

LIT2000: INTRODUCTION TO LITERATURE
Spring 2026
([State Core General Education](#) - Humanities)

INSTRUCTOR INFORMATION:

Instructor	Hyunjung Kim
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Office Hours	W 11:30 AM – 12:30 PM ET
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COURSE INFORMATION:

Section	17B9
Class	12316
Time	MWF Period 4 (10:40 - 11:30 AM ET)
Location	Online

COURSE CATALOG 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.

A minimum grade of C is required for General Education credit.

Prerequisite: [ENC 1101](#)

Attributes: General Education – Humanities

REQUIRED MATERIALS

- John Milton, *Paradise Lost* (excerpt)
- Gwendolyn Brooks, “We Real Cool”
- Walt Whitman, “When I heard the learn’d astronomer”
- Seamus Heaney, “Blackberry Picking”, “Digging”
- Ezra Pound, “In a Station of the Metro”
- Susan Glaspell, “Trifles”
- William Faulkner, “A Rose for Emily”
- Michelle Zauner, “Crying in H Mart”
- Toni Morrison, *Beloved*
- Adrienne Rich, “Diving into the Wreck”
- Jean Rhys, *Wide Sargasso Sea*
- Gene Luen Yang, *American Born Chinese*
- *Everything Everywhere All at Once*

Note: While you may purchase any edition of these texts, please be sure that they are not abridged. Shorter texts such as excerpts, poems, and short stories, as well as some longer works,

will be provided as PDF files on Canvas. However, students might be required to purchase certain full-length. Information about which texts need to be purchased will be provided during the first class session. You may use any edition of the written texts (Kindle, paperback, hardcover, etc.). You must have access to the film.

Instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

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.

GENERAL EDUCATION DESIGNATION AND STUDENT LEARNING OUTCOMES:

This course fulfills three credit hours of [Humanities \(H\) requirements](#). Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives. A minimum grade of C is required for general education credit.

General Education SLO:

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

The following assignments will be assessed using the General Education SLOs: Class Participation, Brief Responses, and Critical Analysis Paper.

Humanities Designation SLO:

- **Content:** Identify, describe, and explain the history of underlying theory and methodologies used.
- **Critical Thinking:** Identify and analyze the relevant factors that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

- **Communication:** Communicate knowledge, thoughts, and reasoning clearly and effectively.

The following assignments will be assessed using the Humanities Designation SLOs: Close Reading of a Literary Text, Midterm, Brief Responses, and Critical Analysis Paper.

UNIVERSITY POLICIES:

University policies are summarized [here](#). This link will direct students to a separate webpage that will provide all required academic policies, such as attendance, grading, personal conduct, DRC and evaluation verbiage, as well as campus academic, health, and wellness resources.

COURSE POLICIES:

- **ATTENDANCE**

Attendance is mandatory and will be assessed by class roll. Please see “Grading” section below for more details.

- **EXAM MAKE-UP POLICY**

This course does not include any in-class exams; therefore, there are no make-up exams. All assignment deadlines are announced in advance and must be strictly observed. Extensions will only be granted for circumstances that fall under the University of Florida’s approved excused absences policy. Requests that do not meet UF’s criteria for excused absences will not be eligible for extensions. Late submissions will be recorded as not submitted and will receive no credit.

- **Camera and Microphone Policy**

Students must keep their cameras on during class so that their faces are visible. Microphones should remain muted except when speaking.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: (1) The email they receive from GatorEvals, (2) Their Canvas course menu under GatorEvals, or (3) The central portal located [here](#). Guidance on how to provide constructive feedback is available at [the gator evals site](#). Students will be notified when the evaluation period opens. Summaries of course evaluation results are also available at [the gator evals site](#).

SCHEDULE MENU

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

Unit/Theme	Week	Description
UNIT ONE: What Is Literature?	1-5	In this unit we will look at the different types of texts we explore in literature from the Epic poems of the classical era to contemporary short stories that have shaped our understanding of literature.
Introduction	1	“What is Literature for?” video (4m51s, Link) “Who Gets to Decide What’s in the ‘Canon’?” (4 pages) “How to Find a Theme” video (6m13s, Link)
The Epic	2-3	“What is an Epic” video (4m4s, Link)

