

Course Syllabus

LIT2000 INTRODUCTION TO LITERATURE SYLLABUS, UF ONLINE
Spring 2024

INSTRUCTOR INFORMATION:

Instructor: Benjamin Hebblethwaite, Ph.D.
Email: hebble@ufl.edu

Office hours, Mondays and Wednesdays on Zoom, 10:30-11:30 am
Join

URL: <https://ufl.zoom.us/j/99631158529?pwd=QVJFdXM5Y0Nwa0xJcUJkd3hlam5vUT09Links to an external site.>

COURSE PRE-REQUISITE: ENC 1101

CLASSROOM POLICIES:

Classroom Policies

- This course does not allow the use of Artificial Intelligence.
- This course is **asynchronous, online**, and does not have regular meetings. All lectures can be streamed and are available as links in the Modules.
- **Makeups:** please only send a request for a makeup **if it includes an attached excuse note from a healthcare provider or care-giver such as a parent. The excuse note should include the address, email, and phone number of the provider/caregiver. The excuse note should be sent as soon as possible.** Students cannot excuse themselves.
(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> [Links to an external site.](#)),
- Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> .
- There **will be no make-up option for missed exams, quizzes or late assignments** in the absence of a verifiable excuse note.
- Please do not request special treatment.
- If no excuse note is presented within a week of missed work, the assignment is permanently closed.

GENERAL EDUCATIONAL AREA OF THIS CLASS:

Humanities (H): 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.

HUMANITIES SUBJECT AREA STUDENT LEARNING OUTCOMES:

<p>Humanities</p>	<p>Identify, describe, and explain the history, underlying theory and methodologies used.</p>	<p>Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.</p>	<p>Communicate knowledge, thoughts and reasoning clearly and effectively.</p>
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STUDENT LEARNING OUTCOMES

Category	Institutional Definition	Institutional SLO
<p>Content</p>	<p>Content is knowledge of the terminology, concepts, methodologies and theories used within the subject area.</p>	<p>Students demonstrate competence in the terminology, concepts, methodologies and theories used within the subject area.</p>
<p>Critical Thinking</p>	<p>Critical thinking is characterized by the comprehensive analysis of issues, ideas, and evidence before accepting or</p>	<p>Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the subject area.</p>

	formulating an opinion or conclusion.	
Communication	Communication is the development and expression of ideas in written and oral forms.	Students clearly and effectively communicate knowledge, ideas, and reasoning in written or oral forms appropriate to the subject area.

COURSE DESCRIPTION:

This self-paced, asynchronous, and entirely online course examines the unique and changing role literature has played in individuals' lives, society, and history. It is centered on three deceptively simple questions: What is literature and how does it shape thought? 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, while communicating and reasoning more effectively.

OFFICE HOURS

Office hours are Mondays and Wednesdays, 10:30-11:30 am EST, via Zoom. Click on the "Zoom Conferences" link on the left panel to access the office hours link.

Textbooks and readings required for this course in the order and module they appear:

- 1a. King, "I have a dream" (youtube.com)
- 1b. Terry Eagleton, "Introduction: What is literature?" (under "Files" in Canvas)
2. Shakespeare, *The Merchant of Venice* (purchase text or better watch full performance)
3. Wilson's translation of Homer, *The Odyssey* (audible.com)
- 4.-5. Daniel Defoe, *A Journal of the Plague Year* (audible.com)
6. Walt Whitman, "Song of Myself" (online or purchase)
- 7a. Flannery O'Connor, "A Good Man is Hard to Find" (purchase, online, youtube.com)
- 7b. Franz Kafka, "The Penal Colony" (audible.com, iBooks, Amazon)

8. Midterm Exam

- 9.-10. Camara Laye, *The Dark Child* (also called *The African Child*) (purchase)
11. Carlo Collodi, *Pinocchio* (purchase)
- 12a. Marianne Moore, "The Pangolin" ([click hereLinks to an external site.](#))
(<http://www.poemhunter.com/poem/the-pangolin/>)
- 12b. Elizabeth Bishop, "The Fish" ([click hereLinks to an external site.](#))
(<http://www.poets.org/poetsorg/poem/fish-2>)
- 12c. Song of Songs ([click hereLinks to an external site.](#)) <http://www.devotions.net/bible/22songofsolomon.htmLinks to an external site.>
- 12d. The Lord's Prayer ([click hereLinks to an external site.](#)) <http://bible.oremus.org/?passage=Matthew+6Links to an external site.>
- 12e. Al-Fatiha "The Opening" (Qur'an 1), Al-Ikhlās "Purity of Faith" (Qur'an 112), Daybreak "Al-Falaq" (Qur'an 113) (under "Files" in Canvas)
(See: <http://quran.comLinks to an external site.>)
- 12f. Selections from the Dhammapada (under "Files" in Canvas)
13. Jennine Capó Crucet, *How to Leave Hialeah*
14. Marjane Satrapi, *Persepolis* (volume 1 only)

