

LIT 1301: Introduction to Literature **Spring 2023**

Course Information

LIT 1301.001
JO 3.516 MW 10:00 AM – 11:15 AM

Professor/TA Contact Information

Dr. Ingrao
Office: JO 4.636
Office Hours: T 10:00 AM – 12:00 PM,
Th 2:00 PM - 4:00 PM, and by appointment
Email: jingrao@utdallas.edu

TA contact information for this course is as follows:

Dawn Yang
Office: JO 5.410 B
Office Hours: 11:30 AM – 12:30 PM, and by appointment
Email: Dawn.Yang@utdallas.edu



Course Pre-requisites, Co-requisites, and/or Other Restrictions

This course requires no pre-requisite.

Course Description

In previous semesters, this course has considered such topics as monsters, robots, concepts of utopia and dystopia, and superheroes as modern myths. This semester we examine works of literature and a few films to see how these topics might relate one to another as expressions of the creative human mind. How is the hedonistic society of Ray Bradbury's *Fahrenheit 451* like a mindless zombie? What do the androids in *Do Androids Dream of Electric Sheep?* and the dinosaurs in *Jurassic Park* share in common? Is Wakanda truly as utopian as Black Panther believes it to be? By examining the points of intersection, we will explore how creative works not only reflect but also motivate humankind's everyday individual and social concerns, the desire for enhancement and transcendence, and our best hopes and worst fears.

General Education Core Objectives

1. Critical Thinking Skills: Students will be given the potential to engage in creative and/or innovative thinking, and/or inquiry, analysis, evaluation, synthesis of information, organizing concepts and constructing solutions.
 2. Communication Skills: Students will be given the potential to demonstrate effective written, oral, and/or visual communication.
 3. Social Responsibility: Students will be given the potential to demonstrate intercultural competency and civic knowledge by engaging effectively in local, regional, national, and global communities.
 4. Personal Responsibility: Students will be given the potential to demonstrate the ability to connect choices, actions, and consequences to ethical decision-making.
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Course Objectives

Using the following assignments as assessments, this course seeks to offer students the potential to meet the following objectives:

1. Critical Thinking Skills: Analyze connections between a variety of texts from the humanities and draw informed conclusions from said connections. This objective will be assessed via the second exam.
 2. Communication Skills: Apply considered analysis and respond to works in the humanities as examples of human expression and aesthetic and ideological principles. This objective will be assessed via the discussion board postings.
 3. Social Responsibility: Analyze and critically evaluate humanistic works in the context of culture and society. This objective will be assessed via the third exam.
 4. Personal Responsibility: Compare and contrast the works with each other in terms of ethics and values. This objective will be assessed via the first exam.
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Required Textbooks and Materials

Textbooks are available to rent or buy at the UTD Bookstore and Off Campus Books, as well as commercially available for purchase. The following editions are highly recommended for more potential for success in the course:

Mary Shelley, *Frankenstein* (Penguin, ISBN: 9780141439471)
Philip K. Dick, *Do Androids Dream of Electric Sheep?* (Del Rey, ISBN: 9780345404473)
Ray Bradbury, *Fahrenheit 451* (Del Rey, ISBN: 0345410017)
Alden Bell, *The Reapers are the Angels* (Holt, ISBN: 9780805092431)

Films (either selected scenes or in their entirety) such as *Frankenstein* (1931), *Mary Shelley's Frankenstein*, *Blade Runner*, *Jurassic Park*, and *Black Panther* will be incorporated in the course.

eLearning

eLearning offers students a repository for class assignments, announcements, media, required readings, points earned on assignments for the duration of the semester, learning module notes, and so on.

Concerning learning modules, note that among other pedagogical methods this course utilizes discussion. Students are, of course, happily encouraged to ask questions during discussion. Students may also contact the instructor and TA, and are **urged** to take advantage of office hours. Though neither the TA nor instructor will re-teach material presented during a specific date in its entirety as was originally presented in class, specific questions concerning material presented in class are welcome in order to promote the potential for student success in the course.

