



LJWL/School of Humanities, Arts, and Public Engagement

ENG 3053 Diverse Voices of Women Writers

3 units

Spring 2026

Section 2 – 1:00am-2:15pm

Liberty Station 203

Final Exam Date & Time: Section 2 – Thursday, May 7, 1:30-4:00 PM

| INFORMATION | SPECIFICS FOR THE COURSE |
|--------------------------------------|--|
| Instructor Title & Name: | Dr. Bettina Tate Pedersen (<i>Please call me Dr. Pedersen</i>) |
| Office Phone: | (619) 849-2260 |
| Canvas Email: | Please email me in CANVAS for all course related messages |
| Gmail: | bpederse@pointloma.edu (for non-course related messages) |
| Office Location & Hours: | BAC 116, Mondays 3:00-4:00pm and by appointment |
| This is a Face-to-Face Class. | <p>Essential materials for every F2F class: books, course materials, computers or iPads. <i>Please mute and store cell phones during class sessions.</i></p> <p>Essential platforms for ALL course work: Canvas, Chrome, Google, Word (<i>not Pages!</i>), Excel</p> <p>If you do not have the necessary technology (e.g. a laptop or access to reliable internet), please email student-tech-request@pointloma.edu for assistance. Also be sure to check the Knowledge Base site for discounted hardware and software. You must log in to this page once you are there.</p> <p>Remote classes: computers or iPads, earphones/headsets (as desired), books, course materials, physical space conducive to class instruction and participation (as much as your remote locations allow)</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.

GENERAL EDUCATION 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 ☼

ENG 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, ENG 2000, and Junior or Senior standing. (GELO2C) (3 Units)

This course is part of PLNU's **General Education 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.”

INSTITUTIONAL & GENERAL EDUCATION 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.

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

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

GELO 1c Information Literacy: Students will be able to access and cite information as well as evaluate the logic, validity, and relevance of information from a variety of sources.

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

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

Context: 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

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

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

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

Context: Serving, In a Context of Christian Faith

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

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

**GELOs in bold are addressed in this course (ENG 3053)*

GELO SIGNATURE ASSIGNMENT (Assesses GELO2C)⊕

This signature assignment is a formal, but personal, essay due by the beginning of the final examination period. This essay will require you to reflect on your interpretive reading and as such will rely *solely* on the literary text and your own thoughts and perspectives.

COURSE LEARNING OUTCOMES (Aligned to GELOs addressed in the course)⊕

Students will

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

SUMMATIVE ASSESSMENT

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

REQUIRED TEXTS (Best to use these editions!)

You are responsible for having the required course textbooks prior to the first day of the class we begin reading and discussing that text. No exemptions from quizzes or other required/graded work will be granted because you do not yet have course texts. Using the designated editions is essential since all page referenced in course handouts, slides, assignments, etc. are taken from these designated editions.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

- Adiche, Chimimande Ngozi. *We Should All Be Feminists*. 2012, 2014.
- Bronte, Charlotte. *Jane Eyre*. 1847. 2nd ed. Broadview. 2022.
- 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

Audio recordings of many of these texts are available to use as a support for your reading, but exclusive use of audio recording is not advised and will make studying for your midterm and final much more difficult.

LOMABOOKS INSTRUCTIONS FOR STUDENTS⊕

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed

components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

ASSESSMENT AND GRADING⊕

Student grades will be posted in the Canvas grade book according to the weighted components of our course work, which are

1. Discussions & Assignments (including quizzes*) (50% of total average)
2. Midterm Exam (20% of total average)
3. Final Essay & Final Exam (30% of total average)

Grades will be regularly updated in Canvas. It is important to read the comments posted with discussion boards and assignments since these are designed to help you improve your work.

Course grades will be calculated based on the weighted categories. Be aware that for the first half of the semester the average that appears in Canvas for you will be only 50% or so of your full grade calculation. I sometimes throw out your lowest score in the Discussions & Assignments category, which includes any quizzes we may have as well. Final averages will include the percentages for all three weighted categories and will be based on the following scale:

Grade Scale (Percentage)

| 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 | |

*Quizzes (in-class or in Canvas) may not be made up past the deadline because they are time sensitive.

