



University of Florida

LIT2000: Introduction to Literature

Section 1A31

INSTRUCTOR INFORMATION

Instructor	Anomitra Paul (she/they)
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Zoom	My meeting link: https://ufl.zoom.us/my/anomatopia
Office Hours	Mondays & Wednesdays 12:30 – 2:00 PM
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COURSE INFORMATION

Time	MWF Period 4 (10:40 AM – 11:30 AM)
Location	MAT0118

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ABOUT THE COURSE

This course examines the dynamic role literature plays in our social, cultural, and individual lives. It focuses on three deceptively simple questions: What is literature? Why do we write literature? Why do we read literature? It introduces students to a range of literary genres and historical perspectives from different countries. **By the end of the course, students will be able to identify and comment on the motivations behind the production of and the criticism toward a range of texts.**

One of the course's major objectives is to help students develop the critical skill of analysis and interpretation. Students will also learn how formal and stylistic elements and historical context shape the meaning and significance of literary texts. By becoming attentive and critical readers of literature, students hone an ability to decipher meaning from and use language, and better understand their own engagements with science, technology, media, commerce, and politics.

COURSE OBJECTIVES

By the end of the course, students of LIT2000 will be able to:

- Identify literary genres and their formative characteristics;
- Comment on works of literature in a formal, academic structure and capacity; and
- Analyze literary texts using existing frameworks within the literary traditions of criticism and academic research.

RULES AND POLICIES

PLEASE READ THE FOLLOWING SECTIONS VERY CAREFULLY.

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. **A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.**

COURSE READINGS

THE FOLLOWING ARE THE REQUIRED READINGS FOR THE COURSE.

- Amitav Ghosh, "[Confluence and Crossroads: Europe and the fate of the Earth](#)" [Available online]
- Jean-Paul Sartre, "*What is Literature?*"*
- Ben Jonson, *Volpone*
- Alfred Lord Tennyson, [The Lady of Shalott \(1842\)](#)
- Philip K. Dick, "Stand-by" * (*The Collected Short Stories of Philip K. Dick*, Vol. 4)
- James Joyce, "[Eveline](#)" (*Dubliners*, 1914)* [The [e-book](#) is available for free on Project Gutenberg]
- James Baldwin, *The Fire Next Time*
- Malik Sajad, *Munnu: A Boy From Kashmir**
- *Notes on Grief*, Chimamanda Ngozi Adichie
- Svetlana Alexievich, *Chernobyl: The Oral History of a Nuclear Disaster*

- Annie Ernaux, *Simple Passion*
- Susan Sontag, *Regarding the Pain of Others* [Available [here.](#)]

Items marked with an asterisk (*) are texts that I share either as a Canvas file or through Course Reserves. If you are unfamiliar with how to access and use *Canvas*, **please seek the instructor's guidance prior to the start of classes.**

ATTENDANCE & PARTICIPATION

(CARRIES 30% CREDIT)

- Attendance is mandatory and will be evaluated by the instructor with reference to the class roll. (10%)

Students are allowed four unexcused absences throughout the semester. With a fifth absence, you will lose 50% of your accumulated class credit. If you require a prolonged leave of absence, it is your responsibility to inform the instructor through official channels (via email). Excused absences must adhere to the UF policy ([see here](#)).

- Consistent participation in class discussions and demonstrated knowledge of the assigned readings will contribute to 10% of the final grade. (10%)

Students are expected to peruse the assigned readings before class. Each class will begin with basic questions/prompts pertaining to the assigned readings. Consistent contributions to the topic of discussion will result in a high grade.

