

**Cincinnati Christian University**  
**Foster School of Biblical Studies, Arts & Science**

**ENGL 221 THEOLOGICAL ETHICS IN THE NOVEL**

Professor: Brian Derico  
Phone: 244-8147  
3 Semester Credit Hours

Semester: Spring 2019  
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Meeting Times: WF 11:00 – 12:15

**Course Description**

A course that examines the intersection of concepts of God, religious truth, religious community, and personal and social morality as depicted in the novel genre. This course encourages participants to enter into a dialog with literature that explores Christian thought, the human experience, and moral practice. (Prerequisites: ENGL 110, ENGL 111 or their equivalents)

**Arts & Sciences Outcomes**

Courses belonging to the Arts & Sciences curriculum of Cincinnati Christian University promote the following outcomes:

- A&S 1: Students should be able to communicate effectively in both oral and written forms in a variety of rhetorical contexts, including Standard English
- A&S 2: Students should be able to adeptly utilize modern research and writing tools
- A&S 3: Students should be able to identify decisive events and ideas in the human experience and assess their influences on modern culture and thought
- A&S 4: Students should be able to employ critical and creative thinking and mathematic and scientific principles for problem solving, literary and socio-cultural analysis, intercultural understanding, and research in the sciences and humanities
- A&S 5: Students should be able to demonstrate the integration of academic insights and experiences by constructing and employing a personal framework in which ethical decisions can be made in light of societal values and a Christian worldview

**Course Objectives**

Students who satisfactorily complete this course will have made progress in their ability to do the following:

1. Engage in metacognitive analysis of the assigned course texts (supports A&S 4)
2. Conform to the expectations associated with writing about literature in the English discipline (supports A&S 1 and A&S 2)
3. Articulate a greater understanding of their own religious values putting them into dialog with those of others (supports A&S 3, A&S 4, A&S 5)
4. Demonstrate the ability to engage in a conversation about how to live that integrates literature, Christianity, other people, and ideas from the range of human experience and knowledge (supports A&S 3, A&S 4, A&S 5)

**Course Texts**

*Silence* by Shusaku Endo  
*The Power and the Glory* by Graham Greene  
*Death Comes for the Archbishop* by Willa Cather  
*Gilead* by Marilynne Robinson

### **Recommended Texts**

*They Say, I Say* by Graff and Birkenstein, Fourth Edition

### **Assignment Values**

- Essay 1 (20%)
- Essay 2 (20%)
- Article Analysis 1 (10%)
- Article Analysis 2 (10%)
- Article Analysis 3 (10%)
- Exam (10%)
- Class Participation (10%)
- Discussion Board Posts (10%)

### **Course Agenda**

All dates are approximate and subject to change without notice. Required reading assignments must be completed before class on the assigned date. Assignments must be submitted before class begins on the assigned due date.

January	23	Introduction to Theological Ethics in the Novel Introduction to Article Analysis Assignment Required: “Accommodations,” “Academic Integrity,” “Class Participation,” “Reading,” “Exam,” “Extra Credit,” “Late Work,” “Revisions,” “Participating in Class Discussions,” “Class Participation as Interview,” “MLA Style,” “Canvas Feedback,” “Close Reading,” “Praxis,” “Interpretation,” “They Say, I Say” (Course Notes)
	25	<i>The Power and the Glory</i> Part 1, Chapter 1 - Chapter 2
	30	<i>The Power and the Glory</i> Part 1, Chapter 3 - Chapter 4
February	01	<i>The Power and the Glory</i> Part 2, Chapter 1
	06	<i>The Power and the Glory</i> Part 2, Chapter 2 - Chapter 3
	08	<i>The Power and the Glory</i> Part 2, Chapter 4 - Part 3, Chapter 1
	13	<i>The Power and the Glory</i> Part 3, Chapter 2 - Part 4 (conclusion)
	15	Due: Article Analysis 1
	20	<i>Silence</i> Prologue - Chapter 3

