

UNIVERSITY OF FLORIDA
LIT2000 INTRODUCTION TO LITERATURE
Section 17CB Class# 13437

SYLLABUS
Spring 2024

INSTRUCTOR INFORMATION:

Instructor	Anwesa Chattopadhyay
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Phone	(352) 2258897
Office Hours	W 1 p.m.to 3 p.m. and by appointment.
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COURSE INFORMATION:

Time	Period 6 (12:50 p.m. ET to 1:45 p.m. ET) MWF
Location	MAT 0118

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 [Trans. by John Dryden; Project Gutenberg]
- Flannery O'Connor, "A Good Man is Hard to Find" *
- Jorge Luis Borges, "The Aleph"
- Zitkala-Sa, *American Indian Stories* [Project Gutenberg edition]
- Rabindranath Tagore, *The Home and the World* [Project Gutenberg]
- D. H. Lawrence, "Fish"
- Elizabeth Bishop, "The Fish,"
- Mary Prince, *The History Of Mary Prince, A West Indian Slave. Related By Herself.*
- Oxford Comics Network, *How To Study Comics & Graphic Novels*
[<https://www.torch.ox.ac.uk/files/howtostudycomicsgraphicnovels-agraphicintroductiontocomicsstudiespdf>]
- Martin Luther King, "I have a dream"
- Songs by Bob Dylan
- Adaptations of *A Christmas Carol/Pride and Prejudice/Romeo and Juliet* for Extra-Credit

All the texts are freely available online, primarily on Project Gutenberg.

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% of the Attendance and Participation grade. 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 5th week of the semester

4. Critical Analysis Paper: 1000 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 11th 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 require approximately two hours to complete. 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%	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)	

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);

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 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 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. Some texts and assignments may require more attention than others. Catch-up classes allow the instructor to spend more time with a text if the allotted time is not sufficient. 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 Jan 8th: **INTRODUCTION:** The Borders of Literature?
Reading:
Jan 10th: Chimamanda Ngozi Adichie's "The Danger of a Single Story" *
Jan 12th: Martin Luther King, "I have a dream" speech Text and audio:
<http://www.americanrhetoric.com/speeches/mlkihadream.htm>
- WEEK 2 **Drama**
Shakespeare, *The Merchant of Venice*
Jan 15th: No Class
Jan 17th: Act I, II
Jan 19th : Act III and IV
- WEEK 3 Jan 22nd : Act V
Jan 24th : MoV wrap-up

Short Story
Jan 26th : "A Good Man is Hard to Find"
- WEEK 4 Short Story
Jan 29th : "A Good Man is Hard to Find" contd.
Jan 31st : "The Aleph"
Feb 2nd: "The Aleph" contd.
- WEEK 5 **Epic/Poetry**
Virgil's *Aeneid*

Feb 5th : Aeneid Book I
Feb 7th : Aeneid Book IV
Feb 9th : Aeneid Contd.

WRITING & REVIEW

CLOSE READING EXERCISE DUE ON FRIDAY (9th February)

WEEK 6 **TEST 1 WILL TAKE PLACE ON MONDAY (12th February)**

UNIT II – WHY DO WE WRITE?

WEEK 6-7 **Self-Expression/Self-Construction:**

Mary Prince, *The History Of Mary Prince, A West Indian Slave, Related By Herself.*
Feb 14th : Preface
Feb 16th : [1]-[7]
Feb 19th : [8]-[14]
Feb 21st : [15]- end
Feb 23rd: Catch up Class

WEEK 8 **World Making (Cosmopoiesis)**

Rabindranath Tagore, *The Home And The World*
Feb 26th: Chap 1 - 4
Feb 28th : Chapters 5 - 8
March 1st : Chapters 9-12

WEEK 9 **Shaping Citizens: Moral Instruction**

Zitkala-Sa, *American Indian Stories*
March 4th : Chap 1-4
March 6th : Chap 5-8
March 8th : Chap 9-end

UNIT III WHY DO WE READ?

Exploration & Discovery:

WEEK 10

TEST 2 WILL TAKE PLACE ON MONDAY (March 18th)

March 20th: Catch-up Day
March 22nd : Catch-up Day

WEEK 11 **Moving Beyond the Self**

March 25th : D. H. Lawrence, "Fish"
March 27th : Elizabeth Bishop, "The Fish"
March 29th : Poetry cont.

WEEK 12 **New Ways of Seeing**

Cabero et. al, *How To Study Comics & Graphic Novels*
Apr 1st : Discussion of the book

Apr 3rd : Identify/Create your own comic
Apr 5th : Critically analyze comic of choice

CRITICAL ANALYSIS DUE ON FRIDAY (Apr 5th)

WEEK 13 Rhythm and Writing
Bob Dylan

Apr 8th: Introduction and Discussion
Apr 10th : Find a relevant song
Apr 12th : Critically analyze song of choice

WEEK 14 Adaptation [Extra-Credit]

Apr 15th : Choose from *A Christmas Carol*, *Pride and Prejudice*, *Romeo and Juliet*, and find contemporary adaptations in any media

Apr 17th : Critically analyze as groups

Apr 19th: Set up mock-conference panels on the subject. [Extra-credit]

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WEEK 15

Apr. 22nd -24th: Catch-up and Mock-panels continued.

ALL REVISIONS DUE ON WEDNESDAY (April 24th) before class.