		John Milton , <i>Paradise Lost</i> (excerpt, 42 pages)
Poetry	3-4	“What makes a poem... a poem?” video (5m20s, Link) Gwendolyn Brooks , “We Real Cool” (Link) (1 page) Walt Whitman , “When I heard the learn'd astronomer” (Link) (1page) Seamus Heaney , “Blackberry Picking” (Link) (1 page) Ezra Pound , “In a station of the metro” (Link) (1 page)
Drama	4-5	“How to Read a Play” (11 pages) Susan Glaspell , “Trifles” (18 pages)
Short Story	5	“Introduction to Short Fiction” (9 pages) William Faulkner , “A Rose for Emily” (7 pages)
	6	Conference Week Close Reading assignment Due Week 6
UNIT TWO: Why Write Literature?	7-9	For unit two, we will read across a range of authors who used literature to explore how our concepts of self, communities, the world, and what it means to be a citizen.
World Making	7	Seamus Heaney , “Digging” (Link) (1 page)
Self Expression/Self Construction	7	Michelle Zauner , “Crying in H Mart” (Ch.1, 8 pages)
Shaping Citizens	8-9	Toni Morrison , <i>Beloved</i> (321 pages)
	10	No Class- Spring Break
UNIT THREE: Why Read Literature?	11-14	In the final unit of the semester, we will explore the important questions of “Why read literature?” In answering this questions, through the texts in this unit we might also ask: What does literature do for us? What do authors use literature for?
Exploration & Discovery	11	Adrienne Rich , “Diving into the Wreck” (Link) (2 pages)
New Ways of Seeing	11-12	Jean Rhys , <i>Wide Sargasso Sea</i> (134 pages)
Moving Beyond the Self	13	Gene Luen Yang , <i>American Born Chinese</i> (240 pages)
	14	<i>Everything Everywhere All at Once</i> (2h19m)
Conclusion: Where to now?	15	Gregory Currie’s “Does Great Literature Make Us Better?” (4 pages)
Finals Week	16	Critical Analysis Due Week 16

GRADING

Over the course of the semester students will be evaluated based on five assignments and their class attendance and participation. All of the assignments are meant to help students measure and develop their ability to read, comprehend, understand, and evaluate various literary texts. The brief responses will allow students to write short reading responses to any text they want to throughout the semester. Mid-term close reading during the semester will give students a chance to practice their ability to closely read a text of their choosing that will help them prepare for the Critical Analysis Paper due at the end of the semester. Regular student attendance and

participation is expected. A more detailed breakdown of assignment is listed below along with grading rubrics.

Evaluation Components	Points	Percent of Total Grade
Attendance	50 points	5%
Participation	150 points	15%
1 Discussion Leader	150 points	15%
5 Response Papers	150 points	15%
1 Close Reading of a literary text or passage	200 points	20%
1 Critical Analysis Paper	250 points	25%
1 Final Reflection	50 points	5%
In total	1,000 points	100%

1. Attendance (50 points)

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.

2. Participation (100 points)

The majority of work in this class will be participating in daily class discussions about the reading(s) for the week. Students are expected to read the assigned reading before class. Participation grade will be assessed through consistent participation in class discussions and demonstrated knowledge of the assigned readings will worth 50% of the grade. The other 50% will be earned by bringing to class each day one typed/written question or observation to raise during class discussion and hand in at the end of class for credit. Also be certain to bring your texts to class every day—either electronic copies, print-outs, or books – and paper and pen or pencil with which to write. Brief in-class tasks and assignments that are not specified in the syllabus will also contribute to this portion of the final grade.

3. Discussion Leader (150 points)

Once during the semester, each student will lead a class discussion based on the week's designated readings. Before you lead a discussion, you will prepare a mini presentation in which you identify:

- 1-2 themes that are presented in the text and/or any relevant background info about the text (author's intentions, historical/cultural context, interviews, articles, book reviews, etc.)
- The quotes/moments that highlight your chosen theme(s)
- 1-2 discussion questions that you have for the class

You will post your work on Canvas by 11:59PM three days before the scheduled class session. The sign-up sheet will be available during the 2nd week of class.

4. Response Paper: 5 × 300 words (150 points)

Over the course of the semester, each student will submit five short response papers that engage

with the assigned readings. These are informal reflections rather than formal essays. However, you should still demonstrate thoughtful engagement with the text by actively quoting or closely referring to specific passages. Outside sources are not required and should not be used for this assignment. Each paper is due on Canvas by 11:59 PM the night before the class session in which we will discuss the relevant text. Late submission will be counted as NOT submitted.

These 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 evidence and reasoning students employ to support their analysis and judgment. A grading rubric is below.

5. Midterm Close Reading Assignment: 750 words (200 points)

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.

6. Final Critical Analysis Paper: 1,500 words (250 points)

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. A more detailed instruction and rubric will be provided in Canvas. The Critical Analysis assignment is due during the 15th week of the semester.

7. Final Reflection: 250 words (50 points)

In the 15th week of the semester, students will read the assigned text and write a short reflection of 250 words. In addition, each student must respond to at least one peer's comment with short replies of about 100 words each. The Final Reflection is due during the 15th week of the semester.

