

## **LIT 2000—Introduction to Literature, Spring 2017**

Section: 17B9

Time: MWF Period 5 (11.45am-12.35pm)

Location: TUR B310

**Instructor:** Poushali Bhadury

Email: [p.bhadury@ufl.edu](mailto:p.bhadury@ufl.edu)

Mailbox: in TUR 4301 (English Dept. Mailroom in Turlington Hall)

Office: TUR 4415

Office hours: Friday 12.35-1.30 pm and by appointment

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### **COURSE DESCRIPTION:**

This course examines the role literature has played in individuals' lives and in society. It is centered on three questions: What is literature? Why do we write literature? Why do we read literature? LIT 2000 introduces students to a diverse range of literary genres, from different national traditions and historical periods.

This course aims to help students develop the critical skills of literary analysis and interpretation. Students will also learn how formal and stylistic elements as well as historical contexts 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 relationship to 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 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.

**REQUIRED MATERIALS:**

**Bring texts to class every day**—electronic copies, print-outs, or print books. If you are reading a digital copy, you need to bring your laptop/tablet/e-reader to class (No cell-phones, please). This is mandatory.

**Novels, Drama, Epics, Graphic Novels:**

- Virgil, *Aeneid*, Book 4 ([online text at http://www.poetryintranslation.com/PITBR/Latin/VirgilAeneidIV.htm](http://www.poetryintranslation.com/PITBR/Latin/VirgilAeneidIV.htm))
- Shakespeare, *The Merchant of Venice* ([online text at http://www.shakespeare-online.com/plays/merchantscenes.html](http://www.shakespeare-online.com/plays/merchantscenes.html))
- Primo Levi, *Survival in Auschwitz* (bookstore)
- Italo Calvino, *Invisible Cities* (bookstore)
- Marjane Satrapi, *Persepolis* (bookstore)

**Short Stories (ARES):**

- Jorge Luis Borges, “The Aleph”; “The Library of Babel”
- Raymond Carver, “So Much Water So Close to Home”
- Kate Chopin, “The Storm”
- Ismat Chughtai, “The Quilt” ([online text at http://www.manushi-india.org/pdfs\\_issues/PDF%20file%20110/9.%20Short%20Story%20-%20Lihaaf%20%5BThe%20Quilt%5D.pdf](http://www.manushi-india.org/pdfs_issues/PDF%20file%20110/9.%20Short%20Story%20-%20Lihaaf%20%5BThe%20Quilt%5D.pdf))

**Poetry (Online/ARES/PDF):**

- Emily Dickinson, “Essential oils are wrung”; “I’m Nobody! Who are you?”; “Wild nights - Wild nights!”
- Maya Angelou, “A Brave and Startling Truth,” “Still I Rise”
- Lewis Carroll, “Jabberwocky”
- Edward Lear, “The Owl and the Pussycat” and select limericks
- Carol Ann Duffy, “Comprehensive”

**Please note that this is not an exhaustive list of texts. I may add materials (usually shorter texts such as poems, short stories, etc.) as the semester progresses. These will be available on ARES/Canvas.**

**ARES refers to the UF Library’s electronic reserves, available online with your student gatorlink ID.**

**Also, please note that many of the materials listed as “online” or PDF or under course reserves (ARES) on the syllabus also appear under “Files” on Canvas as full texts.**

**GRADE DISTRIBUTION:**

1. Attendance & participation/in-class discussion (15%)
2. Weekly participation in Course discussion board on Canvas—discussion questions (10%)
3. 3 Brief Structured Responses, each 300 words minimum (15%)
4. 1 take-home exam (20%)
5. 1 Close Reading of a literary text/passage, 750 words minimum (15%)
6. 1 Critical Analysis paper, 1200 words minimum (25%)

## 1. Attendance & participation/in-class discussion (15%)

**Attendance:** Attendance is mandatory and will be taken daily. You are allowed a total of **FIVE** absences: excuses are neither needed nor accepted. **Missing more than five class periods mean you fail, automatically.** If you miss a class, you are still responsible for the work assigned and material covered—it is **your** responsibility to make yourself aware of all class discussion and announcements, and all changes to the syllabus made in class. **You are also still responsible for turning in assignments on time (in my Turlington mailbox and on e-learning), even on days you are absent from class.** Students are responsible for speaking to the professor about missed work, either before or after class, or during office hours. Missed daily work, in-class assignments, quizzes, and participation reflect negatively on those components of the final grade, and cannot be made up.

Absences will be excused only 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>).

**Participation:** Students are expected to review the assigned readings before class. Each class will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, they will lose participation points. You will also receive credit for participating if you contribute anything at all to the discussion on a given day: a complex thought, clarification, any kind of valid question related to the assignment, etc. If you do not participate in the discussion, you will receive no credit. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will contribute to this portion of the final grade.

