
 <p><b>POINT</b><sup>19</sup>  <b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p><b>Department of Literature, Journalism, Writing &amp; Languages</b></p> <p><b>LIT 3050 (2) 11-12:15, Bond103 TR</b></p> <p><b>3 Units</b></p>
<p>Spring 2022</p>	

Professor: Dr. Carl E. Findley III  
 Email: cfindley@pointloma.edu  
 Phone: Telephone: (229) 206-4593  
 Office Hours: *Bond Academic Center, by appointment*

**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 Outcomes**

Students 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
  - 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.

## Course Description

### *“Ethics and the Educational Novel”*

This course is an “advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.” (PLNU Course Catalog for LIT 3050). The particular focus of this course will be the *coming of age* novel and the ethical and moral challenges that we face as we encounter a world outside our own familiar boundaries.

We will examine representative works of high literary value in various genres for the *ideas* they communicate, their intellectual underpinnings, their philosophical content, and the vision of the world they contain. We are engaging with “books of ideas” here and you will learn to examine literary works *not only* for their style and language, namely, how they communicate their author’s vision of the world, but their intellectual content as well.

#### ***The Readings, Required Texts:***

*The Cherry Orchard* by Anton Chekhov ISBN: 978-0199536696

*One Day in the Life of Ivan Denisovich* by Alexander Solzhenitsyn ISBN: 978-0451228147

*Diary of a Young Girl* by Anne Frank ISBN: 978-0553577129

*Brooklyn* by Colm Tóibín ISBN: 978-1501106477

*To Kill a Mockingbird* by Harper Lee ISBN: 978-0060935467

*The Catcher in the Rye* by J.D. Salinger ISBN: 978-0316769174

***\*Please note you must purchase these exact editions. No others will be acceptable. They are available via the University Bookstore. Or you may purchase them online using the exact ISBN numbers listed here. NO electronic editions of these books are allowed. No kindle, iPad etc.***

## Course Credit Hour Information

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. That comes out to 8 hours per week, including class time (not counting the first week or Spring break). That’s about 5 hours per week on your own preping for class and reading. Budget your time accordingly to achieve or exceed this.

## Assessment and Grading

Grades will be based on the following:

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

You will be graded on **participation, quizzes, and essays**. Here is the breakdown of your work will be graded:

Participation and Preparation for Class: 25% (25 possible points max)

Quizzes: 25% (25 possible points max)

Essay 1: 20% (20 possible points max)

Essay 2: 30% (30 possible points max)

## Attendance Policy

Attendance is an important part of your contract when you sign up for a course. It is taken seriously. Attendance will be taken every class, and arriving on time is an important sign of consideration. **Lateness to class will not be accepted.** If you know you may have to be late or absent for a particular class or may need to leave early, etiquette requires that you **must** contact me well before class.

If a student is absent from more than **10% of class meetings**, the faculty member can file a written report which may result in de-enrollment. If the absences exceed **20%**, 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.

## Participation & Preparation

I keep up with participation in my book: students who do and don’t engage in class, who do and don’t come prepared, who do and don’t participate in class with something to say. This is used to calculate 25% of your grade. It’s important.

Special commitment is required on your part: you must come to class having thoughtfully read and completed the assigned readings and be ready to participate. Careful preparation is a sign of respect for yourselves as scholars, respect for the text, and respect for your fellow students and professor. In addition to careful preparation, this class places great emphasis on the ability to respectfully listen and thoughtfully respond to your classmates’ insights, in an effort to build a conversation with lasting benefit to us all.

To this end, you are required come prepared with “something” to say at each and every class. This requires preparation. This could include a quote you find interesting within the text itself. You may want to type and print out, or write down, the quote, then type or write your insights about the quote. You may want to type or write a 1-3 sentences about what you found interesting about the assignment that day, a theme you found present, or a reaction you had while reading the text. Each class, students will be called on to talk and present what they found. You will be called on at random, but your response will be recorded and will be used to calculate your participation grade. You never know when your time will come, so that is why preparation before class is key. Students who respond when a question is asked by the professor will also be noted. So the better your participation in class, the better your participation grade will be.