Though learning module notes posted to eLearning are intended to help students review such material as names, dates, and key terms mentioned during a discussion, they will not mention all the specifics of content covered during a given discussion. Learning module notes should not be taken as a substitute for attending class.

Material from eLearning will be utilized in the instructor's composition of quizzes and the three semester exams. **The instructor and TA expect that students will be able to provide answers on exams and quizzes specific to material posted on eLearning.**

To access learning module notes:

1. Go to the following URL:

<https://elearning.utdallas.edu/webapps/portal/frameset.jsp>

2. Enter UTD NetID and password.

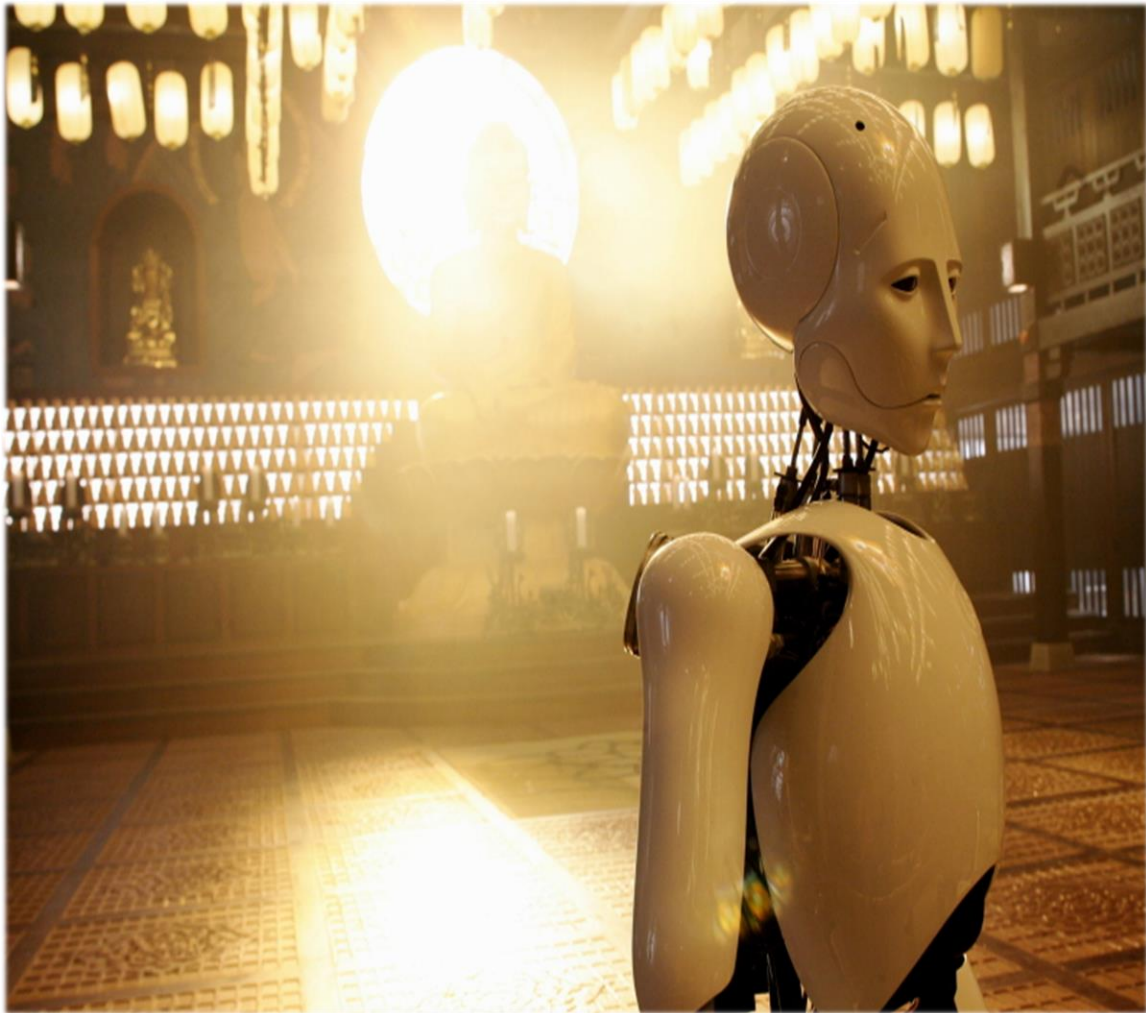
3. A list of all courses in which a student has enrolled should appear. Click on the course title.

