



Department of Literature, Journalism, Writing, and Modern Languages

ENG3050: Diverse Voices of World Literature

3 Units

Summer 2026 | Session II

Fully Online

June 15 - July 17

Meeting Days: Online Asynchronous

Instructor: Professor Nina Evarkiou, CPhil

Meeting Time: Online Asynchronous

Email: ninaevarkiou@pointloma.edu

Meeting Location: Online

Phone: (858) 775-1761

Final Exam: (Day/Time): Thursday

Office Location and Hours: By appointment; please text me first, so we can schedule a time.

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.

General Education 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 cultures.

Course Description

The world literature course is a general education course comprised of an advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.

Prerequisite(s): Fulfillment of the College Composition requirement, ENG 2000/LIT2000, and Junior or Senior standing.

Course Learning Outcomes

Students will be able to:

CLO 1 Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. **(GELO 1c, 1d, 2b)**

CLO 2 Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts **(GELO 1c, 1d, 2b)**, e.g.:

- a. Standard literary terminology
- b. Modes/genres of literature
- c. Elements of literary genres
- d. Literary periods (dates, writers, characteristics, and important developments)
- e. Contemporary critical approaches
- f. Extra-literary research

CLO 3 **Analyze (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives. (GELO 1c, 1d, 2b)**

Institutional and General Education Learning Outcomes

Context: Learning, Informed by our Faith in Christ

ILO 1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning

- GELO 1a Written Communication: Students will be able to effectively express ideas and information to others through written communication.
- GELO 1b Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.
- GELO 1c Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.
- GELO 1d Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
- GELO 1e Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Context: Growing, In a Christ-Centered Faith Community

ILO 2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments

- GELO 2a Students will develop an understanding of self that fosters personal well-being.
- GELO 2b Students will understand and appreciate diverse forms of artistic expression.
- GELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Context: Serving, In a Context of Christian Faith

ILO 3: Students will serve locally and/or globally in vocational and social settings

- GELO 3 Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.
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Institutional Learning Outcomes

1. Learning, Informed by our Faith in Christ

Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.

2. Growing, in a Christ-centered Faith Community

Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.

3. Serving, in a Context of Christian Faith

Students will serve locally and/or globally in vocational and social settings.

Required Texts and Recommended Study Resources

- Baudelaire, Charles. *Flowers of Evil and Other Works*. Translated by Wallace Fowlie, reprint ed., Dover Publications, 1992. ISBN: 0486270920
- Behn, Aphra. *Oroonoko, The Rover, and Other Works*. Edited by Janet Todd, Penguin Classics, 2nd ed, 2003. ISBN: 0140433384
- Bruce, Susan, ed. *Three Early Modern Utopias: Thomas More, Utopia; Francis Bacon, New Atlantis; and Henry Neville, The Isle of Pines*. Oxford UP, 2008. ISBN: 0199537992
- Conrad, Joseph. *Heart of Darkness*. Edited by Stanley Appelbaum, Dover Publications, 1994. ISBN: 0486282112
- Machiavelli, Niccolò. *The Prince*. Translated by N.H. Thompson, Dover Publications, 1992. ISBN: 0486272745
- Milton, John. *Paradise Lost*. Edited by David Scott Kastan, 3rd. ed., Hackett Classics, 2005. ISBN: 0872207331
- Molière. *The Imaginary Invalid*. Translated by Henri Van Laun. Dover Publications, 2004. ISBN: 978-0486437897
- De Pizan, Christine. *Treasure of the City of Ladies*. Translated by Sarah Lawson, revised ed., Penguin Classics, 2003. ISBN: 0140449507
- Shakespeare, William. *The Sonnets*. Edited by Stephen Orgel, reprint ed., Penguin, 2017. ISBN: 978-0143131717
- Shakespeare, William. *The Tempest*. Edited by Virginia Mason Vaughan and Alden T. Vaughan, 4th ed., Bloomsbury Arden Shakespeare, 2016. ISBN: 978-1408133477
- Shelley, Mary Wollstonecraft. *Frankenstein*. 3rd ed., Dover Publications, 1994. ISBN: 0140433384

Online documents or URLs will be provided for other texts.

Recommended resource: MLA Handbook, 9th ed. or another MLA-based writing handbook.

Note: Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

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 3-unit class delivered over 5 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

Distribution of Student Learning Hours

Category	Time Expectation in Hours
Reading Assignments	55
Written Assignments (2 hours each)	34
Review of Video Lectures	6
Online Participation in Discussions (2 hours each)	36
Exams (2 hours each)	4
Total Hours	135

Assessment and Grading

Weighted Grades

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified below:

- 10% - Discussion Thread Participation (daily Monday-Thursday)
- 40% - Critical Reflections (300 words, submitted to Canvas daily Monday-Thursday and then compiled for grading twice, at the time of the midterm and final exams.)
- 25% - Midterm exam
- 25% - Final exam

Student grades for assignments will be posted in the Canvas gradebook no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

Grading Scale

The following grading scale will be used for all exams and final course grades:

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

Course Schedule and Assignments

The "Course Summary" table at the bottom of this page lists day-by-day due dates for all discussions, critical reflections, and exams.

