

LITERATURE 2000

Encountering C.S. Lewis

Fall 2022

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Class Time: T /TH 10:30 - 12:20



Texts

Lewis, C.S. *Out of a Silent Planet*

---*Perelandra*

---*The Voyage of the Dawn Treader*

---*The Weight of Glory*

About the Books

Success in this course is accomplished by carefully and thoughtfully reading all books assigned. Using summaries from online sources or any other resource will not enable you to grasp the full meaning of the literature or enable you to experience to full effect of it, nor will that practice adequately prepare you for quizzes and other assignments. Reading the full text is expected and is what will be tested.

General Education Learning Outcomes (GELOs)

Learning: Informed by our Faith in Christ *Students will:*

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

Growing: In a Christ-Centered Faith Community *Students will:*

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

Serving: In a Context of Christian Faith *Students will:*

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Course Learning Outcomes

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (**application**) fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
3. Connect (synthesis) the works with their own lives and with the social, cultural, and historical contexts of the works and of their authors.

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

To the Student

Class Participation: Literature comes to life when it is read well, thought about, and discussed among the readers. All students are expected to engage in this academic process and to contribute to class discussions since each contribution adds to other classmates' learning experiences as well as mine, and each contribution makes literature an even more meaningful, dynamic force in all of our lives.

All assignments must be completed by the beginning of class on the assigned due date. Read all assigned readings and take notes on the readings as well as the class discussions. This practice enables you to engage in the process of learning more actively and fully, and the notes will assist you in preparing for the quizzes and exams.

Preparation for Written Assignments: Employ standard writing conventions for all written assignments. Submit only polished final drafts written in college level prose. All writers must rewrite, revise, and rewrite their texts as many times as needed to create a clear focus and clear, polished prose. Quality writing happens as a result of clear thinking and intentional, thoughtful, and thorough revising and rewriting.

- Use Times New Roman, size 12 font, for all written assignments.
- Points will be deducted for misspelled words, incorrect grammar usage, sentence level problems, lack of focus, organization, development, and support. Please utilize the tutorial center or make an appointment with me if you need or desire objective feedback on your writing.
- Cite all sources consulted or used for any assignment in your text. Use MLA documentation and list on a Works Cited page all works you cite in your writing.
- Submit only authentic and original work. Using other people's ideas, work, or words as your own in any form will result in a failing grade for the assignment and for the course, and a report

will be made to the Provost and placed in your academic file. See “Departmental Plagiarism Policy” below.

Departmental Plagiarism Policy

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student’s academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student’s work, buying a paper, copying work from the Internet, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and for the course. A written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student’s academic file.

Practice academic honesty and integrity by doing your own work and by reading each assignment to prepare for the class activities, quizzes, and exams.

- Both asking for and providing information to those who have not read the assignments are forms of academic dishonesty or cheating and reveal a lack of personal integrity. Please do not put yourself or other students in compromised, dishonest, unjust positions by asking another student what the story was about before a quiz when you have not read the book yourself or by providing the information in any form to those who have not read.

Late Paper Policy: Assignments turned in on time will be given credit. Late assignments or assignments submitted outside of class will earn no credit.

Attendance: Six absences are the maximum number of absences allowed by the university for a 2-day-a-week class. Please see the *PLNU 2020-2022 Undergraduate Catalog*. A 7th absence will result in de-enrollment from this course. Absences do affect grades, so keep that in mind since in-class assignments cannot be made up. **September 23** is the last day to drop Quad I classes.

Classroom Attire Policy

The classroom is a professional workplace and a place where all students have the right to work efficiently and to think clearly without distraction. An academic environment free of visual distractions facilitates academic success. As a member of this academic community, each student has a responsibility to dress in a way that does not distract or detract from academic pursuit but rather to dress in a way that encourages and fosters academic thinking and concentration. Please be responsible and considerate of those in this academic and professional environment and dress in a way that facilitates academic success.

Technology in the Classroom

Cell phones and computers may be used in the classroom for LIT 2000 work only.

Academic Accommodations

All students are expected to meet at least the minimum standards for this course as set by the instructor. Students with learning disabilities who may need accommodations to meet the set standards should first discuss options and services available to them in the Academic Support Center (ASC) during the first two weeks of the semester. The ASC, in turn, will contact the professor with official notification and suggested classroom accommodations, as required by federal law. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester.

Quizzes and Tests

Quizzes and tests will be given throughout the course on required reading. Make-up quizzes will not be given unless notification/and or arrangements are made **prior** to the absence. Should you need to miss class due to illness or a school sponsored event, you must contact me **prior to** class to inform me of your illness or absence and/or to make arrangements to take the quiz in my office, but all in-class work cannot be made up.

Assignments

Presentation/Lead Group Discussion: (30 min. total)

Requirements: Begin your presentation with your film. Lead the class in a discussion regarding the content of the assigned reading and end the discussion with a summary of the reading which includes an explanation of the reading and connections that can be made to other relevant contexts such as cultural, religious, historical, literary contexts, etc. All group members are expected to fully participate in each of the processes. You may use outside sources to deepen your understanding of the concepts in the text more fully, but the content (thoughts, ideas, fact, insights, etc.) you obtain from sources must be cited in your summary, and a Works Cited page must be created and included with the summary.

The form the above takes is determined by each group. Creativity is certainly encouraged, but misinterpretation is unacceptable. **Students will meet with me to clear their interpretations prior to presenting films to the class.**

Film Adaptation—part of Presentation/Group Discussion:

Requirements: Produce a 5-7 minute short film based on **a section** of the reading. The length will be strictly enforced. As a group, determine the section of reading you would like to create a film about and submit it for approval before you begin the process of filming. Each member is to participate in the full process. Create and submit a 2 page Film Adaptation Summary. No outside sources.

