



Dept. of Literature, Journalism, Writing & Languages
LIT 200 (2 units)
Spring 2019, Section 6

Meeting days: T/TH	Instructor: Emily Cook
Meeting times: 10 - 11:45 am	E-mail: ecook@pointloma.edu
Meeting location: BAC 103	Office location: BAC 118
Final Exam: May 2 10:30	Office hours: Tu/Th 8:45-9:45 or
Course Credit: 2 units, 8 weeks	by appointment

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.

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:

According to the University catalog, this course is a "study of representative works of literature and cultural contexts." We will be reading and discussing works of fiction, poetry, and creative non-fiction that address the natural world and our role in it.

By the completion of this course, students will be intimately familiar with the genre of Nature Writing and the traits of the subgenres within that category, as well as with representative authors associated with the genre and with the contexts that inspired and formed their works. Students will engage with texts from a variety of subgenres and cultural and historical perspectives in order to clarify the ways humanity has and continues to observe, interact, and change the environment, as well as be changed by it. Students should expect to learn to identify literary and thematic aspects of each work and to make connections, raise questions, and analyze concerns found in and raised by the texts. By studying works that represent different cultural contexts and themes, students will be challenged to evaluate and synthesize the ideas and concerns these texts raise with their own experiences, perspectives, and readings outside the classroom. It is my hope that by wrestling with the ideas and images conveyed by these authors, students will be inspired to continue to read deeply in this genre, to be transformed by their reading and by their own entanglement with the natural world, and to be inspired to works of piety and mercy, in accordance with the mission of the University.

Materials Required:

- Finch, Robert and John Elder, editors. *Nature Writing: The Tradition in English*. Norton: NY, 2002
- Thoreau, Henry David. *Walden*. Any edition
- Martin, Mark, editor. *I'm With the Bears*. Verso: NY, 2011.
- Printouts of readings linked on Canvas
- One notebook or journal to take notes in class

Institutional Learning Outcomes (ILO) and General Education Learning Outcomes (GELO):

This class aligns with these goals defined by the University:

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: Students will be able to effectively express ideas and information to others through written communication.
- GELO 1b. Oral: 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 wellbeing.
- 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.

Course Learning Outcomes (CLOs)

Each student enrolled in LIT 200 shall

1. Experience the sheer enjoyment of reading, thinking and talking or writing about a selection of excellent literature, always able to explain why the reader reacts as she/he does.
2. Develop some knowledge of the development of the Western nature narrative over time
3. Use contextual information where available as a window on the mind of the author
4. Regard literature as pieces of art, parallel to paintings, musical compositions, films or sculptures, with particular distinguishing characteristics that may be compared and contrasted with other art pieces of their genre
5. Use the terminology of literary analysis to discuss and write about texts
6. Analyze, by way of individual study, class discussion and writing, the texts we read as views of life—whether, for example, realistic or constrained by an overwhelming positive or negative orientation
7. Come to realize that any work of art to some degree becomes a different entity when "decoded" by each individual. (The test of a reader's interpretation is really a test of her/his ability to articulate that position and link it convincingly to cited evidence from the work.)
8. Work individually and in small groups on leadership preparation and execution.

By the completion of this course, students will be able to

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. (GELO 1d, 2b) (PLO 2, 3, 4)
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 (GELO 1d, 2b) (PLO 2, 3, 4)
3. Connect (synthesis) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors. (GELO 1d, 2b) (PLO 1)

Assessment and Grading:

To meet these learning objectives, the following assignments will form the basis of student assessment:

• Quizzes: 5 quizzes, 10 points each 8%	Grades are based on the University grade scale:
• Journal assignments: 6 entries, 25 points each 23%	A=93-100
-includes participation points	A-=92-90
• Paper 1: 100 points 15%	B+=87-89
• Paper 2: 150 points 23%	B=83-86
• Presentation: 100 points 15%	B-=80-82
• Final Exam: 100 points 15%	C+=77-79
• Participation/improvement 1%	C=73-76
Total points: 650 points 100%	C-=70-72
	D+=67-69
Extra credit: 25 points: Two page summary of environmental service learning engagement	D=63-66
	D-=60-62
	F=0-59

Assignments:

More complete descriptions of assignments will be provided in class and on Canvas, along with grading rubrics for each type of assignment, but here is what students can expect:

- Short quizzes over the reading assignments will be taken on Canvas before the class period they are due.
- Weekly journal assignments will be submitted on Canvas as well, but should be brought to class. The journal entries will be responses to prompts, as well as notes and reflections on the readings. Students can expect these to be about 1-2 pages of writing.
- Readings with annotations should be brought to class as well. This class requires A LOT of reading. You will have to learn to balance skimming and reading deeply.
- The first paper will be a 3 page paper in MLA format analyzing and reflecting on *Walden*.
- The second paper will be a 3 page paper in MLA format analyzing a theme discussed during the term.
- A 10 minute presentation will give students the opportunity to teach the class about an unassigned reading of their choice.
- The final exam will be a comprehensive in-class test that includes both objective questions about the reading material, literary concepts, and a short essay.

Late Policy:

All assignments are to be submitted by the beginning of the class session when they are due—including assignments posted in Canvas. I recognize unforeseen circumstances arise, so I do accept late assignments up to two weeks late, except assignments due the last week of class. For each day that the assignment is late, the grade will be lowered 5%. Incompletes will only be allowed in extremely unusual circumstances.

Academic Accommodations Policy:

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) within the first two weeks of class to demonstrate need and to register for accommodation by phone at 619-849- 2486 or by e-mail at DRC@pointloma.edu. See the Disability Resource Center for additional information. In addition, please come and talk to me or send me an email about how I can best help you succeed in this class.

