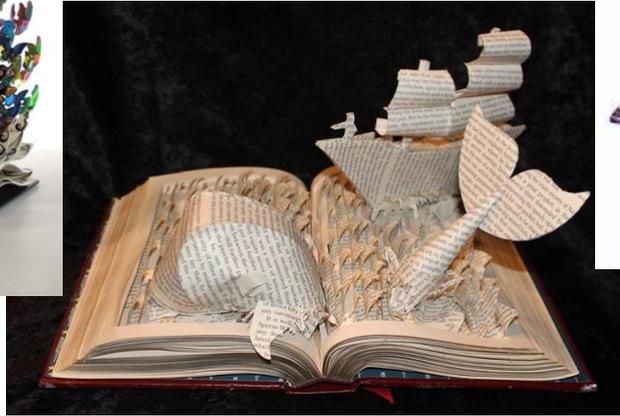


Lit 1000: Introduction to Literature



Professor: Dr. Amy Kahrman Huseby
Office Hours: Tues./Thurs. 12:30-1:30 p.m.,
and by appointment (email me!)

Email: ahuseby@fiu.edu
Office: AC1 Rm. 354 (BBC)

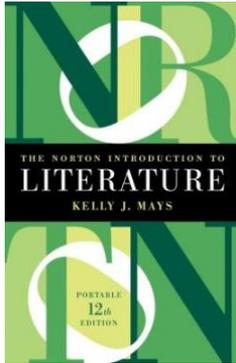
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What's this course about?
What is literature, and what is it for? How do its special uses of language—its imagery, genre and form, line and meter, plot and characterization, voice and diction, metaphors, and other tropes and figures—help it to do its work? Our goals in this course are to explore and engage with these questions in order to understand what aspects make works literary, how literature affects readers, and how we can engage with the different perspectives literature offers and develop our own interpretations of literature.

By the end of this course, you will be able to:

1. Identify key literary concepts across a variety of media
2. Interpret complex works using textual evidence
3. Evaluate how a text reflects and constructs different perspectives
4. Explain how being able to analyze literature matters, and matters to you

What text do you have to buy?



The Norton Introduction to Literature

W. W. Norton

Portable 12th edition

ISBN: 9780393923391

Kelly J. Mays, editor

How much time should you spend on this course?

In planning your studies, you should anticipate that each credit hour of a class requires at least three hours a week for class meetings and homework. Aim for **about six (6) hours a week**: two and a half "in class" and three and a half outside of class.

EXPECTATIONS OF THIS COURSE

This is an online course, which means most (if not all) of the course work will be conducted online. Expectations for performance in an online course are the same for a traditional course. In fact, online courses require a higher degree of self-motivation, self-discipline, and technology skills which can make these courses more demanding for some students.

Schedule and Recommended Pace: As a participant in an online course, it's primarily your responsibility to determine when to do the readings and complete the required work by the deadlines I have set. Turning in work before a deadline is great if that works better for your own schedule. I have not assigned reading or due dates on weekends, but it would be wise of you to continue reading and working on assignments over the weekend to make use of that time. You must log into the class and work on it daily to keep up with course content.

Study Techniques:

- Review each Module's schedule and create a calendar for yourself that lists all the due dates, whether that calendar is a series of digital reminders, phone reminders, or a paper calendar posted somewhere you will see it regularly. Use it to help you keep on track.
- Use the weekends to read ahead, but also plan to read or work on some assignments every day.
- Look ahead to the next Module as you finish the current one so that you are aware of what to do next.
- Create a reading notebook for yourself. As you read, you should print out and annotate your texts with points of interest, noteworthy observations, and interpretive questions. Keep a notebook nearby in which to record your observations, along with key points made by me and (in discussions) your classmates. This might be printed copies of the shorter readings that you can annotate, plus blank sheets of paper to take notes on the longer readings. In this notebook, write down your observations, analyses, and questions about our readings. Note specific themes that emerge in relation to travel in each of our texts. As you complete more of the reading, consider which of these themes reemerge, and whether they change upon their repeat appearances.

