

LITERATURE 2000
Experiencing C.S. Lewis
Spring 2021

Professor Pate

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Class Time: T R 10:00-10:50



Texts

Lewis, C.S. *The Abolition of Man*.

---. *The Four Loves*.

---. *Screwtape Letters*

---. *Till We Have Faces*.

General Education Learning Outcomes (GELOs)

Learning: Informed by our Faith in Christ *Students will:*

- Demonstrate effective written and oral communication skills, both as individuals and in groups;
- Use quantitative analysis, qualitative analysis, and logic skills to address questions and solve problems; and
- Demonstrate the effective and responsible use of information from a variety of sources.

Growing: In a Christ-Centered Faith Community *Students will:*

- Examine the complexity of systems in the light of the reconciling work of God in Christ; and
- Demonstrate a respect for the relationships within and across diverse communities.

Serving: In a Context of Christian Faith *Students will:*

- Engage in acts of devotion and works of mercy informed by the Christian scriptures and tradition, rooted in local congregations, and expressed as love of God and neighbor.

Course Learning Outcomes

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
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

3. Connect (synthesis) the works with their own lives and with the social, cultural, and historical contexts of the works and of their authors.

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.

To the Student

About the Books and Reading the Books

You are expected to get the full book in hard copy form or in digital form, but do not depend only upon an oral reading of the text or on online resource such as Course Hero, SparkNotes, etc. Success in this course is accomplished by carefully and thoughtfully reading all books assigned. Using summaries from online sources or any other resource will not enable you to grasp the full meaning of the literature or enable you to experience the full effect of it, nor will that practice adequately prepare you for quizzes and other assignments. Many details are left out of summaries, etc. Reading the full text is expected and is what will be tested.

Class Participation: Literature comes to life when it is read well, completely, thought about, and discussed among the readers. All students are expected to engage in this academic process regularly and contribute to class discussions whether in class, online in a threaded discussion, or in a Zoom session since each contribution adds to other classmates' learning experiences as well as mine, and each contribution makes literature an even more meaningful, dynamic force in all of our lives.

All reading and written assignments must be completed by the beginning of class on the assigned due date. Read all assigned readings and take notes on the readings as well as the class discussions. This practice enables you to engage in the process of learning more actively and fully, and the notes you take will assist you in preparing for the quizzes and exams.

Preparation for Written Assignments: Employ standard writing conventions for all written assignments. Submit only polished final drafts written in college level prose. All writers must rewrite, revise, and rewrite their texts as many times as needed to create a clear focus and clear, polished prose. Quality writing happens as a result of clear thinking and intentional, thoughtful, and thorough revising and rewriting.

- Use Times New Roman, size 12 font, for all written assignments.
- Points will be deducted for misspelled words, incorrect grammar usage, sentence level problems, lack of focus, organization, development, and support. Please utilize the tutorial center or make an appointment with me if you need or desire objective feedback on your writing.
- Cite **all** sources consulted or used for **any** assignment. Use MLA documentation and list on a Works Cited page all sources you cite in your writing.
- Submit only authentic and original work. Using other people's ideas, work, or words as your own in any form will result in a failing grade for the assignment and for the course, and a report will be made to the Provost and placed in your academic file. See "Departmental Plagiarism Policy" below.

Late Paper Policy: Assignments are to be submitted at the beginning of class or by the assigned time on the days they are due. Arrangements must be made **prior to the due date** to submit and earn credit for an assignment submitted at a time other than stated in the syllabus and on Canvas since late assignments are not accepted. No make-ups to “in-class” work will be offered or accepted unless the absence is approved by the University.

University Policies

Attendance: Attendance is required. Missing class can affect a course grade since in-class assignments cannot be made up and late papers are not accepted. Absences that exceed the PLNU absence policy of 10% will result in a letter to the Vice President for Academic Affairs requesting de-enrollment from the course. Note that arriving late or exiting class early, including via Zoom, three times will equal one absence as per the PLNU attendance policy.

