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|  <p><b>POINT</b><sup>19</sup>  <b>LOMA</b><sup>02</sup><br/>NAZARENE UNIVERSITY</p> | <p><b>Department of Literature, Journalism,<br/>Writing &amp; Languages</b></p> <p><b>LIT 2000 (5) 10-10:55 am, Latter Hall<br/>1 (LA 1)</b></p> <p><b>Office Hours: 12:20-1:20pm T/Th<br/>Bond Academic Center Office 122</b></p> <p><b>2 Units</b></p> |
| <p>Spring 2023</p>  |  |

Professor: Dr. Carl E. Findley III  
 Email: cfindley@pointloma.edu  
 Phone: Telephone: (229) 206-4593  
 Office Hours: *12:20-1:20pm T/Th and by appointment, Bond 122*

**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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**Foundational Explorations Mission**

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

**Course Outcomes**

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. Recall, identify, and use 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 the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

## Course Description

In this course, you will undertake “a study of representative works of literature and cultural contexts” (PLNU Course Catalog for LIT 2000). The particular focus of this course will be the “literary mind.” We will examine representative works of high literary value in various genres for the *ideas* they communicate, their intellectual underpinnings, their philosophical content, and the vision of the world they contain. We are engaging with “books of ideas” here and you will learn to examine literary works *not only* for their style and language, namely, how they communicate their author’s vision of the world, but their intellectual content as well. In this course, we will examine ideas, among others, such as ancient power dynamics, the use of religious imagery and symbolism in literature, the battle between faith and reason, the inherent longing for self-transformation and salvation, the lure of self-deception, the labyrinth of the mind, the perils of reason and its gifts, and the battle that sometimes exists between political power and our own personal conscience.

### ***The Readings, Required Texts:***

1. J.M. Coetzee. *The Life and Times of Michael K*. Penguin, 1985. (ISBN: 9780140074482)
2. Franz Kafka. *The Metamorphosis: A New Translation by Susan Bernofsky*, 2014. (ISBN: 9780393347098)
3. Marilynne Robinson. *The Death of Adam*, 2005. (ISBN: 9780312425326)
4. Sophocles. *Sophocles I: Oedipus the King, Oedipus at Colonus, Antigone*, 2013. (ISBN: 9780226311517)
5. Samuel Beckett. *Waiting for Godot*, 2011. (ISBN: 9780802144423)

*\*Please note you must purchase these exact editions. No others will be acceptable. They are available via the University Bookstore or online from your favorite bookstore.*

### **The Readings, Supplemental:**

In addition to these works listed above, which must be purchased, pdfs of the following works (or excerpts) will be available on the Canvas website for this class. Consult the syllabus. In most cases, you will print these and bring them to class:

Shakespeare, Hamlet Act 3

Flannery O’Connor, “Good Country People”

Mark Lilla, “Ignorance and Bliss”

Carl Findley “Ancient Innocence: A Lost Tradition”

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 2 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework.

## Assessment and Grading

Grades will be based on the following:

Preparation and Attendance: 10% (10 pts)

Midterm Exam: 40% (40 points)

Writing Assignments 30% (30 points)

Final Paper 20% (20 points)

Standard Grade Scale Based on Percentages and Total of 100 points

| A        | B        | C        | D        | F              |
|----------|----------|----------|----------|----------------|
| A 93-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F Less than 59 |
| A- 90-92 | B 83-86  | C 73-76  | D 63-66  |                |
|          | B- 80-82 | C- 70-72 | D- 60-62 |                |

You will have a total of 100 points available for the entire semester's work. The number of points will determine your final grade.

### Attendance Policy

Attendance is an important part of your contract when you sign up for a course. It is taken seriously. If you do not attend, it will be difficult, if not impossible, to do well on the mid-term exam or the final essay.

In addition, arriving on time is an important sign of consideration. **Lateness to class will not be accepted.** If you know you may have to be late or absent for a particular class or may need to leave early, etiquette requires that you *must* contact me well before class.

If a student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See "Academic Policies" in the Undergraduate Academic Catalog.

10 points are available for preparation and attendance—at the end of the semester, this can mean the difference between letter grades.

### Preparation

Special commitment is required on your part: come to class having thoughtfully read and completed the assigned readings and be ready to participate. Careful preparation is a sign of respect for yourselves as scholars, respect for the text, and respect for your fellow students and professor. In addition to careful preparation, this class places great emphasis on the ability to respectfully listen and thoughtfully respond to your classmates' insights, in an effort to build a conversation with lasting benefit to us all.

Students who respond when a question is asked by the professor will also be noted. So the

better your participation in class, the better your preparation grade will be.

