

**LIT2000: INTRODUCTION TO LITERATURE**  
**Fall 2025**

**INSTRUCTOR INFORMATION:**

<b>Instructor</b>	Sophia Espaillet
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<b>Office Hours</b>	Mondays 10:30 AM
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**COURSE INFORMATION:**

<b>Time</b>	MWF Period 3
<b>Location</b>	TUR B310
<b>Section</b>	1A24

**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.

In this course, students will be assigned readings representative of a broad range of literary genres and cultures. These readings will cover a variety of literary movements and historical eras. The readings will include selections from the Western canon. Written analysis of literary works may be required. Students will be provided with opportunities to practice critical interpretation.

**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.
5. Identify a variety of literary movements, historical eras, and/or cultural contexts.
6. Demonstrate critical thinking and analytical skills.

**REQUIRED MATERIALS:**

The following texts will be provided for you electronically via the course Canvas page:

- Shakespeare, *The Merchant of Venice*
- Dante, *Inferno*, Cantos I & XXVI
- Emily Dickinson, "Essential oils are wrung"
- Flannery O'Connor, "A Good Man is Hard to Find" and Jorge Luis Borges, "The Aleph"
- Camara Laye, *The Dark Child*
- Marcel Proust, *Swann's Way* (opening chapter)
- Toni Morrison, *Beloved*
- Jonathan Swift, *Gulliver's Travels*
- Elizabeth Bishop, "The Fish," "Roosters," and "Pink Dog"
- Jennine Capó Crucet, *How to Leave Hialeah*
- Marjane Satrapi, *Persepolis*

**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 6<sup>th</sup> 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 12<sup>th</sup> 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 via Canvas 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/UGRD/academic-regulations/attendance-policies/>), 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/UGRD/academic-regulations/grades-grading-policies/>

**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 <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

**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 (<https://disability.ufl.edu/>) 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; <https://counseling.ufl.edu>).

**Online Course Evaluation:** Students are expected to provide feedback on the quality of instruction in this course by completing end-of-semester course evaluations via GatorEvals (<https://gatorevals.ua.ufl.edu>). You will be notified when the evaluation period opens and can complete evaluations through the email received from GatorEvals or in the Canvas course menu under GatorEvals.

## CLASS SCHEDULE

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

UNIT 1 – WHAT IS LITERATURE?		
Week/Dates	Class Plans	Homework
<b>WEEK 1</b> August 22  <b>Introduction:</b> The Borders of Literature	<b>Friday, August 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li>Review Syllabus &amp; Campus Resources</li> <li>Read/View King, "I Have a Dream" speech</li> <li>In-class Writing Diagnostic</li> </ul>	<b>Friday, August 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> "Introduction: What is literature?," Terry Eagleton, <i>Literary Theory: An Introduction</i> (1983), pp. 1-15</li> <li><b>Read</b> Act 1 &amp; 2 of Shakespeare, <i>The Merchant of Venice</i></li> </ul>
<b>WEEK 2</b> August 25-29  <b>Drama</b>	<b>Monday, August 25<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class Discussion on "Introduction: What is Literature?"</li> <li>Introduction to Shakespeare and the Elizabethan Theater</li> <li>Class Discussion on Acts 1 &amp; 2 of <i>The Merchant of Venice</i></li> <li>Review expectations for Discussion Post #1 (QCQ)</li> </ul> <b>Wednesday, August 27<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class Discussion on Acts 3 &amp; 4 of <i>The Merchant of Venice</i></li> <li>Class Activity part 1 on <i>The Merchant of Venice</i></li> </ul> <b>Friday, August 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class discussion based on Discussion Post #1 (QCQ)</li> <li>Class Activity part 2 on <i>The Merchant of Venice</i></li> </ul>	<b>Monday, August 25<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> Act 3 &amp; 4 of Shakespeare, <i>The Merchant of Venice</i></li> <li><b>Complete</b> Discussion Post #1 (QCQ) due Thursday, August 28<sup>th</sup> by 5:00 PM</li> </ul> <b>Wednesday, August 27<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> Act 5 of Shakespeare, <i>The Merchant of Venice</i></li> <li><b>Complete</b> Discussion Post #1 (QCQ) by Thursday, August 28<sup>th</sup> 5:00 PM</li> </ul> <b>Friday, August 29<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> Dante, <i>Inferno</i>, Canto I</li> </ul>
<b>WEEK 3</b> Sept. 1-5  <b>Epic</b>	<b>Monday, September 1<sup>st</sup></b> <ul style="list-style-type: none"> <li><b>LABOR DAY—NO CLASS</b></li> </ul> <b>Wednesday, September 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>Introduction to Dante, <i>The Divine Comedy</i> and conventions of epic poetry</li> <li>Class Discussion on Dante, <i>Inferno</i>, Canto I</li> </ul> <b>Friday, September 5<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class Discussion based on Discussion Post #2 (QCQ)</li> </ul>	<b>Monday, September 1<sup>st</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> Dante, <i>Inferno</i>, Canto I</li> </ul> <b>Wednesday, September 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> Dante, <i>Inferno</i>, Canto XXVI</li> <li><b>Complete</b> Discussion Post #2 (QCQ) by Thursday September 6<sup>th</sup> 5:00 PM.</li> </ul> <b>Friday, September 5<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> Emily Dickenson, "Essential Oils Are Wrung"</li> </ul>