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. **Check Canvas deadlines regularly** and ask me if you have any uncertainty about them.

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

Discussion boards must be **posted early!** Last minute, 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 an assignment is due, you must post your work *before* you leave.

Missing work usually remains as missing and receives a zero. Only in extenuating circumstances about which you communicate with me *immediately* is making up missing work possible.

FINAL EXAMINATION POLICY ☼

Successful completion of this class requires taking the final examination on its scheduled day. The Liberty Station final exam schedule is posted on [??????](#). (The main campus final examination schedule is posted [here](#).) 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.

PLNU COURSE MODALITY DEFINITIONS*

1. **Online Courses:** These are courses with class meetings where all instruction and interaction is fully online.
 - a. **Synchronous Courses:** At least one class meeting takes place at a designated time.
 - b. **Asynchronous Courses:** All class meetings are asynchronous.
2. **Hybrid Courses:** These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. **In-Person Courses:** These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

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.

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 withdrawal date or, after that date, receive an “F” grade.

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. 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. 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 nor allowable) 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.

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

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

- **Canvas Email** (If you want to reach out to me about our course, *please do so in Canvas email.*)
- **Google Sheets**
- **Google Drive**

You are responsible for checking our course's online platforms regularly for all course material, announcements, and communications that are distributed via these sites. I will send messages only to these sites. 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, so please do not submit any work in Pages.** If I cannot open your document or read it, I cannot assign it any credit other than a zero.

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 their physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside 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 RECORDING NOTIFICATION⊕

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

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

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. For all student appeals, faculty and students should follow the procedures outlined 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, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas *only*; 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 speak with me to gain permission.

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 is no substitute for you or your own thoughts and questions. Reading and sharing our responses to that reading together in community is a human endeavor—a human communion.

AI, in myriad forms, is a tool that may find useful in some generative ways since its large language model system (LMS) will undoubtedly be vaster than many of our individual vocabularies, *but it is no substitute for human experience!* I want to know your thoughts, feelings, perspectives *not* generalities pulled together by AI from its LMS.

AI does not have your personal experience, values, emotions, doubts, or life questions. Reading and discussing literature creates a space for exploring all of these. Your reading of, discussing of, 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.

PLNU ACADEMIC ACCOMMODATIONS POLICY⊕

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). 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 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

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. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

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. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

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.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias.

HEALTH AND WELLBEING

PLNU's [Wellness Center](#) offers many [Medical Services](#), [Nutrition Services](#), and other services. Please check out these web links, including the [Wellness Wheel](#), before you become sick for proactive care for your health and wellbeing.

In the event of an emergency on campus or after hours, **call 911** and [PLNU Public Safety](#) at **(619) 849-2525**.

[San Diego Access and Crisis Line](#) is always available at 1 (888) 724-7240 for emergencies, mental health or suicide risk.

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 you 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](#).

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 **ENG 3053 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, cultural injustice, 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 is different from the experience of being intellectually challenged. 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 have indicated on the Schedule of Readings the content that could be triggering if you've experienced what the content describes. 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.

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.

CLASSROOM DECORUM

Please manage your materials and electronic devices appropriately, responsibly, with consideration for others, and as instructed. Please dress in appropriate academic attire out of consideration for others in our class. Appropriate attire excludes clothing that is politically offensive and sexually suggestive in design or logo. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive, hospitable, and civil learning and teaching environment.

CLASS PARTICIPATION IN ENG 3053 DIVERSE VOICES OF WOMEN WRITERS

The single most important thing you can do to succeed in this course is to read the assigned texts.