Taking notes is critical to success in the course. There will be both a midterm exam and a final paper as well as 3 writing assignments. Successful students will demonstrate their knowledge of the topics discussed, and what the professor explains is important in the texts, by noting them, which can then be used later during class participation, on the mid-term exam, and on the final paper. Smart students write things down. Get a dedicated notebook for the course. Write it down.

If attendance and preparation seem to lag during the semester, the professor reserves the right to give pop quizzes.

### **Registration**

Registration is *your* responsibility. This means that if you do not attend class or decide to no longer be a part of this class, it is your responsibility to contact me, bring an Add/Drop form for me to sign, which is then your responsibility to bring to the registrar and to make certain that your enrollment status is up-to-date. Professors are not responsible for your registration status.

### **Office Hours**

My office hours are **Tuesday and Thursday in Bond 122** from 12:20-1:20pm. Or by appointment via email. Feel free to drop by during those times or write to set up an appt. I will also be available via Zoom if those office hours do not work with your schedule.

I encourage you to reach out to me as often as you would like. Please feel free to discuss any questions you may have about the course, the readings for that week, concerns with your essay or its structure, or other general questions about the course or the texts. This allows me to better understand your particular interests in the texts, and it is an opportunity for you to verbally work out concerns or interests that might otherwise not get expressed. I am here as your guide, and I am happy to help in any way I can.

### **Academic Honesty**

Success in this course, both personal and intellectual, depends upon intellectual honesty. Students are expected to submit **only** their own, original work. While you may discuss the assignments with others in the class, and you are encouraged to do so, collaboration on the preparation of a paper is **not** permitted. Papers should be based on your own careful study of the assigned text and the thoughtful incorporation of high quality secondary sources. The use of materials such as Cliff's Notes or Wikipedia is not allowed.

Defining plagiarism is not difficult: turning in someone else's work as if it were your own. Plagiarism is an act of intellectual dishonesty and theft. All cases of plagiarism are automatically reported to the administration.

Examples of plagiarism include, but are not limited to, the following: turning in another

student's paper as if it were your own; collaboration with another student in writing the paper; paraphrasing or borrowing ideas from published or unpublished material written by someone other than yourself, without specific acknowledgement of the source; and lifting materials or papers off the internet and submitting them as your own. These essays are intended to be expressions of your own, unique engagement with the text, your ability to thoughtfully locate and incorporate appropriate secondary sources into your writing, and the fruit of your own creativity. See “Academic Honesty” for definitions of kinds of academic dishonesty and for further policy information. Link here: <https://catalog.pointloma.edu/content.php?catoid=49&navoid=2783>

### **State Authorization**

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **PLNU Copyright Policy**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

### **PLNU Academic Accommodations Policy**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC’s policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the

Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **Spiritual Care**

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#). You may contact them here:

Nicholson Commons, Third Floor  
Monday – Friday, 8 a.m. – 4:30 p.m.  
Alice Corbin  
Office Manager  
acorbin@pointloma.edu  
(619) 849-2259

### **Wellness**

Wellness Center: Wellness Counseling Center, Taylor Hall  
[counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu)  
General line: (619) 849-3020  
Counselor and Life Skills Coach: Laurie Floren  
Counselor and Life Skills Coach: Varinia Peridon  
Administrative Assistant: Julie Westburg, Ext. 2648

### **Health Care**

Wellness Health Care: Physical health and COVID testing, care and response.

First Floor Nicholson Commons  
Main Office: (619) 849-2574 (Appointments and General Questions)  
[sdwellnesscenter@pointloma.edu](mailto:sdwellnesscenter@pointloma.edu)  
Covid Hotline: (619) 849-2280  
[covid19wellness@pointloma.edu](mailto:covid19wellness@pointloma.edu)  
Administrative Assistant: Debbie Hickman, Ext. 2255

**\*Please do not come to class if you are ill, on the verge of becoming ill, or been exposed to someone who is ill, or has Covid.**

### Use of Technology

**No cell phones** are allowed to be used in class, and must be put away and silenced. Cell phone use will result in a reduction of your preparation and attendance grade. Turn them off before class begins.

**No laptops** are allowed in class, without the approval of the professor. See here:

HOWEVER if a student is in need of technological resources, however, and for example needs the use of a laptop, **then please reach out to me and let me know!** You would then contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu) fill out the information they provide you, and they will email me. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Also, **PLEASE** let me know if you have an official accommodation for this course, such as needing extra time for an exam or essay or some other learning tool that would be useful to you. I am happy to help and will work with you! But please let me know immediately.

\*Please note that from time to time, given unexpected circumstances, classes may be scheduled via Zoom, or, on occasion, lectures may be posted on Canvas. Please check your PLNU email regularly for any updates from your professor.

## The Schedule of Classes

### Week One

Jan 12 — Introduction and Syllabus

### Week Two

Jan 17 — Dr Findley Lecture: “Literary Genres”

**Writing Assignment 1:** On Canvas: think of your favorite book and answer these two questions: what “genre” is your chosen book, and why is it important to you?

