughts, and reasoning clearly and effectively. Communication will be assessed for the following assignments: Literature about Florida, Close Reading Assignment, Discussion Board, and Critical Analysis Paper.

#### REQUIRED READINGS:

- Chimamanda Ngozi Adichie's "The Danger of a Single Story" [<https://youtu.be/D9Ihs241zeg?si=i9tU8Mas9BJcKZbb>]
- William Shakespeare, *The Merchant of Venice* [[https://folger-main-site-assets.s3.amazonaws.com/uploads/2022/11/the-merchant-of-venice\\_PDF\\_FolgerShakespeare.pdf](https://folger-main-site-assets.s3.amazonaws.com/uploads/2022/11/the-merchant-of-venice_PDF_FolgerShakespeare.pdf)]
- Virgil, *Aeneid*, Books I & IV [<https://ia600401.us.archive.org/16/items/neidsofvirgil00virg/neidsofvirgil00virg.pdf>]
- Flannery O'Connor, "A Good Man is Hard to Find" [<https://repositorio.ufsc.br/bitstream/handle/123456789/160332/A%20good%20man%20is%20hard%20to%20find%20-%20Flannery%20O%27Connor.pdf>]
- Jorge Luis Borges, "The Aleph" [<https://web.mit.edu/allanmc/www/borgesaleph.pdf>]
- Zitkala-Sa, *American Indian Stories* [<https://digital.library.upenn.edu/women/zitkala-sa/stories/stories.html>]

- D. H. Lawrence, "Fish" [<https://www.gutenberg.org/files/60337/60337-h/60337-h.htm>]
- Elizabeth Bishop, "The Fish" [<https://poets.org/poem/fish-2>]
- Enrique del Rey Cabero, Michael Goodrum, Josean Morlesín Mellado: *How To Study Comics & Graphic Novels* [[https://www.researchgate.net/publication/349289323\\_How\\_to\\_Study\\_Comics\\_Graphic\\_Novels\\_A\\_Graphic\\_Introduction\\_to\\_Comics\\_Studies](https://www.researchgate.net/publication/349289323_How_to_Study_Comics_Graphic_Novels_A_Graphic_Introduction_to_Comics_Studies)]

All the texts are freely available online.

## GRADE DISTRIBUTION:

### Summary of grading

- Participation/in-class discussion (10%)
- Discussion board (14%)
- 1 Close Reading of a literary text or passage (16%)
- 1 Critical Analysis Paper (35%)
- Literature about Florida "Show and Tell" (10%)
- Creative Artwork (15%)

## ASSIGNMENTS:

### 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 2% of grade for each day of participation (i.e., a student should speak in five classes total to ensure a full participation grade).

### 2. Discussion Board (14%)

Before each discussion section, students are required to contribute an *Interpretive* (or *Critical*) question or an answer to an online discussion forum. *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.

- Nuanced and relevant question or response, supported by evidence from text. (50% of assignment's grade)
- Organization and mechanics. (50% of assignment's grade)

### 3. Close Reading Assignment: 750 words, 16%

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. Papers will be graded on:

- A. Nuanced and relevant argument. (25% of assignment's grade)
- B. Sufficient textual evidence to support the argument. (25% of assignment's grade)
- C. Engagement with alternate interpretations and rebuttals to argument. (25% of assignment's grade)
- D. Organization and Mechanics. (25% of assignment's grade)

#### 4. Critical Analysis Paper: 1500 words, 35%

Identify a scholarly journal or edited collection that you'd like to submit to. This is a helpful list: <https://guides.library.pdx.edu/c.php?g=271195&p=2791960>. After acquainting yourself with the publication's submission guidelines, pick a text and combine close reading skills with critical concepts or historical information introduced in class as well as scholarly sources to produce a paper that may be submitted to the journal or edited collection. Papers will be graded on:

- A. Adherence to the theme and submission guidelines of the publication. (25% of assignment's grade)
- B. Original argument or subject supported by adequate evidence inside or outside the text. (25% of assignment's grade).
- C. Use of at least 5 relevant scholarly sources. (25% of assignment's grade)
- D. Grammar, spelling, sentence construction and audience-appropriate language. (25% of assignment's grade)

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

#### 5. Literature about Florida "Show and Tell" (10%)

Check out a **physical book** about Florida from the UF library OR from any local library. Speak about it and answer questions from your peers in class (10 minutes).

- A. The book is wholly or partially about Florida. (25% of assignment's grade)
- B. Book is a **physical copy** obtained from a library. (25% of assignment's grade)
- C. Speaker describes the book's contents, history and critical reception in audience-appropriate language (if available), in a manner informed by the class readings. (25% of assignment's grade)
- D. Speaker shares excerpts from the book with the class. (25% of assignment's grade)

#### 6. Creative Artwork (15%)

Create a short story/poem/ song/ comic or other creative work inspired by a required reading. Present it to the class. The student will earn a full grade for this assignment if their artwork is relevant to a required reading and abides by university policies.