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

- close reading of the texts
- thoughtful reflection on the texts (previewing question sheets and any supporting materials in Canvas, making annotations in your books)
- active participation in discussions (in-class: large and small groups; online: posting and replying)
- engaged completion of assignments

I hope you will

- ask your own questions about the texts and follow your curiosity (discussion, annotations),
- seek answers to your questions, (discussions, essays)

- connect the literature to our world context and to your own life; (discussions, final essay)
- reflect on the spiritual power of reading, of women's voices, and of empathizing with the experiences of others. (discussions, essays)

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 deducted for errors in MLA Style use.*

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 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 Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

BEST PRACTICES FOR CLOSE READING & STUDYING OF LITERATURE

1. **CLOSE READING** The *single most important thing you can do for success* in a literature course is to read the assigned text (*not a summary of it*).
2. **READING GUIDES** To sharpen your reading focus, *preview the discussion questions or prompts* that go with the reading assignment *before* you do the assigned reading. **Key Tip:** reading these questions or prompts helps you build a conceptual framework for all the details, and it gives you the specifics your professor has already identified as important. (Summaries of works don't give you this focus.)
3. **ANNOTATIONS** *Close reading demands annotating*. Make notes about what you are reading as you read. Notes can take the form of underlining, writing in the margins, circling key words or unfamiliar words, using Post-it notes, developing a shorthand or key for similar ideas or conventions and using them consistently, etc. There are many ways of annotating, so find a way that works for you. If you are not annotating, you are not doing close reading. It's that simple.
4. **PASSAGES DISCUSSED IN CLASS** Be sure to *mark key passages that we discuss* during class, so you will be able to find and review those key passages for midterm and final exams. The page nos. on the discussion sheets indicate key passages.
5. **CLASS NOTES** Research shows that our brains remember information better if we *write it down* the old-fashioned way *in our own words* because doing so means we have to reprocess what we are hearing instead of just copying verbatim. Since annotating involves you making your own notes, and summarizing rather than copying, it helps you remember better and longer. I encourage you to print out the discussion question sheets and add extra spaces so you have room for your own notes from class discussions. ([NPR Put Your Laptop Away](#), [The Pen Is Mightier than the Keyboard](#))

6. **STUDYING YOUR NOTES** Studying your handwritten notes and annotations after you have written them down has shown the best retention and comprehension results in some research studies. ([The Pen Is Mightier than the Keyboard](#))
7. **ADDITIONAL RESOURCES** I sometimes include additional sources of information in Canvas to help you visualize or more deeply understand what we are reading. *Please read and/or view them.*

ASSIGNMENTS AT-A-GLANCE

- ✓ **Discussion Boards | Assignments (50% of total)** – writing a daily response to some question or idea encountered in your close reading of the text, various exercises, occasional quizzes
- ✓ **Midterm Exam (20 % of total)** – multiple choice in-class exam requiring ID of key passages, names of works and authors, dates of publication, and comprehension and application of literary terms
- ✓ **Final Exam (20% of total)** – cumulative multiple choice in-class exam requiring ID of key passages, names of works and authors, dates of publication, and comprehension and application of literary terms
- ✓ **Final Exam Essay - GELO Signature Assignment (10% of total)** – a formal, summative, but personal essay that discusses one course text and its cultural impact on you

SCHEDULE OF READINGS (Adjustments TBD)

"There is no general doctrine which is not capable of eating out our morality if unchecked by the deep-seated habit of direct fellow-feeling with individual fellow-men." George Eliot (Marian Evans), *Middlemarch*, 1871-72

