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 <p>POINT¹⁹  LOMA⁰² NAZARENE UNIVERSITY</p>	<p>LJWL Department LIT2000 Literature and Culture (FE) 2 Units</p>
Fall 2021 ~ Quad II	

Meeting days: T/Th	Instructor title and name: Breawna Power Eaton (Professor Power Eaton)
Meeting times: 10:00 – 11:45 AM	Phone: Email or Canvas messaging are best
Meeting location: Ryan Learning Center (RLC) 103	Email: Bpowerea@pointloma.edu
Final Exam: Tues., 12/14, 10:30 a.m.-1:00 p.m.	Office location: BAC 118 Office hours: Tues./Thurs. 12:30-2:00 PM, by appointment. I am also available for Zoom meetings. Please email or message me on Canvas
Essential materials for every class: Facemask and book/Ebook, plus however you will take notes (journal, paper, computer, and/or iPad) *To avoid removing your mask, please do not eat during class. We will take a short break. *You may bring cell phones to class sessions, but they are not always the best device for viewing course materials and/or participating in group work. If you seem distracted by your phone, I will request that you put it away. <i>Please respect our limited time together and be aware of what your behavior reflects about your engagement in our class and your desire, or lack thereof, to learn. That text can wait, right?</i>	

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Mission

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 culture.

COURSE DESCRIPTION

According to our university catalogue, LIT2000 is “A study of representative works of literature and cultural contexts.” On the most basic level, the goal of our class is to fall in love with reading, especially the eye-and-mind-opening experiences derived from emerging ourselves in the lives and worlds presented in literary works. Though we will mine our chosen texts--a graphic/illustrated memoir and a novel--for a variety of themes, the thematic essential question for our course is focused on displacement: ***How does being plucked from our norm shape us, as individuals, families, and communities?***

How would you answer this question, right now, on the first day of class?

Required Texts & Resources

Bui, Thi. *The Best We Could Do*. Abrams Comicarts, 2018.

Gyasi, Yaa. *Homegoing*. Vintage Books, 2017.

Pronunciation guide for *The Best We Could Do*: <https://thebestwecoulddo.abrams.link/>

COURSE LEARNING OUTCOMES

By the end of our course, you will be able 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.
3. Connect the works with your own life and with the social, cultural, and historical contexts of the works and their authors.

Learning Opportunities, Assessment, and Accountability

My role as your instructor is to guide you through critical analysis of our readings, to lead in-depth discussions, and challenge you to make connections. Along the way, I will hold you accountable to stay on track, provide constructive feedback, and assess your growth, expecting that you will do the same for yourself and your peers.

GRADE COMPONENTS:

- 30% Participation: attendance/quizzes, discussions (in-class/online), other assignments
- 20% Midterm
- 30% Illustrated Memoir & Literary Analysis Paper
- 20% Final exam

A/4 - indicates exceptional work that exceeds expectations

B/3 - indicates good work that meets expectations

C/2- indicates average work that minimally meets expectations w/ some distracting errors

D/1- indicates work that needs more work to meet all expectations

F/0- indicates unsatisfactory or incomplete work

The following traditional US scale will be used:

93-100%	A	73-77%	C
90-92%	A-	70-72%	C-
88-89%	B+	68-69%	D+
83-87%	B	63-67%	D
80-82%	B-	60-62%	D-
78-79%	C+	0-59%	F

****INCOMPLETES & LATE ASSIGNMENTS: Our success as a class relies upon everyone coming to class thoughtfully prepared, having completed readings, exercises, and/or writing.** To receive full credit, all assignments must be submitted by the beginning of the class session when they are due, including assignments posted in Canvas. If you are unable to attend class OR complete an assignment **due to a verifiable emergency**, please contact me immediately so we can work out a plan to get you back on track.

** Discussion Board Posts will not be accepted late, as they are prep for class discussions.

****Technological difficulties do not count as emergencies**. Please plan ahead and save work various ways to avoid a stressful situation and/or not submitting your work on time.

** **You each have 1 one-class late pass.** If you do not use this pass, you will receive 10 extra credit participation points.

ELECTRONICS: Cell phones, tablets, and computers (and any device that could be distracting, including watches) must be on silent during class, unless they are being used for an activity. Please let me know if you will be using a laptop or a tablet to take notes or complete the readings. However, if a device becomes a distraction to you or others, I will ask you to turn it off. **We have a limited amount of time together, so let's make the most of it.**

ATTENDANCE: Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member can file a written report which may result in de-enrollment. If the absences exceed 20 percent, 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.

