



**LIT 2110: Survey of World Literature - Ancient to the Renaissance:** Section 4C93, Class# 14566, Fall 2024

**Instructor Name:** CR Dean

**Pronouns:** she/her/hers

**Instructor Email:** [deanc@ufl.edu](mailto:deanc@ufl.edu)

**Course meeting times & locations**

Tuesday (T), period 5 – 6 (11:45 – 1:40): Turlington B310

Thursday (R), period 6 (12:50 – 1:40): Matherly 0009

**Office Location and Hours:**

Email first to schedule a time slot for both open and appointment-based office hours:

Thursday 1:40 – 3:40 pm

[Office hours link](#)

**Resource Personnel:**

- 1) Rare Books Librarian: TBD
- 2) Digital Humanities Specialist: TBD

**Course Description:**

This course will be an adventure in literature exploring narratives, cultures, and literary traditions from around the world: such as *The Odyssey*, *Beowulf*, *Inferno*, Rumi's Poetry, and Indigenous creation stories, during a period in world history that has shaped many of our modern ideas and ideals. The texts that we will read in this course will range from the ancient, medieval, and early modern periods in a variety of genres which will include epics, drama, poetry, and prose. You will travel the high seas, face the monsters of the deep, engage with the early celebrities aka toxic gods and goddesses, and meet legendary heroes and heroines as we explore the birth of the world, the intricacies of life, and themes of love, lust, peace, betrayal, and redemption. When this course reaches the end of the road, you will have strengthened your knowledge and understanding of world literature having learned about the cultural and historical contexts surrounding these texts. Students will analytically and creatively explore texts through close reading, critical responses, literary research, argument development and presentation, and participate in class discussions.

**Course Content Note**

The study of the history and literature occasionally reading about and discussing disturbing topics, including violence, racism, and sexual abuse. If you ever feel the need to leave a class discussion, either for a short time or for the rest of the class session, you may do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually. You are welcome to discuss your personal reactions to the course material with me in office hours. If you or a friend are in distress, please contact U Matter, We Care or the Counseling and Wellness Center at 352 392-1575.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

**General Education Objectives**



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- ✓ This course confers General Education credit for Composition (C) and also fulfills 6,000 of the university's 24,000-word writing requirement (WR).
- ✓ Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- ✓ Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
  
- ✓ The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

**General Education Learning Outcomes:**

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- ❖ **Content:** Students demonstrate competence in terminology, concepts, theories, and methodologies used within the academic discipline.
  
- ❖ **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
  
- ❖ **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

**Required Texts:**

The texts for this course will be provided as e-copies. You can find them on Canvas under files.

*The Norton Anthology of World Literature* (Shorter Fourth Edition) Volume 1, ISBN: 978- 0- 393-60287-6

Secondary texts – see tentative reading schedule and Canvas under files.

Assignments (see below for Grading Rubric):

(100 points) - **Active Participation/Attendance**

Attendance and participation in discussion and group activities are vital to success in this course. Students will be required to work in small groups, participate in class discussion, conduct writing workshops, and complete peer reviews. Students are expected to be prepared for unannounced quizzes and activities on readings. Students must be present for all in-class activities in order to receive credit. In-class activities cannot be made up.

You will be required to generate at least one question, comment, observation, or criticism of the assigned reading and share it with the class during discussion. Failure to participate in class discussion will result in a reduction of your participation grade. Students are required to bring a copy of the assigned text to class. A digital copy of the text is allowable. Failure to bring a copy of the assigned reading will also result in a



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reduction of your participation grade. I will complete “text checks” to make sure you have your textbook or copy of the assigned reading.

**200 (50\*4) points - 4 Critical Response Papers (500 words each, 2,000 words total)**

Throughout the semester, you will write and submit 4 response papers analyzing the assigned reading. These response papers can be completed on readings of your choosing but cannot be submitted after the class in which the reading is assigned. These papers should employ close reading strategies and raise critical issues or observations concerned with textual meaning, such as a certain theme, motif, symbol, or character within the text. You may also use these response papers to pose questions about the text you wish to discuss in class. You must submit response papers prior to the day of class by midnight on the day before. Responses submitted after midnight prior to the day of class will not be accepted. **All response papers should be submitted before November 21<sup>st</sup>**, which will be the date of our last readings.

**(100 points) – Essay 1: Close Reading Analysis (700 words)**

This essay will be a close reading (without any outside sources or research) of any one text on our syllabus that we have previously covered in class. These papers must be thesis driven and focus on critically examining one passage, symbol, theme, etc., of the text.

