

HON3050-1 SP25 - Humanities Honors Integrative Semester
Spring 2025
3-3:55pm MF
Bond 151

Instructor: Dr. Ben Cater
Office Hours: By appointment
Office: Evans 124E
Phone: 801 618 7720
Email: bcater@pointloma.edu

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.

GENERAL EDUCATION 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

GENERAL EDUCATION LEARNING OUTCOMES

- Students will be able to effectively express ideas and information to others through written communication, as well as . . .
- effectively express ideas and information to others through oral communication.
- examine, critique, and synthesize information in order to arrive at reasoned conclusions.
- develop an understanding of self that fosters personal well-being.
- understand and appreciate diverse forms of artistic expression.
- demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.
- 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

Berry, *Jayber Crow*

Prior, *You Have A Calling*

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-laptop/>Links to an external site.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.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.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.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 largely around reading discussions. Discussions are intended to shed light on your personal, intellectual, and spiritual development. Participation in class conversations forms the bulk of participation credit in this course - please speak up, make eye-contact, listen attentively, and take notes. 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 and 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.

Weekly Reflection Journal	50 pts total
Integrative Essay Draft	50 pts total
Peer Review	25 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 readings that correlate with the main themes of the course. Students need to come to class having read and thought about the readings. Weekly reflection reflections, which provide space to contemplate the readings' main ideas and your developing sense of vocation, will also come due every week. The final assignment will be an integrative essay in which students address this central question: How has the Honors Program shaped your personal, intellectual, and spiritual development? How does that formation inform your understanding of Christian calling? Additional details will be provided in the modules sections of the course Canvas page.

Points will be deducted for assignments turned in late. Any assignment is late if not turned in by the due date listed on the course schedule. Ten percent (10% of the total points for the assignment) will be deducted for an assignment not turned in on the due date. An additional 10% will be deducted for the second week the assignment is late. No assignments will be accepted more than two weeks late, and no assignments will be accepted beyond the last class meeting. It is the student's responsibility to make sure the instructor receives the assignment if it is turned in late.

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.

Calling as Narrative

Week 1 — Monday March 23

Theme: Discovering Membership

Reading: *Jayber Crow*, Part I

Reflection Question: How has belonging to particular communities shaped your sense of self?

***Honors Service at Ladle – Sunday March 29 2-4pm**

Sign up here:

<https://docs.google.com/spreadsheets/d/15o1abYa6bos5w917UE70QUF9rDzjqo2T0qdR5sKnmn8/edit?gid=1540071710#gid=1540071710>

Week 2 – Monday March 30

Theme: Desire, Restraint, and the Limits of Calling

Reading: *Jayber Crow*, Part II

Reflection Question: Can unfulfilled desire become part of a faithful vocation?

Week 3 – Friday April 10

Theme: A Long Obedience in One Direction

Reading: *Jayber Crow*, Part III

Reflection Question: What kind of calling does Jayber ultimately embody?

Calling as Theological

Week 4 – Monday April 13

Theme: God's Summons vs Personal Ambition

Reading: Prior, *You Have A Calling*, chpts 1-4

Reflection Question: How has your understanding of calling changed during college?

Week 5 – Monday April 20

Theme: Calling unfolds in the faithfulness of ordinary life

Reading: Prior, *You Have A Calling*, chpts 5-9

Reflection Question: How might Jayber Crow's life illustrate the kind of life Prior describes?

Calling as Personal

Week 6 – Monday April 27

Bring a complete first draft of your integrative essay. Be prepared to exchange with a partner who will read and evaluate it according to questions provided by Dr. Cater.

Students will revise their essays based on feedback from their partner and Dr. Cater during office hours.

***Honors End of the Year Dinner at Cater's – Friday May 1 5-7pm**

Sign-up here:

<https://docs.google.com/spreadsheets/d/15o1abYa6bos5w917UE70QUF9rDzjqo2T0qdR5sKnmn8/edit?gid=335761086#gid=335761086>

Finals Week – Wednesday May 6 1:30-4pm

Bring a complete final draft of your integrative essay. Be prepared to present the central insights of your essay. Students in the audience should listen attentively, ask questions, and reflect on shared themes across their experiences in the Honors Program.