

English 2000-3
Spring 2025
Beyond Narnia with C.S. Lewis
2 Units
TR 8:30-9:25
BAC 103
Final Exam: Thursday, May 8, 7:30-10:00

Professor Pate

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Office Hours: Thursday 10:00-11:00 or by appointment



Texts

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

---. *The Four Loves*.

---. *Screwtape Letters*

---. *Till We Have Faces*.

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.

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

ENG 2000-3 Literature and Culture (FE) (2 Units)

A study of representative works of literature and cultural contexts, specifically in this course, through studying of a variety of genres written by one author, C.S. Lewis. The readings begin with satire. Lewis provides a reading experience that forces the reader to suspend literal reading and move into an inverted mental framework looking for meaning though opposition to the reality we know and experience. We move from there into an intellectual challenge regarding

where we find ourselves today in our culture, on into experiencing a myth that speaks profoundly about our relationship with others and God, and finally into a study of the four types of love.

Course Learning Outcomes (CLOs)

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

General Education Learning Outcomes (GELOs)

Context #1: Learning, Informed by our Faith in Christ

GELO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning.

- GELO 1a. Written: Students will be able to effectively express ideas and information to others through written communication.
- GELO 1b. Oral: Students will be able to effectively express ideas and information to others through oral communication.
- GELO 1c. Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.
- GELO 1d. Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.
- GELO 1e. Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Context #2: Growing, In a Christ-Centered Faith Community

GELO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments.

- GELO 2a. Students will develop an understanding of self that fosters personal well-being.
- GELO 2b. Students will understand and appreciate diverse forms of artistic expression.
- GELO 2c. Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Context #3: Serving, In a Context of Christian Faith

GELO #3: Students will serve locally and/or globally in vocational and social settings.

GELO 3. Students will demonstrate an understanding of Christian Scripture, Tradition, and Ethics, including engagement in acts of devotion and works of mercy.

To the Student

About the Books and Reading the Books

The full book in hard copy form or in digital form is required for this course. Listening to an oral reading of the text is an acceptable companion to **reading** the book. Because you will be expected to refer to specific passages, a copy of the full text is required.

Success in this course is accomplished by carefully and thoughtfully reading **all** books assigned. Using summaries from online resources such as Course Hero, SparkNotes, etc. will not enable you to grasp the full meaning of the literature or enable you to experience the full effect of it, and that practice will not adequately prepare you for quizzes and other assignments. Many details are left out of summaries, etc. Reading the full text is expected for college level course completion.

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 regularly and contribute to class discussions whether in class or in an online threaded discussion 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: All written work completed outside of class must be typed with attention given to standard writing conventions for all written assignments (correct grammar, punctuation, spelling, formatting.) Submit only polished final drafts written in college level prose—clearly expressed, focused, and organized. 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.
- 1” margins all around
- 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” on p. 6.

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 effect 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 written warning of de-enrollment. If the absences exceed 20%, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade. Note that arriving late or exiting class early three times will equal one absence as per the PLNU attendance policy.

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.

PLNU Recording Notification: In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

Final Exam Policy: Successful completion of this course requires being present to participate in the final exam on the scheduled day. The final examination schedule is posted at the top of the syllabus, at the end of the class schedule, and in Canvas. No requests will be honored to take the exam on another day unless more than two exams have been schedule by PLNU for the same day.

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. 3 on the courses menu. If you do not see it, check “All Courses” to find the course.

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

Syllabus:

This syllabus serves as a contract between the students and the professor which means that continued enrollment in the course requires each student to abide by the policies set forth in the syllabus and that exceptions will not be made, including the date and time for administering the final exam.

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: Classroom disruption by cell phones or other electronic devices is prohibited. All cell phones, laptops, and other electronic devices must be turned off during class and out of sight throughout the duration of class unless they are being used to complete an in-class assignment, assigned by the professor. Students will be asked to put phones away if they are out and used for other than class use. A student will face a zero and/or failure in the course if an electronic device is used for cheating.

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 in the classroom.

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.

AI Use Policy

Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) are not allowed to be used to generate ideas or content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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 reading 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. No in-class work can be made up.

Assignments

Film and Discussion: (20 min. total—50 points possible)

All group members are expected to fully participate in each part of the process.

Begin with reading the entire assigned section individually.

Before you do anything else, each group member must read the full assigned reading first. After all have read the section assigned, find a time to discuss the reading, think together, and discuss as a group the meaning of the **whole section** you are assigned. Should you need help to understand the section 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 other sources **must be cited in your adaptation explanation**, and a Works Cited page must be created and included with it.

Determine together what section of the reading speaks most to you and work to create a theme and brainstorm ideas for how to portray the meaning of it in a film format. Be sure you know what your purpose is and how you can achieve it before you begin the adaptation process.

Film Adaptation

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 how you can portray the meaning of the section you have chosen in a 5-7 minute film. Creativity is certainly encouraged, but misinterpretation is unacceptable. **Submit** your idea to me for approval a **minimum of one week before** you begin the process of filming. Your submission must include the following:

- the section you chose
- why you chose it
- the meaning of it
- any connections in other parts of the book or outside of the reading that this section enabled you to make

Once you receive my approval, you may begin to work on the film.

