

# LITERATURE 2000

## Encountering C.S. Lewis

### Fall 2023

**Professor : Lisa Ledri-Aguilar**

**E-mail Address:** lledriag@pointloma.edu

**Class Location:** Starkey B 100

**Office Phone:** 619-849-2200, James Bond Building, Room 125

**Office Hours:** 11:00 – 1:090

**Class Time:** T /TH 10:00 AM to 10:50AM

Revised Version



**Texts: No electronic texts**

Lewis, C.S. *Out of the Silent Planet*

---*Perelandra*

---*That Hideous Strength*

---*The Voyage of the Dawn Treader*

---*The Weight of Glory*

Composition Notebook for in class note taking (Required)

### About the Books

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 to full effect of it, nor will that practice adequately prepare you for quizzes and other assignments. Reading the full text is expected and is what will be tested.

### 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

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*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

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**Class Participation:** Literature comes to life when it is read well, thought about, and discussed among the readers. All students are expected to engage in this academic process and to contribute to class discussions 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 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 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 in your text. Use MLA documentation and list on a Works Cited page all works 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.

## Departmental Plagiarism Policy

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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 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.

**AI and its use:** Use of AI tools ( e.g. Chat GPT, IA Writer, Marmot, Botowski) is **not** permitted, and use of these tools will be treated as plagiarism.

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.

**Late Paper Policy:** Assignments turned in on time will be given credit. Late assignments or assignments submitted outside of class will earn no credit.

**Attendance:** Six absences are the maximum number of absences allowed by the university for a 2-day-a-week class. Please see the *PLNU 2020-2022 Undergraduate Catalog*. A 7th absence will result in de-enrollment from this course. Absences do affect grades, so keep that in mind since in-class assignments cannot be made up. **November 3 is the last day to withdraw from semester length classes.**

## Classroom Attire Policy

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The classroom is a professional workplace and a place where all students have the right to work efficiently and to think clearly without distraction. An academic environment free of visual distractions facilitates academic success. As a member of this academic community, each student has a responsibility to dress in a way that does not distract or detract from academic pursuit but rather to dress in a way that encourages and fosters academic thinking and concentration. Please be responsible and considerate of those in this academic and professional environment and dress in a way that facilitates academic success.

## Technology in the Classroom

Cell phones and computers may be used in the classroom for LIT 2000 work only.

## Academic Accommodations

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All students are expected to meet at least the minimum standards for this course as set by the instructor. Students with learning disabilities who may need accommodations to meet the set standards should first discuss options and services available to them in the Academic Support Center (ASC) during the first two weeks of the semester. The ASC, in turn, will contact the professor with official notification and suggested classroom accommodations, as required by federal law. Approved documentation must be provided by the student and placed on file in the ASC prior to the beginning of the semester.

## Quizzes and Tests

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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. Use **Honor Lock** on your computer so that tests and quizzes can be taken in class.

Final Exam Policy: Successful completion of this class requires taking the final exam on its scheduled day. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three ( 3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of these exams. However, unless you have three (3) or more exams on the same day, no requests for alternative examinations will be granted.

## Assignments

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### **Presentation/Lead Group Discussion: (30 min. total)**

Requirements: Begin your presentation with your film. Lead the class in a discussion regarding the content of the assigned reading and end the discussion with a summary of the reading which includes an explanation of the reading and connections that can be made to other relevant contexts such as cultural, religious, historical, literary contexts, etc. All group members are expected to fully participate in each of the processes. You may use outside sources to deepen your understanding of the concepts in the text more fully, but 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.

The form the above takes is determined by each group. Creativity is certainly encouraged, but misinterpretation is unacceptable. **Students will meet with me to clear their interpretations prior to presenting films to the class.**

### **Film Adaptation—part of Presentation/Group Discussion:**

Requirements: Produce a **5-7** minute short film based on **a section** of the reading. The length will be strictly enforced. As a group, determine the section of reading you would like to create a film

about and submit it for approval before you begin the process of filming. Each member is to participate in the full process. Create and submit a 2 page Film Adaptation Summary. No outside sources.