**\*Minimum of 300 words and post your word count at the end of your submission.**

Please note: post your assignment \*on Canvas the night before, by 8pm, on Monday, January 16<sup>th</sup> by 8pm.

Jan 19 — Emerson, “Self-Reliance” (read the whole essay, available via pdf on Canvas, print and bring to class, marked for discussion)

### Week Three

Jan 24 — Sophocles, *Oedipus the King* (Read 1<sup>st</sup> half, pp. 73-112 (or lines 1-appx 860)

Jan 26 — Sophocles, *Oedipus the King* (Read 2<sup>nd</sup> half, pp. 112-End (or lines 860-End)

### Week Four

Jan 31 — Shakespeare, *Hamlet*, Act 3 Scene 1 (pdf provided on Canvas)

Feb 2 — Kafka, *The Metamorphosis*, Introduction; 19-39

### Week Five

Feb 7 — Kafka, *The Metamorphosis*, 39-79

Feb 9 — Kafka, *The Metamorphosis*, 79-End

**Writing Assignment 2:** On Canvas: **Analyze Kafka’s *Metamorphosis*** in your own words, explicitly using your class notes and the specific intellectual themes we have discussed together; make sure to quote from the text to support your argument/views.

\*Minimum of 300 words. Make sure to count and post your word count at the end of your submission. Please note: your assignment will be posted by **8pm today, Feb 9<sup>th</sup>** (Please note this will be graded, and is worth 10 of 30 total writing assignment pts).

### Week Six

Feb 14 — Beckett, *Waiting for Godot* (pages TBD, 1<sup>st</sup> half)

Feb 16 — Beckett, *Waiting for Godot* (pages TBD, 2<sup>nd</sup> half)

### Week Seven

Feb 21 — Robinson, *The Death of Adam*, “Dietrich Bonhoeffer” (pp. 108-125)

Feb 23 — Midterm Review (Bring all class notes to review everything we have read to date)

### Week Eight

February 28 — Midterm Exam\*

March 2 — Flannery O’Connor “Good Country People” (print pdf from Canvas & bring to class)

**Writing Assignment 3:** On Canvas: **Compare and contrast O’Connor with Beckett.** What ideas do they have in common? How are they different? In your own words, using your class notes and the intellectual themes we have discussed together; make sure to quote from the text to support your argument/view.

\*Minimum of 300 words. Make sure to count and post your word count at the end of your submission. Please note: your assignment will be posted by **8pm today, March 2<sup>nd</sup>** (Please note this will be graded, and is worth 10 of 30 total writing assignment pts).

### Week Nine

March 6-10 — **SPRING BREAK: NO CLASS\***

### Week Ten

March 14 — Coetzee, *The Life and Times of Michael K*, 3-33

March 16 — Coetzee, *The Life and Times of Michael K*, 33-63

### Week Eleven

March 21 — Coetzee, *The Life and Times of Michael K*, 63-93

March 23 — Coetzee, *The Life and Times of Michael K*, 93-123

### Week Twelve

**\*No in-person class this week (online lectures by Professor posted on Canvas)**

March 28 — Read Coetzee, *The Life and Times of Michael K*, 123-153

March 30 — Read Coetzee, *The Life and Times of Michael K*, 153-End

**Writing Assignment 4:** On Canvas: Analyze Coetzee's novel in your own words, using your class notes and the intellectual themes we have discussed together; make sure to quote from the text to support your argument/view.

\*Minimum of 300 words. Make sure to count and post your word count at the end of your submission. Please note: your assignment will be posted by **8pm today, March 30<sup>th</sup>** (Please note this will be graded, and is worth 10 of 30 total writing assignment pts).

### Week Thirteen

April 4 — Marilynne Robinson, *The Death of Adam*, "Family"

(\*Discuss special assignment for Tuesday)

April 6 — Special Assignment: Researching Gifted Writers. \*Print and bring your assignment to class.

### Week Fourteen

April 11 — Mark Lilla, "Ignorance and Bliss" (print pdf from Canvas and bring to class)

April 13 — Carl Findley, "Ancient Innocence: A Lost Tradition" (print pdf from Canvas and bring to class)

### Week Fifteen

April 18 — Draft Writing for Final Essay, Group Exercise in Class (\*bring your laptop)

April 20 — Draft Writing for Final Essay, Group Exercise in Class (\*bring your laptop)

### Week Sixteen

April 25 — Course Review (bring all notes to class, on each book we have discussed)

April 27 — Last Day of Class: Bring Final Papers to Class (open discussion about the course and the books we have read).

**\*Please note: NO LATE PAPERS will be accepted under any circumstances. Failure to turn in the final paper will result in an automatic F for the course.**