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|  <p>POINT¹⁹LOMA⁰² NAZARENE UNIVERSITY</p> | <p>LJWL LIT 3053 Women Writers (FE) (3)</p> |
| <p>Fall 2023</p> | |
| <p>Meeting days: TR</p> | <p>Instructor title and name: Dr. Bettina Tate Pedersen (Please call me Dr. Pedersen)</p> |
| <p>Meeting times: Sec. 1 9:30-10:45 Sec. 2 11:00-12:15</p> | <p>Office Phone: (619) 849-2260 (x2260)</p> |
| <p>Meeting location: BAC 103</p> | <p>Email: bettinapedersen@pointloma.edu For course questions, please use Canvas email.</p> |
| <p>Final Exam: Sec. 1 - Tues, Dec. 12, 10:30-1:00 Sec. 2 - Thurs, Dec. 14, 10:30-1:00</p> | <p>Campus office: BAC 116 - Mondays 3:00-4:00pm and by appointment – Zoom office hours are available upon request</p> |
| <p>Essential materials for every class: books, course materials, computers or iPads. You may bring cell phones to class sessions, but please mute and store cell phones during class sessions.</p> <p>For remote classes: computers or iPads, earphones/headsets (as desired), books, course materials, physical space conducive to class instruction and participation (as much as possible in your remote locations)</p> | <p>Additional info: Essential platforms for ALL course work: Chrome, Word (not Pages!), Google, Excel, Canvas.</p> <p>If you do not have the necessary technology this fall (e.g. a laptop or access to reliable internet), please email student-tech-request@pointloma.edu for assistance.</p> <p>Also be sure to check the Knowledge Base site for discounted hardware and software. <i>You must sign into this page once you are there.</i></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 (formerly GE)✪

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 (Foundational Explorations Course)⊕

LIT 3053 *Diverse Voices of Women Writers* An advanced study of selected works written by women; themes and genres studied may vary. The course focuses on intersecting questions of gender, class, race, ability, and identity. *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](#)).

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)*

FELO SIGNATURE ASSIGNMENT⊕

This signature assignment is a formal essay due at the beginning of the final examination period. Full instructions will be distributed in Canvas in the closing weeks of the semester.

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, and historical contexts of the works and their authors. (FELO 1d, 2b, 2c)

SUMMATIVE ASSESSMENT

- FELOs 1d, 2b and CLOs 1-3 will be assessed in the Final Exam in this course.
- FELOs 2c and CLOs 1-3 will be assessed in the Final Essay ([Signature Assignment](#)) in this course.

REQUIRED TEXTS (best to use these editions)

- Adiche, Chimimande Ngozi. *We Should All Be Feminists*. 2012, 2014.
- Bronte, Charlotte. *Jane Eyre*. 1847. Broadview Edition. 1999.
- Jule, Allyson and Bettina Tate Pedersen. *Facing Challenges: Feminism in Christian Higher Education and Other Places*. 2015. ([ebook](#) in Ryan Library)
- Runyan, Tania. *Second Sky: Poems*. 2013.
- Saadawi, Nawal el. *Woman at Point Zero*. 1983. Zed Books. 2015.
- Walker, Alice. *The Color Purple*. 1982.
- Woolf, Virginia. *A Room of One's Own*. 1929.
- Additional readings TBD

ASSESSMENT AND GRADING⊕

Student grades will be posted in the Canvas grade book according to the weighted components of our course work, and grades will be regularly updated. It is important to read the comments posted with assignments since these are designed to help you improve your work.

Weighted Components:

- Discussions | Assignments (50% of total average)
- Midterm Exam (20% of total average)
- Final Essay | Final Exam (30% of total average)

Course grades will be calculated on a weighted basis, and final averages will be based on the following percentages:

Grade Scale (Percentage)

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

INCOMPLETES AND LATE ASSIGNMENTS⊛

All assignments are to be submitted/turned in by the due dates posted. *Check Canvas deadlines carefully.*

Late assignments are typically not accepted. Incompletes will only be assigned in extremely unusual circumstances.

Class discussion boards must be posted spot on time! Late or missing work means that other class members will not have the opportunity to respond to your comments nor you to theirs in a timely fashion. Your consideration of others' time is hospitable. It is also crucial to your learning, your grade, *and* our class reading community. Late work will show in pink on Canvas and likely be assigned a zero. If you know you will be away on the day your assignment is due, you must post your work *before* you leave.

