

## ***LIT 1301: Introduction to Literature*** **Fall 2024**

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### **Professor/Grader Contact Information**

Dr. Ingrao  
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### **Course Information**

LIT 1301.003  
ECSS 2.412

TTh 11:30 AM – 12:45 PM

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

This course requires no pre-requisite.

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### **Course Description**

Intended to introduce students to the methods and terminology of critical thinking skills in relation to literary analysis, this section of LIT 1301 will examine “Eschatology,” the study of “last things.” Since the beginning of humankind, we have been telling stories about the end of humanity. Such narratives tend to be either cyclical, in which the end makes way for a new

beginning, or linear, in which an end point is reached, and have been told globally for thousands of years. What is our fascination with such tales? What significance do they hold for us currently? Perhaps, as Ariel Moniz argues in “The End of Days,” tales of the end are attempts to know the unknown and to understand not only where we have come from but also where we are going. This semester we will dig into the rich dialogue surrounding this subject in mythology, poetry, short stories, novels, and films, and consider instances of the end as brought about by climate change, giant invading alien plants, pandemics, and power-mad Titans, among others.

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## College Etiquette

Your questions and concerns are of the utmost importance to me and your grader, and we would like to see everyone succeed this semester. Remember that we are here to help you.

With this in mind, you are happily encouraged to ask questions during class discussion. You may also email us and are ***urged*** to take advantage of office and meeting hours. Though neither I nor a grader 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 your success in our course.

Concerning contacting me or your grader with a concern about a particular grade:

- ***DO*** take a moment to calm down if you are upset about a grade before contacting me or your grader.
- ***DO*** consult with your grader in addition to me. I will look over grading of assignments, but your grader will do the primary assessment for assignments such as the short responses.
- ***DO*** contact us early so that we can have the opportunity to work together proactively as opposed to your delaying to ask for help. For example, if you know you are going to miss a short response or an exam, contact us in advance so that we can make arrangements as opposed to letting several weeks pass. The more time that you let pass without contacting us, the more our ability to help you will be hindered.
- ***DO*** email us or visit office or meeting hours to discuss your concern. Again, you are ***urged*** to attend office and meeting hours.
- In sending us an email or visiting us during office or meeting hours, ***DO*** simply state something such as the following: “I have a question about my grade and would like to discuss the assignment. Thank you.” We will be happy to look over the assignment with you and make suggestions to give potential for better performance on similar assignments. At our discretion, we may also adjust the number of points given to the assignment, or, with the short responses, offer the chance for revision.
- ***DO NOT*** send us an email in anger or come to office or meeting hours angry.

- **DO NOT** send as an email that is an argument that begins with a phrase such as, “With all due respect,” and continues to cite alleged instances of “unfairness” in the assessment of an assignment, states that your grader does not “like you,” and alleges that the amount of work put into the assignment does not reflect the grade accurately.

**Emails such as those just described will NOT receive a reply.**

- **DO NOT** attend office or meeting hours with an argument that you have worked out in your mind in advance in relation to alleged unfairness in grading. Office and meeting hours discussions should be about addressing your concern by cooperatively looking over the assignment together and taking steps to help you succeed.
- **DO NOT** use derogatory language with me or your grader during office or meeting hours. Doing so will result in your being politely asked to leave and may result in further disciplinary action.
- **DO NOT** wait until the end of the semester if you have a concern about your grade in the class. Again, The more time that you let pass without contacting us, the more our ability to help you will be hindered.

Remember in relation to the short responses that writing is **NOT** a subjective field. There are objective standards for constructing a paper both globally and at the sentence level, formatting properly, organizing ideas, and presenting evidence to support ideas.

In short, both I and your grader want to help and see you succeed. We want to know your ideas and concerns. In return, we ask that you treat us with the same high degree of respect that we hold for you.

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## **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 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 consequence to ethical decision-making.

## 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 (for example: critical, literary, and cinematic) 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 short responses.
3. Social Responsibility: Analyze and critically evaluate humanistic works in the context of culture and society. This objective will be assessed via the first 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 third exam.

