



Dept. of Literature, Journalism, Writing & Languages
LIT 2000 (2 units)
Fall 2019, Section 6

Meeting days: T/TH	Instructor: Emily Cook
Meeting times: 10:30 am-12:15 pm	E-mail: ecook@pointloma.edu
Meeting location: LBRT207	Office location: BAC 118
Final Exam: October 22 10:30	Office hours: Before class or by appointment
Course Credit: 2 units, 8 weeks	Wednesdays at LSCC 9-10

"When we try to pick out anything in Nature, we find it hitched to everything else in the universe." -- John Muir

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:

The University catalog describes this course as a "study of representative works of literature and cultural contexts." It falls under the General Education category of "Seeking Cultural Perspectives." We will be reading and discussing works of fiction, poetry, and creative non-fiction that address the natural world and our role in it in order to gain an understanding of "*human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression-both artistic and literary.*"

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 with, 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 these texts raise with their personal 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 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:

- McKibben, Bill, ed. *American Earth: Environmental Writing Since Thoreau*. Library of America: NY, 2008
- 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 an 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 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 overwhelmingly 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 7%	Grades are based on the University grade scale:
• Journal assignments: 6 entries, 25 points each 22%	A=93-100
• Paper 1: 100 points 15%	A-=92-90
• Paper 2: 150 points 22%	B+=87-89
• Presentation: 100 points 15%	B=83-86
• Final Exam: 100 points 15%	B-=80-82
• Participation/improvement 20 points 3%	C+=77-79
Total points: 660 points 100%	C=73-76
	C-=70-72
	D+=67-69
Extra credit: 20 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 will help you learn to balance skimming and diving deeply.
- The first paper will be a 3+ page paper in MLA format reflecting on and responding to *Walden*.
- The second paper will be a 4-5 page paper in MLA format analyzing a theme discussed during the term.
- A 10 - 15 minute group presentation will give students the opportunity to teach the class about a reading of their choice.
- The participation grade will be based on being present, participating in short, ungraded in-class writing assignments, leading a group discussion, answering or asking questions,
- 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 need learning accommodations, 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 require 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 respectful to their fellow students, even if their ideas and opinions differ.

You will not need your laptop or 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?catoid=8&navoid=864>.

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 educational purposes. Any use of those materials outside the classroom may violate the law. 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 class.

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 Sept 5	Welcome: Introductions Creation and Flood Stories - print-outs provided (AE 405-412: White, 920-928 DeWitt)	Get to know each other, the syllabus, course content, and Canvas Begin reading Packet and <i>Walden</i>
Week 2 Sept 10	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 due Continue to read <i>Walden</i>
Sept 12	Natural History: Science and art Selections from Lewis, Audubon, and Darwin on Canvas	Quiz 1
Week 3 Sept 17	Romanticism: Encountering the sublime Poems by Wordsworth, journal of Dorothy Wordsworth, Shelley, and Coleridge on Canvas	Journal 2 Continue to read <i>Walden</i>
Sept 19	Transcendentalism: Physical and metaphysical realities Excerpts from Emerson, Cooper, <i>Moby Dick</i> , <i>Leaves of Grass</i> , poems of Emily Dickinson on Canvas AE 62-70: Whitman	Quiz 2 Begin planning presentations
Week 4 Sept 24	<i>Walden</i> : Into the Woods (Introduction by E. B. White) AE 971-974: Solnit	Journal 3
Sept 26	Stories of the sea and survival Canvas: Crane, Hemingway, AE 696-715: Lopez	Paper 1 due on Sunday, Sept 29 Quiz 3
Week 5 Oct 1	Muir and friends: Seekers and summits, American visionaries AE 84-97: Muir AE 130-133: Roosevelt AE 146-172: Burroughs AE 192-204: Porter AE 323-327: Olson AE 337-347: Eiseley (Austin, MacLean)	Journal 4 Begin planning paper 2
Oct 3	Rachel Carson and the contemporary environmental movement AE 266-294 Leopold AE 366-376: Carson AE 413-433 Abbey AE 473-479 Snyder (Guthrie, Stegner, McPhee Glen Canyon Dam)	Quiz 4 Presentations begin
Week 6 Oct 8	Place and Purpose: Rethinking Pastoralism AE 506-530: Berry AE 570-581: Momaday AE 716 Merwin AE 737 Oliver 898-906 Ray AE 939-947 Kingsolver (AE 809-814 Hogan) (AE 595-608: Jackson)	Journal 5 Readings TBD

	AE 359-365: Jacobs (cities) White or Roueche (fog and soot) Zahnisser/Stegner	
Oct 10	Human Needs and Impact AE 531-549: Dillard 793-808: Meloy 739-759: Williams 849-854: Anthony and Soule	Quiz 5
Week 7 Oct 15	Calls to action: Environmental Justice and Personal Responsibility Population Control: AE 434-437 Ehrlich (Hardin, Mills) Pollution: AE 690-695 Chavez Climate Change: 855-859 Gore (Earth Day: 485, 500) Water Rights: 781-789 Sanders, McPhee 493-499 Energy/Consumption: Lovins 559-569, 770-780 Durning Nuclear radiation/toxins: 609-621 Gibbs, 929-938 Steingraber Deforestation: 907-919 Hill Extinction: 790-791 Schaller, 835 Turner, 874 Quammen Activism: 961-970 Hawken Sustainable Eating: 948-960 Pollan	Journal 6 Readings TBD
Oct 17	Revelations/Review/Final thoughts Looking forward: Paradise or Apocalypse Selections from <i>I'm with the Bears</i> 659-670 Walker 718-724 McKibben Duncan essay on Canvas Where does the trail lead?	
Week 8 Oct 22		Final Exam Paper 2 due

“To speak about nature is to ultimately address **issues of health, justice, and sovereignty**. Nature writing in the pure sense is not cynical. It can be a literature of hope and faith and how we might move within our communities to heal our severed relations.”

--Terry Tempest Williams, Bartkevicius & Hussmann interview, 15

“I have felt the pain that arises from a recognition of beauty, pain we hold when we remember what we are connected to and the delicacy of our relations. It is this tenderness born out of a connection to place that fuels my writing. Writing becomes an act of compassion toward life, the life we so often refuse to see because if we look too closely or feel too deeply, there may be no end to our suffering. But words empower us, move us beyond our suffering, and set us free. This is the sorcery of literature. We are healed by our stories.”

--Terry Tempest Williams, *Unspoken Hunger*, 57