OVERVIEW OF ASSIGNMENTS FOR LIT 2000

- 20% = Several Canvas assignments per module
- 15% = Midterm
- 15% = Final Exam
- 10% = Quizzes
- 15% = Close Reading Assignment (750 words)
- 25% = Critical Analysis Paper (1,500 words)
- 100% = Total Points

GRADE DISTRIBUTION:

UF Grading policies:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Summary of grading

1. Several Canvas assignments per module (20%)
2. 1 online Midterm Exam (15%)
3. 1 online Final Exam (15%)
4. Weekly online or in-class comprehension quizzes (10%)
5. 1 Close Reading of a literary text or passage (15%)
6. 1 Critical Analysis paper (25%)

Description of the summary of grading:

1. Several Canvas assignments per module (20%)

Method of assessment will be online Canvas discussion, assignment, or multimedia posts.

2. Midterm Exam (15%)

3. Final Exam (15%)

Method of assessment will be an online midterm and final exam (15% of the total grade). The exam will be comprised of short answer, multiple-choice, true or false, matching, identification, and short essay questions based on readings, lectures and classroom discussion.

4. Unit quizzes on e-learning on the Canvas website (10%)

Students are expected to read the assigned readings before watching the lectures. The weekly quiz is designed to test student reading comprehension. In the case of Canvas quizzes, students will have a 24-hour period within which to complete the unit quiz. The quizzes will be true or false, multiple choice, matching, short answer and short essay. These quizzes cannot be made up except in the case of an excused absence.

5. Close Reading Assignment: 750 words (15%)

This assignment will test student skills in close reading. 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. See Canvas for detailed instructions. Submit online.

The process:

- Draft 1 submitted for instructor review online on Canvas.
- Draft 1 returned within 7 days (Students turn on Track Changes in MS Word).
- Draft 2 submitted online on Canvas with Track Changes turned on (before changes are made!)

6. 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. See Canvas for detailed instructions.

Grading Scale (& GPA equivalent):

A 100-93 (4.0)	A- 92-90 (3.67)	B+ 89-87 (3.33)	B 86-83 (3.0)	B- 82-80 (2.67)	C+ 79-77 (2.33)	C 76-73 (2.0)	C- 72-70 (1.67)	D+ 69-67 (1.33)	D 63-66 (1.0)	D- 62-60 (0.67)	E 59-(0)
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Note: There is no rounding up in this course. If you earn 92.99, your grade is A-

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

<http://www.isis.ufl.edu/minusgrades.html> [Links to an external site.](#)

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 <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php> [Links to an external site.](#)

Accommodations for Students with Disabilities: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>

It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

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; <http://www.counseling.ufl.edu/cwc/> [Links to an external site.](#)).

Online Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/> Summaries

Of course, evaluation results are available to students at

<https://gatorevals.aa.ufl.edu/publicresults/>

CLASS READING SCHEDULE: Each Module corresponds to one or two weeks of school depending on the length of the reading.

Students should note that the schedule is a guideline and may change

UNIT 1 - WHAT IS LITERATURE?

MODULE 1 INTRODUCTION: The Borders of Literature

Reading:

- King, "I have a dream" speech Text and audio: <http://www.americanrhetoric.com/speeches/mlkihaveadream.htm> [Links to an external site.](#)
- "Introduction: What is literature?," [Terry Eagleton, *Literary Theory: An Introduction* \(1983\), 1-15](#)
 - **Assignment**
[Module 1 Eagleton Quizlet matching or flashcard activity](#)
 - **Discussion Topic**
[Module 1 Literary critical approaches to King's "I have a dream" \(Discussion Activity\)](#)
Discussion Topic
[Module 1 Personal Introductions: Define literature in your own terms and respond to your classmates](#)
- Module 1 Syllabus Quiz
- Module 1 Quiz on MLK & Eagleton

MODULE 2 Drama

Reading:

- Shakespeare, *The Merchant of Venice*
 - **Discussion Topic**
[Module 2 Write 10 lines of Shakespearean dialogue \(and receive peer feedback\)](#)
 - **Assignment**
[Module 2 Shakespeare's The Merchant of Venice Quizlet 15 item matching activity](#)
 - **Discussion Topic**
[Module 2 Shakespeare's The Merchant of Venice Headline News Activity \(Discussion Activity\)](#)
Discussion Topic

[Module 2 Discussion: Pick a film and a picture from the film and compare it to some aspect of Shakespeare's The Merchant of Venice](#)

