

2. Recall, identify, and use 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
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

REQUIRED TEXTS

The Best American Essays 2017, Edited by Leslie Jamison and Robert Atwan
ISBN-13: 978-0544817333

Additional readings will be posted to Canvas—~~you will need to print these out and bring them with you to class the day they are assigned so that you can access the documents in class during discussion.~~ **In an online context, I'd still recommend printing these readings so that you can annotate them, and also have them available to guide discussions during class time.** If you print double-sided, and more than one .pdf page per printed page, this will lower the printing cost for you this semester. I would recommend getting a 3-ring binder to organize the essays posted to Canvas.

Please bring a notebook and writing utensil to each class to take notes, as well as the textbook/assigned essays that will be discussed for that class period.

COURSE REQUIREMENTS

Reading/Reading Quizzes:

Dates for the readings are clearly indicated on the schedule. Complete all reading prior to the class session when the text will be discussed. You will be expected to read and annotate (take notes in the margins) all assigned course readings. Reading quizzes will total 200 points, but there is no set number of quizzes planned: rather, the quiz grades will be totaled across the semester and then the percentage will be taken out of 200.

Example: Fifteen 10-point reading quizzes in a semester and you get 80% total on them (120/150). You would then score 160/200 (80%) for this category.

Discussion:

The success of the course will be directly related to the quality of class discussions. Each of you must feel comfortable contributing to discussions. And each of you should bring any questions you have about the reading to our attention during the course of our discussions.

Writing:

Each student will complete a mid-term exam and a final exam in class—consisting of a written and multiple choice component, and a reflection essay written outside of class. Students cannot pass the course without completing each of these major assignments. See **TURNING IN ASSIGNMENTS** for info on late work.

Group Presentation:

In groups no larger than five, students will read an essay not assigned in this class and record a *YouTube* presentation about the essay to be watched by their classmates. Each group presentation will be eight to ten minutes in length. A group grade will be given for the presentation content, quality, and delivery. Each student will individually turn in a short written summary annotation of their essay and a detailed breakdown of group work, in addition to the group video presentation. Each student will also be expected to watch and thoughtfully comment on each of their classmate's presentation videos.

Attendance and Participation:

Regular and punctual attendance at all classes is considered essential to optimum academic achievement and is worth 150 points (10 points per class period). Attending each class and participating in Zoom class discussion will result in full attendance credit for that class period. If you attend all 17 class periods, you can gain up to 20 points extra credit on top of the 150 attendance/participation points.

If you miss a class, it is possible to make up that class period within the week: to do so you must contact the professor and request a link to the recorded Zoom class discussion so that you can watch it and participate on the corresponding class discussion board by watching the recording of the class, and thoughtfully and extensively posting to the discussion board for that class period concerning content discussed in the class period, in addition to obtaining assignments or any updated schedule/assignment information from a classmate in order to be prepared for the next meeting. The thoroughness of this makeup participation will be graded by the professor.

If a student is absent from more than 10 percent of class meetings [for this course, that's more than 2 class periods], the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent [for this course, that's 4 class periods], the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. See [Academic Policies](#) in the Undergraduate Academic Catalog.

MIDTERM AND FINAL EXAMINATION POLICY

Successful completion of this class requires taking the midterm and final examinations **on their scheduled days**. The Midterm will consist of a multiple choice component and a take-home essay. The Final Exam will consist of a multiple choice component and a take-home essay. The final examination schedule is posted on the [Class Schedules](#) site. No requests for early examinations or alternative days will be approved.

METHODS OF INSTRUCTION

This class is interactive and discussion-based. So you'll need to come to class prepared to talk and write about the literary texts we're reading and contribute to and lead discussions, small groups, and peer reviews. You will not understand what is happening during our classes if you haven't done the reading and you will miss out on valuable perspective and insights from your classmates if you do not attend class. The same goes for the writing assignments: they are designed to increase your understanding of the texts and make class more productive. Students who attend regularly, stay engaged in the class

activities, and keep up with all of the assigned reading and writing usually succeed in this course.

GENERAL COURSE POLICIES

CANVAS

Throughout this course, students will be required to utilize Canvas to post homework responses, receive course grades, and access any changes to the *Course Schedule* throughout the semester. If the *Course Schedule* is updated, students will be notified well in advance, but will need to download the updated schedule which the instructor will post on Canvas.

