This is a sample syllabus for LIT2000. Students should reference the section syllabus provided at the beginning of the semester for specifics regarding assignments and grade assignments.
LIT 2000: Introduction to Literature:
The Young Girl Coming of Age

Section:

Class time and location:
Term: Fall 2022

Course Description:

This course is designed to serve as an introduction to literature and literary study. We will investigate the practice of close reading and analysis by reading a selection of diverse texts. The primary goal of this course is to introduce students to the practices of close reading and analysis. We will use literary elements such as plot, character, setting, and style, to critique and analyze the function of the course texts. Additionally, students will learn how to give thoughtful responses to a text based on its social, political, and economic contexts.

This course specifically will focus on the close relationships formed during the young girl’s coming of age period. As we discuss and point out the formal elements of literature present in each novel, we will also discuss the importance of these relationships in the young girl’s life. We will question: How are girls and young women influenced by these relationships in their lives? How do these relationships aid in the growth of the girl/young woman as she comes of age?

Course Objectives:

By the end of the course, students will demonstrate the ability to:

- [1] Identify the basic terms, conventions, and scholarly methods for literary, cultural, and media studies that form the core of English studies.
- [2] Understand the basic methods and goals of humanities-based scholarly research, including using primary and archival sources, secondary sources and databases, and incorporating both into evidence-based, thesis-driven arguments
- [3] Develop an argument with a thesis statement; use close-reading skills, analysis, peer-reviewed research, and contextual interpretation of texts to support the argument
- [4] Read, discuss, and draw meaning from complex literature and other texts at the levels of content, language, and form
- [5] Understand and analyze how elements of language and storytelling interact with cultural and historical contexts

Required Texts:
Any print version of texts is acceptable (physical or ebook).
• Dominicana, Angie Cruz
• Parable of the Sower, Octavia E. Butler
• The Color Purple, Alice Walker
• Salvage the Bones, Jesmyn Ward
• Other texts will be provided via PDF on the course Canvas page.

General Content Warning:
This course will cover many difficult topics. In the novels we will read, you will come across depictions of grief, trauma, racial violence, discrimination, sexual violence, etc. If any of this makes you deeply uncomfortable to the extent you don’t think you can discuss the material, please contact me, and let me know.

Instructor Statement:
This course will introduce you to the wide range of views and perspectives that scholars and practitioners in this discipline hold. Your goal as a critical thinker is to develop skills that will enable you to interpret and assess the arguments and evidence that support these positions. My role as an instructor is to guide us through this material and to situate it in its proper historical and cultural contexts. I will do so in a way that is respectful of each of you, while also allowing for vigorous discussion and disagreement. I ask you to be a thoughtful, engaged, and active participant in this course and invite you to contact me to discuss any of the issues we cover in this class. The instruction of this course is not intended to discriminate against any group or political viewpoint, and a robust discussion of views is expected and welcome. The materials and conduct of the course are intended to be inclusive of all students, and they are never meant to compel any particular political viewpoint or to make any student feel unequal or inadequate.

Assignments:

Participation/Attendance: 15%
Reading Response Papers (4): 20%
Weekly Discussion Board Posts: 15%
Midterm Paper: 20%
Final Critical Essay: 30%

• Participation/Attendance: Participation and attendance are vital to the literary classroom. This course will be discussion heavy and requires active participation from all students. We will have class and group discussions, as well as multiple class activities. The discussion and class activities are central to the learning of literary study. You should come to every class having read the text and be prepared for a class activity or active discussion with the class or your group. For participation, I am looking for active listening, and at least one comment from each student daily. (Objectives 1, 4 and 5)

• Reading Response Papers: You will write four two pages (double spaced) reading response papers (one for each novel we read in the course). The purpose of the reading response paper is to show active engagement with the text. In order to write a response paper, you will have to read the text carefully. For the reading response paper, you should
analyze the text without outside sources. You can focus on one to two literary devices to do this. Overall, I should be able to gauge your response to the text. You will be graded on your analysis of the text NOT providing a summary of the text or regurgitation of class discussions. You also need to provide textual evidence in the form of parenthetical citations to back up your analysis or arguments. You should write in MLA format. (See course schedule for due dates). (Objective 4)