COURSE ASSIGNMENTS

ENGAGEMENT THROUGH DISCUSSION BOARDS (10%)

A guiding question based on the assigned readings will be provided as a discussion post prompt on *Canvas* at the beginning of the week. Students will be evaluated based on their response to these prompts, using their analytical perspectives and observations. Students are encouraged to introduce nuance to the discussion by finding new interpretive frameworks to the topic. **These responses will be due every Friday, by the end of the day.**

IN-COURSE CLOSE READING ASSIGNMENT (15%)

This assignment will test your readiness to engage in close reading, coherent commentary, and logically sound analysis, especially as that skill pertains to interpreting works of poetry and short fiction. You are expected to analyze a text carefully and develop an argument regarding the whole of the text through a close reading. This exercise must focus on one of the primary texts included in the syllabus.

BLOG POST/ INTERPRETIVE RESPONSE (UP TO 750 WORDS) (15%)

This assignment will test your ability to structure, organize, and articulate a cohesive argument based on a text/excerpt from a text of your own choosing. You're encouraged to pick a text from outside the syllabus.

LONG WRITTEN ASSIGNMENTS (40%)

BOOK REVIEW: 800-900 WORDS

You will be provided with a list of titles of books from which you'll pick one book to review. The review must explain the sociohistorical and literary significance of the chosen text. Your submission will be assessed based on your ability to identify the book's impact on a literary genre, its literary and critical value, and your ability to draw interest to the text. **This assignment carries 20% of the course credit.**

TEXT ANALYSIS: 1000-1100 WORDS

This paper must be written in the MLA format and analyze its primary text/texts to justify a proposed thesis statement or provide the answer to an interpretive/research question. Two or more critical or analytical texts sourced from the UF Library must be referred to in the text analysis. The word count must be 1000-1100 excluding the bibliography. **This assignment carries 20% of the course credit.**

GRADING SCALE (& GPA EQUIVALENT)

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
100-93	92-90	89-87	86-83	82-80	79-77	76-73	72-70	69-67	63-66	62-60	59- (0)
(4.0)	(3.67)	(3.33)	(3.0)	(2.67)	(2.33)	(2.0)	(1.67)	(1.33)	(1.0)	(0.67)	

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 few or 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 must be honest in their coursework, may not use notes during quizzes or exams, and must cite all sources they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students and may result in a failing grade.

For University of Florida's honor code, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

FALL 2024 SYLLABUS

UNIT I: WHAT IS LITERATURE?		
Week 1 (F, 23rd August)	Introduction Class introductions; overview of syllabus	Student introductions (200-250 words) due on Canvas prior to the class.
Week 2 (August 26, 28, 30)	Literature beyond borders F: Discussion on readings	<ul style="list-style-type: none"> To be read: <ul style="list-style-type: none"> ➤ "What is Literature?", Jean-Paul Sartre ➤ Confluence and Crossroads: Europe and the fate of the Earth – Amitav Ghosh Discussion post responses due by F (Aug 30)
Week 3 No class on Monday [holiday] (October 4, 6)	Drama M: Holiday W: Discussion on sections (TBD) from <i>Volpone</i> F: Discussion on sections (TBD) from <i>Volpone</i>	<ul style="list-style-type: none"> Read <i>Volpone</i> by Ben Jonson (Acts TBA) Discussion post responses due by F (Oct 6)
Week 4 (Oct 9, 11, 13)	Poetry M: <ul style="list-style-type: none"> Discussion on How to Read a Poem Academy of American Poets Discussion on Part I of The Lady of Shalott (1842) by Alfred, Lord... Poetry Foundation W: Discussion on Parts II and III of The Lady of Shalott (1842) by Alfred, Lord... Poetry Foundation	<ul style="list-style-type: none"> Reading prior to class: How to Read a Poem Academy of American Poets Alfred Lord Tennyson, "The Lady of Shalott" (1842) Discussion post due on F (Oct 13)

