

Department of Literature, Journalism, Writing, & Languages

LIT 2000 – Literature and Culture: Travel Writing

Fall – 2020 Syllabus



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## INTRODUCTION

LIT 2000 is a course approved for credit in the General Education program of PLNU. Its content is designed to help students meet General Education Learning Outcome 2b Students will understand and appreciate diverse forms of artistic expression.” The Learning Outcome will be measured by the Reflective Essay which will ask students to select appropriate course material and respond to the following prompt: “In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) impacted your cultural perspectives, AND what connections have you made between this work and other university courses and/or your own life experience?”

## UNIVERSITY 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 LEARNING OUTCOMES

The aspired “learning outcome” for you, a student in this course – Literature and Culture (LIT 2000) – is that by the end of this course you will be enabled to:

1. Closely read and critically analyze texts in their original languages and/or in translation;
2. Recall, identify and use fundamental concepts of literary study to read and discuss texts, 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
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with your own lives.
4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

## **A WORD TO THE STUDENT FROM THE PROFESSOR**


Literature 2000, Literature and Culture, is a general education course designed to acquaint you, the student of higher education, with selective works on the specific focus of this section: Travel Writing. LIT2000 varies from section to section. By including this course in a common educational experience for undergraduates, the faculty of P.L.N.U. support the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successful living in society.

## **SUGGESTED TEXTS**

We will be reading various texts over the course of the semester, all of which can be found online.

So...

WHY read travel writing, you ask? Importantly, each work has something significant to contribute to our understanding about the essence of life, society, God, the world, man and woman, and the interwoven relationships each has with the other. In other words, these works are "stories" about you and me and the complex, problematic, yet beautiful and exciting world in which we live. Our syllabus is a careful blend of classic meets contemporary. In 2020, reading about travel writing is perhaps even MORE important, since our travel experiences are limited. In the words of Dr. Seuss...



**The more that you read,  
the more things  
you will know.  
The more that you learn,  
the more places  
you'll go!  
-Dr Seuss**

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In order to properly gain insight and appreciation into these works, you may well find it necessary to read each work thoughtfully and then to review what you have read. By engaging in this practice, you will be training yourself to read with an ever increasing level of comprehension, a skill that you will take with you throughout your future life both as a reader (of any type of literature including the Bible) and as a viewer of other media forms, such as the film medium. Critical thinking and framing, as we will be doing together, will be an important contribution to your life in whatever field you may find yourself. To test your understanding of any respective work, you should discipline yourself to retell [verbally and pictorially] work in your own mind. If you can do that [i.e., if you can see (visualize) it], you will not only know the story, you will also be able to the work when we subject it to our class discussion. Such an approach is especially recommended for those students who desire a grade which would indicate superior achievement and mastery of

the material handled in this course. Finally, this course is designed to help you grow both intellectually and spiritually, and also to assist you in coming to a deeper understanding and love of God, of yourself and of others, as well as of the world we live in, thereby enriching your life while also preparing you for a life of continued learning and thought.

### Weekly Sequence of Instruction - subject to change

#### Week 1

Course Introduction, Objectives, Glossary.  
Literary terminology  
Read Hemingway's "Hills Like White Elephants"

#### Week 2

Read Bradbury's "A Sound of Thunder"

#### Week 3

Read excerpt from Fuguet and Martinez *Road Story* (a graphic novel) NOTE: 10 PAGES IN TOTAL <http://wordswithoutborders.org/graphic-lit/from-road-story>

#### Week 4

Read O'Brien's "The Things They Carried"

#### Week 5

Read Kerouac's *On the Road*, Chapter 2 only  
<http://p.iplsc.com/-/00070IPJY9D5LK3Q.pdf>

#### Week 6

Read Fitzgerald's "Babylon Revisited"

#### Week 7

Read Fitzgerald's "The Offshore Pirate"

#### Week 8

MID-TERM EXAM  
(Submitted online)