- **Weekly Discussion Board Posts:** Discussion board posts are due Sunday at 11:59pm (see course schedule for due dates). The purpose of the discussion board is to encourage discussion and participation prior to class lectures. These are informal (though correct spelling and grammar is needed). A new prompt will be given for each discussion board. You will respond to each prompt in 300-500 thoughtful words, and you must post on time. (Objectives 1 and 4)

- **Midterm Paper:** The midterm paper will be 3-4 pages and expand on a previous discussion board post. The goal of this assignment is for you to practice making an argument with supporting evidence about one or more of our primary texts. You will be expected to have a thesis and cite evidence from the course texts. A minimum of one academic, peer-reviewed source should be cited within the midterm paper. You should write in MLA format. (Objectives 2, 3, and 5)

- **Final Paper:** You will write a 5-6 page paper on one of the assigned texts from this semester. The final paper should demonstrate your understanding of the course’s core concepts, and your close reading abilities. The paper should have a clear thesis and use evidence from the text and outside sources. A minimum of three academic, peer-reviewed sources should be cited within the final paper. You should use MLA format. (Objectives 2, 3, and 5)

### Grading Scale:

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### Course Policies:

**Attendance:** Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid written excuse. Consideration will also be given to students whose dependent children experience serious illness. The calendar of school-sponsored events and religious holidays that will affect class attendance must be presented to the instructor by end of the first week of classes. In order to drop the course as a result of this situation or other extenuating circumstances, please consult with an adviser in the Office of Undergraduate Studies,
With regard to unexcused absences, the final grade for the course will incur a penalty of a full letter grade for more than 3 unexcused absences.

Tardiness: Students who are late to class may receive one absence if they are tardy 3 times.

Late Work: Students are responsible for keeping up with assignment due dates. Assignments submitted after the deadline will be penalized 10 points (or one letter grade) for up to 3 class days after the assignment’s due date. Late assignments will not be accepted after this time. The extension of deadlines in the case of extreme circumstances will be determined at the instructor’s discretion. In-class work may not be made up.

Academic Honesty and Plagiarism: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “… be honest and truthful and … [to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at https://fda.fsu.edu/academic-resources/academic-integrity-and-grievances/academic-honor-policy)

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of Undergraduate Studies. Plagiarism is a counterproductive, nonwriting behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own. Ignoring this policy constitutes academic misconduct and will result in zero points given.

EXAMPLES of Plagiarism:
- Submitting work that you copy-pasted from the internet
- Submitting work that someone else wrote (including friends and family members)
- Copy-pasting phrases or sentences that you did not write
- Buying essays or essay materials
- Lack of proper citations
- Submitting work you wrote for a previous class
- Making up scholarship or citations

Canvas: Assignments and other links to class information may be accessed through the Canvas online course portal. The class will rely on the Canvas portal for submission of drafts and final projects. It will also be used to communicate with students via the “Announcements” and “Inbox” features. Students are expected to check Canvas and their FSU email frequently for updates and information. To resolve problems of access to Canvas or to receive help using any of its features, students should visit the Canvas help website: https://canvas.campus.fsu.edu/

Technology: Students will need access to a computer and the Internet to complete this course. The course requires access to email, Canvas, and other Internet applications. The use of the Canvas portal will be explained during class time, but students may see the instructor for additional assistance if necessary. Problems with the technology are not an excuse for missed or late work. If a personal computer and Internet access are unreliable or unavailable at home, students need access to campus or another location with a stable Internet connection.
to schedule time to be on campus to get work done in one of the easily accessible, freely available computer labs. Contact Information Technology Services for additional support: https://its.fsu.edu.

**Civility:** This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). This classroom functions on the premise of respect. At the instructor’s discretion, any student who violates any part of this statement on civility will be contacted and steps will be taken appropriate to the specific situation, which could include a report to the Dean of Students (report.fsu.edu).

**Syllabus Changes:** This syllabus establishes the policies for this course and the class activity calendar. By choosing to remain in this course, students agree to abide by the policies and calendar established herein. The instructor reserves the right to implement changes to the syllabus in response to errors, omissions, or external factors impacting the course. Any changes to the class policies will be made primarily for the benefit of the entire class.

