

**UNIVERSITY OF FLORIDA**  
**LIT2000 INTRODUCTION TO LITERATURE**  
**Section 19CC Class# 14947**

**SYLLABUS**  
**Fall 2023**

**INSTRUCTOR INFORMATION:**

<b>Instructor</b>	Anwasha Chattopadhyay
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**COURSE INFORMATION:**

<b>Time</b>	Period 5 (11:45 a.m. ET to 12:35 p.m. ET) MWF
<b>Location</b>	TUR B310

**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.

## **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.

### **REQUIRED MATERIALS:**

- Chimamanda Ngozi Adichie's *"The Danger of a Single Story"*
- Shakespeare, *The Merchant of Venice*
- Virgil, *Aeneid*, Books I & IV
- Robert Browning, "My Last Duchess"
- Flannery O'Connor, "A Good Man is Hard to Find"
- Jorge Luis Borges, "The Aleph"
- Primo Levi, *Survival in Auschwitz*
- V.S. Naipaul, *Miguel Street*
- Jhumpa Lahiri, *The Namesake*
- Italo Calvino, *Invisible Cities*
- D. H. Lawrence, "Fish"
- Elizabeth Bishop, "The Fish,"
- Ama Ata Aidoo, *Sister Killjoy*
- Alix Garin, *Forget Me Not*

Selected shorter texts (excerpts, poems, short stories, etc.) will be provided by the instructor on Canvas or freely available online. Students will be expected to purchase longer texts (e.g., novels) on their own or via the campus bookstore.

### **GRADE DISTRIBUTION:**

#### **Summary of grading**

- Attendance & participation/in-class discussion (10%)
- Participation in Course Wiki, blog, or discussion board (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)
- 2 take-home exams (15% each—30%)

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

**Attendance:** Attendance is mandatory and will be assessed by class roll or sign-up sheet. 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. Participation in Course Wiki, blog, or discussion board (20%)***

Before each discussion section, students are required to contribute a question or an answer to an online discussion forum.

**Description of assignment:** *Interpretive* (or *Critical*) questions are open-ended and are concerned with textual meaning. They ask for opinions on themes, figurative language and symbolism within the narrative. They also ask for judgments regarding the period, history, politics and ethical questions that are relevant to the text, or draw connections with current events and contemporary works of literature or art. The open-endedness of Interpretive and Critical questions—which often use phrases such as "do you think" or "why do you suppose"—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.

### ***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.

**The Close Reading assignment is due during the 5<sup>th</sup> week of the semester**

### ***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.

**The Critical Analysis assignment is due during the 11<sup>th</sup> week of the semester.**

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

### ***5. 2 take-home exams (15% each—30%)***

Method of assessment will be 2 on-line take-home exams (each exam is worth 15%, or together, 30% of the total grade). Take-home exams will be distributed on-line (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.

### CLASSROOM POLICIES:

- **Makeup Policy:** Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>) there will be no make-up option for missed exams or late assignments. 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.
- **Late Policy:** Attendance will be taken at the beginning of class. If a student is late, he or she will be marked absent and will have to meet the instructor after class to have the mark changed to late. 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.

### 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:** "The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."

o "Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course." 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>

### Grading Rubric

I will evaluate and provide feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization;

For more information, please go to the university's Writing Studio ([www.writing.ufl.edu](http://www.writing.ufl.edu));

The **Modern Language Association (MLA) Handbook** is our recommended style manual. You may also consult the **Purdue OWL** website.

Each assignment has its own requirements, but for each paper I will evaluate:

1. Content, including argument, development, and support
2. Organization, including paragraph structure, overall flow of ideas, transitions
3. Mechanics, including grammar, spelling, and style.

### A PAPER

An A-paper has a strong thesis and makes a coherent and original argument. It follows the assignment, is well organized, communicates ideas clearly, and there are (almost) no mechanical mistakes. It meets and/or exceeds the assignment requirements.

#### **B PAPER**

A B-paper does the same things as an A-paper but is somewhat lacking in one area: perhaps organization is lacking (either on the paragraph level or in the essay as a whole), the writer provided insufficient evidence or analysis of the evidence, or there are myriad mechanical mistakes.

#### **C PAPER**

The C-paper follows the assignment but is lacking in two of the areas mentioned above (content, organization and mechanics). Usually, a C-paper also needs to try and move beyond a superficial engagement with the text.

#### **D PAPER**

The D-paper either does not follow the assignment, is lacking in all three areas, or both.