Each member is to participate in the full process of creating the film adaptation and film making. Film in a quiet area where the sound of the voices can be captured well and an area where your voices can be clearly recorded on the recording device. Speak slowly and clearly and face the camera as you speak. Review your film together and make revisions as needed until the film portrays the intended message clearly.

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

Film Adaptation Explanation:

After you make the film, write up and submit a 1 page Film Adaptation Explanation before class begins on the day of the presentation. Make note of any changes made after your project idea was submitted and approved. Using outside sources are not required or encouraged, but if you used any sources in the process of making your film, make sure to cite them in your Film Adaptation Summary and create a corresponding Works Cited page. The Film Adaptation Summary is to contain a full explanation of the following:

- the section you chose
- why you chose it
- the meaning of it
- any connections outside of the reading that the section enabled you to make
- the ways in which making this film affected your understanding of the text
- a Works Cited if *any* outside sources were used in the process of preparation

Discussion Questions: Create 3 discussion questions that will encourage dialogue and enable you and the class to understand the section you featured as well as make connections with the other sections of the reading or life outside of the reading.

Presentation Day:

1. Arrive to class 10 minutes early to set up to present your film.
2. Introduce yourselves and identify the section of the reading that is the focus of your film.
3. Show the film.
4. Lead a discussion by asking the 3 questions you prepared in an effort to encourage discussion about the section of the book from which you created the film. Use the discussion time to discuss and to build upon the theme you created, what about it was meaningful and important to you as a group, and to make connections with the rest of the reading assignment for that day, in other sections of the book, or in life in general.
5. Fill out the group evaluation individually and submit it.

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, biblical truth/passages, 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 use different examples from the ones 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 from the text that 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* or choose one of the loves and discuss 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 if more than one book is referenced or 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	

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Reading, Presentations, Reflections, and Exam Schedule—See Canvas for other related assignments

DATE		READING and ASSIGNMENTS
Tuesday Jan. 14	Introduction to the course	Introduction to course and discuss syllabus
Thursday Jan. 16		Establish presentation and study groups and discuss projects
Tuesday Jan. 21		Who is C.S. Lewis?
Thursday Jan. 23		Introduction to satire and <i>The Screwtape Letters</i>
Tuesday Jan. 28		<i>The Screwtape Letters</i> Preface-VI
Thursday Jan. 30		<i>The Screwtape Letters</i> VII-XIV; Group 1 Presentation
Tuesday Feb. 4		<i>The Screwtape Letters</i> XV-XXII; Group 2 Presentation
Thursday Feb. 6		<i>The Screwtape Letters</i> XXIII-XXIX; Group 3 Presentation
Tuesday Feb. 11		<i>The Screwtape Letters</i> XXX-the end; Group 4 Presentation
Thursday Feb. 13		Due: Reflection 1; Thematic review
Tuesday Feb. 18		Introduction to <i>The Abolition of Man</i>
Thursday Feb. 20		<i>The Abolition of Man</i> Chapter 1 “Men Without Chests”
Tuesday Feb. 25		<i>The Abolition of Man</i> Chapter 2 “The Way”
Thursday Feb. 27		<i>The Abolition of Man</i> Chapter 3 “The Abolition of Man”

DATE		READING and ASSIGNMENTS
Tuesday March 4		Due: Reflection 2; Thematic Review
Thursday March 6	Midterm	
March 10-14	Spring Break	Enjoy reading ahead!
Tuesday Mar. 18		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>
Thursday Mar. 20		<i>Till We Have Faces</i> Book I Chapters 1-5
Tuesday Mar. 25		<i>Till We Have Faces</i> Chapters 6-10; Group 5 Presentation
Thursday Mar. 27		<i>Till We Have Faces</i> Chapters 11-15; Group 6 Presentation
Tuesday April 1		<i>Till We Have Faces</i> Chapters 16-21; Group 7 Presentation
Thursday April 3		<i>Till We Have Faces</i> Book II; Group 8 Presentation
Tuesday April 8		Read Chapter 5 <i>God in the Dock</i> “Myth Became Fact” Discussion Due: Reflection 3
Thursday April 10		<i>The Four Loves</i> Chapter I “Introduction”
Tuesday April 15		<i>The Four Loves</i> Chapter II “Likings and Loves for the Sub-human”
Thursday April 17		Easter Break
Tuesday April 22		<i>The Four Loves</i> Chapter III “Storge/Affection”
Thursday April 24		<i>The Four Loves</i> Chapter IV “Friendship/Philia”
Tuesday April 29		<i>The Four Loves</i> Chapter V “Eros/Love Between Sexes”

DATE		READING and ASSIGNMENTS
Thursday May 1		<i>The Four Loves</i> Chapter VI “Charity/Agape”
Thursday May 8	Final Exam 7:30-10:00	Due: Reflection 4 This exam will not be offered at a different time or on a different day, so plan accordingly.