

LIT 2000: Introduction to Literature – Section 17B8

Instructor Name: Vincent Wing

Course meeting times & locations: MWF 4th Period (10:40-11:30AM)

Office Location and Hours: TURL 4415; M: 11:45-12:45 and by appointment

Course website: Canvas

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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?* LIT 2000 introduces students to a diverse range of literary genres, from different national traditions and historical periods.

Among the primary aims of this course is to help students develop critical skills of literary 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

The following texts are available on Canvas:

Jorge Luis Borges, "The Aleph"

Dante, *Inferno*, Cantos I & XXVI

Gregory Currie, "Does Great Literature Make Us Better People?"

Emily Dickinson, *The Poems of Emily Dickinson*:

"I dwell in Possibility"

"After great pain, a formal feeling comes"

“Much madness is divinest sense”
 “My life had stood - a Loaded Gun”

Terry Eagleton, “What is Literature?”

Homer, *The Odyssey*, Book XIX

Langston Hughes, “Ballad of the Landlord,” “Harlem (What happens to a dream deferred)”

James Joyce, “The Dead”

Alice Munro, “The Moons of Jupiter”

Sylvia Plath, “The Colossus”

Students should purchase the following texts:

Carlo Levi, *Christ Stopped at Eboli* – ISBN 9780374530099

Primo Levi, *Survival in Auschwitz* – ISBN 9780684826806

Toni Morrison, *Beloved* – ISBN 9781400033416

Marjane Satrapi, *Persepolis* – ISBN 9780375714832

William Shakespeare, *The Merchant of Venice* – ISBN 9780743477567

Jonathan Swift, *Gulliver’s Travels* – ISBN 9780393957242

GRADE DISTRIBUTION (see below for Grading Scale)

- Participation and in-class discussion (20%)
- 4 Brief Responses (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)
- 1 Midterm Exam (20%)

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 may miss up to three classes without penalty. After three unexcused absences, you will lose 3% off your final grade for each additional unexcused absence. If you miss two full weeks of class (6 unexcused absences), you will automatically fail the course. Arriving late to class three times will count as one absence. 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:
 (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).
3. *If you miss a class, you are responsible for seeking out what was covered in class and making up all assignments. Students are responsible for all work covered in class, all announcements, and all changes to the syllabus made in class.*
4. Paper Format & Submission: Except for the Responses, which will be submitted to the Discussion Boards on Canvas, all papers should be formatted per MLA standards (Times New Roman size 12, double-spaced, one-inch margins, MLA header) and submitted to the assignment’s Dropbox on Canvas as a .doc or .docx. (Canvas cannot process mac files)
5. Late Papers/Assignments: Papers that are submitted late will lose ten percent off their final grade for each day that they are late. After three days, late papers will not be accepted. **Late Responses will not be accepted late.**
6. Paper Maintenance Responsibilities: Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

7. Academic Honesty and Definition of Plagiarism: Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
8. Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
9. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
10. 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). Grade appeals may result in a higher, unchanged, or lower final grade.
11. 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>
12. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
13. Classroom behavior: No rude or offensive remarks based upon race, gender, ability, or sexual identity will be tolerated, either in the classroom or in written submissions. Do not use cell phones in class. Electronics should be limited to tablets and laptops and should only be used for class-related tasks.
14. 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: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

READING SCHEDULE

Note: you will be expected to have read the texts listed on each day prior to that day's discussion.

	Monday	Wednesday	Friday
Unit One: What is Literature?			
Week One (1/8)	Syllabus and Course Overview	Eagleton, "What is Literature?"	Dante, <i>Inferno</i> , Cantos I & XXVI
Week Two (1/15)	MLK Day- No Class	Dante, <i>Inferno</i> , Cantos I & XXVI cont.	Shakespeare, <i>Merchant of Venice</i> Acts I & II
Week Three (1/22)	<i>Merchant of Venice</i> Act III	<i>Merchant of Venice</i> Acts IV & V	Dickinson, "Much madness"; "My life had stood"
Week Four (1/29)	Dickinson, "I dwell"; "After great pain"	Sylvia Plath, "The Colossus"	Munro, "Moons of Jupiter" Response #1 due
Week Five (2/5)	Borges, "The Aleph"	Greenblatt, "What is Culture?"	<u>Close Reading Workshop</u> Close Reading Draft due
Unit Two: Why Write Literature?			
Week Six (2/12)	Morrison, <i>Beloved</i> Foreword	<i>Beloved</i> pp. 3-60	<i>Beloved</i> pp. 60-100

	Close Reading due		
Week Seven (2/19)	<i>Beloved</i> pp. 101-197	<i>Beloved</i> pp. 200-276	<i>Beloved</i> pp. 280-end Response #2 due
Week Eight (2/26)	Langston Hughes, “Ballad of the Landlord” ; “Harlem (What happens to a dream deferred)”	<u>Midterm Review</u>	Midterm Exam due
Week Nine (3/5)	Spring Break		
Week Ten (3/12)	Introducing Memoirs, C. Levi, <i>Christ Stopped at Eboli</i> , ch. 1-2	C. Levi, <i>Christ Stopped at Eboli</i> , ch. 3-10	<i>Christ Stopped at Eboli</i> , ch. 11-17
Unit Three: Why Read Literature?			
Week Eleven (3/19)	<i>Christ Stopped at Eboli</i> , ch. 18-end	Swift, <i>Gulliver’s Travels</i> Book I, ch. I-IV	<i>Gulliver’s Travels</i> Book I, ch. V-VIII
Week Twelve (3/26)	<i>Gulliver’s Travels</i> Book III, ch. I-VI	<i>Gulliver’s Travels</i> Book IV, ch I-VI	<i>Gulliver’s Travels</i> Book IV, ch. VII-XII Response #3 due
Week Thirteen (4/2)	Joyce, “The Dead”	Joyce, “The Dead” Cont.	P. Levi, <i>Survival in Auschwitz</i> , pp. 9-64
Week Fourteen (4/9)	<i>Survival in Auschwitz</i> , pp. 65-122	<i>Survival in Auschwitz</i> , pp. 123-173	<i>Persepolis</i> pp. 1-93
Week Fifteen (4/16)	<i>Persepolis</i> pp. 94-154	<i>Persepolis</i> pp. 155-232	<i>Persepolis</i> pp. 233-end Response #4 due
Week Sixteen (4/23)	<u>Critical Analysis Workshop</u>	Currie, “Does Great Literature Make Us Better People?” Critical Analysis due	Reading Day-No Class

Participation and In-Class Discussion

Students are expected to read the assigned readings before class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. You should come to class each day with one typed question or observation to raise during class discussion and hand in at the end of class for credit. Also, be sure 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.

ASSIGNMENT DESCRIPTIONS

Brief responses

Four times over the course of the semester students are required to write a brief (300 word) response to the day’s reading. These responses must be uploaded to our course blog (on Canvas) BEFORE class the day on which they are due.

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.

Close Reading Assignment: 2-3 pages

This assignment will test students' 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.

Critical Analysis Paper: 3-4 pages

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.

Midterm Exam

This take-home exam will be distributed on-line (via Canvas). The exam will be comprised of matching and short essay questions based on readings, lectures and discussion. Submitted exams will be assessed for evidence of collusion.

Grading Scale:

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

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>