

LIT 2000: Introduction to Literature

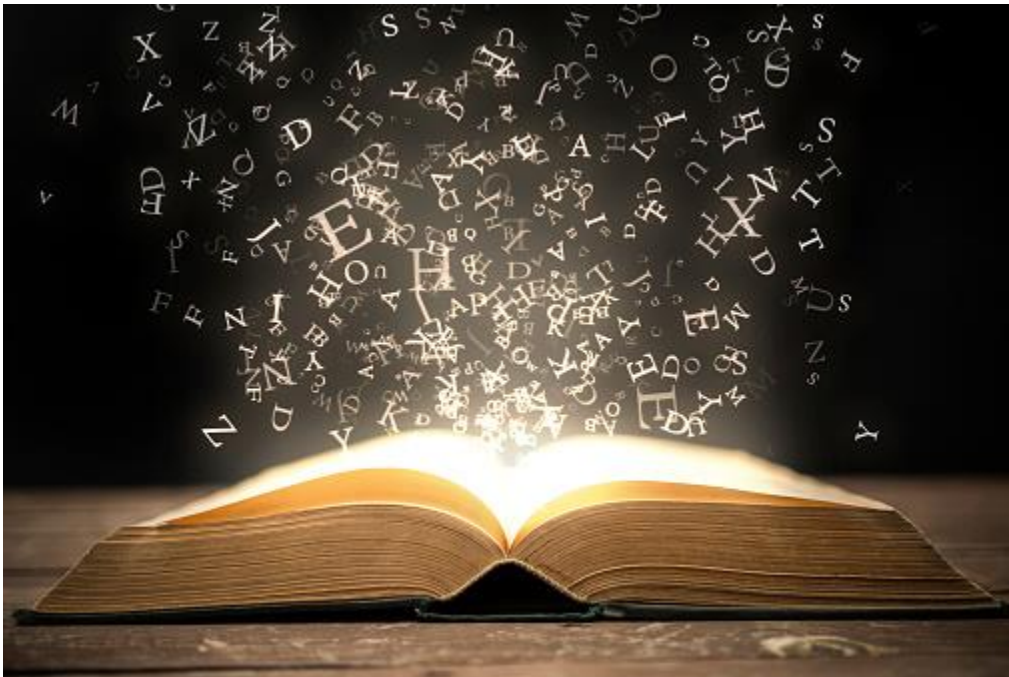
INSTRUCTOR INFORMATION:

Instructor	Brianna Anderson
Office	Turlington 4365
Office Hours	TBA
E-Mail	Brianna.anderson@ufl.edu

COURSE INFORMATION:

Time	Period 6 (12:50 to 1:40 pm) on MWF
Location	MAT 0018
Section	17CB

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.

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

PDF versions of all assigned texts will be provided by the instructor in Canvas.

GRADE DISTRIBUTION

Assignment	Point Value	% of Final Grade
Group Discussion Reports + Active Participation	150 points	15%
Class Discussion Leader Presentation	150 points	15%
Image/Text Adaptation Project + Artist's Statement	250 points	25%
Critical Annotation Activity	150	15%
Midterm and Final Exam	150 points each = 300 points	30%

ASSIGNMENTS

Group Discussion Reports and Active Participation (15% of final grade): Throughout the semester, our classes will revolve around small-group discussions and whole-class conversation. You should come to each class having read the assigned materials and be prepared to share the questions and insights you formed during your independent reading. At the end of each class, I will collect a short, informal report of what you talked about with your group as you considered the day's discussion questions. Additionally, I expect you to listen and respond attentively to the contributions of your classmates. Consistent, thoughtful participation earns an A.

Class Discussion Leadership (15% of final grade): Each student will be required to lead one class discussion by giving a **7- to 10-minute-long** presentation and then guiding the class through **3 to 4** discussion questions. While all students are responsible for completing all readings and participating in all discussions, the discussion leader is further responsible for finding background information about the assigned text to ground and extend discussion. Presentations may provide additional historical or social context for the text; analyze themes or motifs in the text; perform a close reading of a specific scene, passage, or image(s); or synthesize and draw connections to a relevant secondary article not included on the syllabus. These presentations will serve as a springboard for class discussions.

During the week preceding their presentation, students will meet or email with the instructor and the other student(s) presenting on their chosen text to discuss their topics and questions.

Image/Text Adaptation Project + Artist's Statement (25% of final grade): For this assignment, you will build on the image/text principles we have examined in class by creating your own comic, picture book, or zine that adapts a text we have read in class into image/text form. You will also write a short artist's statement (500-750 words) that explains the creative and ethical choices that you made while producing your image/text. Image/Text projects may be created using digital or physical tools or a combination of the two. They should be at least 12 pages long.