Submit the film to Youtube linked to PLNU gmail, and come to class at least 5 minutes early to prepare for the presentation.

Create and submit 10 final exam questions from your assigned section.

Reflection Papers (4 total @ 20 points possible each) All papers will be 2 pages maximum. No outside sources.

Reflection 1: *The Voyage of the Dawn Treader*: The purpose of this assignment is to give you the opportunity to think deeply about a concept Lewis touches on in this story and respond to it, so as you read through this *Chronicles of Narnia* Story, you will take special note of the themes that resonate with you the most (inspire, challenge, motivate, encourage, enlighten, etc.). Choose one of those themes to use as the focus of your letter, poem, song, rap, reflection, newspaper article, short story, skit, etc., in which you take your audience deeper into the concept revealing the ways its truth affects your thoughts and understandings of it. Your audience is your classmates and your professor. Enjoy the process. Do not use outside sources.

Reflection 2: *Out of a Silent Planet*: What did the Ransom’s trip with Weston and Devine to Malacandra show you about fallen human nature, the what ifs of an unfallen planet, the creativity of God, yourself, and life on earth with the present and/or future in mind? How does the **Imago Dei**, or humans being made in the image of God, as a theme, work its way throughout this novel? What happens to those who abuse or deny this biblical fact? What are the spiritual and psychological issues that emerge in the characters who deny their Imago Dei in this story? Discuss your new meaningful insight or new perspective that has come from the reading or discuss the content that engendered new questions and a continued search. Be specific and use examples to show the truth of your claims. Two page response. Do not use outside sources.

Reflection 3: *Perelandra*: Lewis claims that truth is found in myth. In this work, what connections to the biblical presentation of creation do you see? If the world had not fallen, what kind of world does Lewis imagine here? How does Lewis’s understanding of the classical notion of beauty affect our apprehension of beauty in this gorgeous story? What truth is revealed to you in this myth that is significant and meaningful to you? How can this truth be applied to your life? Most importantly, how does Lewis use the concept of the Imago Dei throughout this story? What are the benefits to those who honor God as creator as opposed to those who deny and fight God? To get started, consider specific ways you were able to connect with elements Lewis presented as religious issues, truth, social mores, social structures, beliefs, laws, traditions, cultural elements, psychological elements, family issues, relationship issues, individual vs. community issues, the human condition, etc. Do not use outside sources. Two page response.

Reflection 4: “The Weight of Glory,” the sermon. How does Lewis help us to see the Imago Dei in our neighbors, our family members, and ourselves? What illustrations does he use to remind us of what God has said about us in the scriptures? As this sermon builds, what are some of the references to famous literature and scripture that make this such an appealing and winsome sermon? How could this one sermon cause all of us to others differently and uniquely? How does his appeal from writers like Wordsworth, St. Thomas Aquinas, Milton, and Johnson and scripture itself strengthen the piece so that the closing of this sermon is something we need to act on? Be sure to use examples from the text and from your own life to support your claim, but do use examples that are different from what you used in previous reflections. Do not use outside sources. Two page response.

Course Assignment Approximations and Grading Schema

Quizzes	15%	A = 93-100	C+= 77-79	D-= 60-62
Group Work	20%	A- = 90-92	C = 73-76	F = 0-59
Reflections	15%	B+= 87-89	C-= 70-72	

Mid-term Exam	20%	B = 83-86	D+= 67-69
Final Exam	30%	B-= 80-82	D = 63-66

Course Grades in Canvas:

Log into Canvas to access our course materials and assignment and project descriptions.

- Please use Chrome as your browser.
- Go to canvas.pointloma.edu.
- Create a shortcut or bookmark to this site.
- Log in with your PLNU username and password.

LIT 2000

Tentative Schedule

DATE		READING and ASSIGNMENTS
Tuesday Aug. 30		No class meeting
Thursday Sep. 1	Introduction to the course	Discuss syllabus and establish presentation and study groups C.S. Lewis presentation
Tuesday Sep. 6		<i>The Voyage of the Dawn Treader</i> , Chapters 1 - 4
Thursday Sep. 8		<i>The Voyage of the Dawn Treader</i> , Chapters 5 - 16; Group 1 Presentation— <i>The Voyage of the Dawn Treader</i>
Tuesday Sep. 13		<i>Out of a Silent Planet</i> , Chapters 1 – 10 Due: Reflection 1— <i>The Voyage of the Dawn Treader</i>
Thursday Sep. 15		<i>Out of a Silent Planet</i> , Chapters 11 - 22 and Postscript Group 2 Presentation – <i>Out of a Silent Planet</i>
Tuesday Sep. 20		Due: Reflection 2, Thematic review. <i>Out of a Silent Planet</i>
Thursday Sep. 22		<i>Perelandra</i> ; Chapters 1- 10; Group 3 Presentation -- <i>Perelandra</i>
Tuesday Sep. 27		Due: Reflection 3; Thematic Review. <i>Perelandra</i> .

DATE		READING and ASSIGNMENTS
Thursday Sep. 29	Midterm	
Tuesday Oct. 4		<i>Perelandra</i> , Chapters 11 - 17; Group 4 Presentation
Thursday Oct. 6		“The Weight of Glory” sermon by C.S. Lewis
Tuesday Oct. 11		Due: Reflection 4, Thematic Review- “The Weight of Glory” “Why I’m Not a Pacifist” in <i>The Weight of Glory</i>
Thursday Oct. 13		Best Film: Voting and Awards Ceremony
Thursday Oct. 18	Final Exam	

DATE		READING and ASSIGNMENTS

Group 1

Group 2

Group 3

Group 4