- Module 2 Quiz on Shakespeare, *The Merchant of Venice*

MODULE 3 Epic

Reading:

- Homer, *The Odyssey* (Emily Wilson, also available as an audiobook)

Discussion Topic

[Module 3 Homer's The Odyssey: Characters and Features of the Poem \(Discussion\)](#)

Assignment

[Module 3 Homer's The Odyssey: Quizlet Features of the Epic Poem](#)

Discussion Topic

[Module 3 Homer's The Odyssey: Individual Blog Analyzing Violence in Books 20-24 \(plus peer feedback\)](#)

- Module 2 Quiz on Homer's *The Odyssey*

MODULE 4-5 A pandemic historical novel

Reading/listening:

- Daniel Defoe, *A Journal of the Plague Year*

Discussion Topic

[Module 4-5 Defoe: Vignette about A Journal of the Plague Year \(Discussion\)](#)

Discussion Topic

[Module 4-5 Wise and Unwise Reactions to the Plague in Defoe's "A Journal of the Plague Year" \(Discussion\)](#)

Assignment

[Module 4-5 Defoe's Pandemic historical novel: Your Pandemic Podcast Journal](#)

- Module 4-5 Quiz on Defoe's *A Journal of the Plague Year*

MODULE 6 Poetry

Reading:

- Walt Whitman, “Song of Myself”

Assignment

[Module 6 Walt Whitman Song of Myself Quizlet Activity](#)

Discussion Topic

[Module 6 Writing a pastiche that imitates Whitman's style in "Song of Myself"](#)

Assignment

[Module 6 Short Writing Activity on Whitman's Song of Myself \(Updated\)](#)

- Module 6 Quiz on Whitman’s “Song of Myself.”

MODULE 7 Short Stories

Reading:

- Flannery O’Connor, read the short story: “A Good Man is Hard to Find”. Franz Kafka, read the short story: “The Penal Colony”

Assignment

[Module 7 Kafka's In the Penal Colony Quizlet Activity](#)

Discussion Topic

[Module 7 Frantz Kafka's In the Penal Colony "Comparative Journalism"](#)

[Discussion Activity](#)

Assignment

[Module 7 "Movie Critic" Activity: Comparing and Contrasting a Movie with O'Connor's "A Good Man is Hard to Find"](#)

Assignment

[Module 7 Quizlet Activity: O'Connor's A Good Man is Hard to Find](#)

- Module 7 Quiz O’Connor and Kafka stories

MODULE 8

- Online Midterm Examination

UNIT II - WHY DO WE WRITE?

MODULE 9-10 Self-Expression/Self-Construction:

Reading: Camara Laye, *The Dark Child*

Assignment

[Module 9-10 Camara Laye's The African Child Quizlet Activity](#)

Assignment

[Module 9-10 Camara Laye's The African Child Blog Activity](#)

Discussion Topic

[Module 9-10 Camara Laye's The African Child Discussion Activity on Initiations](#)

o Assignment

[Module 9-10 Camara Laye's The African Child Comparative Cultures Activity: Initiations in Literature and Culture](#)

- Module 9-10 Quiz on Laye's *The Dark Child*

MODULE 11 Shaping Citizens: Moral Instruction

Reading: Carlo Collodi, *Pinocchio*

Assignment

[Module 11 Collodi's Pinocchio Quizlet Activity](#)

Discussion Topic

[Module 11 Collodi's Pinocchio Discussion Activity](#)

Assignment

[Module 11 Collodi's Pinocchio Book Review Blog Activity](#)

- Module 11 Quiz on Collodi's *Pinocchio*

UNIT III WHY DO WE READ?

MODULE 12 Moving Beyond the Self

Reading:

Poems:

- Marianne Moore, "The Pangolin" ([click hereLinks to an external site.](http://www.poemhunter.com/poem/the-pangolin/))
(<http://www.poemhunter.com/poem/the-pangolin/>)
- Elizabeth Bishop, "The Fish" ([click hereLinks to an external site.](http://www.poets.org/poetsorg/poem/fish-2))
(<http://www.poets.org/poetsorg/poem/fish-2>)
- "Roosters" ([click hereLinks to an external site.](http://www.poetryfoundation.org/poem/177905))
(<http://www.poetryfoundation.org/poem/177905>)
- "Pink Dog" ([click hereLinks to an external site.](http://www.poetryatlas.com/poetry/poem/2261/pink-dog.html))
(<http://www.poetryatlas.com/poetry/poem/2261/pink-dog.html>)

Sacred literature

- Song of Songs ([click hereLinks to an external site.](http://www.devotions.net/bible/22songofsolomon.htm))
<http://www.devotions.net/bible/22songofsolomon.htm>
- The Lord's Prayer ([click hereLinks to an external site.](http://bible.oremus.org/?passage=Matthew+6))
<http://bible.oremus.org/?passage=Matthew+6>