Critical Annotation Activity (15% of final grade): Our discussions will emphasize close-reading and critical analysis of a variety of genres and texts. You will complete one annotation activity, which will be accompanied by a 1 to 2 page write up that analyzes how your annotations contribute to a larger interpretation of the text. Instructions will be provided in class.

Midterm and Final Exam (30% of final grade (15% each)): At the midpoint and end of the semester, you will have a cumulative, take-home exam that will measure your ability to critically engage with the key concepts and texts that we have analyzed throughout the semester. The exams will comprise of multiple-choice questions and short essay questions based on readings, lectures, discussions, and your peers' presentations.

COURSE SCHEDULE

READINGS AND DUE DATES	
Week 1: Introduction	
Wednesday 1/5	Introductions and Course Overview
Friday 1/7	Chimamanda Ngozi Adichie, “ The Danger of a Single Story ”
Unit 1: What is Literature?	
Week 2: Epic	
Monday 1/10	Sign up for Class Discussion Co-Leadership slots Wesley Morris, “ Who Gets to Decide What Belongs in the ‘Canon’? ”
Wednesday 1/12	Homer, <i>The Odyssey</i> , Book I
Friday 1/14	<i>Myth & Monsters</i> , Episode 1: “Heroes and Villains”
Week 3: Fairy Tales	
Monday 1/17	No class: Martin Luther King, Jr. Day
Wednesday 1/19	Charles Perrault, “Little Red Riding Hood” and Roald Dahl, “Little Red Riding Hood and the Wolf” Presenter: _____
Friday 1/21	Angela Carter, “The Company of Wolves” Presenter: _____
Week 4: Drama	
Monday 1/24	Lorraine Hansberry, <i>A Raisin in the Sun</i> , Act 1 Presenter: _____
Wednesday 1/26	Lorraine Hansberry, <i>A Raisin in the Sun</i> , Act 2
Friday 1/28	Lorraine Hansberry, <i>A Raisin in the Sun</i> , Act 3 Presenter: _____

Week 5: Poetry	
Monday 1/31	Sandra Cisneros, <i>My Wicked, Wicked Ways</i> (excerpts) Presenter: _____
Wednesday 2/2	Layli Long Soldier, “ WHEREAS ” and “ Obligations 2 ” Presenter: _____
Friday 2/4	Audre Lorde, “ Power ” and Amanda Gorman, “ In This Place (An American Lyric) ”
Week 6: Short Stories	
Monday 2/7	Viet Thanh Nguyen, “ The War Years ” Presenter: _____
Wednesday 2/9	Bryan Washington, <i>Lot: Stories</i> (“Lockwood” and “Alief”) Presenter: _____
Friday 2/11	No class – Instructor at conference Due: Critical Annotation Activity
Unit 2: Why Write Literature?	
Week 7	
Monday 2/14	Toni Morrison, <i>The Bluest Eye</i> , “Foreword” to the end of “Autumn” Presenter: _____
Wednesday 2/16	Toni Morrison, <i>The Bluest Eye</i> , “Winter” Presenter: _____
Friday 2/18	Toni Morrison, <i>The Bluest Eye</i> , “Spring” Presenter: _____

Week 8	
Monday 2/21	Toni Morrison, <i>The Bluest Eye</i> , “Summer” Presenter: _____
Wednesday 2/23	Visit to the Baldwin Library of Historical Children’s Literature
Friday 2/25	Due: Midterm Exam
Week 9	
Monday 2/28	Ama Ata Aidoo, <i>Our Sister Killjoy</i> Presenter: _____
Wednesday 3/2	Ama Ata Aidoo, <i>Our Sister Killjoy</i> Presenter: _____
Friday 3/4	Ama Ata Aidoo, <i>Our Sister Killjoy</i>
Week 10: Spring Break	
Monday 3/7	No class: Spring Break
Wednesday 3/9	No class: Spring Break
Friday 3/11	No class: Spring Break
Week 11	
Monday 3/14	Rigoberta Menchu, <i>I, Rigoberta Menchu</i> , “Introduction” through “Life in the community” Presenter: _____

