

**UNIVERSITY OF FLORIDA
LIT2000 INTRODUCTION TO LITERATURE
FALL 2015**

INSTRUCTOR INFORMATION:

Instructor	NaToya Faughnder
Office	Turlington 4335
Office Hours	Tuesdays 12:30-2:30 or by appointment
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COURSE INFORMATION:

Time	MWF 1:55-2:45 (Period 7)
Location	LIT 0219

COURSE PRE-REQUISITE: ENC 1101

COURSE DESCRIPTION :

This course examines the role literature has played in individuals' lives and in society. It is centered on three 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 contexts 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 relationship to 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 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:

- Virgil, *Aeneid*, Book I (link and PDF)
- Shakespeare, *The Merchant of Venice* (bookstore)
- Jorge Luis Borges, “The Aleph” and Alice Munro, “The Moons of Jupiter” (ARES)
- Camara Laye, *The Dark Child* (bookstore)
- James Joyce, “The Dead” (ARES)
- Toni Morrison, *Beloved* (bookstore)
- Italo Calvino, *Invisible Cities* (bookstore)
- Elizabeth Bishop, “The Fish,” “Roosters,” and “Pink Dog” (ARES)
- Ama Ata Aidoo, *Sister Killjoy*
- Marjane Satrapi, *Persepolis* (bookstore)
- other short reading and poetry listed on schedule (link on syllabus)
- ARES refers to the UF library’s electronic reserves

The Michael Radford/Al Pacino film of *The Merchant of Venice* is available here and on reserve in the library:

https://ufl.instructure.com/files/2500i824/download?download_frd=i

ADDITIONAL MATERIALS:

For access to literary terms, I am providing a link to *A Glossary of Literary Terms*:

https://ufl.instructure.com/files/2500i252/download?download_frd=i

Please consult this glossary for definitions of literary terms (such as genre, metaphor, allusion, or symbol, to name a few) when they arise in class or in assignments.

Also, please note that many of the materials listed with links on the syllabus also appear under “Files” on Canvas in full text.

GRADE DISTRIBUTION :

- Attendance & participation/in-class discussion (15%)
- 10 Brief Responses (20%)
- 1 Close Reading of a literary text or passage (20%)
- 1 Critical Analysis paper (25%)
- 1 In-class Exam (20%)

ATTENDANCE & PARTICIPATION (15%)

Attendance:

Attendance is mandatory and will be taken daily. Late arrivals to class will count for half an absence. Students will lose 1% from their final grade for every unexcused absence.

Absences will be excused only 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 and for making up all assignments. Students are responsible for all work covered in class, all announcements, and all changes to the syllabus made in class.

Participation: Students are expected to review the assigned readings before class. Each class will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, they will lose participation points. Consistent participation in class discussions and continually demonstrating knowledge of the assigned readings will also contribute to this portion of the final grade. **Bring texts to class every day—either electronic copies, print-outs, or books.**

10 BRIEF RESPONSES (20%)

10 times over the semester, students are required to write a brief (300-500 word) response on the day's reading. **Specific prompts are posted on Canvas.** Students will be divided into Group A and Group B; your prompt and response due date will be specified by your Group.

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. Papers will be graded on a 10-point scale, with 10 being the very best, and so on.

Due dates for these responses are clearly indicated on your class schedule.

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.

The Close Reading assignment is due during the 5th week of the semester.

CRITICAL ANALYSIS PAPER: 1,500 WORDS (25%)

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. Although students will work within the framework of concepts or ideas introduced in class, this assignment is not a research paper.

The Critical Analysis assignment is due during the 8th week of the semester.

**The papers (close reading and critical analysis) will be graded on a 100-point scale.

TAKE-HOME EXAM (20%)

This exam will consist of short answer questions and identifications, as well as one essay question. This assignment will be graded on a 100-point scale.

*****please note: all written assignments must be typed, Times New Roman or Ariel, 12, double spaced, and printed copies must be on white paper. Students can print up to 250 pages a semester free of charge in the computer lab of the Reitz Union (ground floor).*****

CLASSROOM POLICIES :

- **Makeup Policy: Except in the case of certified illness or other UF accepted excuse, there will be no make-up option for a missed exam or late assignment.**
(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes and produce documentation of their illness or emergency.
- **Late Policy:** 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 and laptop policy:**
- Students must turn cell phones to silent before coming to class. **Cell phones may never be used in 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. Students may use laptops in class only to view texts under discussion. A student who surfs the internet or uses Facebook, etc. in class will lose 1% from the final grade for each occurrence.

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/ugrad/current/regulations/info/grades.aspx>
<http://www.isis.ufl.edu/minusgrades.html>

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

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

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 (<http://www.dso.ufl.edu/drc/>) for information about available resources for students with disabilities.

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>.

