



Department of Literature, Journalism, Writing & Languages

LIT 3053-1 DIVERSE VOICES OF WOMEN WRITERS

3 units-*Summer 2024*

Meeting days/times -Online- Asynchronous

Instructor title and name:	Carmen De Leon, Ph.D., Professor of Spanish
Phone:	(619) 849-2289
Email:	cdeleon@pointloma.edu
Office Location and Hours:	Zoom- By appointment
Meeting Days and Times:	Asynchronous

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.

Course Description

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).

FELO SIGNATURE ASSIGNMENT

This signature assignment is a formal essay due at the beginning of the final examination period. Complete instructions will be distributed 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)

*FELOs 1d, 2b, 2c will be assessed in the Final Exam Essay in this course

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 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 5 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 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

Time Estimates

Assignment Type	Total Time to Complete
Required Resources	40
Discussions	16
Homework	20
Quizzes	5
Response Papers	10
Paper and Presentation	15
Final Exam	5

ASSESSMENT AND GRADING

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 papers 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 [TEDLinks to an external site.](#) 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:

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	

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 [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of 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.

Incompletes and Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances. **NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE DUE DATE UNLESS YOU HAVE A DOCUMENTED REASON FOR NOT TURNING IT IN ON THE DUE DATE.**

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 your professor or the [Office of Spiritual 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. 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 and 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, 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 accommodations and resources 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, faculty and staff are 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.

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.

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.

ONLINE ASYNCHRONOUS ATTENDANCE POLICY

Students taking online courses with no specific scheduled meeting times are expected to actively engage throughout each week of the course. Attendance is defined as participating in an academic activity within the online classroom which includes, but is not limited to:

- Engaging in an online discussion
- Submitting an assignment
- Taking an exam
- Participating in online labs
- Initiating contact with faculty member within the learning management system to discuss course content.

Note: Logging into the course does not qualify as participation and will not be counted as meeting the attendance requirement.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or

alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Students may be warned if they demonstrate a lack of academic activity. After a warning, students who miss more than one week of academic activity without prior approval and arrangements with the instructor may be de-enrolled or withdrawn from a course. If the date of de-enrollment is past the last date to withdraw from a course, the student will be assigned a letter grade of “F” or “NC.” There are no refunds for courses where a de-enrollment was processed after the last date to withdraw from a course.

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.

Use of Technology

Note: Only for Online or Hybrid course. 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 requires 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.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding a and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writing Center on the first floor of the Ryan Library, room 221.

ASSIGNMENTS AT-A-GLANCE

Course Summary:

Date	Details	due by
Mon Jun 10, 2024	Quiz Academic Honesty Verification Statement	1
	Discussion Topic Wk 1 Intro Discussion	1

Date	Details	
	Page Week 1 Overview	to do: 1
Thu Jun 13, 2024	Discussion Topic Wk 1 Discussion: Moods	due by 1
Fri Jun 14, 2024	Quiz Wk 1 Moods Reading Quiz	due by 1
Mon Jun 17, 2024	Page Week 2 Overview	to do: 1
Wed Jun 19, 2024	Assignment Wk 2 Key Quotes Analysis: A Room of One's Own	due by 1
Thu Jun 20, 2024	Discussion Topic Wk 2 Discussion #1: A Room of One's Own	due by 1
	Discussion Topic Wk 2 Discussion #2: Virginia Woolf	due by 1
Fri Jun 21, 2024	Quiz Wk 2 Reading Quiz: A Room of One's Own	due by 1

Date	Details	
Mon Jun 24, 2024	Assignment Wk 3 Explain the Quotes: We Should All Be Feminists	due by 11:59 PM
	Page Week 3 Overview	to do: 1
Tue Jun 25, 2024	Assignment Wk 3 Short Essay: Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions	due by 11:59 PM
Wed Jun 26, 2024	Assignment Wk 3 Literary Devices: We Should All Be Feminists & Dear Ijeawele	due by 11:59 PM
	Discussion Topic Wk 3 Research Topic Approval	due by 11:59 PM
Thu Jun 27, 2024	Discussion Topic Wk 3 Discussion #1: The Apophasis of Gender	due by 11:59 PM
	Discussion Topic Wk 3 Discussion #2: We Should All Be Feminists	due by 11:59 PM
Sun Jun 30, 2024	Assignment Wk 3 Response Paper #1	due by 11:59 PM

Date	Details	
Mon Jul 1, 2024	Page Week 4 Overview	to do: 1
Tue Jul 2, 2024	Assignment Wk 4 Conflict Graphic Organizer: 6 Types of Conflict - The House on Mango Street	due by 1
	Assignment Wk 4 Figurative Language Chart: The House on Mango Street	due by 1
Wed Jul 3, 2024	Discussion Topic Wk 4 Analysis Activity: Vignette Rewrite + Peer Review	due by 1
Thu Jul 4, 2024	Discussion Topic Wk 4 Discussion #1: Bildungsroman	due by 1
	Discussion Topic Wk 4 Discussion #2: The House on Mango Street	due by 1
Fri Jul 5, 2024	Quiz Wk 4 Reading Quiz: The House on Mango Street	due by 1
	Assignment Wk 4 Research Paper - Outline	due by 1

Date	Details	
Sun Jul 7, 2024	Assignment Wk 4 Response Paper #2: The House on Mango Street	due by
Mon Jul 8, 2024	Page Week 5 Overview	to do:
Wed Jul 10, 2024	Assignment Wk 5 Character Analysis - Like Water for Chocolate	due by
	Assignment Wk 5 Literary Devices - Like Water for Chocolate	due by
	Assignment End-of-Course Evaluation	due by
Fri Jul 12, 2024	Quiz Wk 5 Final Exam	due by
	Assignment Wk 5 Research Paper	due by
	Assignment Wk 5 TED Talk	due by