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## Required Textbooks and Materials

I recommend using the following editions for more potential for success in the course:

Emily St. John Mandel, *Station Eleven: A Novel* (Vintage; ISBN: 9780804172448)  
J. G. Ballard, *The Drowned World: A Novel* (Norton; ISBN: 9780871403629)  
John Wyndham, *The Day of the Triffids* (Modern Library; ISBN: 9780593450086)  
Octavia Butler, *The Parable of the Sower* (Grand Central Publishing; ISBN: 9781538732182)

The above editions are available through the UTD Bookstore and commercially. If you are unsure if you are purchasing the correct edition, then check the ISBN, this is unique to a book.

You are welcome to use alternate editions to those listed above. Reading assignments will be listed by chapter to help facilitate the use of alternate editions. Nevertheless, you will need to keep up with discussion of specific pages in class.

**Since alternate editions are allowed, to give the potential to help you save money in this course, note that all of the books listed above are available for free online through the UTD Library. I will post these with the other readings that you may access online through eLearning. Again, you will be responsible for keeping up with the discussion of specific pages in class.**

Selected short readings such as myths, poems, and short stories, will be available via eLearning. Also available on eLearning will be films, such as *Avengers: Infinity War* and *Reign of Fire*, that we will watch in class.

## eLearning

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

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 the three semester exams. **The instructor and grader expect that students will be able to provide answers on exams 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.