CANVAS SUPPORT

If you have questions about the content you find in my Canvas course or need clarification on assignment instructions please let me know. If you are unsure how to use any given feature in Canvas you will find the [Canvas Guides](#) to be a very helpful resource. If you cannot access something in my Canvas course or it appears that some part of the course is not working properly, please contact the Office of Instructional Technology for support at oit@pointloma.edu. Include specific information in the request (course ID, section, assignment or module name, etc.) to expedite the troubleshooting process. Screenshots are super helpful!

PLNU EMAIL

Students must regularly check their PLNU email account for updates on assignments and scheduling.

RESPECT

Practice basic respect and consideration toward your peers and professor. There will likely be some tricky moments in this class because the literature we read may bring up some conversations about sensitive issues, challenging topics, and difficult language. Remember that we are interested in inquiry, especially critical inquiry, not in offending or battering other people into compliance. Please do not sleep, carry on private conversations, text, or work on assignments for other classes--this is going to be a challenge since this semester is online, but paying attention during Zoom class discussions will be the best way for this course to be a learning experience. Students who do not actively pay attention and participate in class and will lose participation points.

CONTENT WARNING

As mentioned above, this class will ask you to engage with challenging topics and sensitive issues. Content warnings will not be provided by the professor for individual assigned readings because students should be empowered to judge content for themselves; if content is triggering, or if students determine class discussion of a specific reading will not be a positive or safe space for them, they should contact the professor ahead of time to discuss alternatives.

TECHNOLOGY

Refrain from using cell phones, laptops, iPads, and other electronic devices during class time unless a classroom activity calls for it to be used. More often than not, these create a distraction, rather than being useful. Taking notes by hand has been shown to aid long-term comprehension much more than typing notes, so *please take handwritten notes* throughout this class. Use of technology during class will result in lost participation points.

TURNING IN ASSIGNMENTS

All assignments must be turned in on Canvas *by the deadline specified on Canvas*.

Late assignments are those turned in any time after the specified due date. Late assignments will lose a letter grade for each calendar day they are late (so an A becomes a B after one calendar day, and so on). Late assignments will not be accepted after a week from the due date. It is your responsibility to ensure that your assignment is uploaded to Canvas on the day it is due. **I will not accept late homework, and missed in-class work and quizzes cannot be made up.**

ACADEMIC HONESTY

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.

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 ACADEMIC ACCOMMODATIONS POLICY

If you have a diagnosed disability, please contact PLNU's Disability Resource Center (DRC) to demonstrate need and to register for accommodation by phone at 619-849-2486 or by e-mail at DRC@pointloma.edu. See [Disability Resource Center](#) for additional information.

PERSONAL NEEDS

Counseling is available in the Wellness Center for undergraduate students at PLNU. They are open Monday through Friday during the academic school year to offer morning, afternoon, and evening appointments. Please call (619) 849-2574 to schedule a counseling appointment.

PARTICIPATION

Coming to class well-prepared is critical in a discussion-based course like this one. I expect you to come to each class prepared—that means not just doing the reading, thinking about it, and digesting it, but also *bringing your book to class discussion* because we will often reference the text during class. Coming to class without the assigned reading for the day will result in a loss of participation points. You should also be prepared to actively engage in class discussions, peer reviews, and other in-class activities. I expect you each to meaningfully engage with the coursework and with one another.

Class participation will be graded out of 200. Each class day is worth 10 points, up to a max of 150 points (17 non-exam, non-prep, non-presentation MWF meetings). You can miss two classes without it affecting your grade (any attendance points above 150 to a max of 170 will be counted as extra credit)—but you are still responsible for the readings/homework due on the days you’re absent. If you miss class or are significantly unprepared for class, you’ll earn a zero for that day. **Each absence above two will result in 10 points being subtracted from the participation category.**

For the remaining 50 points of your participation grade, you’ll earn a 42 if you’re doing the basics of engaging with the class, keeping your camera on, and participating in discussion; you’ll earn a 43+ if I see you regularly leaping in and making strong contributions; you’ll earn a 41 or lower if you are frequently late, unprepared, inattentive, disruptive, or do not regularly participate in discussion.

I expect you to attend class and to arrive on time—but I also understand that things come up. In the case of an emergency, please contact me as soon as possible to discuss what arrangements can be made.