4. Click "Learning Modules" at the left of the screen on the "Course Homepage."

5. Learning modules are dated chronologically.

Please contact your TA concerning problems accessing materials placed on eLearning.

Note that a copy of the syllabus is also available through eLearning in the event a printed copy is misplaced. To access the syllabus, click on "Syllabus" at the left of the "Course Homepage."



Daily Academic Calendar

Thematic unit	Week	Date	Assignment to be completed by class meeting	Activity in class
Course Introduction	1	Jan. 18		Distribute and discuss course syllabus and goals
Monstrous beginnings: <i>Frankenstein</i>	2	Jan. 23	1. <i>Frankenstein</i> , pages 11-57 2. <i>Rime of the Ancyent Mariner</i> (eLearning: recommended reading) 3. Begin to get into the habit of taking notes and asking questions as you read	Introduction to <i>Frankenstein</i>

Thematic unit	Week	Date	Assignment to be completed by class meeting	Activity in class
Monstrous beginnings: <i>Frankenstein</i>	2	Jan. 25	<i>Frankenstein</i> , pages 58- 151	1. Introduction to Maslow’s Hierarchy of Needs 2. <u>First quiz opens. Due before 11:59 PM, Jan. 26.</u>
	3	Jan. 30	1. <i>Frankenstein</i> , pages 155-225 2. Lines from Book Four of <i>Paradise Lost</i> (eLearning: recommended reading)	
<i>Frankenstein</i> in cinema: "Now I know what it's like to be God!"		Feb. 1	Look over eLearning notes related to the film before class	View <i>Frankenstein</i> (1931)
	4	Feb. 6	Look over eLearning notes related to the film before class	1. View selections from <i>Mary Shelley’s Frankenstein</i> 2. <u>First discussion board opens</u>
		Feb. 8	<u>Complete the first discussion board</u>	Comparison and discussion of <i>Frankenstein</i> , novel and films
Dino-stein: “If <i>Pirates of the Caribbean</i> breaks down the pirates don’t eat the tourists”	5	Feb 13	Look over eLearning notes related to the film before class	View <i>Jurassic Park</i>
		Feb. 15		1. View <i>Jurassic Park</i> 2. <u>Second quiz opens. Due before 11:59 PM, Feb. 16.</u>
Creation and the movement toward dystopia	6	Feb. 20		Comparison and discussion of <i>Jurassic Park</i> to <i>Frankenstein</i>

Material from Jan. 23rd to this point subject to the first exam

	6	Feb. 22	Prepare for first exam	<u>First exam</u>
“More Human Than Human”: Creation and dystopia in <i>Blade Runner</i>	7	Feb. 27	Look over learning module notes related to the film before class	View selections from <i>Blade Runner</i>
Creating dystopia one android at a time		March 1	<i>Do Androids Dream of Electric Sheep?</i> , pages 1-89	1. Voight-Kampff Replicant Test 2. <u>Third quiz opens. Due before 11:59 PM, March 2.</u> 3. <u>Second discussion board opens</u>
	8	March 6	1. <i>Do Androids Dream of Electric Sheep?</i> , pages 90-152 2. <u>Complete the second discussion board</u>	
		March 8	<i>Do Androids Dream of Electric Sheep?</i> , pages 153-224	
	9	March 13 – March 15	<u>NO CLASS; SPRING BREAK</u>	