Wednesday 3/16	Rigoberta Menchu, <i>I, Rigoberta Menchu</i> , “Death of her friend by poisoning” through “Political activity in other communities”
Friday 3/18	Rigoberta Menchu, <i>I, Rigoberta Menchu</i> , “The torture and death of her little brother” to the end
Unit 3: Why Write Literature?	
Week 12	
Monday 3/21	Carmen Maria Machado, <i>Her Body and Other Parties</i> , “The Husband Stitch,” “Inventory,” and “Mothers”
Wednesday 3/23	Carmen Maria Machado, <i>Her Body and Other Parties</i> , “Especially Heinous, Real Women Have Bodies,” and “Eight Bites”
Friday 3/25	Carmen Maria Machado, <i>Her Body and Other Parties</i> , “The Resident and “Difficult at Parties”
Week 13	
Monday 3/28	Gene Luen Yang, <i>American Born Chinese</i>
Wednesday 3/30	Gene Luen Yang, <i>American Born Chinese</i>
Friday 4/1	Gene Luen Yang, <i>American Born Chinese</i> Due: Second Annotation Activity
Week 14	
Monday 4/4	Brian Selznick, <i>The Invention of Hugo Cabret</i>
Wednesday 4/6	Brian Selznick, <i>The Invention of Hugo Cabret</i>
Friday 4/8	Brian Selznick, <i>The Invention of Hugo Cabret</i>
Week 15	
Monday 4/11	Brian Selznick, <i>The Invention of Hugo Cabret</i>
Wednesday 4/13	Brian Selznick, <i>The Invention of Hugo Cabret</i>
Friday 4/15	Gregory Currie, “Does Great Literature Make Us Better?”

Week 16	
Monday 4/18	Wrapping Up Due: Image/Text Adaptation Activity
Wednesday 4/21	Final Exam Review Day
Friday 4/22	No Class: Reading Day
Week 17	
Monday 4/25	Final Exam Due

COURSE POLICIES

Attendance: This class is heavily discussion-based, so attendance is mandatory. You are allowed to miss two classes without explanation. **Each unexcused absence after two will lower your final grade by 3%. Students who accrue six unexcused absences will fail the course.**

Requirements for class attendance and make-up exams, assignments, and other work in this class are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Tardiness: I may take attendance at the beginning or end of class. Latecomers (more than 5 minutes tardy) receive partial absences and must see me after class so that I know you attended.

Late Papers/Assignments: Assignments that are submitted late will lose ten percent off their final grade for each day that they are late. After three days, I will not accept late assignments.

Generally, I am quite flexible about granting short (1 to 2 day) extensions with no grade penalties, particularly for students who have consistently submitted previous work on time or who are dealing with challenging external circumstances, illness, etc. **However, I will only grant extensions if you request one BEFORE the assignment deadline.** If you submit an assignment late with no explanation and without my pre-approval, you will be subject to the grade penalties outlined above.

Classroom Behavior: Classroom discussion should be civil and respectful to everyone and relevant to the topic we are discussing. The issues that we are discussing are controversial and have no easy solutions, and everyone is entitled to their opinion. While you are certainly allowed to disagree with each other and (the instructor!), you should present your viewpoint in a polite and constructive manner. I will not tolerate any rude, coarse, or offensive remarks based upon race, gender, ability, or sexual identity, in written assignments or in class discussion. Dismissive, rude behavior will result in dismissal from class.

Paper Format & Submission: All papers should be formatted per MLA 8th edition standards (TNR 12, double-spaced, one-inch margins, MLA header, and MLA citations) and submitted to the assignment on Canvas as a .doc or .docx file. **Please note that failure of technology is not an excuse for missing or late assignments, so plan your time accordingly.**

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

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 (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>

Plagiarism can occur even without any malicious intent to deceive if you fail to understand and employ proper documentation techniques. When in doubt, ask for help!

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.

Wellness/Counseling: Students who are in distress or who are in need of counseling or urgent help: please contact <https://umatter.ufl.edu/> or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

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/about/title-ix-rights/>

Grading Policies: For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

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; cblount@ufl.edu). Grade appeals may result in a higher, unchanged, or lower final grade.

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>

GRADING RUBRIC

A-Level Assignments demonstrate a thoughtful, critical, engaging, and creative interpretation of the text. They present complex, original arguments that are fully supported with evidence and skillfully draw on outside sources. They use clear scholarly prose and have strong organization to ensure that the reader can easily follow the overall argument.

B-Level Assignments are competent papers that are competently organized, well-developed, and relatively free of errors, but they may be somewhat less critical or original than an A-level assignment. While the argument is generally logical, it may have gaps in thoroughness or lack focus. Secondary sources may not be as skillfully incorporated as A-level assignments, and the chosen supporting evidence may not help further the author’s own argument.

Both A-level and B-level assignments will contain proper MLA citations and formatting with

few to no errors, and they will be carefully proofread to avoid recurrent grammatical errors.

C-Level Assignments have poorly developed arguments and may lack adequate secondary sources. The paper's structure may be disorganized and the writing may include significant errors that hinder the reader's comprehension. While the paper may competently summarize a text and point out themes, they lack strong, coherent, and original arguments.