GRADING SCALE

For more information on current UF grading policies for assigning grade points please visit the following link: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Letter Grade	Points	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	930-1000	93.00-100%	4.0
A-	900-929	90.00-92.99%	3.67
B+	870-899	87.00-89.99%	3.33
B	840-869	83.00-86.99%	3.0
B-	800-839	80.00-82.99%	2.67
C+	770-799	77.00-79.99%	2.33
C	740-769	73.00-76.99%	2.0
C-	700-739	70.00-72.99%	1.67
D+	670-699	67.00-69.99%	1.33
D	640-669	63.00-66.99%	1.0

D-	600-639	60.00-62.99%	0.67
E	0-599	0-59.99%	0

Note: A minimum grade of C is required for a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. A grade of C- and below will not qualify for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy ([Link](#)).

GRADING RUBRICS

Discussion Leader Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
Content	Thoroughly prepared: clearly identifies 1–2 themes, relevant context, strong quotes, and thoughtful questions; shows accurate, insightful understanding of readings; posted to Canvas on time.	Unprepared or incomplete: missing themes, context, quotes, or questions; shows weak or inaccurate understanding of readings; work not posted or posted late.
Communication	Leads discussion clearly and confidently; speaks audibly, stays organized, invites multiple voices, responds thoughtfully to classmates, and keeps conversation focused and within the allotted time.	Delivery is unclear, brief, or disorganized; reads instead of leading; limits participation, ignores comments, or allows discussion to drift off-topic or run out of time.
Total (150 points)	Late submission will be counted as NOT submitted. Content and communication both satisfactory; student fulfills all assignment requirements, including Canvas submission deadline, and earns full or near-full credit in this category (150 points).	

Response Paper Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
Content (20 points)	Reflects a basic understanding of the text; begins to evaluate and synthesize the text. Mentions literary movements, historical eras, and/or cultural contexts	Omitted key ideas; strayed off topic; minimally or inadequately discussed the text. Lacks sufficient or appropriate examples from the text.
Communication (10 points)	Consciously (and somewhat successfully) adopts an academic, conversational, dialogic, creative, or multimodal style.	Shows little or no evidence of having consciously adopted a particular style.
Total (30 points each; 150 points)	Students can earn up to 30 points for each reading response. Late submission will be counted as NOT submitted. Five brief responses are due by the end of the semester for a total of 150 points representing 15% of your total final grade.	

Mid-term Close Reading Paper Rubric

	EXCELLENT	SATISFACTORY	UNSATISFACTORY
Title (10 points)	10-8pts The essay has a clear, specific, and engaging title that accurately captures the main argument or focus of the paper.	8-5pts The essay has a title, but it is vague, generic, or does not fully reflect the main argument or focus.	5-0pts The essay has no title, or the title is missing from the submission.
Thesis & Argument (50 points)	50-40pts Clear, arguable thesis; the essay develops a coherent	40-25pts A thesis is present but may be too general, descriptive,	25-0pts Thesis is unclear, missing, or overshadowed by plot

	and original interpretation of the text, and each paragraph clearly supports and extends the central argument.	or unevenly developed; some parts of the essay do not clearly connect back to the thesis.	summary; the main argument is difficult to identify or not sustained.
Use of Evidence (50 points)	50-40pts Offers detailed close reading of the text; quotations are well chosen, smoothly integrated into sentences, and fully analyzed to support the argument.	40-25pts Includes some textual evidence and quotations, but analysis is partial, uneven, or overly brief; some quotations may not be well integrated or clearly explained.	25-0pts Provides minimal, inaccurate, or irrelevant evidence; quotations are dropped in without explanation or analysis.
Organization & Structure (30 points)	30-24pts Essay flows logically with a clear introduction, body, and conclusion; paragraphs are focused and transitions between ideas are smooth and effective.	24-15pts Overall structure is generally clear, but there are lapses in flow or focus; some paragraphs may feel disconnected and transitions may be weak or abrupt.	15-0pts Essay is disorganized; paragraphs lack clear focus or topic sentences; excessive summary or tangents disrupt the structure.
Style & Clarity (30 points)	30-24pts Writing is clear, concise, and polished; grammar and mechanics are nearly flawless; tone is consistently academic and appropriate for a critical analysis.	24-15pts Writing is generally clear, but there may be some informal or unacademic phrasing and minor grammar or mechanics errors; tone is mostly appropriate.	15-0pts Frequent errors or unclear style interfere with meaning; tone is overly casual or does not maintain an academic register.
MLA Format (30 points)	30-24pts MLA 9th-edition in-text citations are consistently correct; signal phrases and parenthetical citations follow guidelines and match the Works Cited entries.	24-15pts MLA in-text citations are generally correct, but there are some recurring or noticeable errors in format or placement.	15-0pts MLA in-text citation guidelines are largely not followed; citations are missing, incorrect, or inconsistent.
Total (200 points)	Students' grades will be the cumulative total of the six categories. Grades will be determined based on the grade scale above.		

