

Current Information:

I. A.) DEPARTMENT NAME: Languages, Literatures and Cultures

B.) COURSE NUMBER, and TITLE: LIT2000 Introduction to Literature

C.) CREDIT HOURS: 3 D.) PREREQUISITES: ENC 1101

E.) CURRENT CLASSIFICATION

1. General Education Code: B C D H M N P S None

2. Writing Requirement: E2 E4 E6 None

3. Math Requirement: M None

Requests:

II. GENERAL EDUCATION

A.) Requested Classification: B C D H M N P S

B.) Effective Date: Fall Spring Summer 2014 (year)

Or

1-time Approval Fall Spring Summer _____ (year)

III. WRITING REQUIREMENT MATH REQUIREMENT

A.) Requested Classification E2 E4 E6

B.) Effective Date: Fall Spring Summer _____ (year)

Or

1-time Approval Fall Spring Summer _____ (year)

C.) Assessment:

1.) What type of feedback will be provided to the student (in reference to writing skill)?

_____ Grade _____ Corrections _____ Drafts _____ Other

2.) Will a published rubric be used? _____

IV. ATTACH A DETAILED SYLLABUS

V. SYLLABUS CHECKLIST

Courses that offer students General Education and/or Writing Requirement credit must provide clear and explicit information for the students about the classification and requirements.

For courses with a **General Education** classification, the syllabus **must** include:

- Instructor contact information (and TA if applicable)
- Course objectives and/or goals
- Student Learning Outcomes
- Required and optional textbooks
- Methods by which students will be evaluated and their grades determined
- Weekly course schedule with sufficient detail (including topics, assigned readings, assignments, due dates) that the General Education Committee may determine the appropriateness of the General Education classification requested.
- A statement related to class attendance, make-up exams and other work such as: *“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.”*
- A statement related to accommodations for students with disabilities such as: *“Students with disabilities requesting classroom accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered students will an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”*
- A statement informing students of the online course evaluation process such as: *“Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://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/results>.”*
- Information on current UF grading policies for assigning grade points. This may be achieved by including a link to the appropriate undergraduate catalog web page <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

It is **recommended** that syllabi contain the following information:

- Critical dates for exams and other work
- Class demeanor expected by the professor (e.g. tardiness, cell phone usage)
- The university's honesty policy regarding cheating, plagiarism, etc.
Suggested wording: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.
- Phone numbers and contact sites for university counseling services and mental health services: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575, University Police Department 392-1111 or 9-1-1 for emergencies.

The University's complete Syllabus Policy can be found at:

http://www.aa.ufl.edu/Data/Sites/18/media/policies/syllabi_policy.pdf

For courses with **Writing Requirement (WR)** classification, the syllabus **must** include:

- "The Writing Requirement ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning."
- "Course grades now have two components: To receive writing credit, a student must receive a grade of "C" or higher and a satisfactory completion of the writing component of the course."
- A statement or statements indicating that the instructor will evaluate and provide feedback on the student's written assignments with respect to grammar, punctuation, usage of standard written English, clarity, coherence, and organization
- Assignment word counts, page lengths, submission deadlines and feedback dates

Additionally, the syllabus must clearly show that the course meets the WR to

- Evaluate [2,000/4,000/6,000] written words in assignments during the semester
- Provide all feedback on assignments prior to the last class meeting

Important note: The following types of writing assignments **CANNOT** be used to meet the WR: teamwork, exam essay questions, take-home exams, and informal, ungraded writing assignments.

VI. SUBMISSION AND APPROVALS

Department Contact:

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College Contact:

College Name: CLAS

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UNIVERSITY OF FLORIDA

**LIT2000 INTRODUCTION TO LITERATURE
SYLLABUS
Fall 2014**

INSTRUCTOR INFORMATION:

Instructor	XXXX
Office	XXXX
Phone	(352) XXX-XXXX
Office Hours	TBA
E-Mail	@ufl.edu

COURSE INFORMATION:

Time	Period 5
Location	MWF

COURSE PRE-REQUISITE: ENC 1101

COURSE DESCRIPTION:

This 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.