#### UNIVERSITY POLICIES:

University policies are summarized [here](#). This link will direct students to a separate webpage that will provide all required academic policies, such as attendance, grading, personal conduct, DRC and evaluation verbiage, as well as campus academic, health, and wellness resources.

## 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 their 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.**

## 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, except in the case of the Critical Analysis Paper, which will follow the recommended style manual of the journal. 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. 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.

**Written Assignments are due at noon on Monday.**

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

WEEK	Reading	Assignment
1 (1/12 – 1/16)	SPEECH  Jan 12 <sup>th</sup> : Chimamanda Ngozi Adichie's "The Danger of a Single Story" (19 minutes)	Discussion Board

	<p>and 16 seconds)</p> <p>DRAMA</p> <p>Shakespeare, <i>The Merchant of Venice</i></p> <p>Jan 14<sup>th</sup> : Act I (40 pages)</p> <p>Jan 16<sup>th</sup> : Act II (51 pages)</p>	
2(1/21-1/23)	<p>Shakespeare, <i>The Merchant of Venice</i></p> <p>Jan 19<sup>th</sup>: No Class</p> <p>Jan 21<sup>st</sup> : Act III (46 pages)</p> <p>Jan 23<sup>rd</sup> : Act IV (40 pages)</p>	Discussion Board
3 (1/26-1/30)	<p>Jan 26<sup>th</sup>: Act V (26 pages)</p> <p>EPIC</p> <p>Jan 28<sup>th</sup> : Virgil, <i>Aeneid</i> Introduction (No readings)</p> <p>Jan 30<sup>th</sup>: Book I (30 pages)</p>	Discussion Board
4 (2/2 – 2/6)	<p>Feb 2<sup>nd</sup>: <i>Aeneid</i> Book IV (23 pages)</p> <p>Feb 4<sup>th</sup>: Publication Identification Class (No readings; students must identify the publication for the critical analysis assignment.)</p> <p>SHORT STORY</p> <p>Feb 6<sup>th</sup>: Flannery O'Connor, "A Good Man is Hard to Find" (13 pages)</p>	Discussion Board, Journal Identification
5 (2/9 – 2/13)	<p>Feb 9<sup>th</sup> : O'Connor Wrap- Up (No readings)</p> <p>Feb 11<sup>th</sup>: Borges, "The Aleph" (11 pages)</p> <p>Feb 13<sup>th</sup>: Borges Wrap- Up (No readings)</p>	Discussion Board
6 (2/16 – 2/20)	<p>MEMOIR</p> <p>Zitkala – Sa, <i>American Indian Stories</i></p>	Discussion Board



	Feb 16 <sup>th</sup> : Chapter 1, 2 (80 pages)  Feb 18 <sup>th</sup> : Chapter 3, 4 (28 pages)  Feb 20 <sup>th</sup> : Chapter 5, 6 (28 pages)	
7 (2/23-2/27)	Feb 23 <sup>rd</sup> : Chapter 7, 8 (22 pages)  Feb 25 <sup>th</sup> : Chapter 9, 10 (27 pages)  Feb 27 <sup>th</sup> : Zitkala- Sa Wrap -Up (no readings)	Discussion Board, Literature Review
8 (3/2 - 3/6)	POETRY March 2 <sup>nd</sup> : D. H. Lawrence, "Fish" (7 pages)  March 4 <sup>th</sup> : Elizabeth Bishop, "The Fish" (76 lines)  March 6 <sup>th</sup> : In- Class Writing (No readings)	Discussion Board,
9 (3/9 - 3/13)	COMICS  March 9 <sup>th</sup> : Cabero et. al, How To Study Comics & Graphic Novels (44 pages)  March 11 <sup>th</sup> : Comics Wrap -Up (No readings)  March 13 <sup>th</sup> : PRESENTATIONS  Literature about Florida "Show and Tell" / Creative Artwork (No readings)	Close Reading of a literary text or passage  Discussion Board
10 (3/16- 3/20)	SPRING BREAK	
11 (3/23- 3/27)	PRESENTATIONS  Literature about Florida "Show and Tell" / Creative Artwork (No readings)	Discussion Board, Critical Analysis Paper
12 (3/30 - 4/3)	PRESENTATIONS  Literature about Florida "Show and Tell" / Creative Artwork (No readings)	Discussion Board
13 (4/6- 4/10)	PRESENTATIONS	Discussion Board

	Literature about Florida “Show and Tell” / Creative Artwork (No readings)	
14 (4/13- 4/17)	PRESENTATIONS  Literature about Florida “Show and Tell” / Creative Artwork (No readings)	Discussion Board
15 (4/20 - 4/22)	PRESENTATIONS  Literature about Florida “Show and Tell” / Creative Artwork (No readings)	Discussion Board, Revisions

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