	<p>F:</p> <ul style="list-style-type: none"> • Discussion on Parts IV of The Lady of Shalott (1842) by Alfred, Lord... Poetry Foundation • Interpreting a poem: discussions and exercises 	
<p>Week 5 (Oct 16, 20)</p>	<p>Short Fiction</p> <p>M: Discussing Philip K. Dick's short-story, "Stand-by"</p> <p>W: No class (Homecoming)</p> <p>F: Discussion on James Joyce's "Eveline"</p>	<ul style="list-style-type: none"> • TBR for M: Philip K. Dick's short-story, "Stand-by" • Reading for F: "Eveline", Joyce (Available online on Project Gutenberg) • Discussion post due by Thursday (Oct. 19)
<p>Week 6 (Oct 23, 25, 27)</p>	<p>M: Writing instruction day:</p> <ul style="list-style-type: none"> • Identifying interpretive problems • Framing criticism <p>W: In-class close reading assignment due by Thursday EOD (Oct 26 11:59 PM)</p> <p>Shaping Moral Citizens</p> <p>F: Discussion on <i>The Fire Next Time</i></p>	<ul style="list-style-type: none"> • In-class Close Reading Assignment (1 -1.5 pages, double-spaced) • Pre-reading: <i>The Fire Next Time</i> [Available at Library West] • Discussion post responses due by Friday
Unit II: Why do we read?		
<p>Week 7 (Oct. 28, 30, Nov 1)</p>	<p>Self-Expression/Self-Construction</p> <ul style="list-style-type: none"> • <i>Notes on Grief</i>, Chimamanda Ngozi Adichie (excerpts) • W: TBD • F: Library research day for book review 	<p>TBR: Notes on Grief, Adichie</p> <p>BOOK REVIEW ASSIGNMENT DUE BY MONDAY (11:59 PM)</p>
<p>Week 8 (Nov. 4, 6, 8)</p>	<p>World Making (Cosmopoiesis)</p> <ul style="list-style-type: none"> • M: Discussion on <i>Munnu: A Boy From Kashmir</i> (selected parts TBA) • T: Secondary reading on auto/biography and graphic narratives (TBD) 	<p>Readings:</p> <ol style="list-style-type: none"> 1. <i>Munnu: A Boy From Kashmir</i> (selected chapters), Malik Sajad <ul style="list-style-type: none"> • Blog post/interpretive response due on Friday, November 8

	<ul style="list-style-type: none"> • Blog post/interpretive response writing 		
UNIT III: Why do we write?			
<p>Week 9 (Nov. 13, 15)</p>	<p>Non-fiction writing: the Self and the Other</p> <ul style="list-style-type: none"> • No class on Monday, Nov. 11 • T: “Regarding the Pain of Others”, Susan Sontag <p>Moving Beyond the Self</p> <ul style="list-style-type: none"> • F: Discussion on Alexievich’s <i>Voices from Chernobyl</i> 	<p>TBR:</p> <ul style="list-style-type: none"> • “Regarding the Pain of Others”, Susan Sontag • Excerpts from <i>Voices from Chernobyl: The Oral History of a Nuclear Disaster</i> <p>• Final discussion post responses due on Friday.</p>	
<p>Week 10 (Nov. 18, 20, 22)</p>	<ul style="list-style-type: none"> • M: Discussion on Alexievich’s <i>Voices from Chernobyl</i> <p>Finding new selves (through writing)</p> <ul style="list-style-type: none"> • F: Discussion on <i>Simple Passion</i>, Annie Ernaux 	<p>TBR:</p> <ul style="list-style-type: none"> • Excerpts from <i>Voices from Chernobyl</i> • Excerpts from <i>Simple Passion</i> 	
<p>Week 11 (Dec. 2, 4)</p>	<p>The future of literary studies</p> <p>M: Discussion on essays and short texts (TBD)</p> <p>W: Discussing text analysis per MLA standards; wrapping up – final questions and answers</p> <p>F: No class (reading day)</p>	<ul style="list-style-type: none"> • Readings (essays and perspectives TBA) • No discussion responses due 	<p>Text analysis deadline: December 7, 9:00 AM</p>
<p>The text analysis submission deadline (including revisions) is December 7, 9:00 AM.</p>			

All revisions must be submitted within the final deadline, i.e. 9:00 AM on December 7. No submissions after that will be accepted.