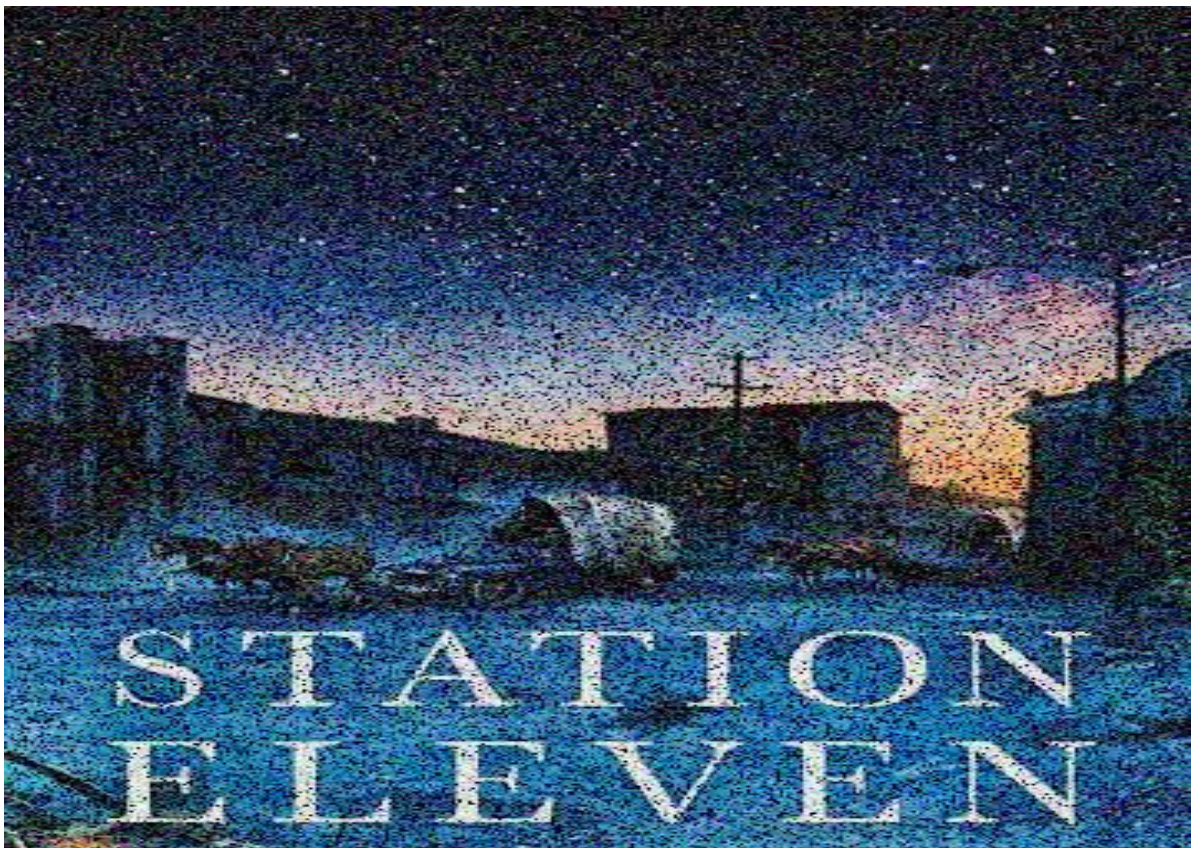


## Daily Academic Calendar

| Thematic unit  | Week | Date     | Assignment to be completed by class meeting   | Activity in class   |
|--|------|----------|---|---|
| Course Introduction  | 1    | Aug. 20  |   | 1. Distribute and discuss course syllabus and goals<br>2. Course introduction |
| Myths of the End   |      | Aug. 22  | 1. Review the syllabus<br>2. “The End of Days: Tales of Apocalypse Across Time and Space” ( <b>eLearning; required reading</b> )                      | Discuss cyclical versus linear narratives                                     |
| Performing the End: <i>Station Eleven</i>  | 2    | Aug. 27  | 1. <i>Station Eleven</i> , chapter 1 through the end of chapter 18<br>2. Begin to get into the habit of taking notes and asking questions as you read | Discussion of reading   |
|  |      | Aug. 29  | <i>Station Eleven</i> , chapter 19 through the end of chapter 37  | 1. Discussion of reading<br>2. <b>First short response assigned</b>           |
| Poetic Endings   | 3    | Sept. 3  | 1. <i>Station Eleven</i> , chapter 38 through the end of chapter 55<br>2. <b>First short response due</b>   | Discussion of reading   |
|  |      | Sept. 5  | “Darkness,” “Second Coming,” and “In the Desert” ( <b>eLearning; required readings</b> )  | Discussion of reading   |
|  | 4    | Sept. 10 | “Fire and Ice,” “Ovid on Climate Change,” and “When it Really is Just the Wind, and Not a Furious Vexation” ( <b>eLearning; required readings</b> )   | Discussion of reading   |
| Iguanas and Water Snakes and Incredible Prehistoric Plant-Life, Oh My!: <i>The Drowned World</i> | 5    | Sept. 12 | <i>The Drowned World</i> , chapter 1 through the end of chapter 3   | Discussion of reading   |
|  |      | Sept. 17 | <i>The Drowned World</i> , chapter 4 through the end of chapter 9   | 1. Discussion of reading<br>2. <b>Second short response assigned</b>          |
|  |      | Sept. 19 | 1. <i>The Drowned World</i> , chapter 10 through the end of chapter 15<br>2. <b>Second short response due</b>   | 1. Discussion of reading<br>2. First exam review                              |
| Material from Aug. 20th to this point subject to the first exam                                  |      |          |   |   |

| Thematic unit  | Week | Date   | Assignment to be completed by class meeting  | Activity in class   |
|--|------|--|--|---|
|  | 6    | Sept. 24   | Prepare for the first exam   | <b><u>First exam</u></b>  |
| “Some say the world will end in fire”:<br><i>Reign of Fire</i> |      | Sept. 26   | Look over eLearning notes related to the film before class   | View <i>Reign of Fire</i>   |
|  | 7    | Oct. 1   |  | View <i>Reign of Fire</i>   |
|  |      | Oct. 3   |  | Discussion of <i>Reign of Fire</i>  |
| They Came from the Stars: <i>Day of the Triffids</i>           | 8    | Oct. 8   | <i>Day of the Triffids</i> , “The End Begins” through the end of “Shadows Before”  | Discussion of reading   |
|  |      | Oct. 10  | <i>Day of the Triffids</i> , “A Light in the Night” through the end of “—And Further On”   | 1. Discussion of reading<br>2. <b><u>Third short response assigned</u></b>  |
|  | 9    | Oct. 15  | 1. <i>Day of the Triffids</i> , “Dead End” through the end of “Strategic Withdrawal”<br>2. <b><u>Third short response due</u></b>  | Discussion of reading   |
| Oct. 17  |      | “The End of the Whole Mess” and “The End of the World as We Know It”<br><b><u>(eLearning; required readings)</u></b> | Discussion of reading  |   |
| The End of the World is a Story                                | 10   | Oct. 22  | “Dark, Dark Were the Tunnels” and “Killers”<br><b><u>(eLearning; required readings)</u></b>  | 1. Discussion of reading<br>2. Second exam review                           |
|  |      | <b>Material from Sept. 26th to this point subject to the second exam</b>   |  |   |
|  | 10   | Oct. 24  | Prepare for the second exam  | <b><u>Second exam</u></b>   |
| A Parable of the End: <i>The Parable of the Sower</i>          | 11   | Oct. 29  | 1. “A Conversation with Octavia E. Butler”<br><b><u>(eLearning; required reading)</u></b><br>2. <i>The Parable of the Sower</i> , chapter 1 through the end of chapter 6 | Discussion of reading   |
|  |      | Oct. 31  | <i>The Parable of the Sower</i> , chapter 7 through the end of chapter 13  | 1. Discussion of reading<br>2. <b><u>Fourth short response assigned</u></b> |
|  | 12   | Nov. 5   | 1. <i>The Parable of the Sower</i> , chapter 14 through the end of chapter 20<br>2. <b><u>Fourth short response due</u></b>  | Discussion of reading   |

