

LIT2000: INTRODUCTION TO LITERATURE

Section 19CC
Class#: 14533

Fall 2024

INSTRUCTOR CONTACT

Daun Fields

UF Department of English

Canvas inbox or email dj.fields@ufl.edu

I am available M-F 9am-5pm; I respond to all inquiries within 24 working hours.

CLASS MEETING TIME + LOCATION

M/W/F 11:45-12:35pm

MATHERLY 007

OFFICE HOURS & LOCATION

TBA: Use Canvas→Calendar→Appointments to reserve your time.

TURLINGTON TBA and Zoom

If you need a meetup outside my office hours, please email me.

COURSE DESCRIPTION

Welcome to “Introduction to Literature”! This course is meant to equip you with the tools necessary to read, analyze, and write about literature in productive ways. It therefore has two primary objectives: 1) to acquaint you with the conventions of short stories and novels (as well as the conventions of literary analysis), and 2) to hone your critical writing skills. This means that this course will be both reading- and writing-intensive; while we will spend a great deal of class time talking about things like plotting and characterization, we will also discuss how to craft thesis statements and structure analytical arguments. By the

end of the semester, you will be familiar with both a handful of classic literary texts and the critical tools necessary to think and write about these texts.

Our section of LIT2000 is subtitled “Spirits, Specters, and Revenants: The Literary Ghost Story.” As the title suggests, our work this semester will revolve in important ways around the figure of the ghost. A favorite subject of writers throughout history and across the globe, ghosts have played an important role in both classic literature (think William Shakespeare’s *Hamlet* or Henry James’s *The Turn of the Screw*) and popular entertainment (think *Scooby Doo* or the Netflix adaptation of *The Haunting of Hill House*). Why, we will ask, is this the case? Why are we so haunted by the idea of haunting? What does the figure of the ghost mean, and how does this meaning change across cultural and historical contexts? By the end of the semester, we will hopefully have tentative answers to these questions, and we will be able to articulate these answers in a formal, academic way.

GENERAL EDUCATION OBJECTIVES

- ***This course confers General Education credit for Humanities (H).***
- To receive General Education (Gen Ed) credit, a student must receive a grade of C or higher.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

GENERAL EDUCATION LEARNING OUTCOMES

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

REQUIRED TEXTS

Please purchase the **specific editions** listed below; I've chosen these editions because some include supplementary readings that will be required in our course.

- Shirley Jackson. *The Haunting of Hill House*. Introduction by Laura Miller, Penguin Classics Paperback. ISBN: 978-0-14-303998-3
- Henry James. *The Turn of the Screw*. Introduction by David Bromwich, Penguin Classics Paperback. ISBN: **978-0141439907**
- Pornsak Pichetshote and Aaron Campbell, *Infidel*. Introduction by Tananarive Due. ISBN: 978-1534308367

All other readings will be in Canvas → Files. If purchasing any texts pose a financial hardship, please reach out.

WHERE SHOULD I GET MY BOOKS?

The UF Bookstore in the Reitz Union

Local bookstores: The Lynx; Thirdhouse Books

Online: Thriftbooks, AbeBooks, Amazon

4 Close Reading Discussion Board Posts & Class Discussion
(100 points total) (25 points each x 4 discussion boards)

Four times throughout the semester, you will write and submit a discussion board post in which you will choose a passage from the next class meeting's text and do a "close reading" of it. In your post, close read the passage focusing on a word, theme, or symbol.

Wrap up your post with a discussion question for the class. During class, you will briefly present your close reading and facilitate class discussion around your question.

Submit each response **prior** to the day of class by **11:59pm**. For example, if we are discussing Toni Morrison on Wednesday, you'll submit your post by 11:59pm on Tuesday.

Historical Context Presentation & Handout
(100 points)

In a group of 2, you will present on the historical era of one of our authors to help contextualize our readings for the class. This is a 15 minute presentation and a digital handout (Word or Google Doc) summarizing your points for your peers. You may choose to utilize Canva, PowerPoint, Prezi, or other presentation software; presentations like skits, an interactive installation, or otherwise creative choices are also welcome.