	<ul style="list-style-type: none"> <li>Class Activity on Dante, <i>Inferno</i> Canto XXVI</li> </ul>	
<b>WEEK 4</b> Sept. 8-12  <b>Poetry</b>	<b>Monday, September 8<sup>th</sup></b> <ul style="list-style-type: none"> <li>Introduction to CLOSE READING EXERCISE (due 9/24)</li> <li>Introduction to Emily Dickinson's embodied relationship to textuality, language, genre, and poetic form</li> </ul> <b>Wednesday, September 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>Emily Dickinson's Love Letters to Susan</li> <li>Class Discussion on Dickinson's reception and contemporary perception</li> </ul> <b>Friday, September 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class Discussion based on Discussion Post #3 (QCQ)</li> <li>Class Activity on Dickinson's letters</li> </ul>	<b>Monday, September 8<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Complete</b> Discussion Post #3 (QCQ) by Thursday September 11<sup>th</sup> 5:00 PM.</li> <li><b>Begin</b> looking for possible excerpts for the CLOSE READING EXERCISE (due 9/24)</li> </ul> <b>Wednesday, September 10<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Complete</b> Discussion Post #3 (QCQ) by Thursday September 11<sup>th</sup> 5:00 PM.</li> </ul> <b>Friday, September 12<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> Jorge Luis Borges, "The Aleph"</li> </ul>
<b>WEEK 5</b> Sept. 15-19  <b>Short Story</b>	<b>Monday, September 15<sup>th</sup></b> <ul style="list-style-type: none"> <li>Introduction to Magical Realism &amp; Hermeneutics</li> <li>Class Discussion on Jorge Luis Borges, "The Aleph"</li> </ul> <b>Wednesday, September 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>Introduction to the conventions of Southern Gothic</li> <li>Class Discussion on Flannery O'Connor, "A Good Man is Hard to Find"</li> </ul> <b>Friday, September 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class Discussion based on Discussion Post #4</li> <li>Class Activity on Jorge Luis Borges, "The Aleph" and Flannery O'Connor, "A Good Man is Hard to Find"</li> </ul>	<b>Monday, September 15<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> on Flannery O'Connor, "A Good Man is Hard to Find"</li> <li><b>Complete</b> Discussion Post #4 (QCQ) by Thursday September 18<sup>th</sup> 5:00 PM.</li> </ul> <b>Wednesday, September 17<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Complete</b> Discussion Post #4 (QCQ) by Thursday September 18<sup>th</sup> 5:00 PM.</li> </ul> <b>Friday, September 19<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Select</b> excerpt for CLOSE READING ACTIVITY (due 9/24)</li> <li><b>Begin</b> studying for TEST 1 due Friday, September 26<sup>th</sup> by 11:59 PM</li> </ul>
<b>WEEK 6</b> Sept. 22-26	<b>Monday, September 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li>Close Reading Exercise Workshop</li> </ul>	<b>Monday, September 22<sup>nd</sup></b>