| Thematic unit   | Week | Date              | Assignment to be completed by class meeting                                | Activity in class   |
|---|------|-------------------|--|---|
| A Parable of the End:<br><i>The Parable of the Sower</i>                | 12   | Nov. 7            | <i>The Parable of the Sower</i> , chapter 21 through the end of chapter 25 | Discussion of reading   |
| All It Takes is a Snap of the Fingers:<br><i>Avengers: Infinity War</i> | 13   | Nov. 12           | Look over eLearning notes related to the film before class                 | 1. View <i>Avengers: Infinity War</i><br>2. <b><u>Fifth short response assigned</u></b> |
|   |      | Nov. 14           |  | View <i>Avengers: Infinity War</i>  |
|   | 14   | Nov. 19           | <b><u>Fifth short response due</u></b>                                     | View <i>Avengers: Infinity War</i>  |
|   |      | Nov. 21           |  | Discussion of <i>Avengers: Infinity War</i>   |
|   | 15   | Nov. 26 – Nov. 28 | <b><u>NO CLASS: Fall Break</u></b>   |   |
| All It Takes is a Snap of the Fingers:<br><i>Avengers: Infinity War</i> | 16   | Dec. 3            | <b><u>Extra credit due</u></b>   | 1. <b><u>Course evaluations</u></b><br>2. Course conclusion<br>3. Third exam review     |
| <b>Material from Oct. 29th to this point subject to the third exam</b>  |      |                   |  |   |
|   | 16   | Dec. 5            | Prepare for the third exam   | <b><u>Third exam</u></b>  |



## 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                        |
| Short Responses | 100 points total (20 points each) |

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 that you 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 (exams and short responses) will be posted to eLearning as we progress through the semester to help you keep track of how many points you have accumulated.**

## Exams and Short Responses

- In-class exams will not be cumulative.

**All three will be completed in class on eLearning and will consist of a series of twenty-five multiple-choice questions and two bonus questions.**

**You will not be able to use books or notes during exams.**

**AGAIN, ALL EXAMS WILL BE COMPLETED IN-CLASS DURING OUR REGULAR CLASS TIME UNLESS YOU HAVE AN ACCOMMODATION OR HAVE MADE OTHER ARRANGEMENTS WITH ME OR YOUR GRADER PRIOR TO THE EXAM.**

**Do not leave class until you have completed the exam and BE SURE THAT ALL OF YOUR RESPONSES HAVE SAVED BEFORE YOUR SUBMIT THE EXAM.**

- Students can expect five total short responses during the course of the semester. Responses are announced on the "Daily Academic Calendar," and 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 response opens in class on Monday, you should complete it 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.**

**For the final short response, you will revise one of your previous four short responses for the potential, not the guarantee, for more points. Any revision should be based on a previous short response. For example, if you did not turn in the first short response, you may not revise it since there is nothing to revise.**

**REVISION, OR "RE-SEEING," MEANS MORE THAN ADDING IN A CITATION OR CHANGING JUST A FEW WORDS OR SENTENCES HERE AND THERE. IF YOU CHOOSE TO REVISE:**

- **Your revision should be substantially different from the first revision in terms of its structure and content.**
- **Your revision should take into account comments received from your grader.**
- **You should plan to consult with your grader to discuss your revision as you are revising. Do not wait until the last minute to do this as appointments may be limited.**
- **Please indicate which short response you are revising.**

**Be sure to check dates for short responses and exams 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.

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## **Attendance**

The instructor and your grader expect that students will be present and ready to participate in class at the beginning of each scheduled class day. **This includes those days when we will**

**screen a film in class.** Remember that all exams will ask questions that require specific answers to specific material presented during class time and on eLearning.

