

LIT 2000—Introduction to Literature, Fall 2015

Section: 1A28

Time: MWF Period 4 (10.40 am -11.30 am)

Location: LIT 0221

COURSE PRE-REQUISITE: ENC 1101

Instructor: Poushali Bhadury

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Office hours: Wednesdays 11.45-1.30 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? And why do we read literature? It introduces students to a range of literary genres, from different countries and historical periods.

This course aims to help students develop the critical skill of 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).

Novels, Drama, Epics, Graphic Novels:

- Virgil, *Aeneid*, Book I ([online text at www.poetryintranslation.com/PITBR/Latin/VirgilAeneidI.htm](http://www.poetryintranslation.com/PITBR/Latin/VirgilAeneidI.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](#))
- Toni Morrison, *Beloved* ([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”
- James Joyce, “The Dead”

Poetry (Online/ARES/PDF):

- Emily Dickinson, “Essential oils are wrung”; “I’m Nobody! Who are you?”; “Wild nights - Wild nights!”
- Gerard Manley Hopkins, “As Kingfishers Catch Fire”; and “Carrion Comfort”
- Lewis Carroll, “Jabberwocky”
- Edward Lear, “The Owl and the Pussycat” and select limericks
- Marianne Moore, “The Pangolin”
- Carol Ann Duffy, “Comprehensive,” “Education for Leisure”

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.

Optional viewing: The Michael Radford/Al Pacino film of *The Merchant of Venice* is on reserve at the library.

ARES refers to the UF Library’s electronic reserves, available online with your student 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, 300 words minimum (15%)
4. 1 Close Reading of a literary text/passage, 750 words minimum (15%)
5. 1 take-home exam (20%)
6. 1 Critical Analysis paper, 1500 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 classes means 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.

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.

I reserve the right to give pop quizzes if I feel that students are not completing their daily reading assignments satisfactorily. 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 9 am on class days. The day on which you post, however, depends on your group. I will divide the class members into three groups: A, B and C. Group A members comment 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. 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.**

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, with 10 being the very best, and so on.

4. 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 6th week of the semester. It will be graded on a 100-point scale.

5. One take-home exam (20%)

This exam will consist of short answer questions and identifications, as well as one essay question. This assignment will be graded on a 100-point scale.

The exam will take place over a weekend after the 8th week of the semester. It will be graded on a 100-point scale.

6. Critical Analysis Paper: 1,500 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 15th 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:

- **Makeup Policy:** 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>

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/scer/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 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. 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.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

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>.

(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, 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.

UNIT 1: WHAT IS LITERATURE?

WEEK 1

Aug 24, 26 & 28: Introduction and background

WEEK 2 Epic

Aug 31, Sep 2 & 4: Virgil, *Aeneid*, Book I

WEEK 3 Drama

Sep 7: **No class (Labor Day)**

Sep 9 & 11: Shakespeare, *The Merchant of Venice*

WEEK 4 Drama contd.

Sep 14, 16 & 18: *The Merchant of Venice* concluded

Sep 18: Structured Response 1 DUE

WEEK 5 Poetry

Sep 21: Emily Dickinson, "Essential oils are wrung"; "I'm Nobody! Who are you?"; "Wild nights - Wild nights!"

Sep 23: Gerard Manley Hopkins, "As Kingfishers Catch Fire"; and "Carrion Comfort"

Sep 25: Lewis Carroll, "Jabberwocky"; Edward Lear, "The Owl and the Pussycat" and select limericks

WEEK 6 Short Stories

Sep 28: Jorge Luis Borges, "The Library of Babel"

Sep 30 & Oct 2: Borges, "The Aleph"

Oct 2: Close Reading Paper DUE

WEEK 7 Short Stories Contd.

Oct 5, 7 & 9: James Joyce, "The Dead"

UNIT 2: WHY DO WE WRITE?**WEEK 8 Memoir**

Oct 12, 14 & 16: Primo Levi, *Survival in Auschwitz*

Oct 17-18: Take Home Exam (over the weekend)

WEEKS 9/10 Novel

Oct 19, 21, 23, 26, 28, 30: Toni Morrison, *Beloved*

Oct 23: Structured Response 2 DUE

UNIT 3: WHY DO WE READ?**WEEK 11**

Nov 2 & 4: Italo Calvino, *Invisible Cities*

Nov 6: **No class (Homecoming)**

WEEK 12

Nov 9 & 13: *Invisible Cities* continued

Nov 11 **No class (Veterans' Day)**

WEEK 13

Nov 16: Raymond Carver, "So Much Water So Close to Home"

Nov 16: Structured Response 3 DUE

Nov 18 & 20: Carol Ann Duffy, "Comprehensive"; "Education for Leisure"

WEEK 14

Nov 23: Marianne Moore, "The Pangolin"

Nov 25 & 27: **No class (Thanksgiving)**

WEEK 15

Nov 30, Dec 2 & 4: Marjane Satrapi, *Persepolis*

Dec 4: Critical Analysis Paper DUE

WEEK 16

Dec 7: Italo Calvino, "Why Read the Classics?"

http://www.thhs.qc.edu/ourpages/auto/2010/11/22/44713948/E3-Italo%20Calvino-_22Why%20Read%20the%20Classics__22.pdf

Dec 9: Gregory Currie, "Does Great Literature Make Us Better?"

http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0