**(200 points) - Essay 2: Close Reading Analysis with Research (1,200 words)**

This essay will be a close reading of any one text on our syllabus that we have previously covered in class and supported by two peer-reviewed, critical articles. Focus on a single passage in a text that we have read so far and trace out how the author develops a particular idea/theme through that passage. You should display how the author creates meaning through choices of characterization, diction, literary devices, and narrative structure. You need to **develop an argument** regarding the text and incorporate your chosen two peer-reviewed, critical articles.

**(100 points)-Prospectus for the Researched Critical Essay (100 words)**

The prospectus will present your idea for the Researched Critical Essay. This should present your tentative thesis and detail at least three sources, and descriptions of the source and how you intend to use it in your paper.

**(300 points) Final Project: (2,000 words) (2 parts)**

The final project will be a multimodal project that incorporates a written paper and a digital adaptation or interpretation. This project is designed to continue to build research skills and develop digital literacy skills. This is a two-part project.

**(Part 1, 250 points)-Researched Critical Analysis Essay**

This essay will be a sustained formally researched critical analysis in which you will make an original argument about one or two literary text(s) through a theoretical, historical, or critical lens. This essay must contain 2-3 critical academic sources.

**(Part 2, 50 points)-Digital Adaptation or Interpretation Component**

You are required to create a digital project or presentation that summarizes and explains your research. Options for this include a video essay, a digital presentation, a digital map outlining your project, a creative rendition, such as memes, TikTok/YouTube video, X (formerly Twitter) thread, art. You will present your digital adaptation to the class. You will be introduced to digital writing tools during the course.



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All students should participate in each class session in some manner by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required. If you have concerns with public speaking, please see me for alternative activities to meet participation requirements. These can include submitting observations, questions, or discussion topics prior to class.

Course Policies:

1. You must complete all assignments to receive credit for this course.
2. **Attendance:** Attendance is mandatory and will be taken daily. You will receive a lowered course grade after **four** 50-minute absences (or equivalent). For absences after 4, students will lose a third of a letter grade for the fifth absence. Double-period classes count as 2 absences. Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue **six** 50-minute absences. Absences will be excused only in accordance with UF policy. [Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's twelve-day rule.](#)
3. Students who arrive late to class will receive a partial absence.
4. **Paper Format & Submission:** All assignments are due via Canvas by the due date and time stamp. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins with the appropriate heading and pages numbered.
5. **Late Work or Assignments:** You are allowed to make up one writing assignment. If an emergency occurs that affects your ability to complete your work, please notify me as soon as possible. Extensions may be granted at my discretion, but requests must be made at least one day prior to the due date of the assignment. A late paper or assignment will receive a ten-point deduction for each day it is late. I understand that emergencies and extenuating circumstances can occur, so please communicate with me your issues or concerns.
6. [University of Florida's policy on Harassment:](#) UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty
7. **Paper Maintenance Responsibilities.** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
8. **Canvas and Email:** Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule. When emailing me, please allow at least 24 hours for a response.
9. [Academic Honesty and Definition of Plagiarism.](#) 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 specifies a number of behaviors that are in violation of this code and the possible sanctions. A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
  - a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
  - b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
  - c. Submitting materials from any source without proper attribution.



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- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.
10. **ATTRIBUTION DISCLOSURE: AI Text Generating Tools**
- a. Based on existing university policies – see #9, regarding plagiarism in students’ written work for academic credit, I am requiring all students to sufficiently attribute the contribution of AI text generation tool/s in written assignment submissions. The use of AI text generation in your essay does not necessarily constitute plagiarism; however, failure to disclose your use of AI text generation in written submitted work could result in a plagiarism investigation.
  - b. If you have used an AI text generation tool/s you must include the following attribution statement on the TITLE PAGE of your essay:
    1. I acknowledge the use of [insert AI system(s) and link] to [specific use of generative artificial intelligence]. The prompts used include [list of prompts]. The output from these prompts was used to [explain use].
11. **Students with disabilities** who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give the instructor early in the semester.
12. **Accessibility:** The process for receiving accommodations for your disability may be more complicated than you realize. For many universities, documentation requires access to affordable healthcare, time, printer services, and knowledge of the institution’s bureaucratic processes. You might face experiences that may not qualify you for accommodations, such as:
- Your disability is undiagnosed, self-diagnosed, or is difficult to document
  - Your disability only affects you sometimes.
  - You are injured and do not qualify for accommodations
  - Your disability is stigmatized, such as anxiety or depression
  - You may be estranged from your family or support system
  - You may be a caregiver for a sick, elderly, or young person
  - You are a single parent
  - You work a full-time, part-time, or multiple jobs
  - You are food, housing, or clothing insecure

Further, the concept of disability is rapidly changing during the COVID-19 pandemic. It is highly likely that some of our class community will be directly affected by COVID-19, and our job is to collectively show compassion and patience.