COVID CONCERNS: We are living during unprecedented times that require us to be flexible. If you become ill and/or need to quarantine due to exposure or you are feeling ill, contact me right away via email or Canvas to let me know what dates you need a Zoom link to attend class. We will work together to keep you on track. **Please wear your mask as all times when in class to keep everyone safe!**

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.

PLAGIARISM: The Department of Literature, Journalism, and Modern Languages fully supports the University policy on Academic Honesty with a statement of its own:

The LJML Department 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 as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, 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.

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 adjustments, modifications, or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu or 619-849-2486). **Please inform me of any academic accommodations ASAP, so we can create a plan to ensure you have the necessary support to excel in our course.**

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

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.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development](#).

CREATING AND PROTECTING A SAFE SPACE FOR CHALLENGING CONVERSATIONS

PUBLIC DISCOURSE: As discussed in the research writing text *They Say I Say*, academic writing truly is a conversation. By the nature of class discussions, much of the work we will do in this class is cooperative; thus, **you should think of all your writing and speaking for our class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed and critiqued (constructively) by others in our class.** Learning how to likewise provide constructive feedback will also strengthen your own analytical skills and editorial eye.

INCLUSIVE LANGUAGE: Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work. See Chapter 36, “Language That Builds Common Ground,” in *The Saint Martin’s Handbook*:

The words we select have power: they can praise, delight, inspire – and also hurt, offend, or even destroy. Words that offend prevent others from identifying with you and thus damage your credibility. Few absolute guidelines exist for using language that respects difference and builds common ground, but two general rules can help: consider the sensitivities and preferences of others, and watch for words that carry stereotypes and betray your assumptions, even though you have not directly stated them. (471)

Class Norms

- **Come prepared and be present**
- **Think outside yourself before you speak or write**
- **Stand up, sit down**
- **Listen/Read with an open mind**
- **When confused or offended, seek understanding first by asking questions**
- **Dance in the discomfort**
- **Keep others’ ideas confidential**
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Course Calendar

The Course Calendar is subject to change. Please check your email and/or Canvas Announcements the night before every class. The Course Calendar begins on the next page.

Class Session: Due Date	Reading/Assignment (Be prepared to take a comprehension quiz for the readings listed below)
Week 1 Th Oct 21	Introduction to Course and Readings
Week 2 T Oct 26	<i>The Best We Could Do</i> (Preface + Ch. 1 – 3) *In class, I'll explain your first project: Illustrated Memoir
Week 2 Th Oct 28	<i>The Best We Could Do</i> (Ch. 4 – 5)
Week 3 T Nov 2	<i>The Best We Could Do</i> (Ch. 6-8)
Week 3 Th Nov 4	<i>The Best We Could Do</i> (Ch. 9-10) Due: Brainstorming/rough draft of Illustrated Memoir
Week 4 T Nov 9	Due: Illustrated Memoir Due + class mini-presentation (be prepared to talk about your creation) Midterm Exam
Week 4 Th Nov 11	<i>Homegoing</i> (“Effia” & “Essi”)
Week 5 T Nov 16	<i>Homegoing</i> (“Quey,” “Ness,” and “James”)
Week 5 Th Nov 18	<i>Homegoing</i> (“Kojó” & “Abena”)
Week 6 T Nov 23	<i>Homegoing</i> (“H,” “Akua,” & “Willie”) Paper: Introduction & Brainstorm Personal Aspect
Th Nov 25	Thanksgiving Break: No Class
Week 7 T Nov 30	<i>Homegoing</i> (“Yaw,” “Sonny,” & “Marjorie”) Paper: Possible structures + Review quote integration strategies + Works Cited
Week 7 Th Dec 2	<i>Homegoing</i> (“Marcus”) Paper: Working Outline Check
Week 8 T Dec 7	Reading: Re-read chosen character & complete character quote analysis (Due: Dec. 9) Paper: Rough Draft Due for Peer Review
Week 8 Th Dec 9	Reading: Re-read chosen character & complete character quote analysis (due in class) Paper: Self-Edit due (in-class) + Paper due on canvas
T Dec 14	Final: 10:30 a.m.-1:00 p.m.