Commenting constructively on your peer's discussion questions on the discussion board for the day on Canvas by 11.59pm on a class day will also count towards class participation.

Provided that you actually participate in the abovementioned fashion, regular attendance and punctuality also reflect positively on the grade. Participation points also hinge on your helpfulness and collegiality towards your fellow-classmates, in class and online.

I reserve the right to give unannounced pop quizzes at any point in the semester. If you miss a quiz, you cannot make it up. Pop quiz points fold into your class participation points; simply put, if you don't come prepared to class, haven't read all your assigned materials and are unable/unwilling to take part in active, robust discussion, you are not participating adequately. Attendance and class participation constitutes 15% of your final course grade.

## 2. Weekly participation in Course discussion board on Canvas—discussion questions (10%)

For each week's reading assignment, students are required to contribute **TWO discussion questions** based on the reading. I will set up discussion boards on Canvas for each class period. Homework is due by 10 am on class days. The day on which you post, however, depends on your group. I will divide the class members into 3 groups: A, B and C. Group A posts on Mondays, Group B on Wednesdays, and Group C on Fridays.

You should have discussion questions centered on the primary texts we are reading that week/day. These should be open-ended questions, but they should not be purely speculative; rather, they should elicit plausible answers that can be supported with details from the text.

**I will frequently use the questions you ask of the texts to generate conversations in class; in other words, I am invested in your take on the materials we read.**

There will be no discussion questions due on a class day when we have writing workshops or take-home exams scheduled.

### **3. Three Brief Structured Responses: 300 words min. (15%)**

Three times over the semester, students are required to write a brief (300 word min.) structured response to the class readings. I will provide prompts for each of these short responses. We shall also discuss these further in class.

These structured responses raise either *interpretive* or *critical* questions concerned with textual meaning. They comment on themes, figurative language and symbolism within the narrative. They also may make judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of interpretive and critical responses indicates that there may well be neither simply "right" nor simply "wrong" answers; the success of a response is based on the (textual) evidence and reasoning students employ to support their analysis and judgment. Papers will be graded on a 10-point scale.

### **4. One take-home exam (20%)**

This exam will consist of short answer questions, as well as one essay question. This assignment will be graded on a 100-point scale. Emphasis is placed on the interpretation and analysis of the texts as demonstrated in your answers.

*The take-home exam will take place over a weekend after the 7<sup>th</sup> week of the semester. It will be graded on a 100-point scale.*

### **5. One Close Reading of a literary text/passage: 750 words min. (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.

*The Close Reading assignment is due during the 9<sup>th</sup> week of the semester. It will be graded on a 100-point scale.*

### **6. Critical Analysis Paper: 1,200 words min. (25%)**

This assignment asks students to combine close reading skills with critical concepts or historical information introduced in class or supplemental readings. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence. Although students will work within the framework of concepts or ideas introduced in class, this assignment is not a research paper.

*The Critical Analysis assignment is due during the last week of the semester. It will be graded on a 100-point scale.*

## ASSIGNMENT SUBMISSION PROTOCOLS

- As a general rule, papers must be typed and double-spaced with 1-inch margins and 12-point font, in Times New Roman. I take these specifications seriously—you will lose points if you don't follow them.
- All sources (including primary/literary sources) must be documented according to MLA conventions, viz. via in-text, parenthetical citations and a Works Cited page.
- **Papers must be stapled. No exceptions.**
- Formal submission of an assignment means handing in a paper (hard) copy of your assignment to me during class. I do not grade/accept papers via email.

**You do, however, have to upload back-up copies of your papers on Canvas.**

Please note that these DO NOT constitute formal submission. However, they are a mandatory requirement.

- **If you are absent from class on a day an assignment is due, you still need to submit it in my mailbox in the English department mailroom in Turlington by the end of the class period on that day.** Please notify me via email if you have left an assignment in my mailbox, so I know to go pick it up. You are expected to catch up on any missed work.

## CLASSROOM POLICIES:

- **Policy on making up missed work:** Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) **there will be no make-up option for a missed exam or late assignment.** 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 and produce documentation of their illness or emergency. Students should make every effort **not** to miss the take-home exam.
- **Late Policy:** 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 and laptop/tablet policy:** Please show respect for other members of the class regarding electronic devices. Students must turn cell phones to silent before coming to class. **Cell phones may never be used in class. Students may use laptops/tablets in class only to view the work under discussion.** A student who surfs the internet or uses Facebook, etc. in class will lose points from the final grade.

## Grading Scale (& GPA equivalent):

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

**Note:** 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/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>

**Final Grade Appeals:** Students may appeal a final grade by filling out a form available from Carla Blount, Department of English Program Assistant. Grade appeals may result in higher, lower, or unchanged final grade.

**Academic Honesty:** Students are required to be honest in their coursework; students 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>

**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 (<http://www.dso.ufl.edu/drc/>) 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; <http://www.counseling.ufl.edu/cwc/>).

