

UNIVERSITY OF FLORIDA
LIT2000 INTRODUCTION TO LITERATURE

COURSE PRE-REQUISITE: ENC 1101 or equivalent

INSTRUCTOR:
KAREN LIBBY



kmlibby97@ufl.edu

LOCATION:



T PERIOD 2-3 8:30-10:25 AM
MAT 151
TR PERIOD 2 9:35-10:25 AM
MAT 251



OFFICE HOURS

TR PERIOD 4 10:40-11:30 AM
TUR 4405 & Zoom

COURSE NUMBER 15302
SECTION NUMBER 1A35

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.

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.

Students are required to acquire the following texts:

William Shakespeare, *As You Like It*

Toni Morrison, *Beloved*

Leslie Feinberg, *Stone Butch Blues* (free online)

Marjane Satrapi, *Persepolis: The Story of a Childhood*

Other texts will be linked on or uploaded to the Canvas site.

GRADE DISTRIBUTION:

1. Attendance & Participation (10%)

Attendance: see attendance policy in “Course Policies”

Participation: I recognize that participation in a class setting can be difficult or intimidating for some students. Literature education requires active discussion and idea-sharing. This will not be a lecture-heavy class. However, I recognize that participation in a class setting can be difficult or intimidating for some students. I will do my best to foster a welcoming, positive environment. Students are expected to **closely read** the assigned review the assigned readings before class. Each week will begin with a preparatory activity or question to indicate engagement with the text. If students are unable to complete the activity, it will be assumed that they have not prepared the homework and will lose participation points. The rest of the participation grade will be determined holistically, considering: contributions to in-class discussions, discussion boards, small-group activities, completion rate of assignments, and other factors. Students will have two opportunities in the semester to reflect on and self-grade their own participation.

2. Discussion Board Questions and Responses (20%)

Before each **Tuesday** class, students are required to contribute a discussion question to the Canvas discussion boards. Before each **Thursday** class, students are required to *answer* a question posed by the instructor on the Canvas Discussion Boards.

3. Close Reading Assignment: 750 words, 15%

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.

4. 2 take-home exams (15% each—30%)

Method of assessment will be 2 unit exams (each exam is worth 15%, or together, 30% of the total grade) in weeks eight and eleven. The first exam will consist of short response essay questions. The second exam will consist of a longer-form essay prompt with a research element.

5. Critical Analysis Paper: 1,500 words, 25%

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.

CLASSROOM POLICIES:

- **COVID-19:** In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.
 - If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
 - If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
- **Attendance:** In a course with discussion-style instruction, your presence is necessary! Students who miss six or more classes cannot pass the class. Excused reasons for absence include illness (**do not come to class sick**), religious holiday, university-sponsored sport or related travel, Title IX-related incident, legal obligations, and personal or familial emergency, [and other situations noted here](#). For planned absences (university-sponsored activities and religious holidays), inform me at the beginning of the semester. For surprise circumstances, inform me ASAP, before the absence if possible, and within a few days if not. Documentation for absences may, but will not always, be requested. Note that missing a *double* session (Tuesdays) counts as 2 absences.
- **Tardiness:** Arriving late to class disrupts the discussion. If you arrive after attendance is taken, see me after class to confirm your attendance. 3 tardies equals 1 absence.
- **Technology:** Students are allowed to bring laptops into the classroom. I recognize the use of technology as an access aid. I expect attention to be dedicated to classroom lectures, discussions, and activities—technology should be an aid rather than a distraction. If use of technology is distracting you or other from the material at hand, you will be asked to put away your device.
- **Paper Format & Submission:** **All assignments must be submitted to Canvas in .docx format.** I cannot open Mac-specific file types such as .pages, and assignments submitted in file types I cannot access will receive a zero.
- **Late Papers/Assignments:** If you are unable to meet a deadline, request an extension from me **by five p.m. the DAY BEFORE the assignment is due.** Early notice for extensions allows me to adjust my grading schedule appropriately. Late papers without an agreed extension will be deducted 5% for each day late. All late work must be submitted within two weeks of the original deadline, or by the last day of class, whichever comes first. **No work will be accepted after December 12th.**

- *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.)

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)	63-66 (1.0)	62-60 (0.67)	59- (0)

GRADING RUBRIC

A	An “A” grade indicates that the project showcases insightful thought through complex analysis backed up by textual evidence, clear thesis, smooth integration of evidence through quoting/paraphrasing of primary and secondary texts, consistent use of clear language (transitions, diction, spelling, grammar). The project generates interest and shows commitment on the part of the writer. The organization of the project supports its argument. If materials are referenced, proper MLA citation style is used. There is a strong, argumentative conclusion. “A” papers are outstanding. Pluses and minus are awarded within this grade depending on exhibition of these qualities.
B	A “B” grade paper has many of the qualities of an “A” grade but needs polishing to get it to an “A.” The thesis and argument are clear but may be less complex. Textual evidence is used to support the argument but is not always well-integrated or fitting with the thesis. Language may have lapses in clarity but is still understandable. The project attempts to generate interest and commitment. Organization is clear but may have lapses. If materials are referenced, MLA citation is attempted, but there may be some errors. Conclusion may rely on summary. “B” papers are papers that express a solid argument but do so less consistently than those awarded an “A.” Pluses and minus are awarded within this grade depending on exhibition of these qualities.
C	A “C” paper is satisfactory. The project has a thesis and argument, but they are unclear and/or less developed. Thesis may also be stating a fact rather than positioning an argument. Evidence is insufficient or does not support the thesis. There are major lapses in clarity that begin to impact the understandability of the paper. Papers may rely on summary rather than analysis. Conclusion is unclear and relies on summary. Organization may be confusing. “C” papers are satisfactory but need further polishing to make their arguments persuasive. Pluses and minus are awarded within this grade depending on exhibition of these qualities.
D	A “D” paper is unsatisfactory. Thesis and argument, if present, are weak, unargumentative, and unsupported. There is little evidence to support the thesis, and citation practices are unsatisfactory. Paper is significantly unclear and/or difficult to follow. “D” papers fail to fulfill a major component of the assignment. Pluses and minus are awarded within this grade depending on exhibition of these qualities.