Zoom Class Sessions: When class sessions are held or attended through Zoom, the same policies as stated in this syllabus for in-class sessions apply to Zoom class sessions. To get credit for being in class while attending through Zoom, remain visible during the entire class session just as you would be if you were physically in class. If, for some reason, a problem arises regarding this, please contact me prior to class via e-mail. The same guidelines for using the computer in class apply to using the computer in Zoom. Remain focused on what is taking place during class. This means but is not limited to avoiding changing backgrounds, texting, e-mailing, clicking into websites, working on work for another class, talking to others, etc. since those activities create a distraction for you, for the rest of the class, and for me.

Change of Modality Request Policy

In order to be approved for a modality change the course must be taught in the modality you are requesting and must be approved by your instructor. For in-person courses, the classroom must be verified to meet the social distancing standards.

Note the following policy items regarding the Change of Modality Request.

1. Students may request to change the modality of a Quad 1, Quad 2, and Semester course(s) within the first two weeks of the semester, with a firm deadline of Friday, March 12.
2. Submitting a request to change the modality of one or more courses for the Spring 2021 semester does not guarantee approval.
3. Students must maintain the currently assigned modality until a change of modality is approved.
4. Attempting to change the modality without approval (i.e., showing up to class in person or appearing on a Zoom call) will (a) count as an absence from that class session and (b) will result in the student being removed from the class session.

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.

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.

Course Requirements and Policies

Canvas: The Canvas site for this class can be reached through taking the following steps:

1. Open Chrome only.
2. Type canvas.pointloma.edu.
3. Use your PLNU username and password to log in.
4. Find LIT2000 Sec. 4 on the courses menu. If you do not see it, check "All Courses" to find the course.

Canvas contains the course syllabus, course content including assignments, links to Zoom sessions, and grades. **Always look at the Modules before you go to Assignments.**

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: LIT 2000 in the subject line and use a proper heading and employ correct writing conventions when writing your e-mail. I will do my best to avoid sending an e-mail in the evenings and especially during the weekends. I will respond to e-mails sent during the weekend on Mondays. Please allow 24 hours for a reply to e-mails sent during the work week.

Cell phones: Cell phones must be turned off during class and put away throughout the entire class session unless they are being used to complete an in-class assignment assigned by the professor. Since Zoom sessions are class sessions, the same policy applies when attending class in Zoom. Students will be asked to put phones away if they are out to use for other than class use.

Classroom Etiquette: The classroom is a professional workplace; therefore, dress in such a way that encourages focus and concentration rather than distraction and undue attention both in the physical classroom and on Zoom.

Public Discourse: Much of the work we will do in this class is cooperative; thus, think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

Inclusive Language: Because the Literature, Journalism, Writing, and Languages Department recognizes the power of language, all public language used in this course, including written and spoken discourse will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work. Information from the MLA Handbook: "Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex" (MLA Handbook, pp. 32-33 and Ch. 28 in the 8th ed.).

Departmental Plagiarism Policy

The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. **Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, copying work from the Internet, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism.** Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. A written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

Practice academic honesty and integrity by doing your own work and by reading each assignment to prepare for the class activities, quizzes, and exams.

- Both asking for and providing information to those who have not read the assignments are forms of academic dishonesty or cheating and reveal a lack of personal integrity. Please do not put yourself or other students in compromised, dishonest, unjust positions by asking another student what the story was about before a quiz when you have not read the book yourself or by providing the information in any form to those who have not read.

Quizzes and Tests

Quizzes and tests will be given throughout the course on required reading. Make-up quizzes will not be given unless notification/and or arrangements are made **prior** to the absence. Should you need to miss class due to illness or a school sponsored event, you must contact me **prior to** class to inform me of your illness or absence and/or to make arrangements to take the quiz in my office, but all in-class work cannot be made up.

Assignments

The following assignment may need to be revised based upon the class structure as determined by Covid regulations.

Film and Discussion: (30 min. total—50 points possible)

Requirements:

- 1). Begin your presentation with your film.
- 2). Provide your Film Adaptation Explanation (One page to be submitted.)
- 3). Prepare a minimum of 5 questions that will encourage discussion about the **full assigned section** and then lead the class in the discussion. (5 discussion questions to be submitted.)
- 4). End the discussion with a summary of and an explanation of the full section assigned and connections that can be made to other relevant contexts such as cultural, religious, historical, literary, etc. (One page to be submitted.)

