

# *LIT2000:* INTRODUCTION TO LITERATURE FALL 2025

## COURSE INFORMATION

<b>Instructor</b>	Anomitra Paul (she/they)
<b>Office</b>	Turlington Hall/ via Zoom
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<b>Class timings:</b>	MWF 1:55 PM – 2:45 PM
<b>Office hours:</b>	Wednesday, Friday 3:30 PM – 4:30 PM
<b>How to reach me:</b>	<p>You may email me on my university ID (an.paul@ufl.edu) to get a quick reply; I will usually respond at the end of the day or in the afternoon of the following working day.</p> <p>I check Canvas inbox only once a week, so please do not leave me a Canvas message if you need a quick response. If you wish to speak to me on the phone or on Zoom, leave me a text message saying which time of the day you wish to connect with me. The last method of communication is the best way to reach our regarding something which you may need to address or inform me about at the earliest possible time.</p>

## COURSE PREREQUISITE

ENC 1101

## **COURSE DESCRIPTION**

### **Description**

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.

### **Student Learning Objectives**

In this course,

- Students will identify a variety of literary movements, historical eras, and/or cultural contexts.
- Students will demonstrate critical thinking and analytical skills.

## REQUIRED MATERIALS

The required texts will be selected from the following:

- George Bernard Shaw, *Arms and the Man*
- Elizabeth Barret Browning, *Aurora Leigh* “First Book”
- Joan Didion, *A Year of Magical Thinking*
- Sylvia Plath, *The Unabridged Journals of Sylvia Plath*
- Annie Ernaux, *Simple Passion* (trans. Tanya Leslie)
- James Joyce, *Dubliners*
- Audre Lorde, *Sister Outsider*
- Gabriel Garcia Marquez, “A Very Old Man with Enormous Wings”
- Toni Morrison, *Beloved*

## GRADE DISTRIBUTION

Summary of credit distribution by percentage:

- Attendance & participation/in-class discussion (20%)
- Engagement in class activities and with discussion boards (20%)
- Take-home assignment (text/excerpt for analysis TBA in class on the date)
- Close reading of a literary text or passage (10%)
- Book Review: 20%
- Thematic Analysis Essay: 15%
- Creative Blog: 15%

## Assignment Descriptions

### Attendance & Participation; 20%

#### 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.

### **Participation in class and discussion posts; 20%**

Before each class discussion, students are required to comment on a discussion prompt or interpretive question which will be posted on Canvas from the assigned readings for the week. Such discussion board activities will be conducted once or twice as we go through each unit of the course curriculum.

*Interpretive (or critical)* questions are open-ended and concerned with textual meaning, and are, therefore, subjective in most cases. They ask for original opinions on themes, figurative language, and narrative symbolisms and other such literary components observable within a text. They also ask for evidential interpretations regarding the text's relationality to the timeperiod, 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.

### **Close Reading Assignment on Discussion Forum: 600-700 words; 10%**

This in-class assignment will test student skills in close reading, especially as that skill pertains to works of poetry and short fiction. Students will be assigned a text to analyze carefully and develop an argument regarding the whole of the text through a close reading. More detailed instructions are posted on the course Canvas shell, under the *Assignments* tab.

**The close reading assignment will be conducted in class during the 6<sup>th</sup> week of the semester. Students may take the assignment home and the submission will be due after either 24 or 48 hours.**

### **Book Review: 900-1200 words; 20%**

This assignment will require students to write a long form review of a full-length text of their choosing. The text could be from any genre and may or may not be part of the required reading. The reviews will be evaluated based on the student's understanding of the cultural and sociopolitical understanding of the text, the rhetorical and narrative elements incorporated in by the author in a creative capacity, and the ease with which the student is able to form a holistic, structured opinion of the text's literary significance.

### **Thematic Analysis Paper (1100-1400 words); 15%**

Focusing on the work of a particular author in any genre of literature from the 20<sup>th</sup> century, students must write a paper that examines and comments on the overarching themes of their work, demonstrating the ability to use a writer's sociopolitical context, motivations, and other thematic aspects impacting their work. This paper must be written in the MLA format.

This assignment 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.

### **Creative Blog; 15%**

Students will be assessed on writing two short blog articles with a thematic similarity. This will evaluate the student's ability to comment on a piece of literature in the first blog piece and their ability to produce a piece of creative writing in the second piece. A more detailed analysis will be provided in the course assignments section on Canvas. The last two weeks of the semester will be dedicated to working on this assignment.

