

Introduction to Literature (LIT 2000)

Section 1A35

Instructor Name: Satit Leelathawornchai

Course meeting times: Tuesdays periods 2-3 / Thursdays period 3

Location: TUR2333

Office Location and Hours: TUR4335, Tuesdays & Thursdays 10.45-11.45 and by appointment

Course website: Canvas

Instructor Email: satitl@ufl.edu

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? And why do we read literature?* LIT 2000 introduces students to a diverse range of literary genres, from different national traditions and historical periods.

Among the primary aims of this course is to help students develop 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:

Students should purchase the following texts:

William Shakespeare, *Macbeth*
Primo Levi, *Survival in Auschwitz*
Toni Morrison, *Beloved*
Jonathan Swift, *Gulliver's Travels*
Italo Calvino, *Invisible Cities*
Jennine Capó Crucet, *How to Leave Hialeah*
Marjane Satrapi, *Persepolis*

The following texts are available on Canvas/ARES

Homer, *The Odyssey*, Book XIX
Emily Dickinson, "Because I could not stop for Death"
Emily Dickinson, "The Soul selects her own Society"
Emily Dickinson, "Much Madness is divinest Sense"
Sylvia Plath, "The Colossus"
Sylvia Plath, "Morning Song"
Franz Kafka, "The Penal Colony"
Alice Munro, "The Moons of Jupiter"
Galileo Galilei, "Letter to Madama Cristina"
Gregory Currie, "Does Great Literature Make Us Better People?"

GRADE DISTRIBUTION (see below for Grading Scale)

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

4 Brief Responses (20%)

1 Close Reading of a literary text or passage (20%)

1 Critical Analysis paper (25%)

1 Midterm Exam (20%)

COURSE POLICIES:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance:* Attendance is mandatory and will be taken daily. Late arrivals to class will count as half an absence. Students will lose 3% of their final grade for every absence after the third. Six absences results in a failure of the course. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's 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 and for making up all assignments. Students are responsible for all work covered in class, all announcements, and all changes to the syllabus made in class.
3. *Paper Format & Submission:* All assignments are due via Canvas prior to the start of class on the noted due date. If an emergency occurs that affects your ability to complete your work, please notify your instructor as soon as possible. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins with the appropriate heading and pages numbered.
4. *Late Papers/Assignments:* 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.
5. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
7. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *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). Grade appeals may result in a higher, unchanged, or lower final grade.
10. *Course Evaluations.* Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>

COURSE SCHEDULE

Week 1	UNIT ONE: What Is Literature?	
T Aug 22	Syllabus and Course Overview	
R Aug 24	Homer, <i>The Odyssey</i> (Book XIX)	
Week 2		
T Aug 29	Homer, <i>The Odyssey</i> (Book XIX)	
R Aug 31	Homer, <i>The Odyssey</i> (Book XIX)	
Week 3		
T Sep 5	William Shakespeare, <i>Macbeth</i> (Act I, II & III)	
R Sep 7	William Shakespeare, <i>Macbeth</i> (Act IV & V)	
Week 4		
T Sep 12	Emily Dickinson, "Because I could not stop for Death" Emily Dickinson, "The Soul selects her own Society" Emily Dickinson, "Much Madness is divinest Sense"	
R Sep 14	Sylvia Plath, "The Colossus" Sylvia Plath, "Morning Song"	
Week 5		
T Sep 19	Franz Kafka, "The Penal Colony" Alice Munro, "The Moons of Jupiter"	
R Sep 21	Close reading workshop	
Week 6	UNIT TWO: Why Write Literature?	
T Sep 26	Levi, <i>Survival in Auschwitz</i> (to "Chemical Examination")	Close reading due (20%)
R Sep 28	Levi, <i>Survival in Auschwitz</i> (to "Die drei Leute vom Labor")	
Week 7		
T Oct 3	Levi, <i>Survival in Auschwitz</i> (to end) Galileo Galilei, "Letter to Madama Cristina"	
R Oct 5	Galileo Galilei, "Letter to Madama Cristina"	
Week 8		
T Oct 10	Toni Morrison, <i>Beloved</i> (Foreword-124)	
R Oct 12	Toni Morrison, <i>Beloved</i> (125-195)	
Week 9		
T Oct 17	Toni Morrison, <i>Beloved</i> (199-end)	Midterm exam (20%)
R Oct 19	Jonathan Swift, <i>Gulliver's Travels</i> (Part I)	
Week 10		
T Oct 24	Jonathan Swift, <i>Gulliver's Travels</i> (Part II & III)	
R Oct 26	Jonathan Swift, <i>Gulliver's Travels</i> (Part IV)	
Week 11	UNIT THREE: Why Read Literature?	
T Oct 31	Italo Calvino, <i>Invisible Cities</i>	
R Nov 2	Italo Calvino, <i>Invisible Cities</i>	
Week 12		
T Nov 7	Jennine Capó Crucet, <i>How to Leave Hialeah</i>	
R Nov 9	Jennine Capó Crucet, <i>How to Leave Hialeah</i>	
Week 13		
T Nov 14	Marjane Satrapi, <i>The Complete Persepolis</i> (1-153)	
R Nov 16	Marjane Satrapi, <i>The Complete Persepolis</i> (155-246)	
Week 14		
T Nov 21	Marjane Satrapi, <i>The Complete Persepolis</i> (246-end)	
R Nov 23	Holiday	
Week 15		
T Nov 28	Gregory Currie, "Does Great Literature Make Us Better?"	
R Nov 30	Critical analysis workshop	
Week 16		
T Dec 5	Class activity	Critical analysis due (25%)

ASSIGNMENTS

1. *Participation and In-Class Discussion*

Students are expected to read the assigned readings before class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. You should come to class each day with one typed question or observation to raise during class discussion and hand in at the end of class for credit. Also be certain to bring your texts to class every day—either electronic copies, print-outs, or books – and paper and pen or pencil with which to write.

2. *Brief responses*

Four times over the course of the semester students are required to write a brief (300 word) response to the day's reading. These responses must be uploaded to our course Canvas BEFORE class the day on which they are due.

These 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 evidence and reasoning students employ to support their analysis and judgment. Students are also expected to comment on their peer's responses at least 5 times across the semester.

3. *Close Reading Assignment: 2-3 pages*

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.

4. *Critical Analysis Paper: 3-4 pages*

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.

5. *Midterm Exam*

This take-home exam will be distributed on-line (via Canvas). The exam will be comprised of matching and short essay questions based on readings, lectures and discussion. Submitted exams will be assessed for evidence of collusion.

GRADING SCALE:

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

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>