

UNIVERSITY OF FLORIDA  
LIT2000 INTRODUCTION TO LITERATURE  
SYLLABUS  
Fall 2022

**Instructor Name:** Ms. Claudia Mitchell

**Course:** LIT2000

**Section:** 1A31

**Class#:** 15287

**Course meeting times:** MWF, Period 4 (10:40am-11:30am)

**Classroom:** MAT 0251

**Office Hours:** M, Period 6/7; Location TBD

**Course website:** Canvas

**Instructor Email:** claudiamitchell@ufl.edu

**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.

**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.

**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:

- *Aeneid*, (Books I & IV) Virgil
- *The Merchant of Venice*, Shakespeare (Folger Shakespeare Library version recommended)
- "Essential Oils are Wrung," Emily Dickinson
- "My Last Duchess", Robert Browning
- "A Good Man is Hard to Find," Flannery O'Connor
- "Moons of Jupiter," Alice Munro
- *I, Rigoberta Menchu*, Rigoberta Menchu (translation by Ann Wright)
- *Swann's Way*, Marcel Proust (translation by C.K. Scott Monsneff)
- *Beloved*, Toni Morrison
- "The Fish," "Roosters," and "Pink Dog," Elizabeth Bishop
- Excerpts from *Don Quixote*, Cervantes (translation by John Ormsby)
- *Sister Killjoy*, Ama Ata Aidoo
- *Persepolis*, Marjane Satrapi

Nearly all of these texts are available for free online in some form.

The texts which are translated may vary across editions, since some will be different translations of the original text. The translations noted above are the ones I will be teaching from, but **reading a different translation for the class is not an issue**, and will in fact enhance our class discussions of translation as an art form.

Feel free to also check these books' availability on [the UF Smathers Library website](#) and the [Alachua County Libraries website](#).

Here is the website of a local book vendor, [Third House Books](#), where you can place your book orders.

Here are other, nation-wide book vendor alternatives for you to place your textbook orders with: [Bookshop](#) (the latest, hippest, online book market for independent booksellers) [AbeBooks.com](#) (second hand, affordable; potentially longer receipt time) [Amazon Books](#)

Any additional required readings will be provided in-class.

### **Grade Distribution:**

1. Attendance & Participation (10%)
2. 4 Brief Responses (20%)
3. 1 Close Reading of a literary text or passage (15%)
4. 1 Critical Analysis paper (25%)
5. Midterm (Take-Home) Exam (15%)
6. Final (Take-Home) Exam (15%)

#### ***1. Attendance & Participation (10%)***

Students are expected to read the assigned readings before class. Consistent contribution to class discussions, participation in in-class activities, and demonstrated knowledge of the assigned readings will contribute to this portion of the final grade. You should come to class each day with one typed or written question or observation to raise during class discussion and hand in during class for credit. Also be certain to bring your texts to class every day—either electronic copies, print-outs, or books – and paper and pen or pencil with which to write.

**Attendance:** Attendance is mandatory and will be assessed by class roll. Students will 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.

**Participation:** Students are expected to review the assigned readings before class. Each week will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose 1%. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade.

#### ***2. Brief Responses (20%)***

**Five** times over the course of the semester students are required to write a brief (300 word) response to the week's reading. **These responses must be uploaded to our course Canvas discussion board BEFORE class the day on which they are due.** Discussion boards will be available to students each week (excepting weeks when a major assignment is due, and holiday weeks like Thanksgiving). Students can choose any four of the posted discussion boards throughout the semester to make their four required responses.

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; completion of these comments will be included in the final grade.

### ***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 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. 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.

All students, whatever their grade, will have the option to rewrite the essay.

### ***5. Midterm and Final Exams (30%)***

Method of assessment will be 2 online take-home exams (each exam is worth 15%, or together, 30% of the total grade). Take-home exams will be distributed online (via Canvas) and will be two hours in length. The exams will be comprised of short answer *and short essay* questions based on readings, lectures and discussion sections. Submitted exams will be assessed for evidence of collusion.

## **Course Policies**

**Completion Policy:** You must complete all assignments to receive credit for this course.

**Attendance Policy:** This class will be primarily discussion-based, and attendance and participation are both extremely important to your success in the course. Attendance at each class session is expected with the exception of up to three unexcused absences, and any excused absences. Absences will be excused in accordance with UF policy. Excused absences include those involving university-sponsored events, such as athletics and band, religious holidays, and absences due to illness or injury

(<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. More than three unexcused absences will result in a lowered course grade. There will be a separate participation grade that will be evaluated based on your level of active engagement in class. This grade will take into consideration your participation in class discussion, your attentiveness in lectures, and your engagement in class activities.

**Late Policy:** Attendance will be taken at the beginning of class. If a student is late, they are responsible for speaking with the instructor after class to ensure they were counted as present. Such lateness distracts other students and the instructor and will affect the student's final participation grade. Students will lose 0.5% from their final grade each time they arrive late.

**Cell phone policy:** Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's final grade.

**Paper Format & Submission:** Class assignments are to be submitted via Canvas, in .doc or .docx format. Papers in .pages format will not be accepted. Remember to convert your paper to .docx format before submitting it to Canvas if you are not writing in Microsoft Word.

**Late Papers/ Assignments Policy:** Work submitted late without a previously-arranged extension will receive an automatic lowered score of one letter grade per day late.