| CLASS SESSION DATE | READINGS & PREPARATION Due at the Beginning of Class | IMPORTANT NOTES |
|--|--|--------------------|
| YOU DO NOT HAVE PERMISSION TO PUT ANY DBOARD PROMPTS INTO ANY AI PLATFORM | | |
| WEEK ONE | | |
| 1 Jan 13 | Class Introduction: <i>Women's Voices, Women's Stories, Reading Literature As A Spiritual Practice</i> | |
| 2 Jan 15 | Charlotte Brontë <i>Jane Eyre</i> Vol. I. Chs. 1-6 (pp. 81-133) | |
| WEEK TWO | | |
| 3 Jan 20 | Brontë, <i>Jane Eyre</i> Vol. I. Chs. 7-11 (pp. 133-181) | |
| 4 Jan 22 | Brontë, <i>Jane Eyre</i> Vol. I. Chs. 12-15 (pp. 181-225) | |
| WEEK THREE | | |
| 5 Jan 27 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 16-18 (pp. 229-271) | |
| 6 Jan 29 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 19-21 (pp. 271-314) | |
| WEEK FOUR | | |
| 7 Feb 3 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 22-24 (pp. 314-347) | |
| 8 Feb 5 | Brontë, <i>Jane Eyre</i> Vol. II. Chs. 25-26 (pp. 348-369) | |
| WEEK FIVE | | |
| 9 Feb 10 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 27-28 (pp. 373-412) | |
| 10 Feb 12 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 29-32 (pp. 412-449) | |
| WEEK SIX | | |
| 11 Feb 17 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 33-35 (pp. 449-492) | |

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|---------------------|---|--------------------------------|
| 12 Feb 19 | Brontë, <i>Jane Eyre</i> Vol. III. Chs. 36-38 (pp. 492-524) | |
| | WEEK SEVEN | |
| 13 Feb 24 | Virginia Woolf <i>A Room of One's Own</i> Chs. 1-3 (pp. 3-57) | |
| 14 Feb 26 | MIDTERM | |
| | WEEK EIGHT | |
| 15 Mar 3 | Nawal el Saadawi <i>Woman at Point Zero</i> (pp. VII-68) | Content Warning (CW) |
| 16 Mar 5 | el Saadawi, <i>Woman at Point Zero</i> (pp. 68-142) | CW |
| Mar. 7-15 | SPRING BREAK – NO CLASS | |
| | WEEK NINE | |
| 17 Mar 17 | Alice Walker <i>The Color Purple</i> (pp. 1-106) | CW |
| 18 Mar 19 | Walker <i>The Color Purple</i> (pp. 107-197) | CW |
| | WEEK TEN | |
| 19 Mar 24 | Walker <i>The Color Purple</i> (pp. 198-289) | CW |
| 20 Mar 26 | Walker <i>The Color Purple</i> | CW |
| | WEEK ELEVEN | |
| 21 Mar 31 | TBD | |
| Apr 2-6 | EASTER BREAK – NO CLASS | |
| | WEEK TWELVE | |
| 22 Apr 7 | Tania Runyan. <i>Second Sky</i> (pp. 1-37) <i>(Only the poems on the spreadsheet are required reading.)</i> | |
| 23 Apr 9 | Runyan. <i>Second Sky</i> (pp. 1-37) | Spreadsheet 1 DUE in Canvas |
| | WEEK THIRTEEN | |
| 24 Apr 14 | Runyan. <i>Second Sky</i> (pp. 38-70) <i>(Only the poems on the spreadsheet are required reading.)</i> | |
| 25 Apr 16 | Runyan. <i>Second Sky</i> (pp. 38-70) | Spreadsheet 2 DUE in Canvas |
| | WEEK FOURTEEN | |
| 26 Apr 21 | Adichie “How I Became Black in America” and <i>The Danger of a Single Story</i> TedTalk | |
| 27 Apr 23 | Chimamanda Ngozi Adichie <i>We Should All Be Feminists</i> | Assign Final Essay |
| | WEEK FIFTEEN | |
| 28 Apr 28 | Jule and Pedersen. <i>Facing Challenges: Feminism in Christian Higher Education and Other Places</i> (e-book in Ryan Library), Chapters 1, 3, or 8 (choose 2) | |
| 29 Apr 30 | Jule and Pedersen. <i>Facing Challenges: Feminism in Christian Higher Education and Other Places</i> (e-book in Ryan Library), Chapter 10 | Final Essay Due |
| | WEEK SIXTEEN – FINAL WEEK | |
| Thurs, May 7 | FINAL EXAM (1:30-4:00pm) | |