FINAL EXAMINATION POLICY⊛

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Final Exam 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 those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In *Diverse Voices of Women Writers*, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include incarceration, abuse of and violence against women and people of color, child/forced marriage, questions about identity, questions about human sexuality, questions about religion, historical realities, etc. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me about it. Class topics are discussed for the sole purpose of expanding your intellectual and compassionate engagement in the human story, and I will support you throughout your learning in this course.

TRIGGER WARNING

The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. I will alert you prior to reading content that may be triggering. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual and compassionate engagement in the human story, and I will support you throughout your learning in this course.

SPIRITUAL CARE✳

Please be aware that 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 you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the [Office of Student Life and Formation](#).

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.

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.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. Any work that was created with the assistance of an AI tool at any stage in its creation must include proper attribution, which may include an in-text citation, bibliographic citation, and/or an author's note. If you have any doubts about using AI, please gain permission from the instructor.

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.

LANGUAGE & BELONGING

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

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 an "F" grade.

COURSE MODALITY DEFINITIONS

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
4. **Hybrid:** Courses that meet face-to-face with required online components.

ASYNCHRONOUS ATTENDANCE/PARTICIPATION DEFINITION

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.

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. Instructors will determine how many asynchronous attendance days are required each week.

USE OF TECHNOLOGY & ONLINE PLATFORMS⊕

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. (Please log into this link's page to see appropriate content.) 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 requires a computer with a camera (tablets are not compatible) to complete exams online.

We will be using several online or digital platforms for our course work.

- **Canvas** (Google Chrome is the best browser to use with Canvas.)
- **Google Drive**
- **Canvas Email**

You are responsible for checking our course online platforms regularly for all course material, announcements, communications that are distributed via these sites. I will send messages only to these sites. If you want to reach out to me about our course, *please do so in Canvas email*. Please let me know *immediately* if you encounter any technical problems with these sites so that I can address the technical issues on my side.

For your best course experience, be sure to submit all coursework in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). **Pages documents *are not readable in Canvas/Google Chrome***. If I cannot open your document or read it, I cannot assign it any credit.

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

CLASS PARTICIPATION IN LIT 3053 WOMEN WRITERS OF DIVERSE VOICES

Your success in making meaning of the course texts will be directly related to your

- close reading of the texts (annotations),
- thoughtful reflection on the texts (question sheets, supporting materials in Canvas),
- engaged participation in online discussions (posting and replying),
- engaged completion of assignments,
- adjusted or corrected interpretations and understandings of a text (discussion),
- asking your own questions about the texts (discussion, annotations),
- seeking answers to your questions, (discussions, essays)
- connecting the literature to our world context and to your own life; (discussions, final essay)
- spiritual meditation on the power of reading, of women's voices, and of empathizing with the experiences of others. (discussions, essays)

PREPARATION, ASSIGNMENTS, QUIZZES, AND TECH

1. **Course books must be in your possession before the modules dedicated to those books begin.** No exemptions from quizzes or other required/graded work will be granted because you do not yet have course texts. Using designated editions is crucial since all page references in course handouts, slides, assignments are taken from the specified editions. If audiobooks are used, you will need to listen with dedicated focus and with the discussion question sheets in front of you as you listen.
2. **Completion of all discussions & assignments is required;** passing the course will be difficult without doing so. Missed/late work may be made up only in extenuating circumstances as determined by typical university standards. You must communicate with me directly about such circumstances and ahead of deadlines whenever possible.
3. **Keep backup copies of your work,** so you can recover/provide one if necessary.
4. **Some un/announced quizzes may be given on assigned readings.** Quizzes may not be made up. I generally throw out the lowest quiz score when calculating final averages.
5. **Coursework must be submitted in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). Google Chrome is the best browser to use with Canvas.** It is your responsibility to see to it that your work is posted/submitted correctly in Canvas. Please *let me know immediately* if you are experiencing technical difficulties with course materials in Canvas so that I can address the technical issues on my side.

ACADEMIC WRITING & MLA STYLE

For all written work, please use MLA Style and follow all standards of academic writing taught to you in your college composition class. The MLA Style includes the standard use of inclusive language. See also the above **LANGUAGE & BELONGING** section of this syllabus. *Points are lost for errors in MLA Style use.*

PUBLIC DISCOURSE

Much of the work we will do in this discussion-based class is interactive. The nature of Canvas discussion board posts and replies, and any recorded ZOOM meetings are **public, not private, discourse**. By continuing in this class, you acknowledge that your work will be viewed and/or heard by others in the class and is thus, public.