	22	<i>Silence</i>	Chapter 4
	27	<i>Silence</i>	Chapter 5 - 6
March	01	<i>Silence</i>	Chapter 7
	06	<i>Silence</i>	Chapter 8 – Appendix
	08	Due: Article Analysis 2	
	13	Spring Recess	
	15	Spring Recess	
	20	Introduction to Essay 1	
	22	<i>Death Comes for the Archbishop</i>	Prologue - Book One
	27	<i>Death Comes for the Archbishop</i>	Book Two - Book Three
	29	<i>Death Comes for the Archbishop</i>	Book Four – Book Five
April	03	<i>Death Comes for the Archbishop</i>	Book Six – Book Seven
	05	<i>Death Comes for the Archbishop</i>	Book Eight – Book Nine
	10	Due: Essay 1	
	12	Due: Article Analysis 3	
	17	<i>Gilead</i>	1-41
	19	Good Friday	
	24	<i>Gilead</i>	41-81
	26	<i>Gilead</i>	81-120
May	01	<i>Gilead</i>	120-160
	03	<i>Gilead</i>	160-200
	08	<i>Gilead</i>	200-247
	10	Due: Essay 2	

### **Assignment Descriptions**

Additional policies will be communicated in class meetings, via email, and in other course documents.

## **Accommodations:**

Students who require academic accommodations due to a documented physical, psychological, or learning disability may request assistance from the Student Services Department. Students are encouraged to complete this process within the first two weeks of the semester. The Student Services Department is located on the upper level of Presidents Hall. You may also contact the office by phone at 244-8150.

## **Academic Integrity**

The CCU Policy on Academic Integrity applies to this course.

All essays must be written for this course this semester. You may not submit work submitted for another course. You may not submit work submitted for this course in a previous semester.

## **Attendance**

The attendance regulations listed in the CCU catalog apply to this course.

## **Assignment Descriptions**

The following assignment descriptions will be supplemented by class discussion and assigned reading. The student is responsible for completing each assignment in a fashion that reflects familiarity with class discussion and assigned readings.

## **Discussion Board Posts**

- The decorum that I expect of in class discussion is also required in the discussion board forum. Failure to meet my expectations for decorum can lead to disciplinary action, including grade penalties and dismissal from the course. In particular, you must demonstrate respect for the university, for me, for course peers, and each other.
- You must post at least once to each discussion board thread associated with an assigned story or poem from *One World of Literature*. Your post should be your response to the initial prompt.
- In addition to offering the required response to the initial prompt, you may also post a thoughtful response to a course collaborator's post or a new contribution to our discussion.
- In order to receive credit, you must make your posts before class begins on the day the class meeting assigned to the relevant text.
- Posts must fulfill the following requirements:
  - Posts should be a minimum of 150 words.
  - Posts should introduce a clearly articulated idea that is framed as a response to the prompt.
  - Posts should support claims with close readings of the relevant text.
  - Posts should give attention to sentence-level editing.

## **Article Analyses**

### *Purpose*

Article Analyses give you a method for reading scholarly texts that emphasizes their rhetorical nature, a method for taking notes that facilitates contributions to class discussions, and potential material for integration into other writing assignments. The Article/Chapter Analysis assignment is also an opportunity to develop your

ability to paraphrase, summarize, quote, and conform to MLA style. Article/Chapter Analyses should display thoughtful, meaningful, and complex interactions with the assigned readings.

**For each Article Analysis you must choose as your subject a chapter from one of the following texts from the *Library of Theological Ethics* series published by Westminster John Knox Press: *Womanist Theological Ethics*, *African American Theological Ethics*, *Moral Discernment in the Christian Life*, *Evangelical Ethics*, *Interpretation of Christian Ethics*, *Georgia Harkness: The Remaking of a Liberal Theologian*, *Selections from Friedrich Schleiermacher's Christian Ethics*.**

This assignment supports Course Objectives 1, 2, 3, 4, and 5.

### *Procedure*

In order to develop usable insights into the assigned readings, you will need to strip away all unnecessary information and develop a sharp focus on four areas:

- Exigence Description
- Abstract
- Term/Concept Description
- Joining the Conversation

Please be careful not to work too closely with peers on Article/Chapter Analysis assignments. There are limited ways to complete this assignment, and parallel patterns of sentence structure and word choice will lead to an inquiry by the CCU Committee on Academic Integrity.

### *Exigence Descriptions*

*Exigence Descriptions* should describe the problem that motivated the author to write the article or chapter. Typically, an exigence motivating a scholarly article or chapter will be a problem arising from the thinking, action, knowledge, or ability of some category of people. Do not describe your problems with the article or chapter or problems you think readers have when reading it. Do not quote directly. Provide page numbers for paraphrases and summaries in parenthetical citations. Identify the title and the full name of the author of the article or chapter in the Exigence Description. Exigence Descriptions should comprise between 25 and 75 words.

