

Literature, Journalism, Writing, and Languages

ENG 3050-1 FA26 - Diverse Voices of World Literature (GE)

3 Units

Fall 2026

Meeting days/times: MWF | 8:30 AM - 9:25 AM

Meeting location: Bond 103

Final Exam: Wednesday, December 16th, 2026, from 7:30 to 10:00 a.m.

Course Information	Specifics for the Course
Instructor title and name:	Adjunct Professor Jessie Taylor (she/her/hers)
Phone:	N/A
Email:	jtaylor3@pointloma.edu
Office location and hours:	By appointment in person and via Zoom. If in person, we will meet in a decided-upon open office within Bond Academic Center.
Other Information:	This is a face-to-face class, and essential materials for our class include printouts of course readings as assigned (I will let you know when you will need a printed copy of the reading), course materials, and a computer or iPad. <i>Please mute and store cell phones during class.</i> 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. *I reserve the right to change the syllabus as needed to facilitate our course goals. You will receive notification of these changes; after which time, you are responsible for required material.

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 cultures.

Course Description

ENG 3050 is an advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts. Letter grade.

Prerequisite(s): Fulfillment of the College Composition requirement and Junior or Senior standing. (GELO2C)

Program and Course Learning Outcomes

By the end of the semester, students will:

1. Closely read and critically analyze texts in their original languages and/or in translation. (GELO 2c)
2. Recall, identify, and use fundamental concepts of literary study to read and discuss texts.
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)(GELO 2c)
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors. (GELO 2c)

General Education Learning Outcomes

GELO 2c: Reading Attentively:

- Reading is a crucial pathway for encountering new ideas and diverse ways of seeing the world. Students will learn faithful methods for interpreting sacred and non-sacred texts, pursue truth through philosophical methods, and explore the multifaceted beauty of literature.

GE Signature Assignment:

- 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 close reading as a crucial pathway for the new ideas and diverse ways of seeing the world that you have gained from reading and discussing the texts in this class. Your essay must rely solely on the literary text(s)

and your own thoughts and perspectives about what reading attentively has enabled you to better understand about diversity and the world.

Required Texts and Recommended Study Resources

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.

1. There is no official textbook assigned for this course. All readings will be listed on Canvas and/or provided to you in class.

Assessment and Grading

Grades will be based on the following:

- Attendance - 10%
- In-Class Assignments (free writes, quizzes, etc.) - 30%
- Homework (reflection papers, etc.) - 20%
- Major Assignments (Big Papers/Speeches/Seminars/etc.) - 40%

I do not discuss grades over email. I will be happy to talk about your grades with you at any point in the semester, and if you want to discuss your grade, email me to make an appointment.

Revision

I allow revisions for all of your assignments. Revisions should be substantial (not just fixing mechanical errors), and any revisions are due within two weeks of the date I hand back graded assignments. If you choose to submit a revision for any assignment, the new grade will completely replace the original grade. (It's really rare to make your project worse by revising it, but if for some reason it happens to you, your grade will remain the same; a revision will never lower your grade, except in cases of plagiarism.)

If you wish to revise, you must:

- Schedule an appointment with me to discuss your plans for revision.
- Upload your revision as a resubmission to the original assignment prompt in Canvas.
- Note: If you plagiarize and receive a zero as the penalty, you will not be allowed to revise the paper. (For more information about plagiarism, see "Academic Honesty" section).
- *Quizzes (in-class or in Canvas) may not be made up past the deadline because they are time-sensitive.

Grade Scale Based on Percentages

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

Final Examination Policy

Final Exam: Wednesday, December 16th, 2026, from 7:30 to 10:00 a.m.

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.

Content Warning

I acknowledge that each of you comes to PLNU with your own unique life experiences. Your experience contributes to the way you perceive various types of information. In ENG 3050 - Diverse Voices of World Literature, 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 content warning (CW) on the Schedule of Readings for difficult 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 of the discussion of a certain topic, know that you are still responsible for the material; however, 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.