DIVERSITY STATEMENT

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, Writing, and Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism, and the study of literature.

ASSIGNMENTS AT A GLANCE

1. **Discussion | Assignment (50% of total)** – DBs and **Reading as Spiritual Practice Essays** (reflective essays on your reading of women writers as spiritual practice)
2. **Midterm Exam (20 % of total)** – multiple choice exam covering works, authors, passages, and literary terms
3. **Final Exam (20% of total)** – cumulative multiple choice exam covering works, authors, passages, and literary terms
4. **Final Exam Essay - FELO Signature Assignment (10% of total)** – final summative essay discussing one course reading and its cultural impact on you, your thinking, your perspectives, your learning and life

SCHEDULE OF READINGS & ASSIGNMENTS (Adjustments TBD)

| CLASS SESSION DATE | CLASS, PREPARATION (HOMEWORK) DUE AT THE BEGINNING OF CLASS | IMPORTANT NOTES |
|--|---|-----------------|
| WEEK ONE | | |
| 1 Aug 29 | Class Introduction: <i>Women's Voices, Women's Stories, Reading Literature & Spiritual Practice</i> | |
| 2 Aug 31 | Charlotte Brontë <i>Jane Eyre</i> Vol. I. Chs. 1-6 | |
| WEEK TWO | | |
| 3 Sept 5 | Brontë, <i>Jane Eyre</i> Vol. I. Chs. 7-11 | |
| 4 Sept 7 | Brontë, <i>Jane Eyre</i> Vol. I. Chs. 12-15 | |
| WEEK THREE | | |
| 5 Sept 12 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 16-18 | |
| 6 Sept 14 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 19-21 | |
| WEEK FOUR | | |
| 7 Sept 19 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 22-24 | |
| 8 Sept 21 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 25-26 | |
| WEEK FIVE | | |
| 9 Sept 26 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 27-28 | |
| 10 Sept 28 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 29-32 | |
| 25th Annual Poetry Day | | |
| WEEK SIX | | |
| 11 Oct 3 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 33-35 | |
| 12 Oct 5 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 36-38 | |
| WEEK SEVEN | | |
| 13 Oct 10 | Virginia Woolf <i>A Room of One's Own</i> Chs. 1-3 (pp. 3-57); Chs. 4-6 (pp. 58-114— <i>opt.</i>) | |
| 14 Oct 12 | MIDTERM | |
| WEEK EIGHT | | |
| 15 Oct 17 | Nawal el Saadawi <i>Woman at Point Zero</i> (pp. VII-68) | Content Warning |
| October 18, 7pm – Eliza Jane Frazier – Author | | |
| October 19-20 ~ FALL BREAK | | |

| WEEK NINE | | |
|--|---|--|
| 16 Oct 24 | el Saadawi, <i>Woman at Point Zero</i> (pp. 68-142) | Content Warning |
| 17 Oct 26 | Alice Walker <i>The Color Purple</i> (pp. 1-106) | Content Warning |
| WEEK TEN | | |
| 18 Oct 31 | Walker <i>The Color Purple</i> (pp. 107-197) | Content Warning |
| 19 Nov 2 | Walker <i>The Color Purple</i> (pp. 198-289) <i>Film The Color Purple</i> (out of class, on your own/with friends) | Content Warning |
| WEEK ELEVEN | | |
| 20 Nov 7 | Tania Runyan. <i>Second Sky</i> (pp. 1-37) <i>(Only the poems on the spreadsheet are required reading.)</i> | Spreadsheet 1 DUE on Canvas |
| 21 Nov 9 | Runyan. <i>Second Sky</i> (pp. 1-37) | |
| WEEK TWELVE | | |
| 22 Nov 14 | Runyan. <i>Second Sky</i> (pp. 38-70) <i>(Only the poems on the spreadsheet are required reading.)</i> | Spreadsheet 2 DUE on Canvas |
| 23 Nov 16 | Runyan. <i>Second Sky</i> (pp. 38-70) | |
| WEEK THIRTEEN | | |
| 24 Nov 21 | Ursula LeGuin “She Unnames Them” | |
| November 22-26 ~ THANKSGIVING BREAK | | |
| WEEK FOURTEEN | | |
| 25 Nov 28 | Chimamanda Ngozi Adichie <i>We Should All Be Feminists</i> | |
| 26 Nov 30 | Adichie “How I Became Black in America” and <i>The Danger of a Single Story</i> | |
| WEEK FIFTEEN | | |
| 27 Dec 5 | TBD | |
| 28 Dec 7 | Jule and Pedersen. <i>Facing Challenges: Feminism in Christian Higher Education and Other Places</i> (e-book in Ryan Library), Chapters 1, 3, 8, or 10 (choose 1) | |
| WEEK SIXTEEN | | |
| Sec 1 Tues. Dec 12 10:30-1:00 | FINAL EXAM SEC 1 (CLASS MEETING TIME WAS 9:30AM) FELO ESSAY DUE IN CANVAS BEFORE EXAM BEGINS | Put your exam date in your calendars now. |
| Sec 2 Thurs. Dec. 14, 10:30-1:00 | FINAL EXAM SEC 2 (CLASS MEETING TIME WAS 11:00AM) FELO ESSAY DUE IN CANVAS BEFORE EXAM BEGINS | Put your exam date in your calendars now. |

