

LIT 2000: INTRODUCTION TO LITERATURE

Spring 2026 | credits 3

I. General Information

Meeting days and times: T | Period 5-6 (11:45 AM - 1:40 PM) , R | Period 6 (12:50 PM - 1:40 PM)

Class location: FLI 0113 and MAT 0015

Instructor Name: Annesha Palit

Office Building/Number: TUR 4339

Phone: (352)328-4476

Email: anneshapalit@ufl.edu

Office Hours: Tuesdays, 3pm – 5pm by appointment/Zoom. Please notify by 10pm of the previous day. Assistance outside the office hours would also be available, please notify via email.

Course 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.

Prerequisite: [ENC 1101](#)

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. 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.

REQUIRED MATERIALS

Seamus Heaney's poems, "Digging", "Punishment", "Blackberry Picking" and "Death of a

Naturalist” <https://www.poetryfoundation.org/poets/seamus-heaney>

Beloved by Toni Morrison

American Born Chinese by Gene Luen Yang

Note: While you may purchase any edition of these texts, please be sure that they are not abridged.

Materials and Supplies Fees: N/A

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

You’d find the course materials on:

- Canvas
- Google/Google books
- Bookstores – only *Fun Home*

II. Course Goals

Course Objectives

In this course we will:

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.

General Education Designation and Student Learning Outcomes:

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 for general education credit.

General Education SLO:

- Students will identify a variety of literary movements, historical eras, and/or cultural contexts. The following assignments will be assessed using this SLO: Brief Response, Close Reading, and Critical Analysis.

- Students will demonstrate critical thinking and analytical skills. The following assignments will be assessed using this SLO: Close Reading and Critical Analysis.

Humanities Designation SLO:

- **Content:** Identify, describe, and explain the history of underlying theory and methodologies used. Content will be assessed through the following assignments: Brief Response, Close Reading, and Critical Analysis.
- **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 through the following assignments: Close Reading, and Critical Analysis.
- **Communication:** Communicate knowledge, thoughts, and reasoning clearly and effectively. Communication will be assessed through the following assignments: Brief Response, Close Reading, and Critical Analysis.

UNIVERSITY POLICIES:

University policies are summarized [here](https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/). 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. Full URL here: <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>

COURSE POLICIES:

Attendance

This is a REQUIRED element of all syllabi. A statement related to class attendance, make-up exams and other work. Please keep in mind that HHP requires a grading instrument/rubric be present within a syllabus for any course element that is subjectively graded, such as participation.

Personal Conduct and Academic Integrity

The University's honesty policy regarding cheating/plagiarism/etc is covered in the link under University Policies. Cell phones are not allowed while in class (except for the break).

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. 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.

Procedure for conflict resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Carla Blount (cblount@ufl.edu, (352) 294-2872). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University

Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Exam Make-Up Policy

This is a REQUIRED element of all syllabi. A statement related to class attendance, make-up exams and other work. It is recommended that you be as specific as you can in this area so that students know what is expected of them if/when exams cannot be completed per the syllabus schedule. Whatever your policy, it must align with UF's regulations.

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The central portal located here. Guidance on how to provide constructive feedback is available at the gator evals site. Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at the gator evals site.

SCHEDULE MENU

Date	Topic	Readings/Preparation	Work Due
WEEK 1 (1/13 and 1/15)	INTRODUCTION: The Borders of Literature?	King, "I have a dream" speech Text and audio: http://www.americanrhetoric.com/speeches/mlkhaveadrea.htm "Introduction: What is literature?," Terry Eagleton, Literary Theory: An Introduction (1983), pp. 1-15 (15 pages)	
WEEK 2 (1/20 and 1/22)	Poetry	Emily Dickinson, "Wild Nights! - Wild Nights!," "The Soul selects her own Society," (optional) Robert Browning, "My Last Duchess" *Seamus Heaney, "Digging", "Punishment" https://www.poetryfoundation.org/poets/seamus-heaney	
WEEK 3 (1/27 and 1/29)	Short Story	Ryunosuke Akutawaga, "In a Bamboo Grove" (8 pages) Flannery O'Connor, "A Good Man is Hard to Find" (13 pages)	
WEEK 4 (2/3 and 2/5) and	Drama	Shakespeare, <i>The Merchant of Venice</i> (32 pages)	