PROFESSIONALISM AND PARTICIPATION POLICIES

How will you succeed in this course?

- 1) The best route to success is to develop the habit of reading and writing a little bit each day. Reading ahead and taking notes are always wise and strongly recommended. Our duty with what we read is to interpret, objectively, the most meaningful and valuable points *in* the text, and to then compare and evaluate differing interpretations to formulate an analytical payoff *for* the text.
- 2) Be prepared to offer evidence from your reading, to think with others by offering substantive ideas in discussion, and to develop your writing.
- 3) Participation is key to your learning. This includes reading the syllabus and rubrics fully. Everyone contributes to the success of this course. Engaging in discussions online fully will ensure comprehension and learning by all in class. Even though you are only graded on minimum responses, responding more is encouraged to generate discussion of course content.
- 4) Approach this course **prepared to think critically and carefully** about difficult problems. Argument is not always about fighting over what you “know” is right. Rather, argument is often about helping others explain an important point, entering a conversation, or helping others *help us* to understand this point. Argumentation is a way to illuminate important ideas that we have in common, to challenge received wisdom, and to rethink a world view.

How to think about preparing:

- **the text is your evidence** to back up your argument and claims
- learn to **take notes** to capture your thinking as you read
- if you don't want to write in your text, write on post-it notes, flags, or in a separate notebook.
- prepare for discussions by **identifying specific examples from the reading**
- identifying this **textual evidence** will help you contribute to discussion, and also to help others think rigorously and responsibly through textual problems
- Always include **textual evidence** in your discussion posts.

Useful techniques to enhance your class participation skills:

- write down comment or question about the week's reading for each discussion sessions
- use your classmates preferred names and pronouns
- identify suggestions for things you would like to discuss in your discussion posts (e.g., confusing passages, **key words**)
- **read ahead** so that you give yourself plenty of time to respond in the discussion boards
- **read the rubric** for each assignment carefully; be sure that you understand all of the components on which an assignment is assessed
- **ask questions** if anything is unclear
- **turn work in on time**

ENVIRONMENT OF MUTUAL RESPECT:

I emphasize and require an environment of mutual respect in our course interactions with each other.

To help build an environment of mutual respect: approach all discussions in this course with a positive attitude, respect for your class-mates and our discussions, a sincere desire to understand, and a willingness to work towards common goals.

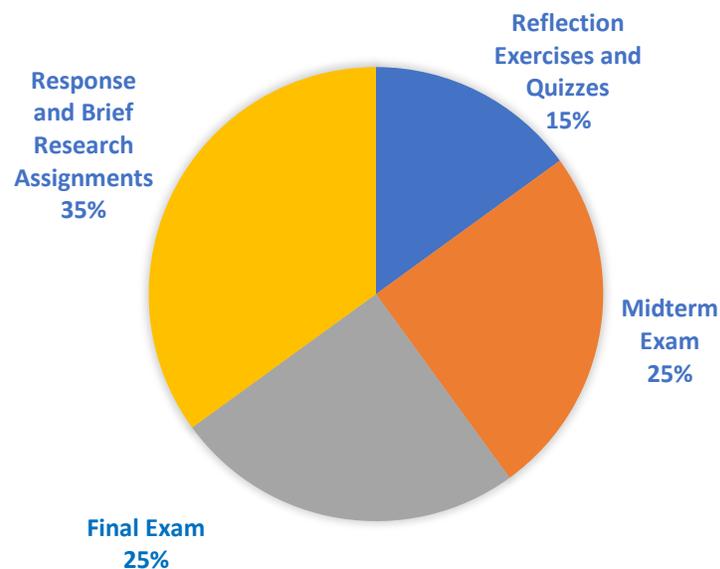
- While we might address controversial, and occasionally even uncomfortable, subject matter, it is crucial that we speak to one another respectfully and endeavor to listen attentively to the ideas of others.
- Reading carefully and responding thoughtfully to the work of others is an active form of learning, not passive reception. Ask questions and offer claims that show you are

How will you and I evaluate your progress?