<b>Test 1 Review</b>	<b>Wednesday, September 24<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Writing with Purpose Presentation</li> <li>• How to Write a Strong Thesis Statement Using Statements of Logic</li> </ul> <b>Friday, September 26<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Review for Test 1 due TONIGHT by 11:59PM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete</b> CLOSE READING ACTIVITY due Wednesday, September 24<sup>th</sup> by 11:59 PM</li> </ul> <b>Wednesday, September 24<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Complete CLOSE READING ACTIVITY due TODAY Wednesday, September 24<sup>th</sup> by 11:59 PM</b></li> <li>• <b>Review</b> Class Notes/Lectures/Activities for Test 1 due Friday, September 26<sup>th</sup></li> </ul> <b>Friday, September 26<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Complete Test 1 due TODAY Friday, September 26<sup>th</sup> by 11:59 PM</b></li> <li>• <b>Read</b> Chapters 1-4 of Camara Laye, <i>The Dark Child</i></li> </ul>
<b>UNIT II – WHY DO WE WRITE?</b>		
<b>WEEK 7</b> Sept. 29- Oct. 3  <b>Self-Expression/  Self-Construction</b>	<b>Monday, September 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>• “Why Do We Write?” Presentation</li> <li>• Introduction to Bildungsroman and conventions of African Literature</li> <li>• Introduction to Camara Laye and <i>The Dark Child</i></li> </ul> <b>Wednesday, October 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>• Reading <i>The Dark Child</i> through the lens of (post)colonialism</li> <li>• Class Discussion on Chapters 1-8</li> </ul> <b>Friday, October 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Class Discussion based on Discussion Post #5</li> <li>• Class Activity on <i>The Dark Child</i></li> </ul>	<b>Monday, September 29<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Read</b> Chapters 5-8 of Camara Laye, <i>The Dark Child</i></li> <li>• <b>Complete</b> Discussion Post #5 (QCQ) by Thursday October 2<sup>nd</sup> 5:00 PM.</li> </ul> <b>Wednesday, October 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>• <b>Read</b> chapters 9-end of Camara Laye, <i>The Dark Child</i></li> <li>• <b>Complete</b> Discussion Post #5 (QCQ) by Thursday October 2<sup>nd</sup> 5:00 PM.</li> </ul> <b>Friday, October 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• <b>Read</b> part 1 of Marcel Proust, “Swann’s Way” (opening chapter)</li> </ul>
<b>WEEK 8</b> Oct. 6- 10  <b>World Making  (Cosmopoiesis)</b>	<b>Monday, October 6<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Introduction to Critical Analysis Paper</li> <li>• Defining Cosmopoiesis</li> <li>• Introduction to Marcel Proust and <i>In Search of Lost Time</i></li> </ul>	<b>Monday, October 6<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Read</b> part 2 of Marcel Proust, “Swann’s Way” (opening chapter)</li> </ul>



	<ul style="list-style-type: none"> <li>Class Discussion on part 1 of Marcel Proust, "Swann's Way" (opening chapter)</li> </ul> <b>Wednesday, October 8<sup>th</sup></b> <ul style="list-style-type: none"> <li>Introduction to World Systems Theory</li> <li>Class Discussion on part 2 of Marcel Proust, "Swann's Way" (opening chapter)</li> </ul> <b>Friday, October 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class Discussion based on Discussion Post #6</li> <li>Class Activity on Marcel Proust, "Swann's Way" (opening chapter)</li> </ul>	<ul style="list-style-type: none"> <li><b>Complete</b> Discussion Post #6 (QCQ) by Thursday October 9<sup>th</sup> 5:00 PM.</li> </ul> <b>Wednesday, October 8<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Complete</b> Discussion Post #6 (QCQ) by Thursday October 9<sup>th</sup> 5:00 PM.</li> </ul> <b>Friday, October 10<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> chapters 1-9 of Toni Morrison, <i>Beloved</i></li> </ul>
<b>WEEK 9</b> Oct. 13-17  <b>Shaping Citizens: Moral Instruction</b>	<b>Monday, October 13<sup>th</sup></b> <ul style="list-style-type: none"> <li>Introduction to <i>Beloved</i> and the history of slavery in the United States</li> <li>Class Discussion on chapters 1-9 of <i>Beloved</i></li> </ul> <b>Wednesday, October 15<sup>th</sup></b> <ul style="list-style-type: none"> <li>Class Discussion on Book 1 (chapters 1-18) of <i>Beloved</i></li> <li>Class Activity on Book 1 of <i>Beloved</i></li> </ul> <b>Friday, October 17<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>HOMECOMING—NO CLASS</b></li> </ul>	<b>Monday, October 13<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> chapters 10-18 of Toni Morrison, <i>Beloved</i></li> </ul> <b>Wednesday, October 15<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> chapters 19-25 (Book 2) of Toni Morrison, <i>Beloved</i></li> <li><b>Complete</b> Discussion Post #7 (QCQ) by Tuesday October 21<sup>st</sup> 5:00 PM.</li> </ul> <b>Friday, October 17<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> chapters 19-25 (Book 2) of Toni Morrison, <i>Beloved</i></li> <li><b>Complete</b> Discussion Post #7 (QCQ) by Tuesday October 21<sup>st</sup> 5:00 PM.</li> </ul>
<b>WEEK 10</b> Oct. 20-24  <b>Shaping Citizens: Moral Instruction (cont.) &amp; Test 2 Review</b>	<b>Monday, October 20<sup>th</sup></b> <ul style="list-style-type: none"> <li>Review Expectations for Test 2 on Friday, October 24<sup>th</sup></li> <li>Class Discussion on Book 2 of Toni Morrison, <i>Beloved</i></li> </ul> <b>Wednesday, October 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li>Class Discussion based on Discussion Post #7</li> <li>Class Activity on <i>Beloved</i></li> </ul> <b>Friday, October 24<sup>th</sup></b> <ul style="list-style-type: none"> <li>Critical Analysis Paper check in</li> <li>Review for Test 2</li> </ul>	<b>Monday, October 20<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Read</b> chapters 26-28 (Book 3) of Toni Morrison, <i>Beloved</i></li> <li><b>Complete</b> Discussion Post #7 (QCQ) by Tuesday October 21<sup>st</sup> 5:00 PM.</li> </ul> <b>Wednesday, October 22<sup>nd</sup></b> <ul style="list-style-type: none"> <li><b>Review</b> for Test 2 due Friday, October 24<sup>th</sup> by 11:59 PM</li> </ul> <b>Friday, October 24<sup>th</sup></b> <ul style="list-style-type: none"> <li><b>Complete Test 2 due TONIGHT by 11:59 PM</b></li> <li><b>Read</b> chapters 1-4 of Jonathan Swift, "Voyage to</li> </ul>