Thematic unit	Week	Date	Assignment to be completed by class meeting	Activity in class
Lighting the fire of dystopia	10	March 20	<i>Fahrenheit 451</i> , pages 3-40	<u>Third discussion board opens</u>
		March 22	1. <i>Fahrenheit 451</i> , pages 40-110 2. <u>Complete the third discussion board</u>	
Putting out the fire of dystopia	11	March 27	<i>Fahrenheit 451</i> , pages 113-165	<u>Fourth quiz opens. Due before 11:59 PM. March 28.</u>
		March 29		Discussion of <i>Do Androids Dream of Electric Sheep</i> and <i>Fahrenheit 451</i>

Material from Feb. 22nd to this point subject to the second exam

		April 3	Prepare for second exam	<u>Second exam</u>
Wakanda Forever?: Afrofuturism and Isolationism	12	April 5	Angela Watercutter’s “Behind the Scenes of ‘Black Panther’s’ Afrofuturism” <u>(eLearning: required reading)</u>	1. Introduction to Afrofuturism 2. View <i>Black Panther</i>
		13	April 10	Look over learning module notes related to the film before class
	April 12		1. Christopher Lebron’s “‘Black Panther’ is Not the Movie We Deserve” and Jelani Cobb’s “‘Black Panther’ and the Invention of ‘Africa’” <u>(eLearning: required readings)</u> 2. <u>Complete the fourth discussion board</u>	1. Discuss isolationism in relation to <i>Black Panther</i> 2. <u>Fifth quiz opens. Due before 11:59 PM. April 13.</u>
	“The world got lonely”: Isolation and ZOMBIES! in <i>The Reapers are the Angels</i>	14	April 17	1. <i>The Reapers are the Angels</i> , pages 3-110 2. A Rose for Emily (eLearning: recommended reading)
April 19			<i>The Reapers are the Angels</i> , pages 113-162	<u>Fifth discussion board opens</u>
15		April 24	1. <i>The Reapers are the Angels</i> , pages 163-225 2. <u>Complete the fifth discussion board</u>	
		April 26	Prepare three questions in advance to ask the author	<u>Conversation with Alden Bell (Joshua Gaylord), author of <i>The Reapers are the Angels</i></u>

Thematic unit	Week	Date	Assignment to be completed by class meeting	Activity in class
	16	May 1		1. Discussion and comparison of <i>Black Panther</i> and <i>The Reapers are the Angels</i> 2. <u>Course evaluations</u>
Material from April 3rd to this point subject to the third exam				
	16	May 3	Prepare for third exam	<u>Third exam</u>



Grading Policy

Semester grades will be calculated in accordance with the total of number of points a student has the potential to earn during the semester:

First Exam	100 points
Second Exam	100 points
Third Exam	100 points
Five Quizzes	50 points total (10 points each)
Discussion Board Postings	50 points total (10 points each)

Extra credit will also be available and is explained on page ten of this syllabus.

Semester letter grades correspond to the total number of points that may potentially be earned during the semester as follows:

A+	390 +	points	C+	233 – 266	points	F	0 – 66	points
A	378 - 389	points	C	200 - 232	points			
A-	367 – 377	points	C-	167 - 199	points			
B+	333 – 366	points	D+	133 - 166	points			
B	300 – 332	points	D	100 - 132	points			
B-	267 – 299	points	D-	67 – 99	points			

Note that the total number of points which a student may accumulate might exceed 400; note also that there is no "ceiling" as shown above in the criteria for an A+. No adjustment will be made for students with more than 400 points, and the **only calculation needed to determine your grade is addition since anything above 389 points is an A+.**

Points earned on individual assignments (quizzes, the exams, and discussion board posts) will be posted to eLearning as we progress through the semester to help you keep track of how many points you have accumulated.

Exams, Quizzes, and Discussion Board Posts

- In-class exams will not be cumulative. All three will be completed in class on eLearning and will consist of a series of twenty-two multiple-choice questions and a written analysis question.

The analysis question for each exam will be announced in advance to give you a chance to prepare.

You will not be able to use books or notes during exams but may bring in a one-page outline and list of quotes to use in answering the analysis question. The writing of your response to the analysis question should take place during any given exam.

