

LIT2000: Introduction to Literature

Section 8IL7, Class # 28599, Fall 2024

Instructor Name: Shuya Su

Course Meeting Times: MWF P3 (9:35AM-10:20AM) in MAT 0113

Course Website: Canvas E-Learning

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Office Location: Turlington TBD

Office Hours: Fridays 11-1 pm, or by appointment

Course Pre-requisite: ENC1101

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.

A primary aim 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. A minimum grade of C is required to pass this course.

Required Texts:

You may use any edition of the written texts (Kindle, paperback, hardcover, etc.), and I will try my best to provide PDFs for each book listed below. All other readings and/or supplementary materials will be provided either as PDFs via Canvas or as hyperlinks.

DIARY

- Anne Frank, *Anne Frank: The Diary of a Young Girl*. Translated by B. M. Mooyart, Bantam, 1993.
ISBN: 978-0553296983

WORDLESS PICTUREBOOK

- Aaron Becker, *A Stone for Sascha*. Candlewick, 2018.
ISBN: 978-0763665968
- Oliver Jeffers, *A Child of Books*. Candlewick, 2016.
ISBN: 978-0763690779

CHILDREN’S FICTION

- Katherine Paterson, *Bridge to Terabithia*. HarperTeen, 2008.
ISBN: 978-0060734015

YA FICTION

- **[Historical Fiction]** Marcus Zusak, *The Book Thief*. Knopf Books for Young Readers, 2007.
ISBN: 978-0375842207
- **[Realist Fiction]** Patrick Ness, *A Monster Calls*. Candlewick, 2013.
ISBN: 978-0763660659
- **[Science Fiction]** Peter Dickinson, *Eva*. Laurel Leaf, 1990.
ISBN: 978-0440207665

ESSAY COLLECTION

- Octavio Paz, *The Double Flame: Love and Eroticism*. Translated by Helen Lane, Ecco, 1996.
ISBN: 978-0156003650

Grade Distribution

Assignment	Min. Word Count	% of Grade	Due Date
Attendance & Participation	N/A	15%	N/A
Discussion Board	No more than 1 paragraph	20%	One night (11:59 pm) before our discussion

			session
Close Reading	750	20%	9/29 11:59 pm
Critical Analysis Paper	1250	30%	11/3 11:59 pm Optional revision due on 12/4 11:59 pm
Panel Discussion	N/A	15%	N/A

Attendance & Participation (150 points)

Attendance: Attendance is mandatory and will be assessed by class roll or sign-up sheet.

After two unexcused absences, students will lose 1% from their final grade for every additional unexcused absence. Absences will be excused in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and the twelve-day rule. Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class. For University of Florida's attendance policy code, see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>.

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.

Classroom Behavior: Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Discussion Board (200 points)

Before each discussion section, students are required to contribute a question **AND** an answer to it on a Canvas discussion forum. Discussion boards will be posted via Canvas.

Description: Interpretive questions are open-ended and are concerned with textual meaning. They ask for your analysis of themes, figurative language, and symbolism within the narrative. They also call for discussion regarding the period, history, politics, and ethical questions that are relevant to the text. The open-endedness of interpretive questions—which often use phrases such as “why do you think” or “how did you interpret”—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.

NOTE: Contribution to Canvas discussion forum is optional in Week 13 and 14.

Due by 11:59PM the day before the scheduled class session.

Close Reading Assignment (750 words; 200 points)

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.** The goal is for students to produce a strong conceptual argument supported by textual evidence.

MLA, Times New Roman 12-point font, double-spaced.

Works Cited page needed.

Due Sunday, 9/29 by 11:59 pm via Canvas.

Critical Analysis Paper (1,250 words; 300 points)

This assignment is similar to the Close Reading Assignment but on a grander scale. You will be formulating an original argument about **one (1) text we've read** this semester and you will need to **utilize 1-2 scholarly, critical sources** to help support your argument. In other words, through this research essay you will participate in a conversation with scholars who have discussed the text and/or ideas relating to the text and theme of the class.

You are allowed to expand on your Close Reading Assignment.

1-2 scholarly sources are required

MLA, Times New Roman 12-point font, double-spaced.

Works Cited page needed.

Due Sunday, 11/3 by 11:59 pm via Canvas.

Optional Revision due Wednesday, 12/4 by 11:59 pm via Canvas.

Panel Discussion (150 points)

The final assessment for the course will be a panel discussion, wherein **3-4 participants will engage in a dialogue exploring the question "Why do We Read?"** This activity aims to foster critical thinking, collaboration, and communication skills among participants while delving into the significance of reading.