Submit the film to YouTube linked to PLNU gmail, and come to class at least 5 minutes early to prepare for the presentation.

**Create and submit 10 final exam questions from your assigned section.**

**Reflection Papers (4 total @ 20 points possible each) All papers will be 2 pages maximum. No outside sources.**

**Reflection 1: *The Voyage of the Dawn Treader*:** The purpose of this assignment is to give you the opportunity to think deeply about a concept Lewis touches on in this story and respond to it, so as you read through this *Chronicles of Narnia* story, you will 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. Do not use outside sources.

**Reflection 2: *Out of a Silent Planet*:** What did the Ransom's trip with Weston and Devine to Malacandra show you about fallen human nature, the what ifs of an unfallen planet, the creativity of God, yourself, and life on earth with the present and/or future in mind? How does the **Imago Dei**, or humans being made in the image of God, as a theme, work its way throughout this novel? What happens to those who abuse or deny this biblical fact? What are the spiritual and psychological issues that emerge in the characters who deny their Imago Dei in this story? 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. Two page response. Do not use outside sources.

**Reflection 3: *Perelandra*:** Lewis claims that truth is found in myth. In this work, what connections to the biblical presentation of creation do you see? If the world had not fallen, what kind of world does Lewis imagine here? How does Lewis's understanding of the classical notion of beauty affect our apprehension of beauty in this gorgeous story? What truth is revealed to you in this myth that is significant and meaningful to you? How can this truth be applied to your life? Most importantly, how does Lewis use the concept of the Imago Dei throughout this story? What are the benefits to those who honor God as creator as opposed to those who deny and fight God? 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. Do not use outside sources. Two page response.

**Reflection 4: *That Hideous Strength*.** How does Lewis help us to see the Imago Dei in the multiple plots in this story? Next, how does Lewis develop the idea of the City of God versus the City of Man in St. Anne's on the Hill versus N.I.C.E? As you consider this story, who are some of the characters you treasure the most? Why? Who are some of the characters that are frightening as they lose their Imago Dei? In addition, how does Lewis develop the concept of marriage and what a Christian marriage may be in this story with the development of Jane and Mark? Be sure to use examples from the text and

from your own life to support your claim, but do use examples that are different from what you used in previous reflections. Do not use outside sources. Two page response.

## Course Assignment Approximations and Grading Schema

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Quizzes	15%	A = 94-100	C+= 77-79	D-= 60-62
Group Work	20%	A- = 90-93	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	

### Course Grades in Canvas:

Log into Canvas to access our course materials and assignment and project descriptions.

- Please use Chrome as your browser.
- Go to [canvas.pointloma.edu](https://canvas.pointloma.edu).
- Create a shortcut or bookmark to this site.
- Log in with your PLNU username and password.

### PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the U.S. Copyright Act for classroom education. Any use of these materials outside of the class may violate the law.

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## LIT 2000

### Tentative Schedule

DATE		READING and ASSIGNMENTS
Tuesday Aug. 29	Introduction to the course	Discuss the syllabus and establish presentation and study groups. Introduction to course
Thursday Aug 31		C.S. Lewis Presentation –
Tuesday Sep 5		<i>The Voyage of the Dawn Treader</i> , Chapters 1 - 5 Submit: C.S. Lewis Quiz prior to class