Grading for this course is designed around your passing a combination of assignments that demonstrate that you have acquired the skills this course emphasizes:

- Quizzes focus on your ability to **identify** key literary terms and concepts;
- Close Reading & Research exercises emphasize your ability to **interpret** complex works and the perspectives they offer, and **describe** other peoples' perspectives on the work;
- Responses are where you **apply** key literary concepts and **explain** how they contribute to the interpretation of works that matter to you, from film to TV episodes to short stories, novels, and poems.
- Class participation will ask you to engage in all these activities, **analyzing** and **articulating** your analyses with and to classmates.

Grades are based on the following:



Frequently Asked Questions

What if I can't turn work in on time?

You will do a lot of writing in this course. All work must be turned in on the date specified, **unless you have spoken with me prior to the deadline**. If you have an emergency, I understand that. Emergencies happen. Please communicate with me as soon as possible so that we can plan together how you might complete your assignment. I am always open to and generous with allowing extensions IF you contact me in advance of the deadline. If you do turn in late work and have not spoken with me in advance, then a one half letter grade deduction per day late will be applied (e.g., if the work is two days late, you would drop from an A to a B). Once the deadline passes, then rules for late work will be applied. You must turn in all work for this course by the end of the term to pass the class.

What kind of assignments should I expect to do?

There will be two exams, reflections exercises, and response assignments. For all assignments, you will be informed of the expectations and instructions for the assignment well in advance of the due date. You are always welcome to ask me questions about assignments by email. I'd rather have you ask a question than be confused or spend time working on the wrong assignment.

How will I find out about assignments and changes to the syllabus?

Most assignments and instructions will be delivered in Canvas via the Modules because this is an online course. Reading my emails thoroughly and being aware of all deadlines is also your responsibility. Weekly assignment work counts toward your participation grade. If you have questions about the class, I always recommend checking your syllabus and assignment first or asking a classmate! The answers to your questions can frequently be found in this way. If you still need to email me with a question, however, feel free to do so. I'm happy to help!

RESOURCES

What is academic misconduct? How do I avoid it?

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic Misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another’s work without any indication of the source and the representation of such work as the student’s own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism. In order to avoid plagiarism, please follow these procedures in all your assignments:

- If you reproduce statements verbatim, place them in quotation marks and explicitly state the author’s name and cite your source. In the case of a block quotation, forego quotation marks (per MLA guidelines) but make sure to indent the quotation and clearly cite your source.
- If you reproduce or rephrase the general idea (not verbatim), forego quotation marks but still explicitly state the author’s name and cite your source.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

What other resources are available to you as a student at FIU?

New to Canvas? During FIU's transition to canvas, Learning Management Systems (LMS) will provide 24/7 Canvas support for all users.

You can find that information here: <https://canvas.fiu.edu/support.php>

or here: <http://lms-help.fiu.edu/>

If you have questions about how to navigate Canvas pages, your browser settings, or anything else having to do with Canvas, you can contact LMS.

Disability Resource Center: I am committed to providing equitable access to learning opportunities for all students who I recognize may learn, participate, and engage in different ways. The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable.

- The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students.
- If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305/348-3532 or visit them at the Graham Center (GC) 190.
- Please also notify me of any DRC accommodations as soon as possible. We can then work together to best coordinate your accommodations for this course.

Whether or not you have a DRC plan for academic accommodations, if you anticipate any issues related to the requirements, structure, or format of this course, please reach out to me so we can discuss ways to ensure your full participation and success in this course.

