



SYLLABUS
Introduction to Literature
LIT 2000 Section P1147
Spring 2026, Session C

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Last Date of Drop/Add	June 12, 2026
Last Date for Student to Withdraw	July 21, 2026
Final Exam Date(s)	Wednesday, August 5, 8:00-10:00
Class Meeting Time	Monday-Wednesday 8:00-10:40
Class Location	Pensacola Campus, Building 4, Room 445
Prerequisite	Grade of C or better in ENC 1102.
Course 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.
Credit Hours	3 credit hours
Semesters Offered	Fall, Spring, Summer
Course Designations	College Transfer. Meets AA General Education Core, Humanities and Literature requirement. A writing emphasis course.
General Education Core Course Standard	Per Florida Statute 1007.25, "Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon."

<p>Required Textbooks and Instructional Materials</p>	<p><i>The Norton Introduction to Literature</i>; Mays, Kelly J.; 9781324044628; 14th; W.W. Norton & Company; 2022. Chapters 1-34, all sections The educational materials used in this course, including textbooks and ancillary materials, are intended for educational purposes only. All opinions represent those of the author(s) and not necessarily those of Pensacola State College or the instructors.</p>
<p>Course Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Students will identify a variety of literary movements, historical eras, and/or cultural contexts. 2. Students will demonstrate critical thinking and analytical skills. 3. Students will apply appropriate rhetorical strategies in formal essays.
<p>General Education Student Learning Outcomes</p>	<ol style="list-style-type: none"> 1. Critical Thinking: The student analyzes, evaluates, and, if necessary, challenges the validity of ideas, principles, or data in order to develop informed opinions, probable predictions, or defensible conclusions. 2. Communication: The student effectively communicates knowledge and ideas. 3. Cultural Literacy: The student demonstrates an understanding of human culture.
<p>General Education Writing Emphasis Course Requirements</p>	<ol style="list-style-type: none"> 1. All writing used to fulfill the writing emphasis requirement must possess the five characteristics of college-level writing: 1) have a clearly identified central idea or thesis; 2) provide adequate support for the idea; 3) be organized clearly and logically; 4) show awareness of the conventions of standard written English; and 5) be formatted in an appropriate fashion for the assignment. 2. A minimum of four (4) evaluated assignments, which may include the final exam, is required. Because an extensive amount of writing is intended by Rule 6A-10.030, F.A.C., additional writing assignments may be used to satisfy this requirement. 3. The grades earned on the writing assignments must reflect student performance in college-level writing and significantly impact the final course grade. 4. All sections of a course must meet all requirements. 5. Instructors provide detailed feedback regarding the content, organization, and use of standard written English for all writing used to satisfy the requirement. 6. Instructors return each evaluated writing assignment to a student before the submission of the next evaluated writing assignment, with the exception of a final exam used to satisfy the requirement. 7. Only individual, original student work counts toward the extensive writing requirement; AI or machine-written content is not accepted. 8. The grading rubrics used for each writing assignment will be shared with students and will be uniformly applied as the assessment instrument in all sections of a course.

Student Assignments, Assessments, and Grading Calculation

Participation/ Classwork/ Homework

20%

- Class discussion and activities will be based on readings from *The Norton Introduction to Literature*:
- Kincaid, "Girl"
- NIL Introduction
- NIL Reading and responding to fiction
- Byatt's "The Thing in the Forest"
- Hawthorne's "The Birthmark"
- Gilman's "The Yellow Wallpaper", "Why I Wrote the Yellow Wallpaper"
- Joyce's "Araby"
- Faulkner's "A Rose for Emily"
- O'Connor's "A Good Man Is Hard to Find"
- Hemingway's "Hills Like White Elephants"
- Vonnegut's "Harrison Bergeron"
- Carver's "Cathedral"
- Russell's "St. Lucy's Home for Girls Raised by Wolves"
- Bradbury "The Veldt"
- Aesop "The Two Crabs"
- NIL "Poetry: Reading, Responding, Writing"
- Behn- "On Her Loving two Equally"
- Lazarus "The New Colossus"
- Marvell "To His Coy Mistress"
- Tennyson "the Charge of the Light Brigade"
- Dickinson, "Because I Could Not Stop for Death", "I Heard a Fly Buzz", "I Stepped from Plank to Plank", "My Life Had Stood—a Loaded Gun", "Tell All the Truth But Tell It Slant"
- Blake's "The Lamb" and "The Tyger"
- Poe's "The Raven"
- Owen's "Dulce Et Decorum Est"
- NIL "The Sonnet"
- Constable's "My Lady's Presence"
- Wordsworth's "The World is Too Much With Us"
- Shakespeare's "My Mistress' Eyes", "Let Me Not to the Marriage of True Minds"
- Milton's "When I Consider How My Light Is Spent"
- Donne's "Death Be Not Proud"
- Browning's "How Do I Love Thee"
- Pastan's "To a Daughter Leaving Home"
- Arnold's "Dover Beach"
- Wordsworth- "I Wandered Lonely as a Cloud"
- Dunbar's "We Wear the Mask"
- Hughes's "Harlem"
- Thomas' "Do Not Go Gentle"
- NIL, "Writing about Poetry,"
- NIL, "Drama: Reading, Responding, Writing"
- NIL, "Elements of Drama"
- Sophocles, *Antigone*