Groups will be organized based on your interests, ensuring a rich mix of perspectives and insights. Together, you and your panelists will collaboratively select a perspective to address the broader question of why we read and delve into your personal experience with literature. We will begin brainstorming perspectives and forming groups around Week 4, allowing you ample time to prepare for the panel discussion.

In Week 13, I will deliver a presentation on why I read, providing a "model" (which could be a bad example) for the kind of discussion expected and to alleviate any anxiety. You will serve as my audience, asking questions and offering feedback. While I understand that group work can be time-consuming and challenging, learning to collaborate is a valuable skill for your career. If you encounter any problem working with your groupmates, please do not hesitate to reach out to me. **Free riding is not allowed and there are consequences for such disrespectful behavior.**

Format:

Duration: 15-20 minutes per panel

Moderator: One of the panelists

Audience: The instructor and fellow students

Q&A Session: A Q&A session (5-10 minutes) will follow the panel discussion, allowing for further engagement and exploration of the topic.

Due Week 14 before Thanksgiving.

Grading Rubric

A	100-93	C (S)	76-73
A-	92-90	C- (U)	72-70
B+	89-87	D+	69-67
B	86-83	D	66-63
B-	82-80	D-	62-60
C+	79-77	E	59-0

Note: A minimum grade of C is required for general education credit.

Grading Method

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);

The **Modern Language Association** (MLA) Handbook is our recommended style manual. You may also consult the [Purdue OWL website](http://www.purdue.edu/owl).

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.

Letter Grade	Assessment
A	<ul style="list-style-type: none"> • course content and skills applied in the essay are well-developed • argument is persuasive with detailed reasoning and thorough evidence • organization includes an identifiable thesis statement, topic and concluding sentences, and easy to follow paragraphs • writing style is coherent, clear, and appropriate for the assignment • little to no mechanical errors
B	<ul style="list-style-type: none"> • course content or skills applied in the essay need development • argument is persuasive, but further reasoning or evidence is needed • organization is missing an identifiable thesis statement, topic and concluding sentences, or easy to follow paragraphs • writing style is coherent overall but unclear or inappropriate at times • few mechanical errors
C	<ul style="list-style-type: none"> • course content or skills applied in the essay need significant development • additional reasoning and evidence are needed improve persuasiveness • organization is missing an identifiable thesis statement or topic and concluding sentences and easy to follow paragraphs

	<ul style="list-style-type: none"> • writing style is coherent overall but unclear and inappropriate at times • some mechanical errors
D	<ul style="list-style-type: none"> • course content and skills applied in the essay need significant development • argument is not persuasive; reasoning and evidence are lacking • organization is missing an identifiable thesis statement, topic and concluding sentences, and easy to follow paragraphs • writing style struggles with logic, clarity, and appropriateness • frequent mechanical errors
E	<ul style="list-style-type: none"> • course content and skills are not applied in the paper • reasoning for argument is unclear and evidence is missing • lack of organization causes difficulty following the argument • writing style is incoherent and inappropriate for the assignment • mechanical errors limit the ability to read the paper

Makeup Policy

Except in the case of certified illness or other UF accepted excuse, 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

Class roll will be called at the beginning of class. Frequent lateness distracts other students and the instructor and will affect the student's final participation grade. Grade deductions are determined by the instructor at the end of the semester.

Late Papers/Assignments

Unexcused late papers will not be accepted. Failure of technology is not an excuse. Assignments that are submitted late will lose **10%** off their final grade for each day that they are late. After three days, I will not accept late assignments. Any assignments that require peer interaction (i.e. discussion post responses) may not be submitted late.

Discussion Expectations

People learn best when they are encouraged to ask questions and express their diverse opinions on course content, which may include images, texts, data, and theories from across the disciplines. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. However, disruptive and disrespectful behavior has no place in a classroom. Students are expected to demonstrate respect during classroom discussions.

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/>.

Academic Honesty

Students are required to be honest in their coursework, may not use notes or AI assistance during quizzes or exams unless explicitly told that they may do so, 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/>).

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.

Environmental Sustainability

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County Friends of the Library annual book sale.)

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

This schedule is only a guide and is subject to change. Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. Deadlines will be posted on Canvas. Late work will not be accepted.

Failure of technology is not an excuse.