Digital Accessibility Resources: Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course. Please visit [Canvas's Accessibility Commitment](#) webpage for more information. For additional assistance please contact FIU's [Disability Resource Center](#).

Violence and Harassment Resources: 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, sexual orientation, etc. If you or someone you know has been harassed or assaulted, you can file a complaint through FIU's Equal Opportunity Programs & Diversity Office. You may file a complaint with one of the Title IX coordinators listed below. Alternatively, you may file an anonymous complaint using our Ethical Panther Reporting Line, Convercent by calling 844-312-5358 or online at <https://compliance.fiu.edu/hotline.html>

Crisis Resources: You can also find the appropriate resources at the Dean of Students Office (305-348-2797). If you are in crisis, you can find the appropriate resources at Counseling & Psychological Services (CAPS). Counseling & Psychological Services provides free and confidential mental health services to students that will facilitate and enhance their personal learning, emotional well-being, and academic skills development, contributing to their success at Florida International University.

CAPS Modesto Maidique
Campus
UHSC 270
305-348-2277

CAPS Biscayne Bay Campus
WUC 320
305-919-5305

Food insecurity resources:

The Student Food Pantry is an initiative to address the prevalence of food insecurity on campus. This project assists students who are experiencing financial difficulty to purchase groceries. No proof of need is required and students can access the pantry once a week. In addition to campus programs and services, additional resources are available in the community.

Modesto Maidique Campus
DM 166
305-348-6995

Biscayne Bay Campus
WUC 307
305-919-5620 Ext. 4

LOOKING FORWARD TO A TERRIFIC TERM!

Course Schedule

KEY: W = Wednesday; F = Friday; C = Canvas

All readings should be completed *before* class on the day they are assigned.

Module 1: Introduction to Fiction

In this Module, we will begin to explore key elements of fiction, including plot, setting, point of view, theme, and prose style. Focusing on these elements will begin to help us understand how to identify themes and other key literary elements, and explore how these elements influence the different perspectives that contribute to analyzing literature.

Week 1 – Plot

W: Introductions, Syllabus, Canvas how-to pages

W: Introduction and Syllabus Quiz due Wednesday by 12 pm on Canvas

F: Read “Plot,” pp. 57-66; Baldwin, “Sonny’s Blues,” pp. 66-94

F: Response #1 due Friday by 12 pm on Canvas

Week 2 – Point of View

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Read “Narration and Point of View,” pp. 110-15; Poe, “The Cask of Amontillado,” pp. 115-122

F: Read Kincaid, “Girl,” pp. 127-130

F: Response #2 due Friday by 12 pm on Canvas

Week 3 – Setting

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Read “Setting,” pp. 164-71; Tan, “A Pair of Tickets,” pp. 186-203

F: Read Ortiz Cofer, “Volar,” pp. 203-207

F: Research Exercise #1 due Friday by 12 pm on Canvas

F: Response #3 due Friday by 12 pm on Canvas

Week 4 – Symbol and Figurative Language

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Close Reading #1 due Wednesday by 12 pm on Canvas

W: Read “Symbol and Figurative Language,” pp. 213-18; Hawthorne, “The Birth-Mark,” pp. 219-234

F: Read Danticat, “A Wall of Fire Rising,” pp. 234-249

F: Response #4 due Friday by 12 pm on Canvas

Week 5 – Theme

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Read “Theme,” pp. 249-53; Kawabata, “The Grasshopper and the Bell Cricket,” pp. 275-279

F: Gilman, “The Yellow Wallpaper,” pp. 316-330

F: Response #5 due Friday by 12 pm on Canvas

Module 2: Introduction to Poetry

Here, we will build on our understanding of figurative language developed in Module 1 by assessing how key literary elements emerge in a different type of literature, poetry. We will read selected poems and practice how to recognize and analyze figurative language and the formal features of poetry, build on our interpretation skills, and explore the different perspectives that poetry offers.