**Public Health Protocols:** In accordance with the statement released by our University President on August 12, 2022, it is suggested “that those who are concerned about potentially contracting or spreading coronavirus or other viruses wear masks indoors, especially in situations where there are large gatherings. Anyone who is feeling ill or has been exposed to COVID-19 should be tested and follow CDC guidance for quarantine or isolation. To be clear, there is no COVID-19 testing, vaccination, social distancing, or masking requirement to visit, live, work, or study on campus. Face coverings are encouraged but not required on campus except in designated healthcare locations. Medical grade face masks, such as N95 or KN95 masks, are more effective against the highly transmissible coronavirus variants such as Omicron. Please stay home when sick. Anyone who tests positive for COVID-19, or monkeypox, must isolate immediately. Anyone who has symptoms of monkeypox should contact University Health Services at (850) 644-4567 or see a health care provider for a medical evaluation. Anyone who is diagnosed with monkeypox will be advised to isolate at home until cleared to return to activity.” If you test positive for COVID-19, please let me know immediately via email. All class absences as a result of a case of COVID-19 will be excused. Please followed the required isolation time as stated by the CDC before returning to class.

**Americans With Disabilities Act** Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course. To receive academic accommodations, a student:

1. must register with and provide documentation to the Office of Accessibility Services (OAS);
2. must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and,
3. should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.
This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the:

Office of Accessibility Services
874 Traditions Way
108 Student Services Building
Florida State University Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
oas@fsu.edu
https://dsst.fsu.edu/oas

Other Resources:

Self-Care: Many students find their first semester, indeed their first year, of college to be very challenging. Asking for support sooner rather than later is almost always helpful. Students experiencing academic stress, difficult life events, or feelings of anxiety or depression are strongly encouraged to seek support. The University Counseling Center (UCC) is here to help and may be reached via the website: https://counseling.fsu.edu/ or in person on the 2nd floor of the Askew Student Life Center during regular business hours, Monday- Friday, 8am-4pm. In case of a mental health emergency after regular business hours and/or on weekends, the UCC may be reached at (850) 644-TALK(8255).

Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at http://ace.fsu.edu/tutoring or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Reading/Writing Center (RWC): The Reading/Writing Center, with locations in Williams (Room 222C), Strozier Library, and Johnston Ground, offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students’ ideas and writing, helping them develop their writing in many areas. RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit http://fsu.mywconline.com/

The Digital Studio: The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The Digital Studio currently offers consultation at two locations, Williams 222B and Johnston G0062. Students who attend the Digital Studio may choose to work on their projects or to improve their overall digital communication skills without the help of a consultant. However, the availability of consultants and of workspace is limited, so appointments are recommended. Digital Studio hours vary by semester. To view the schedule or make an appointment at the Johnston Digital Studio, please visit

**FSU Libraries:** In addition to providing access to extensive collections of academic material, [Florida State University Libraries](http://fsu.mywconline.com) offers lendable technology, individual and group study spaces, tutoring in multiple subjects, and various forms of research support. Students seeking assistance with their research endeavors can utilize the Libraries’ research guides for different topics and courses to access curated lists of subject-specific resources, connect with the Ask a Librarian live chat service for immediate help with quick questions, or schedule a consultation with their subject librarian for in-depth assistance on their assignments. For more information on how to access these services, please see the Libraries’ [Help & Support page](http://wr.english.fsu.edu/Williams-Digital-Studio/Schedule-an-Appointment). Additionally, ENC 1101 & ENC 2135 students can drop by the Libraries’ ENC Virtual Office Hours, linked on the Libraries’ [Workshops & Events page](http://wr.english.fsu.edu/Williams-Digital-Studio/Schedule-an-Appointment), for research help catered to their course assignments.

**Purdue Owl Online Writing Laboratory:** This free, online resource offers tips and guides for MLA and APA formatting and citation, as well as style and grammar instructions. To access the Purdue OWL, visit [https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
COURSE CALENDAR

This class activity calendar is subject to change. Students are responsible for keeping up with changes as announced by the instructor and the sharing of updated versions of this document via Canvas.

