

Spring 2024

3-3:55pm MF

Colt Forum

Instructor: Dr. Ben Cater

Office Hours: 9-11am MWF

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PLNU MISSION: TEACH, SHAPE, SEND

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is molded 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.

HONORS MISSION STATEMENT

The Honors Program exists to promote greater understanding of diverse human traditions of self-awareness and creativity. Examining these traditions in light of the Christian faith and liberal methods of learning, students excel in their abilities to interpret and discuss written, visual, and sonic texts within theological and interdisciplinary frameworks. Students take their education beyond the classroom in extracurricular activities, as well as in works of service and mercy as informed by the Wesleyan tradition.

FOUNDATIONAL EXPLORATIONS MISSION STATEMENT

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 cultures.

COURSE DESCRIPTION

This course serves as the culmination of the Honors Program. It ties together the various courses, assignments, and events of your first two years of study. It requires you to reflect on your personal, spiritual, and intellectual growth as a Christian scholar as you explore possible areas of research in the Honors Scholars Program or within your chosen major. More broadly, it encourages to consider your vocation, or calling, in Jesus Christ.

COURSE LEARNING OUTCOMES

By the end of this course, students will be able to:

- demonstrate an understanding of their intellectual, personal, and Christian spiritual development.
- produce written works of self-reflection that abide by the professional conventions of academic writing.
- evaluate the expertise and authority of various sources of information.
- reflect on various academic and career paths in the context of Christian ideas about vocation
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FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES

- 1a. Students will be able to effectively express ideas and information to others through written communication.
- 1b. Students will be able to effectively express ideas and information to others through oral communication.
- 1d. Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
- 2a. Students will develop an understanding of self that fosters personal well-being.
- 2b. Students will understand and appreciate diverse forms of artistic expression.
- 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.
- 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

SIGNATURE ASSIGNMENT

For their culminating assignment in the Honors Program, students will write a reflective essay that integrates insights into their personal, spiritual, and intellectual development from previous assignments and experiences in their Honors courses and events.

REQUIRED TEXTS

Brooks, *The Second Mountain*

Poplin, *Finding Calcutta*

COURSE COMMUNICATION AND DIGITAL DEVICES

Students are responsible for all communication sent by Dr. Cater to their PLNU email and Canvas accounts. Dr. Cater prefers face-to-face communication but frequently emails students to provide clarifying notes about lectures and assignments. **Cell phones, laptops, and tablets are prohibited in class** since overwhelming evidence confirms that students are more easily distracted, unable to process and put together ideas, and retain information when they take notes digitally than when they do so with pen and paper. See the sources below for more information.

<https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-dlaptop/>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)[Links to an external site.](#)

<https://hbr.org/2015/07/what-you-miss-when-you-take-notes-on-your-laptop>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)[Links to an external site.](#)

<https://www.npr.org/2016/04/17/474525392/attention-students-put-your-laptops-away>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)[Links to an external site.](#)

<https://www.gse.harvard.edu/news/uk/17/08/note-taking-low-tech-often-best>Links to an external site.[Links to an external site.](#)[Links to an external site.](#)[Links to an external site.](#)

If you have an accommodation that permits the use of a cell phone, tablet, or laptop for classroom work, please contact Dr. Cater to make arrangements.

MAKE-UPS AND ACCOMMODATIONS

Make-up exams and quizzes will not be allowed without a university-approved reason that is agreed to in writing by the university Provost. In compliance with federal and state laws, students requesting academic accommodations “must file documentation with the Educational Access Center (EAC), located in the Bond Academic Center.” The EAC will then contact the student’s instructor and “provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student.” For more information, see “Academic Accommodations” in the Undergraduate Catalog.

