

	<p>Department of Literature, Journalism, Writing & Languages</p> <p>LIT 3053-2 Women Writers</p>
<p>Summer 2023</p>	

<p>Meeting days: Online</p>	<p>Instructor title and name: Carmen De Leon, Ph.D., Professor of Spanish</p>
<p>Meeting times:</p>	<p>Phone: (619) 849-2289</p>
<p>Meeting location:</p>	<p>Email: cdeleon@pointloma.edu</p>
<p>Final Exam: Friday July 14, 2023</p>	<p>Office location and hours: Zoom by appointment</p>

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.

INSTITUTIONAL & FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES⊕

Context: Learning, Informed by our Faith in Christ

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

FELO 1a Written Communication: Students will be able to effectively express ideas and information to others through written communication.

FELO 1b Oral Communication: Students will be able to effectively express ideas and information to others through oral communication.

FELO 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.

FELO 1d Critical Thinking: Students will be able to examine, critique, and synthesize information in order to arrive at reasoned conclusions.

FELO 1e Quantitative Reasoning: Students will be able to solve problems that are quantitative in nature.

Context: Growing, In a Christ-Centered Faith Community

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

FELO 2a Students will develop an understanding of self that fosters personal well-being.

FELO 2b Students will understand and appreciate diverse forms of artistic expression.

FELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

Context: Serving, In a Context of Christian Faith

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

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

**FELOs in bold are addressed in this course (LIT 3053)*

COURSE DESCRIPTION (Foundational Explorations Course)⊕

LIT 3053 *Women Writers* is an advanced study of selected works written by women; themes and genres studied may vary. The course focuses on questions related to gender, class, and race. *Prerequisite(s)*: Fulfillment of the College Composition requirement, LIT 2000, and Junior or Senior standing. **3 Units**

This course is part of PLNU's *Foundational Explorations Program - IV. Exploring Arts and Culture* “a survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary” (Catalog: [Foundational Explorations](#)).

COURSE LEARNING OUTCOMES (*Aligned to FELOs addressed in the course*)

1. Students will closely read and critically analyze texts. (*FELO 1d, 2b, 2c*)
2. Students will recall, identify, and use fundamental concepts of literary study to read texts: terms, modes/genres, element, periods (dates, writers, characteristics, developments). (*FELO 1d, 2b*)
3. Students will connect the literary works with their own lives and with the social, cultural, religious, and historical contexts of the works and their authors. (*FELO 1d, 2b, 2c*)

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 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 minimum total hours meeting the course learning outcomes. Weekly time estimations are also provided in the Canvas modules.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Louisa May Alcott, *Moods*

Virginia Woolf, *A Room of One's Own*

Chimamanda Ngozi Adichie, *We Should all be Feminists*.

Chimamanda Ngozi Adichie, *Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions*

Sandra Cisneros, *The House on Mango Street*

Laura Esquivel, *Like Water for Chocolate*

Additional readings in the form of academic articles will be supplied by me or I will provide the link where you can read them.

COURSE REQUIREMENTS

Methods/ Activities/ Assessments

Attendance Policy:

Since this is an online course attendance is determined on submission of assignments by the posted date. Late work will not be accepted unless it is accompanied by a documented excuse. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of 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 Links to an

external site. in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted. Asynchronous Attendance/Participation Definition A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day.

Weekly Participation

Weekly participation is vital to succeeding in this course. Reading, watching, taking notes, discussing, analyzing and synthesizing big ideas will be the essential work of this class. Since conversation is perhaps our most powerful God-given tool for teaching and learning really complicated ideas, we strongly encourage students to fully invest themselves in this portion of the class. Developing a daily routine of studying in a quiet spot will be critical to staying on task. The majority of students who do well in this course develop a routine during the first week of class. They also participate in voluntary virtual office hours via FaceTime or Zoom that they can arrange by emailing their professor(s).

ONLINE COURSE COMMUNICATION

Since communicating online is very different than face-to-face, students should make every effort to think about how and what they communicate over the internet. Speaking and writing in informed, relevant, and respectful ways is an expectation of all students, particularly as we discuss issues that defy formulas and objective answers. Disagreements may exist, but I am committed to make this a respectful and safe environment for everyone. In terms of communicating with your professors, students will be responsible for all messages sent by them to their PLNU email and Canvas accounts. Since I frequently provide clarifying notes about course content and assignments, please check your accounts daily. If you have questions, comments, or concerns about the course, communicate me respectfully through email. However, please do not expect your professors to respond during the weekend (Friday evening to Sunday evening) unless it is an emergency. If that is the case, please indicate it in the subject line of your email.