- Al-Fatiha "The Opening" (Qur'an 1), Al-Ikhlās "Purity of Faith" (Qur'an 112), Daybreak "Al-Falaq" (Qur'an 113)
(See: <http://quran.com>Links to an external site.) Selections from the Dhammapada

Assignment

[Module 12 Marianne Moore, "The Pangolin" Quizlet Activity](#)

Assignment

[Module 12 Elizabeth Bishop "The Fish" Quizlet Activity](#)

Discussion Topic

[Module 12 Sacred Literature Discussion Activity](#)

- Module 12 Quiz on Poetry and Sacred Literature

MODULE 13, Finding New Selves

Reading:

- Jennine Capó Crucet, *How to Leave Hialeah*
 - "Low Tide"; "How to leave Hialeah"; "Men who punched me in the face"
Assignment
[Module 13 Jennine Capó Crucet How to Leave Hialeah Quizlet Activity](#)
Discussion Topic
[Module 13 Jennine Capó Crucet How to Leave Hialeah Blog Review Activity](#)
Discussion Topic
[Module 13 Jennine Crucet's "How to Leave Hialeah" Discussion Activity](#)
- Module 12 Quiz on Capó Crucet's *How to Leave Hialeah*

MODULE 14 New Ways of Seeing

Reading:

Marjane Satrapi, *Persepolis*

Assignment

[Module 14 Marjane Satrapi's "Persepolis" Quizlet Activity](#)

Assignment

[Module 14 Marjane Satrapi's Persepolis Graphic Art Activity](#)

Discussion Topic

[Module 14 Marjane Satrapi Persepolis Discussion Activity](#)

- Module 14 Quiz on Satrapi's *Persepolis*

MODULE 15, New Ways of Seeing and conclusion: Where to now?

- **Friday:** Does Great Literature Make Us Better? Gregory Currie. http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0Links to an external site.

MODULE 16, The Final Exam

- Online final exam will open on the last day of class.

General Rubric: This will be used for all writing and presentation assignments.

*modified from UC Davis composition rubric

	A: 90 – 100	B: 80 – 90	C: 70 – 80	D: 60 – 70	E: < 60
Ideas (40pts)	Excels in responding to the assignment. Demonstrates sophisticated thinking. Central ideas are clearly communicated and complexity of ideas are presented. Understands and critically evaluates and cites	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful reading of sources, but perhaps not as sophisticated of use of sources. (32-36)	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts presented. (28-32)	Does not present a clear idea or respond fully/appropriately to the assignment. Central idea is vague. (24-28)	Does not respond to the assignment. Lacks central idea. (0-24)

	sources. (36-40)				
Organization and Coherence (30pts)	Logically structured paper for its purpose. Paper guides the reader through a progression of ideas. (27-30)	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links are absent or faulty. Each paragraph matches the central idea of the paper. (24-27)	Lists ideas or includes central ideas, but not in an organized structure. Uses transitions simply and sequentially. On their own, each paragraph responds to the central idea, but it isn't synthetically structure. Some lack of coherence in sentences. (21-24)	Random organization with no real structured coherence. Paragraphs lack structure and not all sections relate directly to central idea. (18-21)	No organization lacks coherence. (0-18)
Support (10pts)	Uses evidence appropriately and effectively. (9-10)	Begins to offer reasons to support paper's key points and often using a variety of evidence/sources. Makes connections between ideas and evidence, but doesn't fully use evidence effectively. (8-9)	Uses generalization or opinions to support its points. Uses examples, but they aren't directly connected or relevant. Personal experience and assumptions are common. (7-8)	Clichés and overgeneralizations are relied upon with little reference to resources or evidence. Personal narrative dominates informed narrative. (6-7)	Uses irrelevant details or lacks supporting evidence. (0-6)
Style (10pts)	Chooses words with precision	Uses words accurately and effectively but	Uses vague and general words. May use some	Vague, abstract, and personal in content. Several	Awkward sentences throughout.

	and uses specificity. Sentences are clearly structured and carefully focused, not rambling. (9-10)	not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. (8-9)	inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. (7-8)	awkward sentences. Sentence structure is simple and doesn't facilitate understanding. (6-7)	Misuse of words. Inappropriate language. (0-6)
Mechanics (10pts)	Entirely free of spelling, punctuation, and grammatical errors. (9-10)	Contains a small amount of errors that challenge the reader, but don't interfere with understanding. (8-9)	Several mechanical errors that interfere with meaning, but don't impede overall understanding. (7-8)	Many mechanical errors that challenge meaning. Hard to understand connections. (6-7)	Many mechanical errors making it impossible to understand. (0-6)