• Shakespeare <i>A Midsummer's Night Dream</i>	
Quizzes — Quizzes will assess comprehension of the assigned readings from The Norton Introduction to Literature.	10%
Essays (3+) — Students will complete three major essays, each requiring a well-supported argument and close analysis of rhetorical and literary devices: · Writing about Fiction: Analyze selected short stories, developing an argument supported by textual evidence. · Writing about Drama: Formulate an argument on August Wilson's <i>Fences</i> , focusing on its dramatic structure and literary techniques. · Writing about Poetry: Analyze selected poems, examining how poetic devices contribute to meaning and effect.	45%
Midterm Test — The exam will cover material from the first half of the course, including key literary concepts and readings.	10%
Final Exam — The exam will be comprehensive, assessing understanding of major themes, literary devices, and texts discussed throughout the course.	15%
Total	100%

Grading Scale	
90%-100%	A
87%-89%	B+
80%-86%	B
77%-79%	C+
70%-76%	C
67%-69%	D+
60%-66%	D
0%-59%	F

Student Expectations	Students enrolled in this course can expect the following: <ol style="list-style-type: none"> 1. clearly identified course objectives; 2. productive class meetings; 3. a positive learning environment; 4. opportunities for appropriate student participation; 5. effective instruction; 6. positive and appropriate interactions; 7. assistance with meeting course objectives during and beyond class hours; 8. evaluation of student performance and appropriate and timely feedback; 9. clear and well-organized instruction.
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Academic Dishonesty Statement	Pensacola State College is committed to upholding the highest standards of academic conduct. All forms of academic dishonesty, to include plagiarism and cheating, are prohibited. Penalties for academic dishonesty include but are not limited to one or more of the following: the awarding of no credit on the assignment, a reduction in the course grade, or the assignment of a final course grade of F and removal from the course. See the College Catalog for more details: Academic Integrity
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ADA Statement	Students with a disability that falls under the Americans with Disability Act Amendments Act of 2008 or Section 504 of the Rehabilitation Act should contact the Student Resource Center for ADA Services to discuss academic accommodations. Appropriate academic accommodations are determined
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	<p>on an individual basis with careful consideration of the course learning outcomes and the documentation of the disability. For more information, students should visit the Student Resource Center for ADA Services on the Pensacola campus in building 6, room 603; call 850-484-1637; email ADAservices@pensacolastate.edu; or complete the online intake form in the ADA Services app within the MyPSC apps dashboard.</p>
AI Statement for Writing Emphasis Courses	<p>Because writing emphasis courses focus on the foundational skills of critical thinking, rhetorical awareness, and information literacy, the work presented by students must be original. As such, the use of generative AI for graded assignments is prohibited unless specifically authorized by the instructor. The instructor reserves the right to assign a failing grade to an assignment determined to exhibit markers of generative AI use. In such instances, the student may challenge the failing grade and is responsible for demonstrating the originality of a submitted text. Continued registration in the course will be understood as acceptance of this policy.</p>
Emergency Statement	<p>In the case of severe weather or other emergency, the College administration maintains communication with appropriate state and local agencies and makes a determination regarding the cancellation of classes. Notices of cancellation will be made through the College's PSC Alert system and on the College's website.</p>
Flexibility Statement	<p>It is the intention of the instructor to accomplish the objectives specified in the course syllabus. However, circumstances may arise which prohibit the fulfilling of this endeavor. Therefore, this syllabus is subject to change. When possible, students will be notified of any change in advance of its occurrence.</p>
Nondiscrimination Statement	<p>Pensacola State College does not discriminate against any person on the basis of race, color, ethnicity, religion, sex (as defined by applicable federal and state law), national origin, age, disability, genetic information, pregnancy, or marital status in its educational programs, activities, or employment. For inquiries regarding the College's nondiscrimination policies, contact the Civil Rights Compliance Officer at (850) 484-1759, Pensacola State College, 1000 College Blvd., Pensacola, Florida 32504.</p>
Security Statement	<p>Pensacola State College is committed to encouraging all members of the College community to be proactive in personal safety measures. In case of emergency, students should ensure that they are aware of the building exit closest to each of their classrooms, as well as all alternative building exits in case circumstances require using a different route.</p>
Student Email Statement	<p>Pensacola State College provides an institutional email account to all students enrolled in courses for credit. PirateMail is the official method of communication, and students must use PirateMail when communicating with the College. In cases where companion software is used for a particular class, email may be exchanged between instructor and student using the companion software.</p>