F/E An "F" paper is significantly unsatisfactory. Project is incomplete, plagiarized, and/or does not meet the requirements of the assignment.

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/>
<https://student.ufl.edu/minusgrades.html>

University Policies

- **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. While I must receive a documented DRC accommodation to make major changes to class procedures, I encourage students to come talk to me about any access needs, even non-documented ones. I strive to create an equitable, welcoming class environment.
- **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/>).
- **Victim Services:** Students who have experienced a crime, assault, or harassment are invited to contact the [UFPD Office of Victim Services](#), a free and confidential service that provides victim-survivors with emotional support, counselling referrals, victim advocacy, accompaniment to criminal justice processes, and more. Victim-survivors are not required to make a police report or press charges to access OVS resources.
- **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://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/>.
- **UF'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: <https://titleix.ufl.edu/>
- **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.)

CLASS SCHEDULE

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

Week	Day	Theme	Schedule	Due
WHAT IS LITERATURE?				
1	Aug. 23	The Borders of Literature	Registration [no class]	
1	Aug. 25		Chimamanda Ngozi Adichie: "The Danger of a Single Story"	
2	Aug. 30	Drama	Shakespeare, <i>As You Like It</i> acts 1-2	
2	Sept. 1		Shakespeare, <i>As You Like It</i> acts 3-5	
3	Sept. 6	Epic	Virgil, <i>Aeneid</i> , Book I	
3	Sept. 8		Virgil, <i>Aeneid</i> , excerpts from different translations	
4	Sept. 13	Poetry	Walt Whitman, "Song of Myself" Secondary reading: Purdue OWL: "Poetry Close Reading"	
4	Sept. 15		Emily Dickinson, "Essential oils are Wrung"	
5	Sept. 20	Short Story	Flannery O'Connor, "A Good Man is Hard to Find" Secondary readings : Purdue OWL "Writing About Fiction: Close Reading, Developing a Thesis, and Pre-Writing" SparkNotes, "How to Write Literary Analysis"	
5	Sept. 22		Lyn Kilpatrick, "The Man in Question"	Close Reading Exercise
6	6, Sept. 27	Unit Conclusion		
6	Sept. 29			Exam 1
WHY DO WE WRITE?				
7	Oct. 4	Self-Expression/Self-Construction	Leslie Feinberg, <i>Stone Butch Blues</i> chapters 1, 2, 7, 13, & 17	
7	Oct. 6		Leslie Feinberg, <i>Stone Butch Blues</i> chapters 21, 22, 25, 26, & afterword	
8	Oct. 11	World Making (Cosmopoiesis)	James Joyce, "The Dead" Secondary reading: TBD	
8	Oct. 13		Library research practice	
9	Oct. 18	Shaping Citizens: Moral Instruction	Toni Morrison, <i>Beloved</i> part one, chapters 1-9 Scenes from the film adaptation to be viewed in class	

9	Oct. 20		Toni Morrison, <i>Beloved</i> part one, chapters 10-18	
10	Oct. 25		Toni Morrison, <i>Beloved</i> part two, chapters 19-25	
10	Oct. 27		Toni Morrison, <i>Beloved</i> part three, chapters 26-28 Secondary reading: Madelyn Jablon, "Rememory, Dream Memory and Revision in Toni Morrison's <i>Beloved</i> and Alice Walker's <i>The Temple of My Father</i> ."	
11	Nov. 1	Unit Conclusion		
11	Nov. 3			Exam 2
WHY DO WE READ?				
12	Nov. 8	Exploration & Discovery	José Saramago, "The Tale of the Unknown Island"	
12	Nov. 10		Secondary reading: TBD	
13	Nov. 14	Moving Beyond the Self	Marianne Moore, "The Pangolin" Vanessa Robinson, "Poetry's Language of Animals: Towards a New Understanding of the Animal Other"	
13	Nov. 17		Elizabeth Bishop, "Pink Dog"	
14	Nov. 22	Finding New Selves	Jennine Capó Crucet, <i>How to Leave Hialeah: "The Next Move" or "How to Leave Hialeah"</i> (groups decided in class)	
14	Nov. 24	THANKSGIVING [NO CLASS]		
15	Nov. 29	New Ways of Seeing	Marjane Satrapi, <i>Persepolis: The Story of a Childhood</i> Scott McCloud, <i>Understanding Comics</i> chapter 1	
15	Dec. 1		Marjane Satrapi, <i>Persepolis</i> Scenes from the animated adaption to be viewed in class	
16	Dec. 6	Conclusion: Where to Now?	Helen Vendler, How to welcome and nurture the poets and painters of the future , Brent Orrell, "Are We Creating a STEM Dead End?"	
16	Dec. 8	READING DAYS [NO CLASS]		
Finals Week		Critical Analysis Paper due December 12th. No assignments will be accepted after December 12th.		