Attendance and Participation Policy:

Because this class is discussion based, success requires regular and punctual attendance. According to university policy, if you miss more than 10% of the class meetings, you may be de-enrolled. Since this class meets 15 times, you may be at risk if you miss more than 2 classes without consulting with me. If you miss more than 4 classes, you may be de-enrolled automatically. Consult the section on Academic Policies in the Undergraduate Academic Catalog for more information.

Please see me or send me an email if you know you are going to miss a class or you have an illness. It is your responsibility to check with a classmate for notes and to check Canvas for announcements if you miss class.

Participation also requires that you be mentally present in the classroom, prepared for the discussions, and engaged in the material. Preparation will be demonstrated by your journal assignments, quizzes, and participation in discussions. Fruitful discussions are meant to be an exchange of ideas and opinions from different perspectives and should raise questions and new considerations. I expect all PLNU students to be courteous, tactful, and kind to their fellow students, even if their ideas and opinions differ.

You will not need your cell phone in order to participate courteously and to engage with the material and other students, so please keep your cell phone silenced and put away. If you are continually checking your phone, I will ask you to leave the class so that you may engage fully with that material, and you will be counted absent.

Academic Honesty Policy:

Academic honesty is expected and required. All assignments should be your original work. As the Point Loma policy states, "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."

If I believe a submitted assignment demonstrates intentional academic dishonesty or plagiarism, I may give that assignment a failing grade or request the student resubmit. If the violation is serious or a student continues to violate the academic honesty policy, the student may fail the class. The University Catalog describes the appeal process. If you do not understand what constitutes plagiarism, you can consult the library's tutorial online about avoiding plagiarism or read the University's Academic Policies for definitions of kinds of academic dishonesty and for further policy information at <http://catalog.pointloma.edu/content.php?catid=8&navoid=864>.

Copyright Policy:

Non-profit educational institutions such as Point Loma Nazarene University are entitled by law to use some materials protected by the US Copyright Act for educational purposes. I have provided some links and digital content on Canvas for you to read. You are asked to print and annotate these materials for class use, but please do not redistribute or use these materials outside of this course.

Resources:

There are many resources available to help you succeed in this course and others. These include

- The Writer's Studio in Bond Academic Hall, room 159 and at <http://www.pointloma.edu/experience/academics/schools-departments/department-literature-journalism-modern-languages/writers-studio>.
- The PLNU Library has print and digital resources to help you find additional information for your papers and presentation. The librarians can assist you in navigating the best databases for your topic.

- Canvas includes a variety of links to additional resources, including websites to help you with writing and additional information.
- Come see me before or after class or email me at ecook@pointloma.edu if you have any questions or need help finding information. I love connecting with students, answering questions, and talking about literature.

Course Schedule

Readings and assignment due dates are subject to revision during the term. Be sure to check Canvas for messages.

Date	Readings	Assignment
Week 1 February 28	Welcome: Introduction Creation and Flood Stories - print outs provided Followed by Spring Break	Get to know each other, the syllabus, course content, and Canvas Timeline Begin reading <i>Walden</i>
Week 2 March 12	Mythical creatures and fantastic journeys: Encounters with nature from ancient times to the Renaissance. Short excerpts from sources such as Aristotle, Virgil, Augustine, Shakespeare, <i>Robinson Crusoe</i> , Haiku on Canvas	Journal 1 Continue to read <i>Walden</i>
March 14	Natural History: Science and art NW: 33-53 Gilbert White NW 95-103 Lewis NW 117-121 Audubon NW 151-162 Darwin	Quiz 1
Week 3 March 19	Romanticism: Encountering the sublime Poems by Wordsworth, Shelley, and Coleridge on Canvas NW 90-94: Dorothy Wordsworth	Journal 2 Continue to read <i>Walden</i>
March 21	Transcendentalism: Physical and metaphysical realities NW 140-150: Emerson NW 163-167: Cooper Excerpts from <i>Moby Dick</i> , <i>Leaves of Grass</i> , poems of Emily Dickinson on Canvas	Quiz 2
Week 4 March 26	<i>Walden</i> : Into the Woods NW 440-448 E. B. White	Journal 3
March 28	Stories of the sea and survival NW 236-238: Clemens Canvas: Crane, Hemingway, Krakauer,	Paper 1 due Quiz 3
Week 5 April 2	Muir and friends: Seekers and summits, Western visionaries NW 250-267: Muir NW 320-325: Austin NW 457-464 Maclean NW 504-513: Stegner NW 614-627: Abbey NW 651-657: Le Guin Steinbeck, Strayed	Journal 4 Begin planning presentation and paper 2
April 4	Rachel Carson and the contemporary environmental movement NW 479-484: Carson NW 485-493: Eisely NW 376-396: Leopold	Quiz 4

Week 6 April 9	Poetry and prose: Reimagining the wild NW 281-286 Hopkins NW 867-890: Dillard NW 662-683: Snyder Poetry on Canvas	Journal 5 Presentations begin
April 11	Pastoralism: The return to sustainability Packet: Berry, Pollan NW 924-929: Sanders NW 1068-1077: Kingsolver	Quiz 5
Week 7 April 16	Other voices - new trails Selections from: NW 346-347 Dinesen NW 494-496 Wright NW 773-780 Least Heat-Moon NW 787-789 Kingston NW 863-866 Walker NW 1003-1014 Silko NW 1015-1021 Kincaid NW 1062-1063: White NW 1091-1097 Williams	Journal 6
April 18	Holy Thursday no class	
Week 8 April 23	Looking forward: Paradise or Apocalypse Selections from <i>I'm with the Bears</i> NW 930-936 Wallace NW 1130-1131 McKibben Wilson Where does the trail lead? Final thoughts, review	Paper 2 due
April 25	Revelations/Review	