### *Abstracts*

*Abstracts* should describe the work the article or chapter does in response to the exigence that appears to have motivated the author to write it. What is the goal of the article or chapter and how does the article or chapter work to achieve that goal? Your abstract should include summary and descriptions of key concepts. Do not quote directly. Provide page numbers for paraphrases and summaries in parenthetical citations. Your abstract should comprise between 50 and 200 words.

### *Term or Concept Descriptions*

*Term or Concept Descriptions* define the meaning and function of a term or concept that does substantial work in the article or chapter. Define the meaning of the term or concept as it functions in this article or chapter. Do not offer a dictionary definition. The term or concept you choose does not have to be the most important term or concept—simply one that is worthy of consideration during a class discussion of the article or chapter. This section must include an explanation of why we should discuss this term or concept in our class discussion.

Choose a different term or concept if you cannot offer a compelling justification for a discussion of this term or concept. **You must integrate a quotation into this section.** Italicize a word when referring to that word. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. Term/Concept Descriptions should comprise between 50 and 75 words.

### *Joining the Conversation*

This section should enter into dialog with the article or chapter. That is, you should respond to a clearly articulated idea in the article or chapter with a clearly articulated idea of your own. The idea to which you respond should be specific enough that you can introduce a page number in a parenthetical citation that directs me to the idea in the article or chapter. You must provide a clear, compelling, and generous presentation of the idea to which you are responding. Your response to this idea must be developed beyond simple agreement or disagreement. If you agree, you must make a further contribution by providing reasons for your agreement or further development of the idea with which you are agreeing. If you disagree, you must make a further contribution by providing reasons for your disagreement and an alternative idea. This section may include quotations from the article or chapter that is the subject of your Article/Chapter Analysis. This section may also include ideas and language from additional sources. Provide page numbers for quotations, paraphrases, and summaries in parenthetical citations. This section should comprise between 50 and 200 words.

### *Format*

- Your Article Analysis must include a Work Cited entry for the article or chapter that is the subject of your analysis. Provide additional corresponding entries in your list of Works Cited if you make reference to additional sources beyond the assigned article or chapter.
- Your Article/Chapter Analysis must conform to MLA style.
  - Double-space all sections of your text.
  - Include a complete identification section on the first page.
  - Include your last name and the page number in a header that appears at the top right of each page.
  - Use headings preceded by Arabic numerals to divide the sections of your Article/Chapter Analysis.
  - Mark the title of the article or chapter with quotation marks.
  - Use parenthetical citations to provide page numbers for quotations, paraphrases, and summaries.
  - Mark language integrated from the article or chapter that is the subject of your analysis with quotation marks.
- Identify the title and the full name of the author(s) of the article or chapter in the Exigence Description.
- Your Article/Chapter Analysis should not be a cohesive essay with an introduction and conclusion.
- Your completed article analysis should be between 175-550 words.
- Review the “MLA Style” section in Course Notes.
- Review the “Example Article Analysis” document in Canvas.
- To receive full credit for this assignment you must submit the Article Analysis to the designated assignment section of Canvas before class on the assignment’s due date.

### **Essays (2)**

- Choose an idea related to the intersection of concepts of God, religious truth, religious community, and personal and social morality that is invoked by one of the novels we have discussed before this assignment’s due date.
- Make a clear assertion that contributes to an ongoing conversation about this idea and this novel.

For example: Most people believe that every act has a moral value that transcends the context of its performance. In Shusaku Endo’s *Silence*, however, Sebastian Rodrigues concludes that he must apostatize

in order to follow the example of Jesus in part because the morality of an act is inextricable from the context of its performance.

- Write an essay of at least 5 pages that supports your assertion.
- You must quote the novel.
- You must use evidence and testimony derived from contextually credible sources beyond the text. Be sure to document all sources used using MLA style.
- Review the Genre Expectations section of the syllabus.
- To receive full credit for this assignment you must submit the essay to the designated assignment section of Canvas before class on the assignment's due date.
- This assignment supports course objectives 1, 2, 3, and 4.