		<p>the Country of the Houynhnms", <i>Gulliver's Travels</i></p> <ul style="list-style-type: none"> <li>• <b>Continue</b> working on Critical Analysis Paper due Friday, November 7<sup>th</sup> by 11:59 PM</li> </ul>
<b>UNIT III – WHY DO WE READ?</b>		
<p><b>WEEK 11</b> Oct. 27-31</p> <p><b>Exploration &amp; Discovery</b></p>	<p><b>Monday, October 27<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Introduction to Jonathan Swift, the travelogue, and satire</li> <li>• Class Discussion on chapters 1-4 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i></li> </ul> <p><b>Wednesday, October 29<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Class Discussion on chapters 5-8 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i></li> <li>• Class Activity on Gulliver's Travels and satire</li> </ul> <p><b>Friday, October 31<sup>st</sup></b></p> <ul style="list-style-type: none"> <li>• Class Discussion based on Discussion Post #8</li> </ul>	<p><b>Monday, October 27<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> chapters 5-8 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i></li> <li>• <b>Complete</b> Discussion Post #8 (QCQ) by Thursday October 30<sup>th</sup> 5:00 PM.</li> </ul> <p><b>Wednesday, October 29<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> chapters 9-12 of Jonathan Swift, "Voyage to the Country of the Houynhnms", <i>Gulliver's Travels</i></li> <li>• <b>Complete</b> Discussion Post #8 (QCQ) by Thursday October 30<sup>th</sup> 5:00 PM.</li> </ul> <p><b>Friday, October 31<sup>st</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> "The Fish" by Elizabeth Bishop</li> </ul>
<p><b>WEEK 12</b> Nov. 3-7</p> <p><b>Moving Beyond the Self</b></p>	<p><b>Monday, November 3<sup>rd</sup></b></p> <ul style="list-style-type: none"> <li>• Review expectations for Critical Analysis Paper</li> <li>• Introduction to Elizabeth Bishop &amp; Animal Studies</li> <li>• Close Reading Activity on "The Fish" by Elizabeth Bishop</li> </ul> <p><b>Wednesday, November 5<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Ethics and the Human-Animal Relationship</li> <li>• Close Reading Activity on "Roosters" by Elizabeth Bishop</li> </ul> <p><b>Friday, November 7<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• Class Discussion based on Discussion Post #9</li> </ul>	<p><b>Monday, November 3<sup>rd</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> "Roosters" by Elizabeth Bishop</li> <li>• <b>Complete</b> Discussion Post #9 (QCQ) by Thursday November 6<sup>th</sup> 5:00 PM.</li> <li>• <b>Continue</b> working on Critical Analysis Paper due Friday, November 7<sup>th</sup> by 11:59 PM</li> </ul> <p><b>Wednesday, November 5<sup>th</sup></b></p> <ul style="list-style-type: none"> <li>• <b>Read</b> "Pink Dog" by Elizabeth Bishop</li> <li>• <b>Complete</b> Discussion Post #9 (QCQ) by Thursday November 6<sup>th</sup> 5:00 PM</li> </ul>