Week 6 -- Theme and Tone

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Read "Poetry: Reading, Responding, Writing," and "Defining Poetry," pp. 476-477, "Theme and Tone," pp. 546-554; Knight, “Hard Rock Returns,” p. 720

F: Dunbar, “Sympathy,” p. 555, Ryan, “Repulsive Theory,” p. 557

F: Response #6 due Friday by 12 pm on Canvas

Week 7 – Word Choice

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Read “Language: Word Choice and Order,” pp. 566-73

F: Taking Stock and Reflecting Assignment due Friday by 12 pm on Canvas
F: Response #7 due Friday by 12 pm on Canvas

Week 8 – Midterm

W: Hopkins, “Pied Beauty,” p. 573; Ryan, “Blandeur,” p. 574
W: Research Exercise #2 due Wednesday by 12 pm on Canvas

F: **Midterm Examination** due Friday by 12 pm on Canvas

Week 9 – Visual Imagery & Figures of Speech

W: Weekly Quiz due Wednesday by 12 pm on Canvas
W: Read “Picturing: Visual Imagery & Figures of Speech,” 577-87; Jarrell, “The Death of a Ball Turret Gunner,” pp. 590-591
W: Close Reading #2 due Wednesday by 12 pm on Canvas

F: Shakespeare, “Shall I compare thee to a summer’s day,” p. 589; Psalm 23, p. 589
F: Response #8 due Friday by 12 pm on Canvas

Week 10 – The Sounds of Poetry

W: Weekly Quiz due Wednesday by 12 pm on Canvas
W: Read “The Sounds of Poetry,” pp. 609-27, Shakespeare, “Like as the waves,” p. 628

F: On YouTube, watch a few “spoken word poetry” videos: try Gibson, “Nutritionist,” Lozada-Oliva, “How to Survive the Zombie Apocalypse”; Lozada-Oliva & Mendoza, “Date My Mom!” Ramirez, “On Realizing I Am Black,” Tran, “Dry Clean”; Benaim, “Explaining My Depression,” or by searching for “Poetry Slam” on YouTube and choosing any one of the thousands of videos that will result

F: Response #9 due Friday by 12 pm on Canvas

Module 3: Introduction to Drama

Finally, we will change our focus to a third type of literature and read selected plays in order to recognize and analyze the generic conventions of drama, including dialogue, staging and performance, and characterization, alongside exploring individual, cultural, and historical perspectives offered in these texts.

Week 11 – Elements of Drama

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Read "Drama: Reading, Responding, Writing" and "Reading Drama," pp. 768-71; "Understanding the Text" and "Elements of Drama," pp. 800-11; Shakespeare, *Hamlet*, Act III, Scene 1 (the full play begins on p. 1101)

F: Glaspell, "Trifles," pp. 771-792

F: Response #10 due Friday by 12 pm on Canvas

Week 12 – Drama and Historical Perspectives

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: Research Exercise #3 due Wednesday by 12 pm on Canvas

W: Hansberry, *A Raisin in the Sun*, Act I (the full play begins on p. 936)

F: *A Raisin in the Sun*, Act II (the full play begins on p. 936)

F: Response #11 due Friday by 12 pm on Canvas

Week 13 – Genres of Drama

W: Weekly Quiz due Wednesday by 12 pm on Canvas

W: *A Raisin in the Sun*, Act III (the full play begins on p. 936)

F: Sophocles, *Antigone*, lines 1-688 (the full play begins on p. 1211)

F: Response #12 due Friday by 12 pm on Canvas

Week 14 – Drama across Media

W: *Antigone*, lines 688-end (the full play begins on p. 1211)

W: Close Reading #3 due Wednesday by 12 pm on Canvas

F: Course Reflection (mandatory for all students) due Friday by 12 pm on Canvas

Week 15 – Reflection and Review

W: Course Wrap Up

W: Course Survey

W: Exam Review

F: **Final Examination** due Friday by 12 pm on Canvas