### **Additional Information**

- **Attendance requirements:**  
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>
- **Makeup policy:** Except in the case of certified illness or other UF accepted excuses

there will be no make-up option for missed exams or late assignments. Where possible, make-up assignments should be arranged by email or in person prior to the expected absence. In case of illness, a student should contact the instructor on his or her return to classes.

- **Policy on using your devices for activities unrelated to class work:** If you are found engaging in extracurricular activities via your phone/laptop in class, 5% of your final grade for the course will be taken off the first time, and 10% on the second. With a third transgression, you will be graded zero on your accumulated class participation score, and will get a zero on your participatory evaluation thus far. Please do not interact with social media, gaming, and/or other academic work-related web pages during the class period. This distracts your peers and makes it difficult for the instructor to fulfill their teaching agenda smoothly within a limited time. Any urgent academic assignment you must complete may be taken outside the classroom after completion of the significant objectives of the day are fulfilled with permission from me (the instructor), without any penalization.
- **Code of conduct:**  
Students must behave respectfully toward other students and their instructor. Any misdemeanor or insulting behavior toward anyone in the classroom will lead to the disqualification of the perpetrating party from the course.

During class discussions, the instructor is expected to moderate the discussion and allow students to speak and express their viewpoints. Students must avoid speaking out of turn or interrupting a peer or the instructor.

### 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.aa.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.

## COURSE SCHEDULE

Students should note that the schedule below is a tentative structure and may change.

### **UNIT 1 : *WHAT IS LITERATURE?***

#### **WEEK 1**

**August 21 – 23**

- Introductions, August 21
- **Pre-reading for class, August 23:**

Chapter 4 (pp. 19-41) **"What is literature and does it matter?"**  
***Literary Theory: A Very Short Introduction***

#### **WEEK 2**

**August 25 - 29**

##### **Drama**

Reading: George Bernard Shaw, *Arms and the Man*.

#### **WEEK 3**

**September 1 - 5**

##### **Epic**

##### Reading

- ❖ Excerpts (to be announced) from *Aurora Leigh, First Book* by Elizabeth Barrett Browning

#### **WEEK 4**

**September 8-12**

##### **Poetry**



Reading: Any two of the following texts will be assigned:

- Elizabeth Bishop, "One Art"
- Emily Dickinson, "Essential oils are wrung"
- Alfred Lord Tennyson, *The Lady of Shalott* (1842)

## WEEK 5

September 15-19

### Short Story

Reading:

- Flannery O'Connor, "A Good Man is Hard to Find"
- James Joyce, "Eveline"

## WEEK 6

September 15 - 20

- Reviewing and in-class interpretive reading practice activities
- **Close reading assignment due** by Friday

## UNIT II : *WHY DO WE WRITE?*

### WEEK 7

September 22 - 26

### Self-Expression/Self-Construction:

Reading:

Excerpts from two of the following texts:

- ❖ Joan Didion, *A Year of Magical Thinking*
- ❖ Sylvia Plath, *The Unabridged Journals of Sylvia Plath*
- ❖ Annie Ernaux, *Simple Passion* (trans. Tanya Leslie)

### WEEK 8

September 29 – October 3

### World Making (*Cosmopoiesis*)

Reading: Toni Morrison, *Beloved*

## WEEK 9

Reading: Toni Morrison, *Beloved*

## WEEK 10

### Shaping Citizens: Moral Instruction

Reading: James Baldwin, "The Fire Next Time"

## WEEK 11

- In-class Screening of *I Am Not Your Negro*
- **Book Review assignment due by the end of the week (Sunday 11:59 PM).**

## UNIT III: WHY DO WE READ?

## WEEK 12

### Self-Expressions

- "Lady Lazarus", Sylvia Plath
- Kari, Amruta Patil

## WEEK 13

### "Who is the Self?": Rediscovery Through Writing

Reading: Excerpts from *Sister, Outsider* by Audre Lorde

**WEEK 14**      Work on the thematic analysis assignment.

**WEEK 15**                      **Ways of Seeing: Representing Lives**

Reading: Excerpts from *River of Stories* by Arijit Sen.

*\*This text will be made available by me as a PDF copy of scanned pages.*

## WEEK 16

Workshop on final blog assignment; office hours for final queries.