Final Critical Analysis Paper Rubric

	EXCELLENT	SATISFACTORY	UNSATISFACTORY
Title (20 points)	20-15pts The essay has a clear, specific, and engaging title that accurately captures the main argument or focus of the paper.	15-10pts The essay has a title, but it is vague, generic, or does not fully reflect the main argument or focus.	10-0pts The essay has no title, or the title is missing from the submission.
Thesis & Argument (35 points)	35-25pts Clear, arguable thesis; the essay develops a coherent	25-18pts A thesis is present but may be too general, descriptive,	18-0pts Thesis is unclear, missing, or overshadowed by plot

	and original interpretation of the text, and each paragraph clearly supports and extends the central argument.	or unevenly developed; some parts of the essay do not clearly connect back to the thesis.	summary; the main argument is difficult to identify or not sustained.
Use of Evidence – Close Reading (35 points)	35-25pts Offers detailed close reading of the text; quotations are well chosen, smoothly integrated into sentences, and fully analyzed to support the argument.	25-18pts Includes some textual evidence and quotations, but analysis is partial, uneven, or overly brief; some quotations may not be well integrated or clearly explained.	18-0pts Provides minimal, inaccurate, or irrelevant evidence; quotations are dropped in without explanation or analysis.
Use of Evidence – Scholarly Sources (40 points)	40-32pts Uses at least three academic sources from UF Libraries; sources are clearly integrated and effectively support, deepen, or complicate the essay's argument.	32-20pts Uses at least three academic sources, but explanations are underdeveloped or connections between sources and the main argument are weak or unclear.	20-0pts Uses fewer than three academic sources, or sources are not academic; citations are unrelated to the argument or merely quoted/listed without explanation.
Organization & Structure (30 points)	30-24pts Essay flows logically with a clear introduction, body, and conclusion; paragraphs are focused and transitions between ideas are smooth and effective.	24-15pts Overall structure is generally clear, but there are lapses in flow or focus; some paragraphs may feel disconnected and transitions may be weak or abrupt.	15-0pts Essay is disorganized; paragraphs lack clear focus or topic sentences; excessive summary or tangents disrupt the structure.
Style & Clarity (30 points)	30-24pts Writing is clear, concise, and polished; grammar and mechanics are nearly flawless; tone is consistently academic and appropriate for a critical analysis.	24-15pts Writing is generally clear, but there may be some informal or unacademic phrasing and minor grammar or mechanics errors; tone is mostly appropriate.	15-0pts Frequent errors or unclear style interfere with meaning; tone is overly casual or does not maintain an academic register.
MLA Format – In-text Citations (30 points)	30-24pts MLA 9th-edition in-text citations are consistently correct; signal phrases and parenthetical citations follow guidelines and match the Works Cited entries.	24-15pts MLA in-text citations are generally correct, but there are some recurring or noticeable errors in format or placement.	15-0pts MLA in-text citation guidelines are largely not followed; citations are missing, incorrect, or inconsistent.
MLA Format – Works Cited (30 points)	30-24pts Works Cited page is complete and correctly formatted in MLA 9th edition; all primary and	24-15pts Works Cited page is present and mostly correct, but contains some MLA or formatting errors.	15-0pts Works Cited page is missing, incomplete, or does not follow MLA guidelines.

	secondary sources are accurately listed.		
Total (250 points)	Students' grades will be the cumulative total of the eight categories. Grades will be determined based on the grade scale above.		

Final Reflection Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
Individual Response (26 points)	250+ words; states the main claim, clear position, personal examples, quotes or references essay, reflective, on time.	Too short; missing main claim, position, or examples; little engagement with essay; off-topic, copied, disrespectful, or late/not submitted.
First Peer Comment (12 points)	About 100 words; engages directly with peer's ideas, adds examples or questions, extends interpretation, respectful and constructive, on time.	Very short or generic ("I agree"); little engagement or development; no examples or questions; disrespectful, late, or missing.
Second Peer Comment (12 points)	About 100 words; engages directly with peer's ideas, adds examples or questions, extends interpretation, respectful and constructive, on time.	Very short or generic ("I agree"); little engagement or development; no examples or questions; disrespectful, late, or missing.
Total (50 points)	Students can view their classmates' posts and leave comments only after they post their own individual response. Late individual responses will be counted as NOT submitted, and the discussion board will automatically close after the deadline.	