**Students who arrive to class after the grader 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 grader 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 grader 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 grader 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 grader 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 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 grader 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 my help before absences reach this point.**

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

- **Twenty points of extra credit** is available for students who have three or fewer unexcused absences at the conclusion of the semester, and who have participated in class throughout the semester.
- **Thirty points of extra credit** is available to students who watch the film *Avengers: Endgame* (2019) and complete a project that demonstrates critical thinking skills by discussing this film in relation to **Avengers: Infinity War and two other works** we have discussed in class this semester. **This means citing specifics from works we have discussed in class, as well as specific examples from Avengers: Endgame.** The goal of the assignment is to discuss how *Avengers: Endgame* responds to themes we have discussed in class.

**Avengers: Endgame will be available to you in the “Films” folder on our eLearning Course Homepage.**

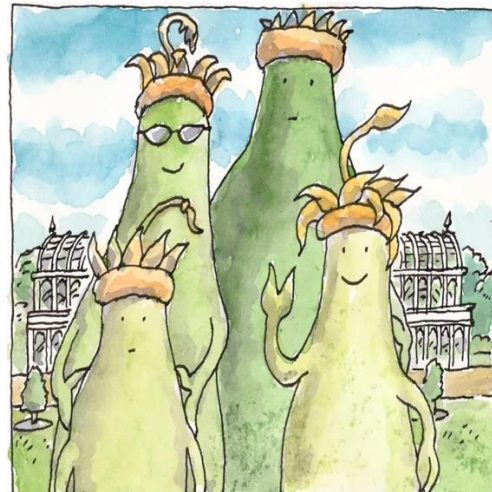
Your project may take the form of:

- A 600-to-1,200-word paper in 9<sup>th</sup> edition MLA format.
- A recorded video of approximately ten to twenty minutes.
- An audio recording of approximately ten to twenty minutes; for example, a podcast.
- A project of your own original design pending instructor approval.

Students planning to take advantage of the extra credit should complete the assignment and **submit it at the beginning of class on December 3rd.**

### “Triffidic” Tips for Cultivating a Successful 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.
- ***Do not hesitate or delay contacting the instructor or your grader with any questions.*** Remember that communicating regularly with us gives more potential for success in the course.



Contact us early so that we can have the opportunity to work together proactively as opposed to your delaying to ask for help. For example, if you know you are going to miss a short response or an exam, contact us in advance so that we can make arrangements as opposed to letting several weeks pass. The more time that you let pass without contacting us, the more our ability to help you will be hindered. Similarly, do not wait until the end of the semester if you have a concern about your grade in the class.

- 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 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.

### Computers in the Classroom

Though students are welcome to use computers during class to access readings, access media currently under discussion in class, take notes, or check notes posted to eLearning, they can be distracting. Students using laptops should stay focused on class lecture and discussion and resist the urge to multi-task. Concomitantly, students who silence and put away their smartphones tend to perform better than students who do not.

**Any student discovered to be using a computer for any purpose not related to taking notes or accessing course materials will be banned from using a computer in class for the remainder of the semester with the exception of those days when a computer will be required to complete an exam in class. This ban also applies to students whose computer use is distracting other students and may be imposed by either me or your grader.**

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### **Course Evaluations**

Course evaluations are essential to the maintenance and furthering of successful and engaging learning environments at UT Dallas. **It is therefore of extreme importance to me that you be present December 3rd to participate in the completion of course evaluations.** We will take fifteen minutes in class to complete evaluations, and me and your grader 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/>

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### **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: September 4th is the last day to drop this course without incurring a W.**

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### **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. Brains not used in class have the potential to be charred and eaten.***