For reading assignments, see the following table:

Reading Schedule	
Week 1	
Monday	Introduction to the course and materials. Review of syllabus and student responsibilities and assignments.
Tuesday	de Pizan, <i>Treasure of the City of Ladies</i>
Wednesday	de Pizan, <i>Treasure of the City of Ladies</i>
Thursday	More, <i>Utopia</i> . Assignment of groups for group presentation.
Week 2	

Monday More, *Utopia*; and Machiavelli, *The Prince*.
Group Presentation due.

Tuesday Machiavelli, *The Prince*

Wednesday Shakespeare, *The Tempest*

Thursday Shakespeare, *The Tempest* (also view *The Tempest* film)

Week 3

Monday Milton, *Paradise Lost*

Tuesday Milton, *Paradise Lost*

Wednesday Midterm Critical Reflections due. Midterm examination.

Thursday Molière, *Imaginary Invalid*

Week 4

Monday Behn, *Oroonoko*

Tuesday Online excerpts of Diderot, Swift, Pope

Wednesday Conrad, *Heart of Darkness*,

Thursday Conrad, *Heart of Darkness* Film excerpts from *Apocalypse Now*

Week 5

Monday Online excerpts of Romantic poets: Blake, Wordsworth, Byron, Shelley, Keats, Elizabeth Barrett Browning, Burns; Hawthorne, *The Minister's Black Veil*; Maupassant, *The Necklace*

Tuesday Shelley, *Frankenstein*

Wednesday Shelley, *Frankenstein*; selections from Baudelaire

Thursday Final Critical Reflections are due. Final Examination administered.

Course Policies and Requirements

(Keep in mind that online participation may vary, as most of our activities are asynchronous, but due dates are due dates, and participation is participation whether in class or online.)

EMAIL AND CANVAS

You are responsible for checking your **PLNU email account** and [Canvas Inbox](#) regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, and communications that are distributed via email and Canvas, and I will send messages *only* to these sites. Please let me know if you encounter any technical problems with these sites.

LATE ASSIGNMENTS AND INCOMPLETES

Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared **in advance** of the date scheduled/due and of sufficient length and quality to meet the assignment's requirements and intents. Missed work (quizzes and written responses) may be made up **only** in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.

Partial credit is not given to incomplete work, but rather the grade of F.

Late assignments **will not** be accepted (unless you and I have communicated **prior to the deadline** about extenuating circumstances). It is **your responsibility** to see to it that I receive your work.

No "Incomplete" grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

EXTRA CREDIT

Up to 5 points extra credit may be received for writing a 300-word critical reflection after viewing any movie version of *Frankenstein* or attending one of the online [Thinking Shakespeare Live](#) (or [Thinking Shakespeare Live: Sonnets](#)) streams hosted by [The Old Globe Theater](#) of San Diego. Extra credit writing must be completed one week after you have viewed the film or livestream. **In order to receive credit for extra credit assignments, all of the other assignments must be completed.**

DISCUSSION

Online discussion in the class is mandatory. Participation is part of your grade. Feel free to express yourself. It counts. When you do the coursework, the discussion flows. Keep up with the coursework and allow yourself time to digest it. **COME PREPARED.**

I reserve the right to alter the class schedule according to the dynamics of the class.

The mission of this course, should you decide to accept it, is not only to assimilate knowledge but also perhaps more importantly to teach you how to think critically and express yourself lucidly and artfully. Developing oral as well as writing skills will help you throughout your college career and beyond. It's simple: people in the workplace who can effectively communicate with others succeed.

Hopefully, you will boldly go where you have not gone before.

Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for **one** of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

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 Spiritual Care

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the [Office of Spiritual Life and Formation](#).

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.

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 Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU 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.

For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying

all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: “In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work.”

Artificial Intelligence (AI) Policy

Point Loma Nazarene University supports academic integrity and the thoughtful integration of emerging technologies, including artificial intelligence (AI), in the learning process. The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) **is prohibited** in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity. video, audio, images) that will end up in any work submitted to be graded for this course.

This particular course requires you to grapple with the selected texts. I value your personal engagement with them. If you have any doubts about using AI, please gain permission from the instructor.

PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student’s eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. The EAC makes accommodations available to professors at the student’s request.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive, so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student’s responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any special accommodations.

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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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 help and support are available through the [Title IX Office](#). Please be aware that

under Title IX of the Education Amendments of 1972, it is 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 via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

PLNU Attendance and Participation Policy

Be here! (even if it is virtually.) Take notes! Engage! Attendance (online participation) is mandatory.

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.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional details.

Synchronous Attendance/Participation Definition

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class, regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

Note: For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

Online Asynchronous Attendance/Participation Definition

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom, which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty members within the learning management system to discuss course content

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
 1. Synchronous Courses: At least one class meeting takes place at a designated time.
 2. Asynchronous Courses: All class meetings are asynchronous.
 2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
 3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).
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Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, a microphone, or a webcam compatible with their computer available to use. Please note that any course with online proctored exams requires a computer with a camera (tablets are not compatible or allowable) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar, polishing final drafts, and more. For information about how to make in-person or online appointments, see the [Loma Writing Center webpage](#) or visit the Loma Writing Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
 - [Website](#)
 - Email: writingcenter@pointloma.edu
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Lomabooks Instructions for Students

***Note:** For courses using materials available through Lomabooks*

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pickup or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go to [the LomaBooks site](#).

Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.