DATE		READING and ASSIGNMENTS
Thursday Sep. 7		<i>The Voyage of the Dawn Treader</i> , Chapters 6 - 10; <i>Lecture: Elements of Literature</i>
Tuesday Sep. 12		<i>The Voyage of the Dawn Treader</i> , Chapters 11- 16 <b>Group1 Presentation</b> — <i>The Voyage of the Dawn Treader</i> <b>Due: Reflection 1</b> — <i>The Voyage of the Dawn Treader</i>
Thursday Sep. 14		<i>Out of the Silent Planet</i> , Chapters 1- 4
Tuesday Sep. 19		<b>Due: Reflection 2</b> , Thematic review. <i>Out of the Silent Planet</i> , Chapters 5 – 9 <b>Group 2 Presentation</b> , <i>Out of the Silent Planet</i>
Thursday Sep. 21		<i>Out of the Silent Planet</i> , Chapters 10 - 14; <b>Group 3</b> Presentation --
Tuesday Sep. 26		Thematic Review. <i>Out of the Silent Planet</i> , Chapters 15 – 19 .
Thursday Sep. 28		<i>Out of the Silent Planet</i> , Chapters 20 – PostScript, <b>Group 4</b> Presentation <b>Submit:</b> Analysis of Silent Planet
Tuesday Oct. 3	Midterm	
Thursday, Oct 5		<i>Perelandra</i> , Chapters 1- 4
Tuesday Oct. 10		<i>Perelandra</i> , Chapters 5 – 8 <b>Group 5</b> Presentation
Thursday Oct. 12		<i>Perelandra</i> , Chapters 9 – 12 <b>Due: Reflection 3</b>
Tuesday Oct. 17		<i>Perelandra</i> , Chapters 13 – 17 <b>Group 6</b> Presentation
Thursday Oct. 19		<i>That Hideous Strength</i> , Book 1, “Sale of the College Property” pp. 1 –31
Tuesday Oct 24		<i>That Hideous Strength</i> , Book 2- “ Dinner with the Subwarden” pp. 32 – 49 Thematic Review
Thursday Oct. 26		<i>That Hideous Strength</i> , Book 3, “ Belbury and St. Anne’s on the Hill” pp. 50 – 71 ,

DATE		READING and ASSIGNMENTS
Tuesday Oct. 31		Thematic Review, <i>That Hideous Strength</i> , Book 4, “ The Liquidation of Anachronisms,” pp. 72 – 91
Thursday Nov. 2		<i>That Hideous Strength</i> , Book 5, “ Elasticity” pp. 92 – 115. <b>Group 7 Presentation</b>
Tuesday, Nov 7		<i>That Hideous Strength</i> , Books 6 and 7 “ Fog” and “ The Pendragon” pp. 116 – 156.
Thursday, Nov. 9		<i>That Hideous Strength</i> , Books 8 and 9, “ Moonlight at Belbury” and “The Saracen’s Head” pp. 157 – 201.
Tuesday Nov. 14		<i>That Hideous Strength</i> , Books 10 and 11,” Wet and Windy Night” and “ They Have Pulled Deep Heaven Down on Their Heads,” pp. 246 – 291.
Thursday, Nov. 16		<i>That Hideous Strength</i> , Books 14 and 15, “ Real Life is Meeting” and “The Descent of the Gods,” pp. -292 - 339
Tuesday, Nov. 21		<i>That Hideous Strength</i> , Book 16 , “ Banquet at Belbury” and Book 17 “ Venus at St. Anne’s” <b>Group 8 Presentation</b> <b>Due: Reflection 4</b>
Tuesday Nov. 28		<i>The Weight of Glory</i> , and Lewis’s sermon, “ The Weight of Glory” Submit: Theological Pondering “ The Weight of Glory”
Thursday Nov. 30		<i>The Weight of Glory</i> , “Learning During WarTime”
Tuesday Dec 5		<b>Best Film:</b> Voting and Awards Ceremony
Thursday, Dec. 7	Final Exam	In Class Essay



**Group 1** Lux Coker, Riley Vasquez, Ashley Hume, Brad Miner, Jason H.,

**Group 2** Juan Diaz Gutierrez , Luke Smith, Olivia Difley, Ara Garabedian, Forrest Brown

**Group 3** Patrick Roberts, Jack Walter, Alexandra Fransen , Amy Wigley, Molly Bachman

**Group 4** Megan Chin, Alexis Donald, Cate Harrel, Jeffrie McGehee, Jay Raatjes

**Group 5** Stephanie Khin, Karina Brambilia, Hannah Ross, Justin Gilbert , Matthias Chung

**Group 6** Hannah Kapeller, JB Prior, Judd Villanueva, Joseph Batres, Reese Cafagna

**Group 7** Kai Bjorkman, Jeddymar Maldonado, James Hoyt, Nathan Shoup

**Group 8** Jennifer Quintneros, Tyler Bernard, Jack Walker, Braeden Towle, Cormick Gardner