General Course Concerns

If you have a concern related to the content or structure of this course, please bring your concern(s) to me (the instructor) promptly, so that we have the opportunity to discuss your thoughts and work together toward a solution.

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. Essays and larger assignments will be accepted late, but students will lose 10% for each day it is late. In-class work may be made up only when prearranged between student and professor. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care

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

If you have questions, a desire to meet with the chaplain, or 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 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

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. Please consult the [Academic Honesty Policy](#) in the [University Catalog](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU Academic Behavior Policy

Both faculty and students at Point Loma Nazarene University have the right to expect a safe and ordered environment for learning. Students are expected to take the initiative to learn and conduct themselves in a mature and civil manner in the classroom environment. Any student behavior that is disruptive or threatening is a serious affront to Point Loma Nazarene University as a learning community. Students who fail to adhere to these behavioral standards may be subject to disciplinary action, including removal from class or further university sanctions. For a full definition of disruptive behavior, response procedures, and the appeal process, please consult the [Academic Behavior Policy](#) in the [University Catalog](#).

PLNU Artificial Intelligence (AI) Policy

You **do not have my permission** to put any of my work (i.e., discussion board prompts, essay prompts, assignment exercises, etc.) into any open or closed AI platform.

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Any reliance on AI tools in this course is subject to an academic honesty violation.

I also work to minimize my use of AI because AI data centers are an existential threat to human communities and to our planet because of their exorbitant use of resources and energy.

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, [by email](#) or phone at 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 approved 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 approved accommodations in that particular course. Accommodations are not retroactive; as such, 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-related need should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. In accordance with the ADA, accommodations cannot constitute a fundamental alteration to course outcomes; therefore, planning ahead is vital in establishing appropriate accommodations for equal access to this course. 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 eligibility 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) has experienced other forms of discrimination, you can find more information on reporting and resources via the [Nondiscrimination and Anti-harassment Policy](#).

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](#). 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](#) or [consult the list of campus pastors](#).

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

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.

1. 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. More information on credit hours can be found in the [Academic Policies](#) in the [University Catalog](#).

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 headphones, 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 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.

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.

Loma Writing Center

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.

Walk-ins are welcome, but we recommend making an appointment in advance. 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](#)
- [Website](#)
- [Email](#)

Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the “Ask a Librarian” chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the “Research Help” desk inside the Ryan Library.

Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime:

- Website: <https://www.pointloma.edu/offices/wellness-counseling-center>
- Email: counselingservices@pointloma.edu
- Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 724-7240.

See Below

Assignments At-A-Glance/Canvas Course Summary

Assignment Grade Weight Key:

- In-Class Assignments (free writes, reading quizzes, etc.) - 30%
- Homework (reflection papers, etc.) - 20%
- Major Assignments (Big Papers/Speeches/Seminars/etc.) - 40%

Week 1: Introductions

Date	Class Description	Reading	Assignments Due
M 8/31	- Introductions/Syllabus - Assign Groups / Group Contract - Create a Loma Writing Center Account	—	Introduction Assignment due at the end of class @ 11:55 am (this will be completed in class and turned-in in person)
W 9/2	- Annotations Expecations Overview - First Author Overview	—	—
F 9/4	- Reading Discussion & Reading Quiz	READ: Murakami, “Blind Willow, Sleeping Woman,” 1-18 (on Canvas; complete reading before class)	Turn in the first weekly free writes at the end of class (this will be completed in class and turned-in in person) Reading Quiz #1 (in-class)

Week 2

Date	Class Description	Reading	Assignments Due
M 9/7	No Class – Labor Day	—	—
W 9/9	- Citations Crash Course: Giving Credit Where Credit's Due	—	Citations assignment due @ 11:59 pm
F 9/11	- Remembrance Reading Discussion & Reading Quiz	READ: Abdurraquib, “Fear in Two Winters,” <i>They Can't Kill Us Till They Kill Us</i> , 212-219 (on Canvas; complete reading before class)	Reading Quiz #2 (in-class)

Week 3

Date		Reading	Assignments Due
M 9/14	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #1
W 9/16	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #2 (in-class)
F 9/18	- Reading Discussion & Writing Exercise	—	Turn in free writes (in-class) Reading Reflection #1 due tonight (Friday 9/18) at 11:59 pm