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 it is expected that 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:

The required texts will be selected from the following:

- Sophocles, *Oedipus Rex* or Shakespeare, *The Merchant of Venice* or Pirandello, *Six Characters in Search of An Author*
- Virgil, *Aeneid*, Book I or Homer, *Odysseus*, Book XIX or Dante, *Inferno*, Cantos I & XXVI or Derek Walcott, *Omeros*, Book 1, chapters 1-2 & Book 3
- Walt Whitman, "Song of Myself" or Song of Songs or Emily Dickinson, "Essential oils are wrung" or Robert Browning, "My Last Duchess"
- Frank O'Connor, "My Oedipus Complex" or Flannery O'Connor, "A Good Man is Hard to Find" or Franz Kafka, "The Penal Colony" or Jorge Luis Borges, "The Aleph" or Alice Munro, "The Moons of Jupiter"
- Rigoberta Menchú, *I, Rigoberta Menchú* or Camara Laye, *The Dark Child* or Svevo, *Confessions of Zeno* or Primo Levi, *Survival in Auschwitz*
- Galileo Galilei, "Letter to Madama Cristina" or James Joyce, "The Dead" or V.S. Naipaul, *Miguel Street* or Marcel Proust, *Swann's Way* (opening chapter)
- Dostoevsky, *Crime and Punishment* or Carlo Collodi, *Pinocchio* or Albert Camus, *The Stranger* or Toni Morrison, *Beloved*
- Cervantes, *Don Quixote* (excerpts) or Jonathan Swift, *Gulliver's Travels* or Montesquieu, *Persian Letters* or Italo Calvino, *Invisible Cities* or José Saramago, "The Tale of the Unknown Island"
- D. H. Lawrence, "Fish" or Marianne Moore, "The Pangolin" or Elizabeth Bishop, "The Fish," "Roosters," and "Pink Dog"
- Carlo Levi, *Christ Stopped at Eboli* or Ama Ata Aidoo, *Sister Killjoy* or Salman Rushdie, *East, West: Stories* or Jennine Capó Crucet, *How to Leave Hialeah*
- Brian Selznick, *The Invention of Hugo Cabret* or Jonathan Safran Foer, *Extremely Loud and Incredibly Close* or Marjane Satrapi, *Persepolis*

Explanation: The definitive selection of texts will depend on the instructor who will eventually teach the course [course calendar indicates instructor selection of one text from approximately four possibilities. While selected shorter texts (excerpts, poems, short stories, etc.) will be assembled in a coursepack, students will be expected to purchase longer texts (novels) at bookstore].

Individual instructor will insert a formulation that reads as follows: "The following texts should be purchased at the University Bookstore: 1. XXXXXXXXXXXX; 2.XXXXXXXXXXX; etc. A coursepack is also required. This should be purchased at the University Bookstore."

GRADE DISTRIBUTION:

Summary of grading

- Attendance & participation/in-class discussion (10%)
- Participation in Course Wiki, blog, or discussion board (20%)
- 1 Close Reading of a literary text or passage (15%)
- 1 Critical Analysis paper (25%)

- 2 take-home exams (15% each—30%)

1. Attendance & Participation (10%)

Attendance: Attendance is mandatory and will be assessed by class roll or sign-up sheet. Students will lose 1% from their final grade for every unexcused absence. Absences will be excused 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>). Should you miss a class for any reason, you are responsible for informing yourself as to what was covered in class.

Participation: Students are expected to review the assigned readings before class. Each week will begin with a series of basic questions on the contents of the assigned readings. If students are unable to answer these questions, it will be assumed that they have not prepared the homework and will lose 1%. Consistent participation in class discussions, demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade.

2. Participation in Course Wiki, blog, or discussion board (20%)

Before each discussion section, students are required to contribute a question or an answer to on an online discussion forum.

Description of assignment: *Interpretive* (or *Critical*) questions are open-ended and are concerned with textual meaning. They ask for opinions on themes, figurative language and symbolism within the narrative. They also ask for judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of Interpretive and Critical questions—which often use phrases such as "do you think" or "why do you suppose"—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.

3. Close Reading Assignment: 750 words, 15%

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.

The Close Reading assignment is due during the 6th week of the semester

4. 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.

The Critical Analysis assignment is due during the 8th week of the semester.

These papers will be graded on a point scale of 1 to 10: 9-10, excellent; 8-8.9, good to very good; 7-7.9 average to good; 6-6.9, below average; below 6 is not a passing grade.

All students, whatever their grade, will have the option to rewrite the essay.

5. 2 take-home exams (15% each—30%)

Method of assessment will be 2 on-line take-home exams (each exam is worth 15%, or together, 30% of the total grade). Take-home exams will be distributed on-line (via Sakai) and will be two hours in length. The exams will be comprised of short answer *and short essay* questions based on readings, lectures and discussion sections. Submitted exams will be assessed for evidence of collusion.

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 missed exams or late assignments. 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.
- **Late Policy:** A class roll will be passed around at the beginning of class. If a student is late, he or she will have to sign the roll after class. Such 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 policy:** Students must turn cell phones to silent before coming to class. Each time a student's cell phone rings or each time that a student texts during class, 1% will be deducted from that student's 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 (0.67)	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, 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/>).