5). Create and submit 5 objective (T/F or multiple choice) final exam questions from your assigned section. (5 objective final exam questions to be submitted.)

All group members are expected to fully participate in each of the processes. You must read the full text first, but should you need help to understand it more fully, you may use outside sources to deepen your understanding of the concepts in the text; however, the content (thoughts, ideas, fact, insights, etc.) you obtain from sources **must be cited in your summary**, and a Works Cited page must be created and included with the summary.

Begin with the end:

Before you do anything else, read the full assigned reading, find a time to meet, meet up, think together, and discuss as a group the meaning of the **whole section** you are assigned. Determine the meaning of it, how it is connected with the reading that has led up to it, how it connects to other aspects of life, and write a 1 page summary of your section. Create 5 discussion questions to use at the end of your presentation that will encourage your classmates to engage in a lively discussion focused on the whole section of your assigned reading.

Film Adaptation—part of Presentation/Group Discussion:

Requirements: Produce a 5-7 minute short film based upon **a section** of the reading. The length will be strictly enforced. As a group determine a section from your assigned reading that you, collectively, find to be most meaningful, discuss its meaning, and determine how you can portray the meaning in a 5-7 minute film. **Submit** your idea to me for approval the week **before** you begin the process of filming. Each member is to participate in the full process. Be sure you know what your purpose is and how you can achieve it. Submit the film to YouTube linked to PLNU g-mail, and come to class at least 5 minutes early to prepare for the presentation. The form the film takes is determined by each group. Creativity is certainly encouraged, but misinterpretation is unacceptable.

Film Adaptation Explanation:

Create and submit a 1 page Film Adaptation Explanation before class begins. Outside sources are not required or encouraged, but if you use them, make sure to cite them in your Film Adaptation Summary and create a corresponding Works Cited page. The Film Adaptation Summary is to contain the following:

- the section you chose
- why you chose it
- the meaning of it
- the connections outside of the reading that the section enabled you to make

Lead Discussion:

Lead the class in a discussion by the 5 discussion questions you have created, one-at-a-time, respond to your classmates' responses, and moderate dialogue. **At the end** of the discussion, summarize the whole section you were assigned. Be sure to submit your summary to Canvas before the beginning of class.

Book Reflections

Reflection Papers (4 total @ 20 points possible each) No outside sources and no repeated examples from your own life in the reflections.

Reflection 1: *The Screwtape Letters*: The purpose of this assignment is to give you the opportunity to think deeply about a concept Lewis touches on in a letter and respond to it, so as you read through the letters take special note of the themes that resonate with you the most (inspire, challenge, motivate, encourage, enlighten, etc.). Choose one of those themes to use as the focus of your letter, poem, song, rap, reflection, newspaper article, short story, skit, etc. in which you take your audience deeper into the concept revealing the ways its truth affects your thoughts and understandings of it. Your audience is your classmates and your professor. Enjoy the process.

Reflection 2: *The Abolition of Man*: What does Lewis discuss in this book that shed new light on or changed/added to your thinking about our current culture or cultural practices or morality or religion or politics or educational institutions, etc.? Choose only one area listed or one not listed that was enlightening or meaningful to you. Discuss your new meaningful insight or new perspective that has come from the reading or discuss the content that engendered new questions and a continued search. Be specific and use examples to show the truth of your claims. Do not use outside sources for this two page response but use examples from your life, different from ones you may have used in Reflection 2, and from the book. Cite the page number only from *The Abolition of Man* that contains the example you use in your reflection.

Reflection 3: *Till We Have Faces*: Lewis claims that truth is found in myth. What truth revealed itself to you in this myth that is significant and meaningful to you and that can be applied to your own life? To get started, consider specific ways you were able to connect with elements Lewis presented as religious issues, truth, social mores, social structures, beliefs, laws, traditions, cultural elements, psychological elements, family issues, relationship issues, individual vs. community issues, the human condition, etc. Be sure to use examples from the text and from your own life to support your claim but examples different from what you used in Reflections 1-2. Do not use outside sources for this two page response but use examples from your life and/or from the book and cite the page number only from *Till We Have Faces* that contains the example you use in your reflection.