**Taking notes is critical to success in the course.** There will be two essays. Successful students will demonstrate their knowledge of the topics discussed, and what the professor explains is important in the texts, by writing them down, which can then be used later during class participation, on the mid-term exam, and on the final paper. Smart students write things down. Get a dedicated notebook for the course. **Write it down!**

### **Registration**

Registration is *your* responsibility. This means that if you do not attend class or decide to no longer be a part of this class, it is your responsibility to contact me, bring an Add/Drop form for me to sign, which is then your responsibility to bring to the registrar and to make certain that your enrollment status is up-to-date. Professors are not responsible for your registration status.

### **Office Hours**

My office hours are by appointment via email. I will be available via Zoom or other video conferencing platform. I encourage you to reach out to me as often as you would like. Please feel free to discuss any questions you may have about the course, the readings for that week, concerns with your essay or its structure, or other general questions about the course or the texts. This allows me to better understand your particular interests in the texts, and it is an opportunity for you to verbally work out concerns or interests that might otherwise not get expressed. I am here as your guide, and I am happy to help in any way I can.

### **Academic Honesty**

Success in this course, both personal and intellectual, depends upon intellectual honesty. Students are expected to submit **only** their own, original work. While you may discuss the assignments with others in the class, and you are encouraged to do so, collaboration on the preparation of a paper is **not** permitted. Papers should be based on your own careful study of the assigned text and the thoughtful incorporation of high quality secondary sources. The use of materials such as Cliff’s Notes or Wikipedia is not allowed.

Defining plagiarism is not difficult: turning in someone else’s work as if it were your own.

Plagiarism is an act of intellectual dishonesty and theft. All cases of plagiarism are automatically reported to the administration.

Examples of plagiarism include, but are not limited to, the following: turning in another student's paper as if it were your own; collaboration with another student in writing the paper; paraphrasing or borrowing ideas from published or unpublished material written by someone other than yourself, without specific acknowledgement of the source; and lifting materials or papers off the internet and submitting them as your own. These essays are intended to be expressions of your own, unique engagement with the text, your ability to thoughtfully locate and incorporate appropriate secondary sources into your writing, and the fruit of your own creativity. See “Academic Honesty” for definitions of kinds of academic dishonesty and for further policy information. Link here:

<https://catalog.pointloma.edu/content.php?catoid=49&navoid=2783>

### **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.

### **Incompletes and Late Assignments**

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

### **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**

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](mailto:DRC@pointloma.edu) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

### **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](#). You may contact them here:

Nicholson Commons, Third Floor  
Monday – Friday, 8 a.m. – 4:30 p.m.  
Alice Corbin  
Office Manager  
[acorbin@pointloma.edu](mailto:acorbin@pointloma.edu)  
(619) 849-2259

### **Wellness**

Wellness Center: Wellness Counseling Center, Taylor Hall  
[counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu)  
General line: (619) 849-3020  
Counselor and Life Skills Coach: Laurie Floren  
Counselor and Life Skills Coach: Varinia Peridon  
Administrative Assistant: Julie Westburg, Ext. 2648

## Health Care

Wellness Health Care: Physical health and COVID testing, care and response.

First Floor Nicholson Commons

Main Office: (619) 849-2574 (Appointments and General Questions)

[sdwellnesscenter@pointloma.edu](mailto:sdwellnesscenter@pointloma.edu)

Covid Hotline: (619) 849-2280

[covid19wellness@pointloma.edu](mailto:covid19wellness@pointloma.edu)

Administrative Assistant: Debbie Hickman, Ext. 2255

## Use of Technology

*No cell phones* are allowed to be used in class, and must be put away and silenced.

*No laptops* are allowed in class, without the explicit approval of the professor.