Week 4

Date	Class Description	Reading	Assignments Due
M 9/21	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #2
W 9/23	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #3 (in-class)
F 9/25	- Reading Discussion & Writing Exercise	—	Turn in free writes (in-class)

Week 5

Date	Class Description	Reading	Assignments Due
M 9/28	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #3
W 9/30	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #4 (in-class)

F 10/2	- Reading Discussion & Writing Exercise	—	Turn in free writes (in-class) Reading Reflection #2 due tonight (Friday 10/2) at 11:59 pm
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Week 6:

Date	Class Description	Reading	Assignments Due
M 10/5	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #4
W 10/7	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #5 (in-class)
F 10/9	- Reading Discussion & Writing Exercise	—	Turn in free writes (in-class)

Week 7:

Date	Class Description	Reading	Assignments Due
M 10/12	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #5
W 10/14	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #5 (in-class)
F 10/16	- Reading Discussion & Writing Exercise	—	Reading Reflection #3 due tonight (Friday 10/16) at 11:59 pm

Week 8:

Date	Class Description	Reading	Assignments Due
M 10/19	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #6 (in-class)

W 10/21	No in-person class; instead, be sure to complete the Mid-semester Check-in assignment on Canvas	—	Mid-Semester Check-In due tonight (10/21) @ 11:59 pm
F 10/23	No Class - Fall Break		

Week 9:

Date	Class Description	Reading	Assignments Due
M 10/26	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #6
W 10/28	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #7 (in-class)
F 10/30	- Reading Discussion & Writing Exercise	—	Reading Reflection #4 due tonight (Friday 10/30) at 11:59 pm

Week 10:

Date	Class Description	Reading	Assignments Due
M 11/2	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #7
W 11/4	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #8 (in-class)
F 11/6	- Reading Discussion & Writing Exercise	—	Turn in free writes (in-class)

Week 11:

Date	Class Description	Reading	Assignments Due
M 11/9	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #8
W 11/11	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #9 (in-class)

F 11/13	- Reading Discussion & Writing Exercise	—	Reading Reflection #5 due tonight (Friday 11/13) at 11:59 pm
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Week 12:

Date	Class Description	Reading	Assignments Due
M 10/5	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #9
W 10/7	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #10 (in-class)
F 10/9	- Reading Discussion & Writing Exercise	—	—

Week 13:

Date	Class Description	Reading	Assignments Due
M 11/23	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #11 (in-class)
W 11/25	No Class - Fall Break		
F 11/27			

Week 14:

Date	Class Description	Reading	Assignments Due
M 11/30	- Author of the week overview and discussion	Reading TBD — will be on Canvas; complete reading before class)	Annotation Assignment #10
W 12/2	- Reading Socratic Seminar & Quiz	Reading TBD — will be on Canvas; complete reading before class)	Reading Quiz #12 (in-class)
F 12/4	- Reading Discussion & Writing Exercise	—	Reading Reflection #6 due tonight (Friday 12/4) at 11:59 pm

Week 15:

Date	Class Description	Reading	Assignments Due
M 12/7	Introduce Signature Assessment : This 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 close reading as a crucial pathway for the new ideas and diverse ways of seeing the world that you have gained from reading and discussing the texts in this class. Your essay must rely solely on the literary text(s) and your own thoughts and perspectives about what reading attentively has enabled you to better understand about diversity and the world.	Reading TBD — will be on Canvas; complete reading before class)	—
W 12/9	In-Class Workday	Reading TBD — will be on Canvas; complete reading before class)	—
F 12/11	Class Reflection & Farewell	—	The final signature assessment project will be due by the BEGINNING of our Final Exam Period next Wednesday (see details below)

Final Exam: Wednesday, December 16th, 2026, from 7:30 to 10:00 a.m.

**Language and excerpts from this syllabus have been borrowed and used with permission from Bettina Peterson, Meghan Coley, Breeann Kirby, and the TUG Syllabi template provided by PLNU.*