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>.

CLASS SCHEDULE

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

UNIT I - WHAT IS LITERATURE?

- WEEK 1 **INTRODUCTION: The Borders of Literature?**
Reading:
King, "I have a dream" speech Text and audio:
<http://www.americanrhetoric.com/speeches/mlkihavedream.htm>
"Introduction: What is literature?," Terry Eagleton, *Literary Theory: An Introduction* (1983), pp. 1-15
- WEEK 2 **Drama**
Reading: Instructor will assign ONE of the following:
Sophocles, *Oedipus Rex*.
Shakespeare, *The Merchant of Venice*
Pirandello, *Six Characters in Search of An Author*
- WEEK 3 **Epic**
Reading: Instructor will assign ONE OR MORE of the following:
Virgil, *Aeneid*, Book I
Homer, *Odysseus*, Book XIX
Dante, *Inferno*, Cantos I & XXVI
Derek Walcott, *Omeros*, Book 1, chapters 1-2 & Book 3
- WEEK 4 **Poetry**
Reading: Instructor will assign ONE OR MORE of the following:
Walt Whitman, "Song of Myself"
Song of Songs
Emily Dickinson, "Essential oils are wrung"
Robert Browning, "My Last Duchess"
- WEEK 5 **Short Story:**
Reading: Instructor will assign TWO of the following:
Frank O'Connor, "My Oedipus Complex"
Flannery O'Connor, "A Good Man is Hard to Find"
Franz Kafka, "The Penal Colony"
Jorge Luis Borges, "The Aleph"
Alice Munro, "The Moons of Jupiter"
- WEEK 6 **WRITING & REVIEW**
CLOSE READING EXERCISE DUE ON WEDNESDAY
TEST 1 WILL TAKE PLACE ON FRIDAY

UNIT II - WHY DO WE WRITE?

WEEK 7 **Self-Expression/Self-Construction:**
Reading: Instructor will assign ONE of the following:
Rigoberta Menchú, *I, Rigoberta Menchú*
Camara Laye, *The Dark Child*
Svevo, *Confessions of Zeno*
Primo Levi, *Survival in Auschwitz*

WEEK 8 **World Making (Cosmopoiesis)**
Reading: Instructor will assign ONE OR MORE of the following:
Galileo Galilei, "Letter to Madama Cristina"
James Joyce, "The Dead"
V.S. Naipaul, *Miguel Street*
Marcel Proust, *Swann's Way* (opening chapter)

N.B. CLOSE READING EXERCISE DUE ON WEDNESDAY

WEEK 9/10 **Shaping Citizens: Moral Instruction**
Reading: Instructor will assign ONE of the following:
Dostoevsky, *Crime and Punishment*
Carlo Collodi, *Pinocchio*
Albert Camus, *The Stranger*
Toni Morrison, *Beloved*

WEEK 11 **REVIEW**
TEST 2 WILL TAKE PLACE ON FRIDAY

UNIT III WHY DO WE READ?

WEEK 12 **Exploration & Discovery:**
Reading: Instructor will assign ONE of the following:
Cervantes, *Don Quijote* (excerpts)
Jonathan Swift, *Gulliver's Travels*
Montesquieu, *Persian Letters*
Italo Calvino, *Invisible Cities*
José Saramago, "The Tale of the Unknown Island"

WEEK 13 **Moving Beyond the Self**
Reading: Instructor will assign ONE OR MORE of the following:
D. H. Lawrence, "Fish"
Marianne Moore, "The Pangolin"
Elizabeth Bishop, "The Fish," "Roosters," and "Pink Dog"

WEEK 14 **Finding New Selves**
Reading: Instructor will assign ONE of the following:
Carlo Levi, *Christ Stopped at Eboli*

Ama Ata Aidoo, *Sister Killjoy*
Salman Rushdie, *East, West: Stories*
Jennine Capó Crucet, *How to Leave Hialeah*

WEEK 15 **New Ways of Seeing**

Reading: Instructor will assign ONE of the following:

Brian Selznick, *The Invention of Hugo Cabret*
Jonathan Safran Foer, *Extremely Loud and Incredibly Close*
Marjane Satrapi, *Persepolis*

WEEK 16 **Conclusion: Where to now?**

Reading: Instructor will assign ONE of the following essays

The Ideal English Major, Mark Edmundson.

<http://chronicle.com/article/The-Ideal-English-Major/140553/>

Does Great Literature Make Us Better? Gregory Currie.

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

How to welcome and nurture the poets and painters of the future, Helen Vendler, <http://harvardmagazine.com/2012/11/writers-and-artists-at-harvard>