



**ENG3053-ON2**  
**Diverse Voices of Women Writers**  
**Dept. of Literature, Journalism, Writing, Languages,**  
**and Environmental Studies**  
**Summer 2026: Session 2**  
**3 Units**

Fully Online  
June 15 - July 17

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**Meeting Days:** Asynchronous

**Meeting Times:** Asynchronous

**Meeting Location:** Online

**Final Exam: (Day/Time):**

**Instructor:** Professor Karen Seehaus

**Email:** [kseehaus@pointloma.edu](mailto:kseehaus@pointloma.edu)

**Phone:** Zoom, by appointment

**Office Location and Hours:** Zoom, by appointment

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## 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.

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## 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 cultures.

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## Course Description

**ENG 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, ENG 2000, and Junior or Senior standing. **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” (Catalog: [General Education](#)[Links to an external site.](#)).

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## Course Learning Outcomes

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

## Context: Learning, Informed by our Faith in Christ

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

## Context: Growing In a Christ-Centered Faith Community

- **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.
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# Institutional Learning Outcomes

1. **Learning, Informed by our Faith in Christ**  
Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits of the mind that foster lifelong learning.
  2. **Growing, in a Christ-centered Faith Community**  
Students will develop a deeper and more informed understanding of others as they negotiate complex professional, environmental, and social contexts.
  3. **Serving, in a Context of Christian Faith**  
Students will serve locally and/or globally in vocational and social settings.
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# Required Texts and Recommended Study Resources

- Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. 2012, 2014. (Vintage Books, 64 pages)
- Austen, Jane. *Pride and Prejudice*. 1813. (Penguin Classics, 448 pages)
- Cisneros, Sandra. *The House on Mango Street*. 1984. (Vintage Books, 144 pages)
- Tan, Amy. *The Joy Luck Club*. 1989. (Penguin Books, 352 pages)
- Woolf, Virginia. *A Room of One's Own*. 1929. (Penguin Classics, 63 pages)

Book Clubs will choose one of the following:

- Alcott, Louisa May. *Little Women*. 1868. (Penguin Classics, 504 pages)
- Angelou, Maya. *I Know Why the Caged Bird Sings*. 1969. (Random House, 304 pages)
- Esquivel, Laura. *Like Water for Chocolate*. 1989. (Vintage Books, 256 pages)
- Walker, Alice. *The Color Purple*. 1982. (Penguin Books, 304 pages)

**Note:** Students are responsible for having the required textbooks prior to the first day of class. Students are also encouraged to begin reading the books in preparation for the class as soon as possible.

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. 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 from the copyright owner.

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## 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 Reading | 35                     |
| Discussions      | 30                     |
| Reading Quizzes  | 5                      |
| Assignments      | 35                     |
| Final Exam       | 7.5                    |

|              |       |
|--------------|-------|
| <b>Total</b> | 112.5 |
|--------------|-------|

## ASSESSMENT AND GRADING

### *Weighted Grades*

This course uses weighted grades. Each assignment category is worth a certain percentage of the total grade (100%) for the course, as specified in the table below:

Course Assignments

| Assignment Category                     | Description                                                                                                                                          | Percentage of Total Grade |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| Analytical Essay                        | Thesis-driven paper analyzing either a character or film adaptation of Jane Austen's <i>Pride and Prejudice</i> .                                    | 10                        |
| Final Essay (GELO Signature Assignment) | Personal essay on a selected text from the course, in which students address the impact on cultural perspectives and connection to life experiences. | 15                        |
| Group TED Talk on Book Selection        | Virtual group presentation of the selected book in a TED Talk style and format.                                                                      | 15                        |
| Discussions                             | Weekly discussions guide students in critical thinking about the readings and interaction with each other's perspectives.                            | 25                        |
| Reading Quizzes                         | Weekly open-book quizzes covering material from the readings.                                                                                        | 25                        |
| Final Exam                              | Culminative exam assessing comprehension of course readings.                                                                                         | 10                        |
| <b><i>Total</i></b>                     |                                                                                                                                                      | 100%                      |

It is important to read the comments posted in the gradebook as these comments are intended to help students improve their work. Final grades will be posted by the due date as posted in the Academic Calendar.

## ***Grading Scale***

The following grading scale will be used for all exams and final course grades:

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

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## **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 [Traditional Undergraduate Records: 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.

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## **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.