Your presentation slides and handout are due by 11:59pm the day before the presentation.

Proposal for the Critical Analysis Essay
(50 points)

The ~100 word proposal will contain your ideas for the Close Reading Analysis with Research. This should detail your tentative thesis and note at least one source with a description of the source and how you intend to use it in your paper.

Peer Review for the Close Reading Analysis Research
(35 points)

Close Reading Analysis with Research
(200 points)

This 1000-1250 word essay will be a close reading of a section of any one text on our syllabus that we have previously covered in class. In addition, you will support your analysis with two peer-reviewed, critical articles by scholars who have also written about your text.

Final Project Outline & Conference with Daun
(20 points)

Final Project
(300 points)

The final project will be a creative, multi-modal project that incorporates 1) a cultural artifact, 2) a written analysis of your artifact, and 3) a presentation of your project. This project is designed to continue to build on your good research skills and to encourage you to expand on ways that humans can interpret stories through the creation of cultural artifacts.

(Part 1, 125 points)- Cultural Artifact

You will create a cultural artifact that serves as an interpretation of a theme, symbol, or an aspect of literature in one of the texts we read. It could be a physical artifact; it could be a digital project or presentation that accompanies and expands on your research ideas. Options for this include a video/short film, digital art, a digital map, an annotated playlist, a piece of physical art or craft, an art installation, or something else. This project is designed to allow creative interpretations of literature.

(Part 2, 125 points)- Artifact Analysis Paper

This essay will be an analysis of your cultural artifact and the primary text you choose. It will contain two critical academic sources that engage your primary text.

(Part 3, 50 points) Presentation

You will give a short presentation of your cultural artifact and a summary of your analysis to the class at the end of the semester.

Syllabus Candy Quiz
(5 points)

Reading Quizzes x 6
(5 points each=30 points)

Experiential Learning Activity Reflection (50 points)

Active Participation
(Written Agreement: 25 points/ Self-Assessment 50 points=total 65 points)

Attendance and participation in discussions and group activities are *vital to your success* in this course. Students will work in small groups, engage in daily class discussions, and complete peer reviews.

As a group, we will create our own definitions and expectations of “participation.” As a general guideline, students should participate by offering points of view, raising questions, asking for clarification, participating in group activities, practicing listening, engaging in collegial conversation with each other, and writing when it is required.

You will create your own participation goals for the semester and will assess your participation at the end of the course.

Attendance **(35 points)**

Attendance will be taken each day. Like all discussion-centered classes, showing up is the number one key to your success and the success of our group in this course. In my experience, students who practice consistent presence in discussion-based literature courses like ours get higher grades and gain more enjoyment from the community aspects of coursework—even if they self-identify as shy.

You are allotted **four class absences without question**. No need to clarify why you are absent for your allotted days. I support your choice to take time for yourself if you need it. You are, however, responsible for keeping up with readings.

Work that cannot be made up due to excused or unexcused absences includes in-class quizzes, in-class activities for points, and the Final Project Presentation.

Each additional absence past four will result in a **one-point deduction** from your total attendance grade. Use your allotted absences wisely, for emergencies, illness, or personal rest days, as you would for any job.

Total Points: 1000

COURSE POLICIES

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

Late Policy: If you self-identify as a “late person,” please use this course to practice arriving five minutes before class. Please reach out if you need support in this practice! I take attendance at the beginning of class.

Classroom conduct: All interactions in this class, between students or with the instructor, are expected to be courteous and professional with respect to the cultural diversity of our human UF community.

Late Papers/Assignments: Late assignments submitted *without an approved extension* will be penalized by **half a letter grade for each day past the submission deadline**. However, you may have a **48-hour extension** on any two assignments this semester *except the Final Project*. Please email me at least 24 hours in advance of the due date to request an extension.

ACADEMIC HONESTY & UF POLICIES

Academic Honesty Policy and Definition of Plagiarism: UF students are bound by The Honor Pledge. 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 is defined by the UF Student Honor Code: A Student must not represent as the Student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a. Using AI for any component of assignments.
- b. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- c. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- d. Submitting materials from any source without proper attribution (not citing sources).
- e. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>

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/>

Policy on environmental sustainability. When possible, I will use electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available or used copies of print texts.