- Students can expect five total multiple-choice quizzes during the semester. Quizzes are announced on the "Daily Academic Calendar." Quizzes will be completed outside of class on eLearning.

You will have until midnight of the next day to complete the quiz. For example, if a quiz opens in class on Monday, you will have until 11:59 PM Tuesday to complete the quiz.

- Students can expect five total discussion board postings during the course of the semester. Postings are announced on the "Daily Academic Calendar." Postings will be completed outside of class on eLearning.

You will have until the beginning of the next class period to complete the posting. For example, if a discussion board opens in class on Monday, you should complete your posting by the beginning of class on Wednesday.

Each posting should be 400 words to be accepted for grading, though you are welcome to write more, and should be formatted in paragraphs. You will be asked to cite quotations in-text using 9th edition MLA format.

Be sure to check dates for quizzes, exams, and discussion board postings in the "Daily Academic Calendar."

This course will be conducted according to strict codes of academic honesty. All cases of cheating will be fully investigated. Penalties for cheating may include failing an exam, failing the course, or suspension and expulsion from the University. Students are expected to know the University's policies and procedures on such matters, as well as those governing student services, conduct, and obligations.

Attendance

The instructor and TAs expect that students will be present and ready to participate in class at the beginning of each scheduled class day. Remember that all exams and quizzes will ask questions that require specific answers to specific material presented during class time and on eLearning.

Students who arrive to class after the TA takes attendance will be counted absent for the day. Students who disrupt the classroom will be counted as absent for the day of the disruption. Students who leave before the end of class will also be counted as absent.

Only the following three scenarios constitute excused absences from class. Students do not need to provide documentation of religious holy days, though the student's TA should be made aware that this is why a class or classes was missed. **University activities and documented illness qualify as excused absences, though documentation must be provided:**

- Religiously observant students wishing to be absent on holidays that require missing class should notify their TA in advance of the absence and should discuss with them acceptable ways of making up any work missed because of the absence.
- Students participating in an officially sanctioned, scheduled University extracurricular activity will be given the opportunity to make up class assignments or other graded assignments missed as a result of their participation. Said participation must be documented with a note from a University official involved in the event. It is the responsibility of the student to make arrangements with their TA prior to any missed assignment for making up the work.
- A documented illness. Documentation should clearly state that the student was instructed by a physician not to attend class on a specific date(s) for his or her

health and/or for the health of others. The date(s) missed should be specifically stated in the note, as should physician contact information. Non-documented illness will not constitute a valid excuse for missing class.

Documentation for a University activity or illness should be provided to your TA before a make-up assignment can be scheduled.

Students who miss an assignment due to a religious observance, University activity, or documented illness will have a maximum of one week (seven days; this does include weekends) from the original assignment date to complete the make-up assignment.

Students should be aware that a make-up quiz or exam has the potential to differ from the original assignment in content. Though format will be the same, students seeking to make up the first exam, for example, might be asked different questions than those presented on the in-class exam.

In the majority of cases, your TA will proctor make-up exams and quizzes.

Note that the excused absence policy does not include absences due to work, travel, weddings, family vacations, being trapped in an elevator with an angry wolverine, and so on.

Students who miss class for one of these reasons should keep in mind that they are allowed to miss three classes without losing the opportunity to earn additional points for the semester.

Nevertheless, this will not help in cases of chronic absence. **Students should seek the help of their TA and the instructor before absences reach this point.**

Extra Credit

Students have the potential to earn a total of fifty points of extra credit this semester in two ways:

- Students who have three or fewer unexcused absences at the conclusion of the semester, and who have participated in class throughout the semester, will earn **twenty points of extra credit.**
- **The potential for up to thirty points of extra credit** is available for students who write a four-to-five page research paper on one of the primary works we will discuss this semester.

The paper will be due April 17th for students who elect to complete it.

Students may choose from:

- *Frankenstein* (the novel)
- *Do Androids Dream of Electric Sheep?*
- *Fahrenheit 451*
- *The Reapers are the Angels*
- *Jurassic Park*
- *Black Panther*

All work should observe the rules of Standard Written English and all requirements of current (ninth edition) MLA format.