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## 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 the 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.

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## 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.

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## PLNU Spiritual Care

Please be aware that PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, prayer requests, or a desire to meet with the chaplain, you can contact your professor or the [Office of Spiritual Life and Formation](#).

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# 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.

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## PLNU Copyright Policy

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## 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.

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## 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](#)[Links to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

During the first week of class, you will be asked to submit an Academic Honesty Verification Statement. Submitting the statement is a requirement of this course. By submitting the Academic Honesty Verification Statement, you will be verifying all assignments completed in this course were completed by you. Carefully review the Academic Honesty Statement below.

Statement: "In submitting this form, I am verifying all the assignments in this course will be completed by me and will be my own work."

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## 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, 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.

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## 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 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 ensure 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 special accommodations.

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## 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 a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

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## Sexual Misconduct and Discrimination

Point Loma Nazarene University faculty are committed to helping create 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](#). 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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors via our [Sexual Harassment and Discrimination Policy](#).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources via our [Nondiscrimination and Anti-harassment Policy](#).

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## PLNU Attendance and Participation Policy

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

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.

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.

Refer to [Academic Policies](#)[Links to an external site.](#) for additional details.

### ***Synchronous Attendance/Participation Definition***

For synchronous courses that have specific scheduled meeting times (including in-person, hybrid, and synchronous online courses), absences are counted from the first official meeting of the class, regardless of the date of the student’s enrollment. For courses with specific attendance requirements, those requirements are outlined in the course syllabus.

**Note:** For synchronous courses with an online asynchronous week, refer to the Online Asynchronous Class Attendance policy listed below.

### ***Online Asynchronous Attendance/Participation Definition***

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 members 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.

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## Course Modality Definitions

1. Online Courses: These are courses with class meetings where all instruction and interaction are fully online.
    1. Synchronous Courses: At least one class meeting takes place at a designated time.
    2. 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).
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## Use of Technology

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, a microphone, or a webcam 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 or 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.

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## 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, polishing final drafts, and more. For information about how to make in-person or online appointments, see the [Loma Writing Center webpage](#) or visit the Loma Writing Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)[Links to an external site.](#)
- [Website](#)
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

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## Assignments-at-a-Glance

The course summary below lists our assignments and their due dates. Click on any assignment to review it.

### Course Summary:

| Course Summary   |                                                                               |                |
|------------------|-------------------------------------------------------------------------------|----------------|
| Date             | Details                                                                       | Due            |
| Mon Jun 15, 2026 | Page <a href="#">Week 1 Overview</a>                                          | to do: 11:59pm |
|                  | Quiz <a href="#">Academic Honesty Verification Statement</a>                  | due by 11:59pm |
| Tue Jun 16, 2026 | Discussion Topic <a href="#">WK1   Introduction Discussion</a>                | due by 11:59pm |
|                  | Assignment <a href="#">WK1   Book Club Selection</a>                          | due by 11:59pm |
| Wed Jun 17, 2026 | Discussion Topic <a href="#">WK1   Discussion: We Should All Be Feminists</a> | due by 11:59pm |

## Course Summary

| Date             | Details                                                                                      | Due            |
|------------------|----------------------------------------------------------------------------------------------|----------------|
| Thu Jun 18, 2026 | Quiz <a href="#">WK1</a>   Reading Quiz 1: We Should All Be Feminists                        | due by 11:59pm |
| Sun Jun 21, 2026 | Quiz <a href="#">WK1</a>   Reading Quiz 2: Pride and Prejudice                               | due by 11:59pm |
| Mon Jun 22, 2026 | Page <a href="#">Week 2 Overview</a>                                                         | to do: 11:59pm |
|                  | Discussion Topic <a href="#">WK2</a>   Discussion: Elizabeth Bennet                          | due by 11:59pm |
| Tue Jun 23, 2026 | Discussion Topic <a href="#">WK2</a>   Discussion: Pride and Prejudice                       | due by 11:59pm |
| Wed Jun 24, 2026 | Quiz <a href="#">WK2</a>   Reading Quiz 3: Pride and Prejudice                               | due by 11:59pm |
| Thu Jun 25, 2026 | Discussion Topic <a href="#">WK2</a>   Discussion: Jane Austen on Society                    | due by 11:59pm |
| Fri Jun 26, 2026 | Quiz <a href="#">WK2</a>   Reading Quiz 4: Pride and Prejudice                               | due by 11:59pm |
| Sun Jun 28, 2026 | Assignment <a href="#">WK2</a>   Analytical Essay                                            | due by 11:59pm |
| Mon Jun 29, 2026 | Page <a href="#">Week 3 Overview</a>                                                         | to do: 11:59pm |
| Tue Jun 30, 2026 | Discussion Topic <a href="#">WK3</a>   Discussion: The Meaning of a Name                     | due by 11:59pm |
| Wed Jul 1, 2026  | Quiz <a href="#">WK3</a>   Reading Quiz 5: The House on Mango Street                         | due by 11:59pm |
| Fri Jul 3, 2026  | Discussion Topic <a href="#">WK3</a>   Discussion: The House on Mango Street - Last Sentence | due by 11:59pm |
|                  | Quiz <a href="#">WK3</a>   Reading Quiz 6: The House on Mango Street                         | due by 11:59pm |
| Sun Jul 5, 2026  | Discussion Topic <a href="#">WK3</a>   Discussion: The Red Candle                            | due by 11:59pm |