COURSE GRADING OVERVIEW

- 100 points – Group Presentation
- 100 points – Reflective Essay
- 200 points – Attendance and Class Participation
- 200 points – Reading Quizzes
- 200 points – Midterm Exam
- 200 points – Final Exam

LETTER GRADE GUIDELINES

		920 - 1000 points	A	900 - 919 points	A-
880 - 899 points	B+	820 - 879 points	B	800 - 819 points	B-
780 - 799 points	C+	720 - 779 points	C	700 - 719 points	C-
680 - 699 points	D+	620 - 679 points	D	600 - 619 points	D-

WHAT ESSAY EXAM GRADES ACTUALLY MEAN

A: Exceptional Work: complex understanding and insightful application of skills and concepts; sophistication and depth in interpretation and style; proficiency in standard grammatical form and documentation conventions; high competence in all or almost all categories of the grading rubric.

B: Very Good Work: clear, thoughtful understanding and sound application of skills and concepts; correct written presentation; high competence in most categories of the grading rubric.

C: Adequate Work: obvious, general, or vague understanding and application of skills and concepts; acceptable written presentation; basic competence in many categories of the grading rubric.

D: Less-than-Satisfactory Work: limited understanding and weak application of skills and concepts; poorly presented written work; low competence in many categories of the grading rubric.

F: Unsatisfactory Work: inadequate understanding and incorrect application of skills and concepts; unacceptable written presentation; incompetence in most categories of the grading rubric.

LIT 2000 COURSE SCHEDULE

***Gray highlight = Asynchronous class period on Canvas.

DATE	READING	ASSIGNMENTS DUE (in bold)
WEEK 1—INTRODUCTION TO THE ESSAY		
Monday, March 1	First Day of Class; <i>Best American Essays (BAE)</i> : Foreword and Introduction	
Wednesday, March 3	[<i>Canvas</i>]: Monson’s “Essay as Hack,” and Heman’s “The Aquarium”	
Friday, March 5	[<i>BAE</i>] Arment’s “Two Shallow Graves” and Kushner’s “We Are Orphans Here”	
WEEK 2		
Monday, March 8	[<i>BAE</i>] Resnick’s “H.”	
Wednesday, March 10	[<i>BAE</i>] Maloney’s “Cost of Living” and Golbach’s “White Horse”	
Friday, March 12	[<i>BAE</i>] Sellers’s “Haywire,” [<i>Canvas</i>] Iyer’s “Chapels,” and Walker’s “Beauty: When the Other Dancer Is the Self”	
WEEK 3		
Monday, March 15	[<i>Canvas</i>] Ross’s “Ghost World I – Heritage,” Abdurraqib’s “My First Police Stop” and Cooper’s “Arrest Record”	
Wednesday, March 17	[<i>BAE</i>] Jackson’s “The City that Bleeds” and [<i>Canvas</i>] Bellot’s “Living in Dread of the Next Name We’ll Chant”	
Friday, March 19	[<i>Canvas</i>] Long Soldier’s “On Wounded Knee and the Murder of George Floyd” and	

Hustvedt's "Tear Them Down: On Old Statues, Bad Science, and Ideas That Just Won't Die"

WEEK 4

Monday, March 22

MIDTERM EXAM

Wednesday, March 24

[BAE] Moore's "The Book of the Dead"

Friday, March 26

[Canvas] Doyle's "Leap,"
Junod's "Falling Man," and
Abdurraqib's "Fear In Two Winters"

WEEK 5

Monday, March 29

[Canvas] Charles Mann's "1491" and
Lee's "Track Changes in English"

Wednesday, March 31

MENTAL HEALTH DAY

Friday, April 2

[Canvas] Foster Wallace's "Consider the Lobster" and
[BAE] Lightman's "What Came Before the Big Bang?"

WEEK 6

Monday, April 5

[Canvas] Baldwin's "Stranger in the Village," and
[BAE] Ghansah's "The Weight of James Arthur Baldwin"

Wednesday, April 7

[BAE] Marshall's "If I Only Had a Leg"
[Canvas] McAllister "What To Do With My Body in the Event
that I Die in a Mass Shooting," and
greathouse's "The Constituent Parts"

Friday, April 9

Group Presentation Prep Day

WEEK 7

Monday, April 12

[Canvas] Jamison's "The Digital Ruins of a Forgotten Future" and
O'Gieblyn's "Ghost in the Cloud"

Wednesday, April 14

[Canvas] Cantu's "Bajadas,"
Cantu's "Seeking Refuge, Legally, and Finding Prison"
FINAL DAY TO TURN IN REFLECTIVE ESSAY

Friday, April 16

**All Presentation Content Turned In And Uploaded Before
Class; *YouTube* Comments Due by Midnight**

WEEK 8

Monday, April 19

FINAL EXAM