**Whatever you face, it is my responsibility as an educator to work with you to achieve the learning outcomes of LIT 2110. If I am not meeting your learning needs, please see me directly about ways I can adjust the course to your situation.**

13. **Students in Distress:** For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.
- U Matter We Care:** <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE) Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261
- Counseling and Wellness Center:** <https://counseling.ufl.edu>, 3190 Radio Road, (352) 392-1575
- Field and Fork Pantry:** <https://fieldandfork.ufl.edu>, located near McCarty B, 352-294-2208
- Student Health Care Center:** <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161



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**Please note:** I am a mandatory reporter of any known instances of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Outside of these issues, I will always talk with you confidentially about the things you are facing.

14. **Inclusivity:** To affirm and respect the identities of students in the classroom and beyond, I will do my best to refer to you by the name and/or pronouns you tell me. Please contact me at any time during the semester if you wish to be referred by a name and/or pronouns other than what is listed in the student directory or that you have included in the syllabus acknowledgment form.
15. For information on [UF Grading policies](#), see:
  - a. **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). Please contact Ms. Blount at [cblount@ufl.edu](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.
  - b. **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>
16. **Classroom behavior:** You should use computers, laptops, and e-readers for course-related activities only, including taking notes and using e-copies of readings. Checking Instagram, Twitter, Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade. Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some 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, as determined by the instructor, will result in dismissal, and accordingly absence, from the class.
17. **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.)

**Recording Policy:** Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**Grading and Assessment Rubric:**

You should strive to excel in all three of these areas in each written assignment:



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1. Content: How strong is your argument, development, and support? Does the paper offer a strong understanding of the text and is your content relevant to your argument/assignment? Do you provide adequate support, such as outside sources and textual evidence?
2. Organization: How well-structured are your paragraphs? Do your overall ideas flow well? Does the paper employ topic sentences? Do paragraphs support the thesis statement?
3. Mechanics: How frequently do you make errors in grammar, style, and spelling? Is the paper formatted correctly in MLA style?

**An A-level paper:** Follows and meets the assignment requirements. The paper has a thesis statement that is clearly articulated, supported, and is analytical. Paragraphs build and support the argument of the paper. Examples and quotes from texts are used to support ideas and claims. Writing is clear and the paper uses varied sentence structure and diction. Paper is free of most grammatical and spelling errors. MLA format is correct. The paper should have a clear conclusion that does more than just summarize.

**A B-level paper:** Follows and meets most of the assignment requirements. The paper includes a thesis, but wording may be unclear or weaker in argument. Paragraphs build on the argument, but do not necessarily offer strong connections between the text and argument. The paper does not analyze the text as in-depth as the “A” paper. Paper may have vague language, spelling and grammar errors, or superficial analysis. MLA formatting is correct. Paper includes a strong conclusion.

**A C-level paper:** Follows and meets some of the assignment requirements. Does not have a fully developed or articulated thesis statement. It is descriptive rather than analytical. Paragraphs do not engage or defend the thesis statement. Writing is disorganized, but may include some analysis of text. Paper does not incorporate sufficient textual evidence to support the main argument. MLA format has some errors. Conclusion lacks clarity.

**A D-level and below paper:** Does not meet assignment requirements. The paper lacks a developed thesis statement. Paper does not engage or defend key arguments. Does not successfully incorporate textual evidence. Paper includes disregard of proper grammar and spelling rules. Writing is vague and includes errors and weak argumentation. Does not follow MLA format. Paper does not include a conclusion.

**Grading Scale:**

- A 4.0 93-100%
- A- 3.67 90-92%
- B+ 3.33 87-89%
- B 3.0 83-86%
- B- 2.67 80-82%
- C+ 2.33 77-79%
- C 2.0 73-76%
- C- 1.67 70-72%
- D+ 1.33 67-69%
- D 1.0 63-66%
- D- 0.67 60-62%
- E 0.00 0-59%

**Tentative Weekly Schedule:**

Schedule may change throughout the semester. Schedule notes major assignment due dates, but does not note homework assignments and class activities you are required to complete. All texts are available on



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Canvas under the files tab. The syllabus also provides links to supplemental material you are required to read in advance to class and in connection to the assigned reading. The course calendar notes readings and assignments that should be completed PRIOR to each class session.