DISABILITY & ACCOMMODATIONS

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 your instructor early in the semester.

WELLNESS

Students who are in distress or who are in need of counseling or urgent help: please contact 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/>

FOOD RESOURCES

UF Field & Fork: free basic staples, bread, and frozen meats, as well as fresh seasonal produce from the Field & Fork Farm and Gardens. Bring your Gator 1 Card when you visit. <https://pantry.fieldandfork.ufl.edu/>

Krishna Lunch: low-cost vegetarian and vegan lunches in the Plaza 11am-2pm M-F and at Krishna House <https://krishnalunch.com/>

ILLNESS

If you are sick, please stay home! Use one of your four excused absences.

Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161.

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

A- to A: You did what the assignment asked for at a high-quality level, and your work shows originality and creativity. Work in this range demonstrates all the qualities listed below for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal style or visual design, without error and/or infelicities.

B- to B+: You did what the assignment asked of you at a high-quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design. May contain a few errors and/or infelicities.

C- to C+: You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style and visual design are straightforward but unremarkable.

D- to D+: You did what the assignment asked for at a low-quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern.

E: The assignment requirements were not met. If you gave an assignment an honest try and still received an 'E,' you may not be ready to succeed in this course.

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grade Communications. Any question regarding grades must be discussed either in person or via Zoom with the instructor. To protect your privacy, grades will not be discussed via email.

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). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.

COURSE SCHEDULE

This schedule is subject to change. See Canvas for the most up-to-date weekly schedule.

WEEKLY TIME ALLOTMENT: Allow ~6 hours a week for reading and writing outside of class. Allow ~1 hour = 30 pages.

WEEK	MONDAY	WEDNESDAY	FRIDAY
1: Introduction to Course 8/19-8/23			ACTIVITY: Welcome! Peer Introductions Turn on Canvas notifications for announcements
2: Introductions; Plot & Genre 8/26-8/30	IN CLASS: Video: " What Is Literature For? " Video: " Toni Morrison: On Censorship, Literacy, and Literature "	READ: Syllabus Participation Agreement Assignment Orientation ACTIVITY: Syllabus Candy Quiz Group brainstorming: What is participation?	READ: Jeffery Kripal, "Introduction: Remimagining the Super in the Study of Religion" (FILES)
3: Setting & Character 9/2-9/6	No Class (Labor Day)	READ: Burroway, "Conflict,	READ:

		<p>Crisis, and Resolution” (FILES);</p> <p>Carmen Maria Machado, “Horror Story” (FILES)</p> <p>ACTIVITY:</p> <p>Discussion Boards Orientation</p> <p>DUE:</p> <p>Participation Agreement</p>	<p>Burroway, “Fictional Place” (FILES);</p> <p>Lauren Groff, “Ghosts and Empties” (FILES)</p> <p>ACTIVITY:</p> <p>Close Reading Practice</p>
<p>4: Point of View</p> <p>9/9-9/13</p>	<p>READ:</p> <p>Norton, “Character” (FILES);</p> <p>Megan Giddings, “The Eleventh Floor Ghost” (FILES)</p>	<p>READ:</p> <p>Burroway, “Who Speaks?” (FILES)</p> <p>Ambrose Bierce, “The Moonlit Road” (FILES)</p>	<p>READ:</p> <p>Kennedy, “Symbol” (FILES)</p> <p>Charlotte Perkins Gilman, “The Yellow Wallpaper” (FILES)</p>
<p>5:</p> <p>9/16-9/20</p>	<p>READ:</p> <p>Kennedy, “Theme” (FILES)</p> <p>Charles Chesnutt, “The Gray Wolf’s Ha’nt” (FILES)</p>	<p>READ:</p> <p>Historical Context Presentation: Group 1</p> <p>Edith Wharton, “The Looking Glass” (FILES)</p>	<p>Close Reading Analysis with Research assignment orientation</p> <p>SUGGESTED WORKFLOW:</p> <p>Revise a discussion board close reading or</p> <p>Compose your close reading of primary text</p>
<p>6:</p> <p>9/23-9/27</p>	<p>ACTIVITY:</p> <p>Researching with reliable sources;</p>	<p>ACTIVITY:</p> <p>Peer review guidelines & orientation</p> <p>SUGGESTED</p>	<p>ACTIVITY:</p> <p>In-Class Peer Review</p> <p>DUE:</p>