Unit 0: Introduction to the Course	
Week 1 (8/22-8/23)	
8/23 Fri	Introduction to the course and syllabus
Unit 1: What is Literature?	
Week 2 (8/26-8/30) Where is the border of literature?	
8/26 Mon	“Introduction: What is Literature?” by Terry Eagleton
8/28 Wed	Watch “What is Literature for?” video Read “Who Gets to Decide What’s in the ‘Canon’?” Class discussion on everyone’s literature reading experiences
8/20 Fri	Close Reading Workshop
Week 3 (9/2-9/6) Poetry	
9/2 Mon	NO CLASS – Holiday – Labor Day
9/4 Wed	Watch “What makes a poem ... a poem?” video Read <i>The End and the Beginning</i> by Wisława Szymborska
9/6 Fri	Read the Poemojis Blog (poem + emojis) [OPTIONAL] Read <i>Brown Girl Dreaming</i> by Jacqueline Woodson
Week 4 (9/9-9/13) Short Story	
9/9 Mon	“Introduction to Short Fiction” by Karen Palmer AND Read “The Yellow Wallpaper” by Charlotte Perkins Gilman (pages TBD)
9/11 Wed	Read “The Yellow Wallpaper” (pages TBD)
9/13 Fri	Read “A Madman’s Diary” by Lu Xun
Week 5 (9/16-9/20) Personal Essay	
9/16 Mon	<i>The Double Flame: Love and Eroticism</i> by Octavio Paz (pages TBD)
9/18 Wed	<i>The Double Flame: Love and Eroticism</i> by Octavio Paz (pages TBD)
9/20 Fri	<i>The Double Flame: Love and Eroticism</i> by Octavio Paz (pages TBD)
Week 6 (9/23-9/27) Novel	
9/23 Mon	<i>Bridge to Terabithia</i> by Katherine Paterson (pages TBD)
9/25 Wed	<i>Bridge to Terabithia</i> by Katherine Paterson (pages TBD)
9/27 Fri	Writing Session in preparation for the Close Reading Assignment
9/29 Sun	Close Reading Assignment due at 11:59 pm
Unit 2: Why do We Write?	

Week 7 (9/30-10/4) World Making	
9/30 Mon	<i>Eva</i> by Peter Dickinson (pages TBD)
10/2 Wed	<i>Eva</i> by Peter Dickinson (pages TBD)
10/4 Fri	<i>Eva</i> by Peter Dickinson (pages TBD)
Week 8 (10/7-10/11) Self-Expression/Self-Construction	
10/7 Mon	<i>The Book Thief</i> by Markus Zusak (pages TBD)
10/9 Wed	<i>The Book Thief</i> by Markus Zusak (pages TBD)
10/11 Fri	<i>The Book Thief</i> by Markus Zusak (pages TBD)
Week 9 (10/14-10/18) Self-Expression/Self-Construction	
10/14 Mon	Critical Analysis Workshop
10/16 Wed	<i>The Book Thief</i> by Markus Zusak (pages TBD)
10/18 Fri	<i>The Book Thief</i> by Markus Zusak (pages TBD)
Week 10 (10/21-10/25) Shaping Citizens	
10/21 Mon	Introduction to Diary and other autobiographical writing
10/23 Wed	<i>Anne Frank: The Diary of a Young Girl</i> (pages TBD)
10/25 Fri	<i>Anne Frank: The Diary of a Young Girl</i> (pages TBD)
Week 11 (10/28-11/1) Shaping Citizens	
10/28 Mon	<i>Anne Frank: The Diary of a Young Girl</i> (pages TBD)
10/30 Wed	<i>Anne Frank: The Diary of a Young Girl</i> (pages TBD)
11/1 Fri	<i>Anne Frank: The Diary of a Young Girl</i> (pages TBD)
11/3 Sun	Critical Analysis Paper due at 11:59 pm
Unit 3: Why do We Read?	
Week 12 (11/4-11/8) The World is a Lot Bigger than You Think	
11/4 Mon	Reflection Session on Our Reading in Unit 1 and 2
11/6 Wed	<i>A Child of Books</i> by Oliver Jeffers
11/8 Fri	<i>A Stone for Sascha</i> by Aaron Becker
Week 13 (11/11-11/15) Why do I Read about Death? Insights from Your Instructor	
11/11 Mon	NO CLASS – Holiday – Veterans Day
11/13 Wed	<i>A Monster Calls</i> by Patrick Ness (pages TBD)
11/15 Fri	<i>A Monster Calls</i> by Patrick Ness (pages TBD)
Week 14 (11/18-11/22) Your Voice Matters – Student-led Panel Discussion	
11/18 Mon	Panel Discussion
11/20 Wed	Panel Discussion
11/22 Fri	Panel Discussion
Week 15 (11/25-11/29) NO CLASS – Holiday – Thanksgiving Break	
Week 16 (12/2-12/4) Conclusion	
12/2 Mon	Review & Reflection AKA snack session!
12/4 Wed	NO CLASS – Optional Revision due at 11:59 pm