CLASS SCHEDULE

Students should note that the schedule is a guideline and may change; students are responsible for all changes made to the syllabus and all changes announced in class, even if they are absent on the day of the announcement. It is each student's responsibility to keep up with the readings and all assignments.

UNIT 1: WHAT IS LITERATURE?

WEEK 1 Aug 24-28

Aug 24: Introduction

Aug 26: Terry Eagleton, *Literary Theory: An Introduction* (1983), pp. 1-15 (ARES)
https://ufl.instructure.com/files/2Fj48i88/download?download_frd=i

Aug 28: Calvino, *Why Read the Classics* (Canvas)

WEEK 2 Epic: Aug 31-Sept 4

Group A Response Due Aug. 31

Group B Response Due Sept. 2

Virgil, *Aeneid*, Book I

www.poetryintranslation.com/PITBR/Latin/fVirgilAeneidI.htm

https://ufl.instructure.com/files/2.4001264/download?download_frd=i

Also read Dorothy Parker's "Penelope" and Robert Lowell's "Falling Asleep over the Aeneid" <http://writersalmanac.publicradio.org/index.php?date=20i2/08/15>;
<http://www.poetryfoundation.org/poem/178940>

WEEK 3 Drama: Sept 7-11

Group A Response Due Sept. 7

Group B Response Due Sept. 9

Sept 7, 9, 11: Shakespeare, *The Merchant of Venice*

View film of *The Merchant of Venice*:

<https://drive.google.com/file/d/oBxAxagnOogUINFhOVFNTbiZsamM/>

WEEK 4 Poetry Sept 14-18

CLOSE READING ASSIGNMENT ASSIGNED MONDAY SEPT 14

Monday Sept. 14:

Robert Browning: "My Last Duchess"

<http://www.poetryfoundation.org/poem/173024>

Billy Collins: "Introduction to Poetry"

<http://www.poetryfoundation.org/poem/17606>

Wednesday Sept. 16:

Christina Rossetti: "Goblin Market"

<http://www.poetryfoundation.org/poem/174262>

Friday Sept. 18:

Dominique Christina and Denice Frohman: "No Child Left Behind"

<https://www.youtube.com/watch?v=RHSqUvi6GUU>

Sherman Alexie: "How to Write the Great American Indian Novel"

<http://www.poetryfoundation.org/poem/227270>

Elizabeth Acevedo: "Hair"

<https://www.youtube.com/watch?v=osvS78NwvY>

WEEK 5 Short Stories Sept. 21-25

CLOSE READING FULL DRAFT DUE MONDAY SEPT 21

Mon., Sept. 21:

Group Discussion/Review of Close Readings

Wed., Sept. 23:

Jorge Luis Borges, "The Aleph" (ARES)

https://ufl.instructure.com/files/25148185/download?download_frd=i

Fri., Sept. 25:

Alice Munro, "The Moons of Jupiter" (ARES)

https://ufl.instructure.com/files/2Eji48iQi/download?download_frd=i

WEEK 6 Review and Test Week Sept 28-Oct 2

CLOSE READING REVISED DRAFT DUE MONDAY WEDNESDAY SEPT. 30

WEEK 7 Oct 5-9

Oct 5, 7, 9: James Joyce, "The Dead" (ARES)
https://ufl.instructure.com/files/24148104/download?download_frd=i

UNIT 2: WHY DO WE WRITE?

WEEK 8 Oct 12-16

Mon., Oct. 12:
Camara Laye, *The Dark Child*

Wed., Oct. 14:
Camara Laye, *The Dark Child*

Fri., Oct. 16:
Camara Laye, *The Dark Child*

CRITICAL ANALYSIS REVISED DRAFT DUE WEDNESDAY, OCT. 14

WEEKS 9 Oct 19-23

Oct. 19, 21, 23 Toni Morrison, *Beloved*

WEEK 10 Oct 26-30

Oct 26, 28, 30 Toni Morrison, *Beloved*
Take home exam, Due Monday Nov 2nd.

UNIT 3: WHY DO WE READ?

WEEK 11 Nov. 2-6, No class Nov. 6

Italo Calvino, *Invisible Cities*

WEEK 12 Nov. 9-13, No class Nov. 11

Italo Calvino, *Invisible Cities*

WEEK 13 Nov. 16-20

Ama Ata Aidoo *Our Sister Killjoy* (bookstore)

WEEK 14 Nov. 23-27

(NOV 25-27: NO CLASS, THANKSGIVING)

Monday, Nov 23: Elizabeth Bishop, "The Fish," "Roosters," and "Pink Dog" (ARES)
https://ufl.instructure.com/files/2Fji48iQ6/download?download_frd=i

WEEK 15 Nov 30-Dec 4

Nov, 30, Dec, 2, Dec. 4: Satrapi *Persepolis*

WEEK 16 Dec. 7-11

Review the first reading of the course (“What is Literature”) by Terry Eagleton and then compare:

Gregory Currie, “Does Great Literature Make Us Better?”

http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0