Date	Topic	Readings/Preparation	Work Due
WEEK 13 (4/7 and 4/9)	Moving Beyond the Self	Alison Bechdel, <i>Fun Home</i> (240 pages)	
WEEK 14 (4/10 and 4/12)	Ending New Selves	Paradise Lost – I (180 pages) Mark Haddon, <i>The Curious Incident of the Dog in the Night-time</i> (274 pages)	
WEEK 15 (4/17 and 4/19)	REVIEW, CLOSE READING of ASSIGNMENT	750 words, Develop a central argument without secondary sources Gene Luen Yang, <i>American Born Chinese</i> (240 pages) Discuss beforehand which text would you choose and why.	Close reading assignment
WEEK 16 (4/24 and 4/26)	Self-Expression Where Construction	Does Great Literature Make Us Better? Gregory Currie. Paulo Coelho, <i>The Alchemist</i> (192 pages). http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0	Short answer and short essay questions
WEEK 8 (3/3 and 3/5)	World Making (Cosmopoiesis)	Galileo Galilei, “Letter to Madama Cristina” (10 pages)	
WEEK 9-10	MID-TERM EXAM	1500 words, Critically analyze a text supplementing it with secondary sources. Toni Morrison, <i>Beloved</i> (321 pages)	
WEEK 11-12 (3/24 and 3/26) 3/31 and 4/2	Exploration & Discovery	Jonathan Swift, <i>Gulliver’s Travels</i> (304 pages)	

		SECOND TAKE HOME EXAM	
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III. Graded Work

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

GRADING

Over the course of the semester students will be evaluated based on four assignments and their class participation. All of the assignments are meant to help students measure and develop their ability to read, comprehend, understand, and evaluate various literary texts. The brief responses will allow students to write short reading responses to any text they want to throughout the semester. One close reading during the semester will give students a chance to practice their ability to closely read a text of their choosing that will help them prepare for the Critical Analysis Paper due at the end of the semester. A midterm exam will take place between week 8 and 9 to measure students' retention of texts up to that point. Regular student attendance and participation is expected. A more detailed breakdown of assignment is listed below along with grading rubrics.

Evaluation Components	Percent of Total Grade
Brief Response (4)	20%
1 Close Reading of a literary text or passage	15%
Class participation (variable)	20%
1 Critical Analysis Paper	25%
1 Midterm Exam	20%

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. For the matching section of the exam, students will need to match the title and author to their corresponding excerpts. Full credit for matching will be awarded for only correct matches including correct spelling of author names and text titles. For short essay questions, the grade will be determined using the following categories and percentages: Thesis/Critical Thinking (20%), Content/examples from the text (30%), correctly identifying literary movement, historical era, and or cultural context (30%), Organization (10%), and Style (5%), Mechanics and Usage (5%).

Class Participation – The majority of work in this class will be participating in daily class discussions about the reading(s) for the week. Students are expected to read the assigned reading before class.

Brief Responses – Four times over the course of the semester students are required to write a brief (300 word) response to the day's reading. These responses must be uploaded to our course blog <or other online platform> BEFORE class the day on which 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 5 times across the semester. A grading rubric is below.

Close Reading Assignment (2-3pages) – 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.

Critical Analysis Paper (4-5pages) – 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. The grade for this paper will be determined using the following categories and percentages: Thesis (20%), Supporting Research (30%), Focus and Content (20%), Organization (10%), Style (5%), Mechanics and Usage (5%), APA In-text Citations (5%), APA Works Cited Page (5%). A more detailed rubric will be provided in CANVAS.