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 [Links to an external site.](#)

USE OF TECHNOLOGY

Since this course will be totally online, in order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements Links to an external site information](#). Additionally, students are required to have headphone speakers compatible with their computer available to use. If a student is in need of technological resources please contact student-tech-request@pointloma.edu ([Links to an external site.](#)). Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Assignments:

Discussion questions- They are worth 10% of your grade and they determine your attendance.

You will be responsible for posting two discussion questions from your reading assignment of the week. Make sure that your questions are unique and should not be similar in topic from your classmate's discussion questions. You are also responsible for commenting on at least one of your classmate's questions. The comments have to be in the form of a developed and informed idea. A simple answer such as "I agree", or "you make a good point" does not qualify for full credit. Your comments as well as discussion questions have to reference the topics, readings and/or any additional readings assigned each week.

Homework- Worth 20% of your total grade. Every week a series of assignments will be posted under the module format on CANVAS, it is important that you are aware of the due dates and that they are turned in on time. Explanation in the form of readings, academic articles, video lectures, etc. will be available to complete these assignments.

Quizzes- Are worth 15% of your grade. You will have a total of 3 quizzes which will cover the reading material and topics discussed in our weekly assignments.

Response Papers- You will have 2 response paper which will be worth a total of 15% of your grade. You will receive a prompt for each of these response papers. The prompt will clarify (1) the topic you should write about, (2) how long the response paper should be, and (3) how much detail is expected in your answer. These papers are your opportunity to show that you have deeply engaged with course readings and understand these readings and how we read them as contemporary, critical readers.

Research Paper- Minimum 6-page paper plus bibliography page worth 20% of your total grade. The topic will of your choosing from the various themes and elements discussed during the semester. You will be required to present the topic to your professor for authorization on a determined date (see the course calendar). In your research paper you are required to reference the reading material assigned during the course but you are also required to reference at least 2 outside sources. The research paper will be at the end of the semester.

TED Talk presentation of your research paper- Worth 10% of your total grade and due on the last day of class. Visit <http://www.ted.com/about/our-organization> to find out all about TED talks and what they are, how TED started, and the goals of TED. The point of a TED talk is to share information and help the audience become smarter and more informed on a very specific topic. Instead of a normal presentation of your research paper you will be expected to use the TED talk format to creatively inform about your topic. Notice that I say "inform"—this talk should not repeat what your classmates already know. This talk should elevate our discussion and understanding of an element of the class. When you watch TED talks, you'll notice that the speakers don't read a script— **they actually talk**. They typically make use of a teleprompter with notes. You will give your talk within the same context: you can use one piece of paper as your teleprompter and nothing else. Don't read to us; talk to us.

Final Exam – Worth 10% of your grade. The final exam will be given on the exam date posted by the university for this course. It will cover the material, topics, external reading assigned by your professor, and any material found in the discussion questions determined relevant by your professor for our course.

The following questions will be considered when assignments –analysis work, essays on exams, and the final paper--are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the prompt or question of the day?

- Does the paper make an argument? Is it clearly stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
 - Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
 - Does the paperwork through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?
- Is the paper well-organized?
- Does it cite material from the sources using MLA documentation style?
 - Are there sentence structure problems or spelling and grammatical errors that interfere with the meaning?
 - An “A” essay (a 5 for the analysis work) demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
 - A “B” essay (a 4 for the analysis work) demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.
 - A “C” essay (a 3 for the analysis work) demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
 - Work that earns a grade of “D” or “F” (a 2,1, or for the analysis work) is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

ASSESSMENT AND GRADING

Discussion questions	10%
Homework	20%
Quizzes	15%
Response Papers	15%
Research Paper	20%
TED-Talk	10%

Final Exam	10%
TOTAL	100%

Grades will be based on the following:

Sample 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	

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 posted date. 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 HONESTY POLICY

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.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of 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.

In some courses, a portion of the credit hour content will be delivered **asynchronously**, and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

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USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with

online proctored exams require a computer with a camera (tablets are not compatible) to complete exams online.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.