**Sexual Assault and Harassment:** Title IX of the U.S. Higher Education Amendments of 1972 makes it clear that violence and harassment based on sex and gender are civil rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. . Recent guidelines issued by the U.S. Department of Education state that these protections apply also to transgendered individuals. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

[http://www.ufsa.ufl.edu/faculty\\_staff/fees\\_resources\\_policies/addressing\\_sexual\\_misconduct/reporting\\_sexual\\_misconduct/](http://www.ufsa.ufl.edu/faculty_staff/fees_resources_policies/addressing_sexual_misconduct/reporting_sexual_misconduct/)

<http://www.counseling.ufl.edu/cwc/>

<http://www.counseling.ufl.edu/cwc/interpersonal-violence>

<http://www.counseling.ufl.edu/cwc/group-listings>

<http://gatorwell.ufsa.ufl.edu/programs/strive>

[http://www.police.ufl.edu/wp-content/uploads/2014/10/UPD-Safe-Campus-2014\\_Rev10-15-14.pdf](http://www.police.ufl.edu/wp-content/uploads/2014/10/UPD-Safe-Campus-2014_Rev10-15-14.pdf)

**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://evaluations.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://evaluations.ufl.edu>.

**Classroom Behavior:** I will not tolerate any rude, coarse, or offensive remarks based upon race, gender, ability, or sexual identity, in written assignments or in class discussion. In addition, please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Many 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.

**A Note on Course Content:** At times this semester we will be discussing literary works that may be disturbing, even traumatizing, to some students. If you ever feel the need to step outside during one of these discussions, you may do so without academic penalty. (You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually.) If you ever wish to discuss your personal reactions to this material, either with the class or with me afterwards, I welcome such discussion as an appropriate part of our coursework.

### (TENTATIVE) CLASS SCHEDULE

Students should note that the schedule is a **tentative** guideline and may change; students are responsible for all changes made to the syllabus and all changes announced in class/via Canvas, 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.

**Please have done the readings BEFORE class on the day they are due.**

	<b>Monday</b>	<b>Wednesday</b>	<b>Friday</b>
<b>Week 1</b>		1/4 Syllabus and Course Overview	1/6 Introduction to Literary Analysis
<b>Week 2</b>	1/9 Shakespeare, <i>Merchant of Venice</i>	1/11 <i>Merchant of Venice</i>	1/13 <i>Merchant of Venice</i>
<b>Week 3</b>	1/16 <b>No Class</b> MLK Jr. Day	1/18 <i>Merchant of Venice</i>	1/20 <i>Merchant of Venice</i>
<b>Week 4</b>	1/23 Virgil, <i>Aeneid</i> Book IV	1/25 <i>Aeneid</i> Book IV	1/27 <i>Aeneid</i> Book IV
<b>Week 5</b>	1/30 <i>Aeneid</i> Book IV	2/1 <b>Close Reading Workshop</b>	2/3 Dickinson poems <b>Structured Response 1 (SR1) DUE</b>
<b>Week 6</b>	2/6 Dickinson poems	2/8 Carroll and Lear poems	2/10 Chopin, "The Storm"
<b>Week 7</b>	2/13 Ismat Chughtai, "The Quilt"	2/15 Calvino, <i>Invisible Cities</i>	2/17 <b>Close Reading DUE</b>
<b>Week 8</b>	2/20 <i>Invisible Cities</i>	2/22 <i>Invisible Cities</i>	2/24 <i>Invisible Cities</i>
<b>Week 9</b>	2/27 Borges, "The Aleph"	3/1 Borges, "The Library of Babel"	3/3 <b>Take-Home Exam</b>

<b>Week 10</b>	3/6 <b>Spring Break</b>	3/8 <b>Spring Break</b>	3/10 <b>Spring Break</b>
<b>Week 11</b>	3/13 <b>Writing Workshop/Library Instruction Day</b>	3/15 Levi, <i>Survival in Auschwitz</i> <b>Take-Home Exam DUE</b>	3/17 <i>Survival in Auschwitz</i>
<b>Week 12</b>	3/20 <i>Survival in Auschwitz</i>	3/22 Satrapi, <i>Persepolis</i>	3/24 <i>Persepolis</i> <b>SR2 DUE</b>
<b>Week 13</b>	3/27 <i>Persepolis</i>	3/29 <i>Persepolis</i>	3/31 Duffy, "Comprehensive"
<b>Week 14</b>	4/3 Carver, "So Much Water So Close to Home"	4/5 Carver contd. <b>SR3 DUE</b>	4/7 Moore, "The Pangolin"
<b>Week 15</b>	4/10 Maya Angelou poems	4/12 Angelou poems	4/14 <b>Critical Analysis Paper Peer Review</b>
<b>Week 16</b>	4/17 <b>Baldwin Library Visit</b>	4/19 Class Wrap Up <b>Critical Analysis Paper DUE</b>	