Moreover, the paper should use one of the primary sources from the list provided above on this page as well as at least three required secondary sources.

Only one secondary source may come from a general Internet search. The other two required secondary sources should come physically from our library or from the databases provided by the library.

A sample paper has been provided on eLearning for your reference. Though this paper uses more than the one required primary and three required secondary sources, it does illustrate a strong argument, organization of ideas, and proper citation and formatting.

A short article on writing a strong argument, as well as a grading rubric for the extra credit paper, are also available on eLearning.

If you elect to undertake this assignment, you are urged to not wait until the last minute and to frequently consult your TA during the writing process. The TA is looking forward to helping you.

Tips to Keep Your Brains Fresh This Semester

- Students who read and refer frequently to the syllabus tend to perform better.
- Students who attend class regularly tend to perform better than students who do not.
- Students who come to each class prepared and avoid packing up early tend to perform better.
- Students who pay attention and participate in class rather than sleeping, texting, surfing the Internet, and so on, tend to perform better.
- Please do not hesitate or delay contacting the instructor or your TA with any questions concerning course policies. Remember that communicating regularly with us gives more potential for success in the course.



Last semester proved that we could do much more to help you succeed if you are having a tough semester if you contact us early so that we can have the opportunity to work together proactively as opposed to your delaying to ask for help at the end of the semester.

- In line with the previous tip, students who come to office hours prepared and visit regularly to discuss material with their instructor tend to perform better than students who do not.

- Students are urged to write in your books and/or take notes while you read! Pose questions and make observations as you read and write them down. Jot down page numbers that are relevant to the questions. These notes will serve you well on short writings, exams, and the essay this semester.
 - Students who review previous assignments to prepare for future assignments tend to show improvement during the semester. For example, identifying areas of improvement on the first exam in preparation for the second exam.
 - Students who keep in mind the “big picture” for the semester rather than allowing a single undesirable outcome to defeat them tend to perform well.
 - Consider potentially trading contact information with a few other students in class with whom you can discuss course readings, lectures, films, and ideas. Potentially form a "study group" with some of these students for exams.
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Computers in the Classroom

Though there will be some occasions, such as exams, when students will need to use computers during class, they should stay focused on what we are doing in class and resist the urge to multi-task. Doing so gives more potential for success in the course.

Similarly, students who silence and put away their phones tend to perform better than students who do not.

Any student discovered to be using a computer for any purpose not related to class, or using a computer in such a manner as to distract another student, will have their semester grade penalized by a full letter grade. This policy may be imposed by either the TA or instructor.

Course Evaluations

Course evaluations are essential to the maintenance and furthering of successful and engaging learning environments at UT Dallas. For example, evaluations may influence primary texts used in a course. **It is therefore of extreme importance to the instructor that students be present May 1st to participate in the completion of course evaluations.** We will take fifteen minutes in class to complete evaluations, and the instructor or TA will leave the room during this time. Evaluations may be completed using either a computer or mobile device by going to <https://eval.utdallas.edu/>

Comet Creed

This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same: “As a Comet, I pledge honesty, integrity, and service in all that I do.”

Withdrawal from Class

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, the professor cannot drop or withdraw any student. Students must do the proper paperwork to ensure that they will not receive a final grade of F in a course if they choose not to attend the class once they are enrolled.

Note: February 1st is the last day to drop this course without incurring a W.

Additional Important Policies

It is the student's responsibility to review additional University policies concerning services available through the Office of AccessAbility, sharing confidential information, avoiding plagiarism, resources to aid in the potential for success, incomplete grades, student conduct and discipline, academic integrity, technical support, email use, copyright notice, grievance procedures, and religious holy days at <http://go.utdallas.edu/syllabus-policies/>

These descriptions and timelines are subject to change at the discretion of the Professor. Please contact us with any questions about this course via office hours, appointment, email, or Kimoyo bead.