**"Hurricane" Policy:** Here in Florida, we sometimes cancel classes or postpone assignment due dates during hurricane season in the event of severe weather. In these instances, the University and instructors recognize that personal health and safety comes first—meaning, before classwork. Likewise, I understand that sometimes students will experience extenuating circumstances that prevent them from submitting assignments on time—our own personal hurricanes. Students in this class may submit to me a "hurricane policy request" once during the semester. No documentation or personal details regarding the reason for the extension need be submitted as part of this request. In response to the request, I will grant a no-questions-asked assignment deadline extension. Additional extension requests will require documentation.

#### **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.

**UF 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 (cblount@ufl.edu), in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

**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; <http://www.counseling.ufl.edu/cwc/>).

**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://evaluations.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://evaluations.ufl.edu>.

**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)

**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/>

**MAIN GRADING CATEGORIES**

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide	Documents make only weak generalizations, providing little or no support, as in summaries or

	only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

### Class Schedule

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

#### UNIT 1 – WHAT IS LITERATURE?

8/24-8/26

##### WEEK 1

##### *Introduction: The Borders of Literature*

**Wednesday:** Introducing Syllabus & Class Expectations; Chimamanda Ngozie Adichie, "The Danger of a Single Story" (in-class viewing)

**Friday:** Martin Luther King, "I Have a Dream" speech text and audio:

<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>

(In-class listening)

8/29-9/2

##### WEEK 2

##### *Drama*

**Monday:** Shakespeare, *The Merchant of Venice*, Act 1

**Wednesday:** *The Merchant of Venice*, Act 2

**Friday:** *The Merchant of Venice*, Act 3

9/5-9/9

##### WEEK 3

##### *Drama*

**Monday:** NO CLASS, Labor Day Holiday

**Wednesday:** *The Merchant of Venice*, Acts 4 & 5

**Friday:** Viewing (in-class): *The Merchant of Venice* stage production (clips)

9/12-9/16

**WEEK 4**

***The Epic / Translation as Art***

**Monday:** Virgil's *Aeneid*, Books I & IV

**Wednesday:** Continued discussion of *Aeneid*

**Friday:** Listen: NPR, "The Art of Translation"

9/19-9/23

**WEEK 5**

***Poetry***

**Monday:** NO CLASS Monday; Labor Day

**Wednesday:** Emily Dickinson, "Essential oils are wrung"

**Friday:** Robert Browning, "My Last Duchess"

9/26-9/30

**WEEK 6**

***Short Story***

**Monday:** Flannery O'Connor, "A Good Man is Hard to Find"

**Wednesday:** Alice Munro, "The Moons of Jupiter"

**Friday:** CLOSE READING ASSIGNMENT DUE FRIDAY

## UNIT II – WHY DO WE WRITE LITERATURE?

10/3-10/7

**WEEK 7**

***World-Making***

**Monday:** Marcel Proust, *Swann's Way* (excerpt: "Swann in Love," first half)

**Wednesday:** "Swann in Love," second half

**Friday:** NO CLASS Friday; Homecoming

10/10-/10/14

**WEEK 8**

***Self-Expression and Self-Construction***

**Monday:** Rigoberta Menchú, *I, Rigoberta Menchú*, Ch. I-XII

**Wednesday:** *I, Rigoberta Menchú*, Ch. XIII-XXIV

**Friday:** MIDTERM TAKE-HOME EXAM FRIDAY

10/17-10/21

**WEEK 9**

***Shaping Citizens***

**Monday:** *I, Rigoberta Menchu*, Ch. XXV-XXXIV

**Wednesday:** Watch (in-class): Toni Morrison Interview

**Friday:** *Beloved*, Ch. 1-7

10/24-10/28



WEEK 10     *Shaping Citizens: Moral Instruction*  
Monday: *Beloved*, Ch. 8-14  
Wednesday: *Beloved*, Ch. 15-21  
Friday: *Beloved*, Ch. 21-28 (End)

UNIT III     *WHY READ LITERATURE?*

10/31-11/4

WEEK 11     *Exploration and Discovery*  
Monday: Cervantes, *Don Quixote* (excerpts, part 1)  
Wednesday: Cervantes, *Don Quixote* (excerpts, part 2)  
Friday: Continued discussion on *Don Quixote*  
**CRITICAL ANALYSIS PAPER DUE FRIDAY**

11/7-11/11

WEEK 12     *Moving Beyond the Self*  
Monday: Elizabeth Bishop, "The Fish," "Roosters," "Pink Dog"  
Wednesday: Elizabeth Bishop, continued discussion  
Friday: **NO CLASS, Veteran's Day**

11/14-11/18

WEEK 13     *New Ways of Seeing*  
Monday: Marjane Satrapi, *Persepolis 1: The Story of a Childhood*  
Wednesday: *Persepolis 2: The Story of a Return*  
Friday: Viewing (in-class): *Persepolis*

11/21-11/25

WEEK 14     *New Ways of Seeing*  
Monday: Viewing (in-class): *Persepolis*  
**NO CLASS Wednesday; NO CLASS Friday; Thanksgiving**

11/28-12/2

WEEK 15     *Finding New Selves*  
Monday: Ama Ata Aidoo, *Sister Killjoy* (pages 1-50)  
Wednesday: Ama Ata Aidoo, *Sister Killjoy* (page 51-100)  
Friday: Ama Ata Aidoo, *Sister Killjoy* (page 100-134)

12/5-12/7

WEEK 16     *Conclusion: Where to now?*  
Monday: Helen Vendler, "How to Welcome and Nurture the Poets and Painters of the Future"  
Wednesday: **FINAL CLASS DAY; TAKE-HOME FINAL EXAM DUE**