**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.

**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/> )

**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/>

## 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.

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

### UNIT I - WHAT IS LITERATURE?

- WEEK 1      **INTRODUCTION: The Borders of Literature?**  
Reading:  
August 23rd: Chimamanda Ngozi Adichie's "The Danger of a Single Story"  
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August 25<sup>th</sup>: King, "I have a dream" speech Text and audio:  
<http://www.americanrhetoric.com/speeches/mlkihadream.htm>
- WEEK 2      **Drama**  
Shakespeare, *The Merchant of Venice*  
August 28<sup>th</sup>: Acts I and II  
August 30<sup>th</sup>: Acts III and IV  
September 1<sup>st</sup> : Act V
- WEEK 3-4    **Epic**  
Virgil's *Aeneid*  
September 4<sup>th</sup>: NO CLASS (Labor Day)  
September 6<sup>th</sup>: Book I  
September 8<sup>th</sup>: Book IV  
September 11<sup>th</sup> Aeneid discussion continued.
- WEEK 4      **Poetry**  
September 13<sup>th</sup>: Robert Browning, "My Last Duchess"
- WEEK 4-5    **Short Story:**  
September 15<sup>th</sup> : Flannery O'Connor, "A Good Man is Hard to Find"  
September 18<sup>th</sup>: Jorge Luis Borges, "The Aleph"  
September 20<sup>th</sup>: Aleph continued.  
WRITING & REVIEW  
**CLOSE READING EXERCISE DUE ON FRIDAY (September 22nd)**
- WEEK 6      **TEST 1 WILL TAKE PLACE ON MONDAY (September 25<sup>th</sup>)**

### UNIT II - WHY DO WE WRITE?

WEEK 6-7 **Self-Expression/Self-Construction:**  
Primo Levi, *Survival in Auschwitz*  
September 27<sup>th</sup> : Chapters 1-4  
September 29<sup>th</sup> : Chapters 5-8  
October 2<sup>nd</sup> : Chapters 9-12  
October 4<sup>th</sup> : Chapters 13-17  
October 6<sup>th</sup>: NO CLASS (Homecoming)

WEEK 8 **World Making (Cosmopoiesis)**  
V.S. Naipaul, *Miguel Street*  
October 9<sup>th</sup>: Chapters 1-5  
October 11<sup>th</sup>: Chapters 6-10  
October 13<sup>th</sup>: Chapters 11-17

WEEK 9 **Shaping Citizens: Moral Instruction**  
Jhumpa Lahiri, *The Namesake*  
October 16<sup>th</sup>: Chapters 1-4  
October 18<sup>th</sup>: Chapters 5-8  
October 20<sup>th</sup> : Chapters 9-12

**UNIT III WHY DO WE READ?**

**Exploration & Discovery:**

WEEK 10  
**TEST 2 WILL TAKE PLACE ON MONDAY (October 23rd)**

October 25<sup>st</sup>: Writing Day (No Class)  
October 27<sup>th</sup> : Writing Day (No Class)

WEEK 11 Italo Calvino, *Invisible Cities*  
October 30<sup>th</sup>: Chapter 1-4  
November 1<sup>st</sup> : Chapter 5-9  
**CRITICAL ANALYSIS DUE ON FRIDAY (November 3rd)**

WEEK 12 **Moving Beyond the Self**  
November 6<sup>th</sup>: D. H. Lawrence, "Fish"  
November 8<sup>th</sup>: Elizabeth Bishop, "The Fish"  
November 10<sup>th</sup>: NO CLASS (Veteran's Day Obs.)

WEEK 13 **Finding New Selves**  
Ama Ata Aidoo, *Sister Killjoy*  
November 13<sup>th</sup>: Pages 1-50  
November 15<sup>th</sup>: Pages 51-100  
November 17<sup>th</sup>: Page 101-end

WEEK 14

November 20<sup>th</sup> : - Catch-up day

November 22<sup>nd</sup> - 25<sup>th</sup>: No Class. Thanksgiving break

WEEK 15

**New Ways of Seeing**

Alix Garin *Forget Me Not*

November 27<sup>th</sup>: Pages 1 to 50

November 29<sup>th</sup>: Pages 51-100

December 1<sup>st</sup>: Pages 100 to end.

WEEK 16

**Conclusion: Where to now?**

December 4<sup>th</sup>: How to welcome and nurture the poets and painters of the future, Helen Vendler, <http://harvardmagazine.com/2012/11/writers-and-artists-at-harvard>

December 6<sup>th</sup>: final questions and Gator Evals

**ALL REVISIONS DUE ON WEDNESDAY (December 6th) before class.**