		<b>Friday, November 7<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Critical Analysis Paper DUE TODAY, November 7<sup>th</sup> by 11:59 PM</b></li> <li>• <b>Read</b> short stories 1-4 of Jennine Capó Crucet, <i>How to Leave Hialeah</i></li> </ul>
<b>WEEK 13</b> Nov.10-14  <b>Finding New Selves</b>	<b>Monday, November 10<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Introduction to Critical Analysis Presentation assignment</li> <li>• Introduction to Literature of Latinidad</li> <li>• Class Discussion on short stories 1-4 of Jennine Capó Crucet, <i>How to Leave Hialeah</i></li> </ul> <b>Wednesday, November 12<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Latinidad and Intersectionality</li> <li>• Class Activity on stories 1-8 of Jennine Capó Crucet, <i>How to Leave Hialeah</i></li> </ul> <b>Friday, November 14<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Class Discussion based on Discussion Post #10</li> </ul>	<b>Monday, November 10</b> <ul style="list-style-type: none"> <li>• <b>Read</b> short stories 5-8 of Jennine Capó Crucet, <i>How to Leave Hialeah</i></li> <li>• <b>Complete</b> Discussion Post #9 (QCQ) by Thursday November 13<sup>th</sup> 5:00 PM.</li> <li>• <b>Begin</b> working on Critical Analysis Presentation assignment due Monday, December 1<sup>st</sup> by 9:00 AM.</li> </ul> <b>Wednesday, November 12</b> <ul style="list-style-type: none"> <li>• <b>Read</b> short stories 9-11 of Jennine Capó Crucet, <i>How to Leave Hialeah</i></li> <li>• <b>Complete</b> Discussion Post #9 (QCQ) by Thursday November 13<sup>th</sup> 5:00 PM.</li> </ul> <b>Friday, November 14</b> <ul style="list-style-type: none"> <li>• <b>Read</b> parts 1 &amp; 2 of Marjane Satrapi, <i>Persepolis</i></li> </ul>
<b>WEEK 14</b> Nov. 17-21  <b>New Ways of Seeing</b>	<b>Monday, November 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Introduction to <i>Persepolis</i></li> <li>• Class Discussion on parts 1 &amp; 2 of Satrapi, <i>Persepolis</i></li> </ul> <b>Wednesday, November 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>• Literature as Graphic Media Revolution</li> <li>• Class Activity on parts 1-3 of Satrapi, <i>Persepolis</i></li> </ul> <b>Friday, November 21<sup>st</sup></b> <ul style="list-style-type: none"> <li>• Class Discussion based on Discussion Post #11</li> <li>• Review expectations for Critical Analysis Presentations</li> </ul>	<b>Monday, November 17<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Read</b> part 3 of Marjane Satrapi, <i>Persepolis</i></li> <li>• <b>Complete</b> Discussion Post #10 (QCQ) by Thursday November 20<sup>th</sup> 5:00 PM.</li> <li>• <b>Continue</b> working on Critical Analysis Presentation assignment due Monday, December 1<sup>st</sup> by 9:00 AM.</li> </ul> <b>Wednesday, November 19<sup>th</sup></b> <ul style="list-style-type: none"> <li>• <b>Read</b> part 4 of Marjane Satrapi, <i>Persepolis</i></li> <li>• <b>Complete</b> Discussion Post #10 (QCQ) by Thursday November 20<sup>th</sup> 5:00 PM.</li> </ul>

		<b>Friday, November 21<sup>st</sup></b> <ul style="list-style-type: none"> <li>• <b>Read</b> Does Great Literature Make Us Better? Gregory Currie.</li> <li>• <b>Continue</b> working on Critical Analysis Presentation assignment due Monday, December 1<sup>st</sup> by 9:00 AM.</li> </ul>
<b>WEEK 15</b> Nov. 24-28	<b>THANKSGIVING—NO CLASS</b>	
<b>WEEK 16</b> Dec. 1-5	<b>Monday, December 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>• Critical Analysis Presentations part 1</li> </ul> <b>Wednesday, December 3<sup>rd</sup></b> <ul style="list-style-type: none"> <li>• Critical Analysis Presentations part 2</li> </ul> <b>Friday, December 5<sup>th</sup></b> <b>READING DAY—NO CLASS</b>	<b>Monday, December 1<sup>st</sup></b> <ul style="list-style-type: none"> <li>• Critical Analysis Presentation assignment due TODAY Monday, December 1<sup>st</sup> by 9:00 AM.</li> </ul>