LIT2000 INTRODUCTION TO LITERATURE
SYLLABUS
Spring 2023

INSTRUCTOR INFORMATION:

Instructor: Benjamin Hebblethwaite, Ph.D.
Email:
Grader: Bisola Ajibade

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

COURSE PRE-REQUISITE: ENC 1101

CLASSROOM POLICIES:

Classroom Policies

- **Absent, late, or makeup:** To avoid unnecessary emailing (which is a problem with a large course), 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 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.),
- 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 send emails that request special treatment without official excuse notes.
- If no excuse note is presented within a week of missed work, the assignment is permanently closed. (We do not want to receive excuse notes at the end of the semester for outdated absences).

COURSE DESCRIPTION:

This self-paced, asynchronous and entirely online 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.

OFFICE HOURS

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

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 (1,300 words)
100% = Total Points

GRADE DISTRIBUTION:

Summary of grading

1. Several Canvas assignments per module (20%)
2. 1 in-class Midterm Exam (15%)
3. 1 in-class 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%)

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** <u>**with Track Changes turned on (before changes are made!)**</u>

6. Critical *Analysis Paper: 1,300 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)

Note: There is no rounding up in this course. If you earn 92.99, your grade is A-

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.htmlLinks 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.phpLinks to an external site.

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/ Links to an external site.) 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/ Links to an external site.).

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 (or days, in the case of the summer), 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.

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   I –   *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.htmLinks to an external site.
- "Introduction: What is literature?," Terry Eagleton, *Literary Theory: An Introduction* (1983), 1-15

MODULE 2 Drama

Reading:

- Shakespeare, *The Merchant of Venice*

MODULE 3 Epic

Reading:

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

MODULE 4-5 A pandemic historical novel

Reading/ listening:

- Daniel Defoe, A Plague Year

MODULE 6 Poetry

Reading:

- Walt Whitman, "Song of Myself"

MODULE 7 Short Stories

Reading:

- July 27: Flannery O'Connor, read the short story: "A Good Man is Hard to Find"
- July 28: Franz Kafka, read the short story: "The Penal Colony"

MODULE 8

- Online Midterm Examination

UNIT II – *WHY DO WE WRITE?*

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

Reading:

- Camara Laye, *The Dark Child*

MODULE 11 Shaping Citizens: Moral Instruction

Reading:

- Carlo Collodi, *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/)
- Elizabeth Bishop, "The Fish" (click hereLinks to an external site.) (http://www.poets.org/poetsorg/poem/fish-2)
- "Roosters" (click hereLinks to an external site.) (http://www.poetryfoundation.org/poem/177905)
- "Pink Dog" (click hereLinks to an external site.) (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
- The Lord's Prayer (click hereLinks to an external site.) http://bible.oremus.org/?passage=Matthew+6
- Al-Fatiha "The Opening" (Qur'an 1), Al-Ikhlas "Purity of Faith" (Qur'an 112), Daybreak "Al-Falaq" (Qur'an 113) (See: http://quran.comLinks to an external site.)
- Selections from the Dhammapada

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"

MODULE 14 New Ways of Seeing

Reading:

- Marjane Satrapi, *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.

Books 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-Ikhlas "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)

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	A solid paper, mostly responding to the assignment. Clear statement of ideas, but may have some minor issues or incomplete discussions. Shows careful	Paper responds to the assignment but weakly. There is a central idea, but it is not sufficiently described and communicated. Often very general thoughts	Does not present a clear idea or respond full/appropriately to the assignment. Central idea is vague. **(24-28)**	Does not respond to the assignment. Lacks central idea. **(0-24)**

Criteria					
	complexity of ideas are presented. Understands and critically evaluates and cites sources. **(36-40)**	reading of sources, but perhaps not as sophisticated of use of sources. **(32-36)**	presented. **(28-32)**		
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 and uses specificity. Sentences are clearly structured and carefully focused, not rambling. **(9-10)**	Uses words accurately and effectively but not necessarily with precision. Sentences are clear, structured, and focused, though some may be awkward or incomplete. **(8-9)**	Uses vague and general words. May use some inappropriate language. Sentences are structured correctly, but perhaps unfocused, repetitive or confusing. **(7-8)**	Vague, abstract, and personal in content. Several awkward sentences. Sentence structure is simple and doesn't facilitate understanding. **(6-7)**	Awkward sentences throughout. 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)**