## Course Summary

| Date                    | Details                                                                                                     | Due            |
|-------------------------|-------------------------------------------------------------------------------------------------------------|----------------|
|                         | Quiz <a href="#">WK3   Reading Quiz 7: The Joy Luck Club</a>                                                | due by 11:59pm |
| <b>Mon Jul 6, 2026</b>  | Page <a href="#">Week 4 Overview</a>                                                                        | to do: 11:59pm |
| <b>Tue Jul 7, 2026</b>  | Discussion Topic <a href="#">WK4   Discussion: Compare and Contrast Tan and Cisneros</a>                    | due by 11:59pm |
| <b>Wed Jul 8, 2026</b>  | Quiz <a href="#">WK4   Reading Quiz 8: The Joy Luck Club</a>                                                | due by 11:59pm |
| <b>Thu Jul 9, 2026</b>  | Discussion Topic <a href="#">WK4   Discussion: Cultural Rituals</a>                                         | due by 11:59pm |
| <b>Fri Jul 10, 2026</b> | Quiz <a href="#">WK4   Reading Quiz 9: The Joy Luck Club</a>                                                | due by 11:59pm |
|                         | Assignment <a href="#">WK4   TED Talk (Group Submission)</a>                                                | due by 11:59pm |
|                         | Page <a href="#">Week 5 Overview</a>                                                                        | to do: 11:59pm |
| <b>Mon Jul 13, 2026</b> | Discussion Topic <a href="#">WK5   Book Club #1 TED Talk Presentation (I Know Why the Caged Bird Sings)</a> | due by 11:59pm |
|                         | Discussion Topic <a href="#">WK5   Book Club #2 TED Talk Presentation (Like Water for Chocolate)</a>        | due by 11:59pm |
|                         | Discussion Topic <a href="#">WK5   Book Club #3 TED Talk Presentation (Little Women)</a>                    | due by 11:59pm |
|                         | Discussion Topic <a href="#">WK5   Book Club #4 TED Talk Presentation (The Color Purple)</a>                | due by 11:59pm |
| <b>Tue Jul 14, 2026</b> | Discussion Topic <a href="#">WK5   Discussion: A Room of One's Own</a>                                      | due by 11:59pm |

## Course Summary

| Date             | Details                                                                         | Due            |
|------------------|---------------------------------------------------------------------------------|----------------|
| Wed Jul 15, 2026 | Quiz <a href="#">WK5</a>   <a href="#">Reading Quiz 10: A Room of One's Own</a> | due by 11:59pm |
| Thu Jul 16, 2026 | Assignment <a href="#">WK5</a>   <a href="#">Signature Assignment</a>           | due by 11:59pm |
| Fri Jul 17, 2026 | Quiz <a href="#">WK5</a>   <a href="#">Final Exam</a>                           | due by 11:59pm |

## Assignments are weighted by group:

| Group                                   | Weight |
|-----------------------------------------|--------|
| Analytical Essay                        | 10%    |
| Final Essay (GELO Signature Assignment) | 15%    |
| Group TED Talk on Book Club Selection   | 15%    |
| Discussions                             | 25%    |
| Reading Quizzes                         | 25%    |
| Final Exam                              | 10%    |
| Surveys                                 | 0%     |
| Total                                   | 100%   |