GRADING SCALE

For more information on current UF grading policies for assigning grade points please visit the following link: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-100%	4.0
A-	90.00-92.99%	3.67
B+	87.00-89.99%	3.33
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.67
C+	77.00-79.99%	2.33
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.67
D+	67.00-69.99%	1.33
D	63.00-66.99%	1.0
D-	60.00-62.99%	0.67
E	0-59.99%	0

Note: A minimum grade of C is required for a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. A grade of C- and below will not qualify for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy (Link).

GRADING RUBRICS

Brief Response Rubric:

SATISFACTORY (Y)	UNSATISFACTORY (N)
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CONTENT 15 points	Reflects a basic understanding of the text; begins to evaluate and synthesize the text. Mentions literary movements, historical eras, and/or cultural contexts	Omitted key ideas; strayed off topic; minimally or inadequately discussed the text. Lacks sufficient or appropriate examples from the text.
Communication 10 points	Consciously (and somewhat successfully) adopts an academic, conversational, dialogic, creative, or multimodal style.	Shows little or no evidence of having consciously adopted a particular style.
Total	Students can earn up to 25 points for each reading response. Four brief responses are due by the end of the semester for a total of 100 points representing 20% of your total final grade.	

Close Reading Assignment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT 50%	Reflects a basic understanding of the sources; begins to critically evaluate and synthesize the text chosen.	Omitted key ideas; strayed off topic; minimally or inadequately discussed ideas. Lacks sufficient or appropriate sources.
Critical Thinking 30%	Makes claims that draw substantially upon the text; clearly and accurately articulates their own arguments based on the text.	Makes weak generalizations; provides little or no support.
Communication 20%	Academic quality prose, clearly organized discussion of close reading, and effectively written descriptions of the text.	Discussion is not organized, the prose has mechanical errors, and the descriptions of the text or not clear.

Total	If the student satisfies the requirement of the category they will receive full credit. Students are welcome submit drafts ahead of time to receive feedback to ensure they are satisfying the rubric. Because this assignment is a close reading of specific texts without outside sources students are either satisfactory or not for each category.
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Critical Analysis Rubric

	Excellent: A	Good: B	Average: C	Insufficient: D	Unsatisfactory: E
Content: Students will identify a variety of literary movements, historical eras, and/or cultural contexts. Students demonstrate that they have carefully read the texts they are writing about through a short summary and specific examples. 40%	40-36points Demonstrate expert knowledge of the texts, their context, their place in literary and historical eras, and discusses examples from the texts.	35-30points Demonstrates solid knowledge of the texts, their context, their place in literary and historical eras, and discusses examples from the texts.	29-20points Demonstrates some knowledge of the texts, their context, their place in literary and historical eras, and makes reference to examples from the texts.	19-10points Limited knowledge of the texts, their context, their place in literary and historical eras, and underdeveloped references to examples from the texts.	10-0 points Students fail to mention any context or references to literary movements or historical eras. Missing examples from the texts they are analyzing.
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. 40%	40-36points Clearly articulated and argued thesis. Examples used to make argument are thoughtful and well developed.	35-30points The thesis is presented as a cohesive thought. Examples from the text being analyzed are present. Ideas maybe from conversations already covered in class.	29-20points The thesis is present but somewhat presented. The argument is difficult to discern. Ideas are not that creative.	19-10points The thesis is lacking articulation. Little to no discussion of examples. No clear argument.	10-0 points No thesis, examples, and/or arguments being.
Communication: Communicate knowledge, thoughts, and reasoning clearly and effectively. 20%	20-16points Prose is close to flawless with no mechanical	16-10points Organized paper that clearly establishes what is being discussed and	10-6points The organization of the paper is lacking but there is a discernable thesis.	5-1 points The prose is somewhat readable and makes sense but the ideas are not	0 points Prose is mostly unreadable and doesn't make sense.

	errors. Ideas are clearly defined and presented with intention. The paper is well organized with a thoughtful conclusion.	argued. Minor mechanical errors.		connected.	
Total: Students grades will be the cumulative total of the three categories. Grades will be determined based on the grade scale above.					