A further note on AI: I am primarily interested in *your* thoughts, questions, perspectives, and insights about the literature that we will read tighter this semester. AI cannot give me you. It is no substitute for you. Reading and sharing our responses to that reading together in community is

a human endeavor, being in the presence of one another. AI is no substitute for that human communion.

AI, in myriad forms, is a tool that can help us with design, structure, phraseology based on its large language model that will undoubtedly be vaster than many of our individual linguistic reservoirs, spelling, grammatical constructions, lists, and so on, so we may use it in generative ways, but again I want to know your thoughts, not those pulled together by AI from a large language model. AI does not have your experience, values, emotions, doubts, or life questions. Our reading of, discussing, and writing about the literature written by the women writers included in this class will have a uniqueness all its own. It is this uniqueness that matters.

I am a teacher not a policer. I have neither the desire nor the bandwidth to police your integrity. Your integrity is your responsibility, just as my integrity is mine.

LIT 3053 Women Writers - Course Evaluation

How do IDEA course evaluation objectives, student learning outcomes, and my course work align?

| IDEA Objectives <i>How do I evaluate this course?</i> | Student Learning Outcomes <i>Students will...</i> | Course Work <i>Reading, Discussing, Writing, Viewing</i> |
|--|---|---|
| 2 Developing knowledge and understanding of diverse perspectives, local awareness, or other cultures | <p>CLO 1 Closely read and critically analyze texts in their original languages and/or in translation.</p> <p>CLO 3 Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.</p> | <ul style="list-style-type: none"> • Reading literature • Class discussions & Discussion Boards • Small group discussions & collaborations • Reading as Spiritual Practice Assignments • Final Essay |
| 7 Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.) | <p>CLO 1 Closely read and critically analyze texts in their original languages and/or in translation.</p> <p>CLO 3 Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.</p> | <ul style="list-style-type: none"> • Reading literature • Discussion boards • Reading as Spiritual Practice Assignments • Final Essay |
| 11 Learning to analyze and critically evaluate ideas, arguments, and points of view. | <p>CLO 1 Closely read and critically analyze texts in their original languages and/or in translation.</p> <p>CLO 2 Recall, identify, and use fundamental concepts of literary study to read and discuss texts.</p> <p>CLO 3 Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.</p> | <ul style="list-style-type: none"> • Reading literature • Class discussions & Discussion Boards • Small group discussions & collaborations • Using literary terms, citing the texts, using MLA Style |
| 1 Gaining a basic understanding of the subject (e.g., factual knowledge...) | <p>CLO 1 Closely read and critically analyze texts in their original languages and/or in translation.</p> <p>CLO 2 Recall, identify, and use fundamental concepts of literary study to read and discuss texts</p> | <ul style="list-style-type: none"> • Reading literature • Discussion boards • Using literary terms, citing the texts, using MLA Style • Exams |
| 8 Developing skill in expressing oneself orally or in writing. | <p>CLO 1 Closely read and critically analyze texts in their original languages and/or in translation.</p> | <ul style="list-style-type: none"> • Class discussions & Discussion board • Small group discussions & collaborations • Using literary terms, citing the texts, using MLA Style • Final Essay |
| | | |