Week 1: August 22 – August 26
- **Monday**: Syllabus Introduction, What is a Coming-of-Age Novel?
- **Wednesday**: “Introduction to Reading & Writing about Literature”, “The Role of Good Reading”
- **Friday**: Zora Neale Hurston “Sweat”

Week 2: August 29 – September 2
- **Monday**: “Common Writing Assignments”, “Writing about Stories”
- **Wednesday**: Jamaica Kincaid “Girl”
- **Friday**: Reading Response Workshop

Week 3: September 5 – September 9
- **Monday**: Labor Day, No class
- **Wednesday**: Dominica (Part 1)
- **Friday**: Dominica (Part 2)

Week 4: September 12 – September 16
- **Discussion Board #1 (Sunday 9/11 @ 11:59pm)**
- **Monday**: Dominica (Part 3)
- **Wednesday**: Dominica (Part 4)
- **Friday**: Dominica (Part 5)

Week 5: September 19 – September 23
- **Discussion Board #2 (Sunday 9/18 @ 11:59pm)**
- **Monday**: Dominica (Part 6)
- **Wednesday**: Reading Response 1 Due (9/21 @ 11:59pm)
- **Friday**: Salvage the Bones (pgs. 1 – 36)

Week 6: September 26 – September 30
- **Discussion Board #3 (Sunday 9/25 @ 11:59pm)**
- **Monday**: Salvage the Bones (pgs. 37 – 82)
- **Wednesday**: Salvage the Bones (pgs. 83 – 130)
- **Friday**: Homecoming No class

Week 7: October 3 – October 7
- **Discussion Board #4 (Sunday 10/2 @ 11:59pm)**
- **Monday**: Salvage the Bones (pgs. 131 – 176)
- **Wednesday**: Salvage the Bones (pgs. 177 – 214)
- **Friday**: Salvage the Bones (pgs. 215 – 258)

Week 8: October 10 – October 14
- **Monday**: Reading Response 2 Due (10/10 @ 11:59pm)
- **Wednesday**: “The Writing Process”
- **Friday**: Midterm Proposal and In-class workshop

**Week 9: October 17 – October 21**

- **Monday**: Midterm Paper Due (10/17 @ 11:59pm)
- **Wednesday**: The Color Purple (pgs. 1 – 50)
- **Friday**: The Color Purple (pgs. 51 – 99)

**Week 10: October 24– October 28**

- **Discussion Board #5 (Sunday 10/23 @ 11:59pm)**
- **Monday**: The Color Purple (pgs. 100 – 154)
- **Wednesday**: The Color Purple (pgs. 155 – 214)
- **Friday**: The Color Purple (pgs. 215 – 288)

**Week 11: October 31 – November 4**

- **Monday**: Reading Response 3 Due (10/31 @ 11:59pm)
- **Wednesday**: Parable of the Sower (pg. 1 – 47)
- **Friday**: Parable of the Sower (pg. 47 – 99)

**Week 12: November 7 – November 11**

- **Discussion Board #6 (Sunday 11/6 @ 11:59pm)**
- **Monday**: Parable of the Sower (pg. 101 – 149)
- **Wednesday**: Parable of the Sower (pg. 151 – 195)
- **Friday**: (Veteran’s Day, No class)

**Week 13: November 14 – November 18**

- **Discussion Board #7 (Sunday 11/13 @ 11:59pm)**
- **Monday**: Parable of the Sower (pg. 196 – 257)
- **Wednesday**: Parable of the Sower (pg. 258 – 329)
- **Friday**: Reading Response 4 Due (11/18 @ 11:59pm)

**Week 14: November 21 – November 25**

- **Monday**: Workshop Day
- **Wednesday**: (Thanksgiving)
- **Friday**: (Thanksgiving)

**Week 15: November 28 – December 2**

- **Monday**: “Writing a Literary Research Paper”
- **Wednesday**: Mini-conferences and Essay Topic selection
- **Friday**: Writing Workshop & Peer Review

**Finals Week: December 5 - December 9**

- **Monday**: Final Essay Due (12/5 @ 11:59pm)