If a student is in need of technological resources please contact [student-tech-request@pointloma.edu](mailto:student-tech-request@pointloma.edu). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

## The Schedule of Classes

### Week One

Jan 13 — Introduction & Syllabus (ZOOM)

### Week Two

**Jan 17 — MLK Day (PLNU Holiday)**

Jan 18 — Literary Genres Discussion

Jan 20 — Emerson, “Self-Reliance” (read the whole essay, available via pdf on Canvas)

### Week Three

Jan 25 — Chekhov Intro (pp. vii-xxxi) + Act One of the Cherry Orchard (pp. 241-257)

Jan 27 — Chekhov Act Two + Act Three (pp. 258-283)

### Week Four

Feb 1 — Chekhov Act Four (pp. 284-294) *\*Note this is Spiritual Renewal Week on Campus*

**Feb 3 — Special Assignment.** Bring your favorite religious “text” to class to share: a brief quote, a book, a picture, work of art, photograph, anything that carries spiritual meaning for you. Prepare a few words to share.

### Week Five

**Feb 8 — Essay Guide (Handout provided in class) + Your First Essay Prompt**

Feb 10 — Solzhenitsyn, *One Day in the Life of Ivan Denisovich* Introduction (pp. vii-xviii)

### Week Six

Feb 15 — Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (pp. 3-54)

Feb 17 — Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (pp. 55-110)

### Week Seven

Feb 22 — Solzhenitsyn, *One Day in the Life of Ivan Denisovich* (pp. 111-167)

**Feb 24 — In Class Essay Prep Assignment** (bring your laptop and your completed introduction of your first essay)

**February 26 — FIRST ESSAY DUE. Email your essay as a Word Document to Dr. Findley by Saturday, 4pm**

### Week Eight

March 1 — Anne Frank, *Diary of a Young Girl*, Read Forward + Introduction (pp. vii-xii) + Diary Entries (pp. 3-65)

March 3 — Anne Frank, *Diary of a Young Girl*, Read Diary Entries (pp. 150-201)

### Week Nine

**March 7-11 — SPRING BREAK (Beach Reading: Finish Anne Frank and begin reading *Brooklyn* to get ahead for the week you return.**

### Week Ten

March 15 — Anne Frank, *Diary of a Young Girl*, Read Diary Entries (pp. 338-368) \*note this includes the Afterward (Begin Reading *Brooklyn*)

March 17 — Colm Tóibín, *Brooklyn* (pp. 3-52) **\*\*Note that we will be moving through this novel more quickly than the others, so plan on spending extra time reading this week and budget your time accordingly, especially your other class work.**

### Week Eleven

March 22 — Colm Tóibín, *Brooklyn* (pp. 55-161)

March 24 — Colm Tóibín, *Brooklyn* (pp. 162-262) (END)

### Week Twelve

March 29 — Harper Lee, *To Kill a Mockingbird* (pp. 1-84)

March 31 — Harper Lee, *To Kill a Mockingbird* (pp. 85-163)

### Week Thirteen

April 5 — Harper Lee, *To Kill a Mockingbird* (pp. 164-241)

April 7 — Harper Lee, *To Kill a Mockingbird* (pp. 242-323) (End)

### Week Fourteen

April 12 — J.D. Salinger *The Catcher in the Rye* (pp. 3-68) **+ Your Final Essay Prompt**

April 14 — J.D. Salinger *The Catcher in the Rye* (pp. 69-136)

### Week Fifteen

April 19 — J.D. Salinger *The Catcher in the Rye* (pp. 137-203)

April 21 — J.D. Salinger *The Catcher in the Rye* (pp. 204-277) (END)



**Week Sixteen**

April 26 — Course Review I

April 28 — Course Review II — LAST DAY OF CLASS

**May 2 — Monday, Final Paper Due\***

**\*Please note: NO LATE PAPERS will be accepted under any circumstances. Failure to turn in the final paper will result in an F for the course.**