	<p>Citation styles</p> <p>SUGGESTED WORKFLOW:</p> <p>Drafting</p> <p>Choose and read secondary sources</p> <p>Create Works Cited page</p>	<p>WORKFLOW:</p> <p>Drafting (800-1000 words by Wednesday 11:30am)</p>	<p>Draft (1200-1500 words) due by 11:30am for in-class peer review</p> <p>Peer Review Document, 11:59pm</p>
<p>7:</p> <p>9/30-10/4</p>	<p>ACTIVITY:</p> <p><i>Infidel</i> (Introduction through Ch. 1)</p> <p>DUE:</p> <p>Close Reading Analysis with Research, 11:59pm</p>	<p>READ:</p> <p>Historical Context Presentation: Group 2</p> <p><i>Infidel</i> (Ch. 2 through Ch. 3)</p>	<p>READ:</p> <p><i>Infidel</i> (Ch. 4 through Afterword)</p>
<p>8</p> <p>10/7-10/11</p>	<p>ACTIVITY:</p> <p>Experiential Learning Reflection Assignment Orientation</p> <p>Telling Ghost Stories</p>	<p>READ:</p> <p>Historical Context Presentation: Group 3</p> <p>Henry James, <i>The Turn of the Screw</i> (pp. 3-24)</p>	<p>READ:</p> <p>Henry James, <i>The Turn of the Screw</i> (pp. 24-50)</p>
<p>9:</p> <p>10/14-10/18</p>	<p>READ:</p> <p>Henry James, <i>The Turn of the Screw</i> (pp. 50-84)</p>	<p>READ:</p> <p>Henry James, <i>The Turn of the Screw</i> (pp. 84-113)</p> <p>"Introduction" <i>The Turn of the Screw</i></p>	<p>NO CLASS</p> <p>(HOMECOMING)</p>
<p>10</p> <p>10/21-10/25</p>	<p>VIEW FOR CLASS DISCUSSION:</p> <p>Alejandro Amenábar,</p>	<p>READ:</p> <p>Historical Context</p>	<p>NO CLASS</p> <p>(Gainesville Punk Fest)</p>

	<i>The Others</i>	Presentation: Group 4 Shirley Jackson, <i>The Haunting of Hill House</i> (pp. 1-39)	
11 10/28-11/1	READ: Shirley Jackson, <i>The Haunting of Hill House</i> (pp. 40-67)	READ: Shirley Jackson, <i>The Haunting of Hill House</i> (pp. 68-99)	READ: Shirley Jackson, <i>The Haunting of Hill House</i> (pp. 100-31)
12 LAST WEEK FOR READING TEXTS 11/4-11/8	READ: Shirley Jackson, <i>The Haunting of Hill House</i> (pp. 132-51)	READ: Shirley Jackson, <i>The Haunting of Hill House</i> (pp. 152-82)	READ: <i>The Haunting of Hill House</i> "Introduction" by Laura Miller
13 Final Project Overview 11/11-11/15	NO CLASS (VETERAN'S DAY)	READ: Final Project Assignment IN CLASS: Final Project Orientation ACTIVITY: Final Project Brainstorming DUE: Experiential Learning Reflection	BRING TO CLASS: two strong ideas for your final project ACTIVITY: Peer workshop your ideas SUGGESTED WORKFLOW: Finalize your project choice; outline your plan
14 Final Project Workshopping 11/18-11/22	In-class conferences with Daun In-class workshopping: bring any materials you	In class workshopping	In class workshopping Schedule presentations

	need		
15 FALL BREAK 11/25-11/29	<i>No Class</i>	<i>No Class</i>	<i>No Class</i>
16 Final Project Presentations 12/2-12-6	Presentations DUE: Final Project to Canvas	Presentations Last Day of Class	<i>No Class</i> (UF Reading Days)