ATTENDANCE, ASSESSMENT, AND GRADING

This course revolves around book discussions. Discussions are intended to reveal insights from assigned readings that can help shed light on your personal, intellectual, and spiritual development. Participation in class conversations forms the bulk of participation credit in this course. In addition, written assignments including the integrative essay, will form the basis of final grades. Written assignments should include evidence of deep thinking and engagement with the text/prompt/question, college-level grammar, organization, and be free of spelling and punctuation errors. Specific details about written assignments will be communicated in class.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements. Students may be warned if a student demonstrates a lack of attendance. After a warning, if absences continue and reach a total of more than twenty (20) percent of the course, the student may be de-enrolled from the course without further advance notice to the student.

Review Questions	50 pts total
e-Portfolio	50 pts total
Integrative Essay Draft	50 pts total
Final Draft	100 pts total

GRADING POLICY (Scale and Weights)

A	94-100%
A-	90-93%
B+	87-89%
B	84-86%
B-	80-83%
C+	77-79%
C	74-76%
C-	70-73%
D+	67-69%
D	64-66%
D-	60-63%
F	0-59%

FINAL EXAM POLICY

Successful completion of this class requires taking the final exam on its scheduled day. No requests for early examinations or alternative days will be approved.

ASSIGNMENTS

Every week students will be assigned to readings about personal, spiritual and intellectual development. Readings are intended to inspire you to reflect on your own evolution in and through your time in the Honors Program.

- **REVIEW QUESTIONS (RQs)**

Review questions will be provided to deepen your analysis of the readings. Responses will be graded according to depth of understanding, breadth of comprehension, and overall quality. Responses should include direct quotations and allusions to the readings. They do not need to be a specific length, but a short paragraph should be long enough to warrant full credit. Dr. Cater will provide general feedback to the class as a whole, but for individual feedback (on Review Question responses, peer reviews, and essays), students should request it from him specifically.

- **e-PORTFOLIO**

The e-Portfolio comprises 5-7 written assignments completed during the Honors Program that highlight your development. Assignments will provide the content for the integrative essay, and may include journal entries, reading reflections, case studies, project reports, literature reviews, research papers and more. At least one assignment must come from the 1) Foundations in the Humanities sequence (HON1020/2020/3020) 2) Bible and the Christian tradition (HON0201/2002/3010) and 3) the Politics of Race, Class, and Gender (HON2010). The portfolio should highlight three categories of development – personal, religious, and intellectual (to be

discussed in detail later) and contain and annotated bibliography that explains the reason(s) for choosing specific assignments.

- **INTEGRATIVE ESSAY**

The integrative essay looks back at your development over the last two years and ahead to the final two years of your time at PLNU and beyond. The focus of the essay will be the ways you have changed over the last two years and how those changes will inform your remaining course of study and vocational calling. Rather than analyzing various aspects of development independently of one another, students should strive to generate a general conclusion about their evolution. The integrated essay should be written in 12-point font with 1-inch margins, and citations formatted in the Chicago Style. Rough drafts will come due a couple weeks before the final draft is submitted (during final week). A thoughtful conversation about what you learned throughout the reflection and writing process will serve as the final exam for this course.

ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. For more information, see the following link:

https://catalog.pointloma.edu/content.php?catoid=41&navoid=2435#Academic_Honesty

UNIVERSITY COPYRIGHT POLICY

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

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

LANGUAGE AND BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is

important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

*You may report an incident(s) using the Bias Incident Reporting Form located here: https://www.pointloma.edu/bias?market_source=vp

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

SCHEDULE

Below is an approximate schedule of units, topics, assignments, and assessments. Dr. Cater reserves the right to make adjustments if necessary.

March 11

Course introduction

Finding Calcutta first 75 pgs

Fri March 15

Finding Calcutta second 75 pgs

March 18

Second Mountain Part I

March 25

Second Mountain Part II

April 8

Second Mountain Part III

Fri April 12

Part IV

Portfolio due

Mon April 15

Part V

April 22

Integrative Essay draft due

Fri April 26

Peer review due

Wed. May ?

Final draft due