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		Schedule of Classes	Due Dates
1	8/22	Syllabus & Introduction <a href="#">MLA Format</a> <a href="#">Chimamanda Adichie - "The Danger of a Single Story"</a> <a href="#">Italo Calvino's "Why Read the Classics"</a>	
2	8/27	<b>Workshop 1:</b> How to construct a <a href="#">thesis</a> & <a href="#">close reading</a> Epic of Gilgamesh Tablet I-V, pg. 22-47 (Mesopotamia  Modern day Iraq/Syria) <a href="#">Timeline</a> In-Class: <a href="#">Background</a> & <a href="#">Ancient Mesopotamia 101</a>	
	8/29	Epic of Gilgamesh Tablet, VI-X; pg. 47-74 In-Class: <a href="#">Ted-Ed</a>	
3	9/3	<b>Workshop 2:</b> Finding Sources Overview: Background of the Ancient to the Renaissance Homer, <i>The Odyssey</i> (8 <sup>th</sup> Century BCE – Greece): Book 19 [The Queen and the Beggar] pg. 321-334	
	9/5	Homer, <i>The Odyssey</i> : Book 21 [An Archery Contest] 334-345	
4	9/10	Euripedes, <i>Medea</i> (480-406 BCE) (Greece): Pg. 411-455	
	9/12	Euripedes, <i>Medea</i> : Pg. 455-472	
5	9/17	Virgil, <i>The Aeneid</i> (70-19 BCE) (Rome): Book 4 [The Tragic Queen of Carthage]	<b>Close Reading Paper Due</b>
	9/19	<b>Rare Books Visit – Meet at Smathers East – Second Floor (Library East)</b>	
6	9/24	<i>Ramayana</i> (550 BCE) (India): pg. 635-661	
	9/26	<i>Ramayana</i> : pg. 661-669	
7	10/1	Confucius, <i>Analects</i> (551-479 BCE) (China): pg. 708-721 Perusall Annotation on Canvas (due before class)	
	10/3	<b>No Class away at conference</b> Introduction to Digital Humanities on Canvas	
8	10/8	Beowulf (9 <sup>th</sup> Century) (England): pg. 842-871 (end at "Great corpses covered the field")	
	10/10	Beowulf: pg. 871-912 (read to the end)	<b>Close Reading Analysis with Research Paper Due</b>
9	10/15	<b>Workshop 3:</b> Prospectus Development (30 min) Dante Alighieri, <i>Inferno</i> (1265-1321) (Italy): Canto I-XII; pg. 929-982	
	10/17	Dante Alighieri, <i>Inferno</i> : Canto XIII-XXIV; pg. 983-1036	
10	10/22	Dante Alighieri, <i>Inferno</i> : Canto XXV – end pg.1036-1084	
	10/24	<b>TBD Rare Books Visit – Meet at Smathers East – Second Floor (Library East)</b>	<b>Prospectus: Researched Critical Essay Due</b>
11	10/29	<i>The Thousand and One Nights</i> (14 <sup>th</sup> Century) (Arabia   Modern day Iran, Saudia Arabia, India): pg. 1088-1098	Assign peer reviewers for Draft Final Paper
	10/31	<i>The Thousand and One Nights</i> : pg. 1098-1108	
12	11/5	Jalāl al-Dīn Muḥammad Rūmī (13 <sup>th</sup> Century) Poetry (Persia): pg. 24 – 40	



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	11/7	Juan Latino (16 <sup>th</sup> – 17 <sup>th</sup> century), “On the Birth of Untroubled Times” Canvas Vicente Lusitano (16 <sup>th</sup> Century), <i>Isti Sunt Due Olive</i> -live recording   <i>Praeter rerum seriem</i>   <i>Heu me, Domine</i>   Spotify/Youtube	
13	11/12	Indigenous Creation Stories (North America) The Creation Story – Turtle Island (Ojibwe/Anishaaabe) The World on the Turtle’s Back (Haudenosaunee) Hopi Creation Myth (Hopituh Shi-nu-mu) Choctaw Creation Stories (Chata) pg. 1 – 8 <a href="#">PBS Sacred Origin Stories</a> (6 videos, 20 min watch before class)	
	11/14	<b>Workshop 4:</b> Draft Final Paper – formatting/questions/etc. <b>Watch for 11/19</b> The Globe Theatre ( <a href="#">Modern &amp; Shakespeare’s Time</a> <a href="#">Watch The Tempest with Christopher Plummer</a> )	<b>Draft Final Papers due 11/19</b>
14	11/19	Peer Review – Draft Final Paper (45 minutes) William Shakespeare, <i>The Tempest</i> (England): Act 1 Course Evaluations	<b>11/21: Last day for submissions of last critical response paper</b>
	11/21	William Shakespeare, <i>The Tempest</i> : Act 2 – end of Act 3, Scene 2	
15	11/26	<b>Asynchronous Virtual</b> William Shakespeare, <i>The Tempest</i> : Act 3, Scene 3 – End Perusall Annotation on Canvas	
	11/28	NO CLASS - HOLIDAY	<b>Digital Adaption at start of class on 12/3</b>
16	12/3	Digital Adaptation Presentations & Final Questions	
	12/5	Reading Day – no class	<b>Final Paper Due by midnight</b>