#### Week 9

Read Jon Krakauer *Into the Wild*, Author's Note and Chapter 1 only (please note some usage of expletives)  
<https://therustyquill.files.wordpress.com/2013/09/into-the-wild.pdf>

#### Week 10

Read Forster's *A Room with a View*, Chapter 1 only  
<https://www.gutenberg.org/files/2641/2641-h/2641-h.htm>

Week 11

Read John O'Donohue's "For the Traveler"

<https://www.awakin.org/read/view.php?tid=2191>

Week 12

Read Field's "If Once You Have Slept on an Island"

<https://allpoetry.com/If-Once-You-Have-Slept-On-An-Island>

Week 13

Read Robert Frost's "The Road Not Taken" and "Stopping by Woods on a Snowy Evening"

Week 14

Final draft of Final paper due

Week 15

Virtual Office Hours

Week 16

Final course takeaways

## **GRADING**

*The grade you receive in this course is based on the following criteria:*

- 1) the quizzes 20
- 2) the mid-term 20
- 3) the final project 20
- 4) participation (homework, group work, class discussion boards and engagement) 40

The mid-term will cover the first eight - plus weeks of the term; the final paper will be due the last day of class. Quizzes cover the assigned reading for any given day and are objective in nature, geared to reward you for having read the material when assigned. You will have approximately 14 quizzes, which will result in an average quiz grade.

## **ACADEMIC ACCOMMODATIONS**

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

## LJWL Key Assignment

**Instructions:** Choose one work from our course readings that has impacted your understanding and appreciation of cultural perspectives to some degree and write a response to the prompt below.

**Prompt:** In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) impacted your cultural perspectives, and what connections have you made between this work and other university courses and/or your own life experience?

**Specifications:**

- Your essay response should be thesis-driven, elaborated by reasons, and supported with textual evidence properly cited with MLA style from the work itself.
- Length of essays should be 2-3 double-spaced pages in 12-point font type.
- Essays earning highest marks must address both aspects (impact, connections) of the prompt.

**AAC&U Rubrics:** AAC&U Rubric: Intercultural Knowledge and Competence Value Rubric

**Due:** Portfolium submission by the last day of class.

## PARTICIPATION

Participation is important to your final grade. Much of the course involves discussion and, as such, requires you regularly contribute your insights weekly via discussion boards. The participation grade includes homework, preparatory reading, online attendance, effort invested in class discussion and presentations, and peer review. Since this is a discussion-based class, it is vital that you listen and speak respectfully to others. I also encourage you to express your opinions – they will help inspire good discussions. Your participation in class, and scheduled conferences count for 10% of your grade.

### IF YOU ARE ABSENT...

You are still responsible for knowing what the homework is, and when it is due (everything is online).

## POLICIES & PROCEDURES

**Attendance:** Since this is a discussion-oriented course, your participation is crucial. Regular attendance will greatly elevate your chances of performing well.

**Plagiarism:** All work in this course must be original. Plagiarism will result in serious consequences ranging from grade reduction to failure in the class to expulsion from the college.



## **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. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

**Respect:** Since this is a discussion-based class, it is vital that you act respectfully to others at all times. I encourage you to express your opinions, of course – they will help inspire good discussions, but please center your discussion responses in respect, understanding, and compassion, as well as positive feedback.

**Correspondence:** Please email me with questions about homework, essays, concerns you may have. If you miss a class, please email rather than text. That way, I can send attachments for any handouts you may have missed.

Via TEXT, please ALWAYS indicate who it is. I do not save student numbers in my phone. Mention class date and time, as well, please. Please ONLY text between 8:00AM and 8:00PM, no earlier or later. You can email me at any time of the day or night.

Via EMAIL, please treat emails as a formal correspondence with a subject line (please indicate class, day, and time), opening/greeting (Dear, Good morning, etc.), the purpose of your email (body), and a closing (Thank you, Sincerely, Best...my personal favorite... Gratefully yours).

**Office Hours:** I encourage all students to attend office hours, but especially if you have any questions or concerns about reading, writing, the course or college in general. Please make an appointment with me in advance via email.