Reflection 4: *The Four Loves*: In what ways has this book shed light on a specific concept Lewis worked with in *Till We Have Faces*? Discuss in a two page reflection how this reading has shaped your new perspective and understanding of *Till We Have Faces* and the ways you can apply your new understanding to your life today. If something particularly meaningful came out of the reading related to this book only or one of the other texts, please feel free to discuss it as well but in a separate section. Be sure to use examples from the text(s) and from your own life to show the truth and the meaning of your claims, and be sure to use different personal examples from ones you used in Reflections 1-3. Do not use outside sources for this two page response but use examples from your life and/or from the books. In this case, cite both the title and page numbers from the sources that contain the examples you use in your reflection since more than one book might be discussed.

Course Assignment Approximations and Grading Schema

Quizzes	15%	A = 93-100	C+= 77-79	D-= 60-62
Group Work	20%	A- = 90-92	C = 73-76	F = 0-59
Reflections	15%	B+= 87-89	C-= 70-72	
Mid-term Exam	20%	B = 83-86	D+= 67-69	
Final Exam	30%	B-= 80-82	D = 63-66	

LIT 2000
Tentative Schedule

DATE		READING and ASSIGNMENTS
Tuesday Mar. 2	Introduction to the course	Discuss syllabus and establish presentation and study groups
Thursday Mar. 4		Who is C.S. Lewis?
Tuesday Mar. 9		Introduction to <i>The Screwtape Letters</i>
Thursday Mar. 11		<i>The Screwtape Letters</i> Preface-VI
Tuesday Mar. 16		<i>The Screwtape Letters</i> VII-XIV; Group 1 Presentation
Thursday Mar. 18		<i>The Screwtape Letters</i> XV-XXII; Group 2 Presentation
Tuesday Mar. 23		<i>The Screwtape Letters</i> XXIII-XXIX; Group 3 Presentation
Thursday Mar. 25		<i>The Screwtape Letters</i> XXX-the end; Group 4 Presentation
Tuesday Mar. 30		Due: Reflection 1; Thematic review
Thursday April 1		Introduction to <i>The Abolition of Man</i>

DATE		READING and ASSIGNMENTS
Tuesday April 6		<i>The Abolition of Man</i> Chapter 1 “Men Without Chests”
Thursday April 8		<i>The Abolition of Man</i> Chapter 2 “The Way”
Tuesday April 13		<i>The Abolition of Man</i> Chapter 3 “The Abolition of Man”
Thursday April 15		Due: Reflection 2; Thematic Review
Tuesday April 20	Midterm	
Thursday April 22		Read online and discuss in class: <i>Metamorphoses</i> (known as <i>The Golden Ass</i>) by Apuleius and “Note” in the back of <i>Till We Have Faces</i>
Tuesday April 27		<i>Till We Have Faces</i> Book I Chapters 1-5
Thursday April 29		<i>Till We Have Faces</i> Chapters 6-10; Group 5 Presentation
Tuesday May 4		<i>Till We Have Faces</i> Chapters 11-15; Group 6 Presentation
Thursday May 6		<i>Till We Have Faces</i> Chapters 16-21; Group 7 Presentation
Tuesday May 11		<i>Till We Have Faces</i> Book II; Group 8 Presentation
Thursday May 13		Read: Chapter 5 “Myth Became Fact” in <i>God in the Dock</i> Discussion: Book II and “Myth Became Fact” Due: Reflection 3
Tuesday May 18		<i>The Four Loves</i> Chapter I “Introduction”
Thursday May 20		<i>The Four Loves</i> Chapter II “Likings and Loves for the Sub-human”
Tuesday May 25		<i>The Four Loves</i> Chapter III “Storge/Affection”
Thursday May 27		<i>The Four Loves</i> Chapter IV “Friendship/Philia”

DATE		READING and ASSIGNMENTS
Tuesday June 1		<i>The Four Loves</i> Chapter V “Eros/Love Between Sexes”
Thursday June 3		<i>The Four Loves</i> Chapter VI “Charity/Agape”
June 10	Final Exam	10:30-1:00 Due: Reflection 4