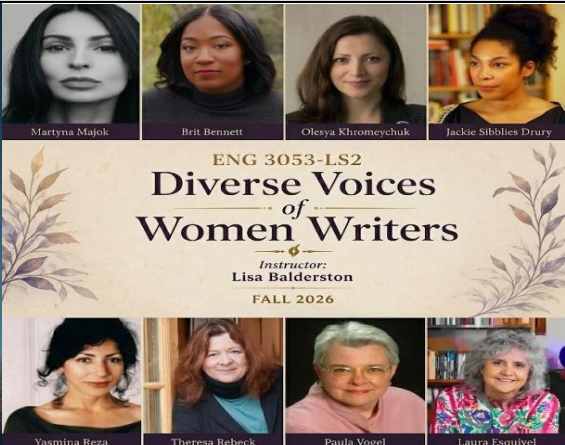


	ENG 3053 – LS2 Diverse Voices of Women Writers (GE) (3 units)
FALL 2026	
	
Instructor	Professor Lisa Balderston
Meeting Days/Times	TR 2:30 PM - 3:45 PM (08/31/2026 - 12/14/2026)
Meeting Location	Liberty Station (Rm. 203)
E-mail	lbalders@pointloma.edu
Office Hours	<i>(Zoom session by appointment)</i>
Office Location	N/A
Final Exam	Final Exams: TBA

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 (GE) (3 Units)

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

Program & Course Learning Outcomes:

Course Learning Outcomes By the end of ENG 3053, you should be able to: 1. Apply the conventions of the English language and creative skills in various forms of academic writing genres. 2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing. 3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others. 4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions. 5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions. 6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. **(GELO 2c)**
2. Recall (knowledge), identify (knowledge), and use (application) 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 (synthesis) the works with their own lives and with the social, cultural, and historical contexts of the works and their authors. **(GELO 2c)**

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) in a timely manner, so that we have the opportunity to discuss your thoughts and work together toward a solution.

Required Texts & Recommended Study Resources:

Students are responsible for having the required course textbooks prior to the first day of class. 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.

- Seminar – Theresa Rebeck (Play)
- The Vanishing Half – Brit Bennett (Novel)
- Cost of Living – Martyna Majok (Play)
- The Death of a Soldier Told by His Sister - Olesya Khromeychuk (Non-Fiction)
- God of Carnage – Yasmina Reza (Play)
- Like Water for Chocolate – Laura Esquivel (Novella)
- How I Learned to Drive – Paula Vogel (Play)

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 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. The time estimations are provided in the Canvas modules.

Assessment & Grading:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Course Requirements:

- Participation Points **(Will vary)**
- Quizzes: 7 (one for each text) – 10 questions, 2 points each = **20 Points per quiz**
- Short Essays (in Blue Books) – “Best Book” you ever read and why? = **10 Points**
- Student & Class Assignments: Discussion/Short Answer responses **(Will vary)**
- Midterm Exam: 50 Questions - True/False, Multiple-Choice (in Canvas) = **100 Points Possible**
- **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 reading and as such will rely solely on the literary text and your own thoughts and perspectives. **(Available December 7 – Due: December 14) = 20 Points**
- Final Exam: 100 Questions - True/False, Multiple-Choice (in Canvas) = **200 Points Possible**

Gelo 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. *(The essay prompts will be provided 1-2 weeks before the final exam.)*

GE Signature Assignment:

This assignment is required in all upper division GE Literature courses. This assignment must be a graded portion of your course. In addition, assessment of a random sampling of this assignment is required. This random sampling list is generated by the Office of Institutional Research and given to instructors near the end of each fall and spring semester. The Signature Assignment may not be posted for students until the Monday of the 15th week of classes. A week is ample time for students to write strong essays, and we want to guard the integrity of the prompt by a controlled posting date.

PLNU 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.

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 2000-5, 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. 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 or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning:

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ENG 2000-5, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. 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. 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 engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes & 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.

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.

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:

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.

PLNU Artificial Intelligence (AI) Policy:

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.

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 assure appropriate accommodations can be provided. In accordance with 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) 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. 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 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 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.

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.

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.

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

LomaBooks Instructions for Students:

For both digital and print materials, please add these student instructions to your syllabus and Canvas Course. Prior to the start of class, the PLNU Bookstore will also be sharing student instructions in a standalone email on how to access their content. 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 LomaBooks materials.

Schedule Changes:

Changes can be made in the class schedule at any time, at the discretion of the professor. Changes may be necessitated by illness, class rhythm or by instructional need. Students are responsible to note all schedule changes.

Making Use of Canvas:

Most of the class assignments, materials and documents are on Canvas. Please do check Canvas **before** coming to class, the day before at the least, and download the appropriate documents and assignments.

SCHEDULE OF COURSE INSTRUCTION

WEEK 1:	Class Discussion	Assignment(s)
	TUESDAY (Sept. 1, 2026) • Introduction to the Course • Meet Professor Balderston • Review the class syllabus • Overview of Grading (Quizzes, Midterm, Final, Non In-Class Sessions) • Content Warning per Text (Bottom of Page) • ONE Extra Credit Day – December 1, 2026 • <i>Get the course materials</i> Class Assignment: Best Book our ever read & why? (Blue Books) Reading Assignment: Theresa Rebeck – <i>Seminar</i> – Scenes 1-3 THURSDAY (Sept. 3, 2026) Reading Assignment: Theresa Rebeck - <i>Seminar</i> Scenes 1–3 Class Focus: Introduction to Theresa Rebeck, dramatic conflict, writing, education, and power dynamics About the Author - Theresa Rebeck: (Video) Class Discussion Questions Homework: Read Scenes 4–5. Write a one-page response: "What makes someone a good mentor?"	Homework: Read Theresa Rebeck – <i>Seminar</i> – Scenes 1-3 Homework: Read Scenes 4–5 Write a one-page response: "What makes someone a good mentor?"
WEEK 2:	Class Discussion	Assignment(s)
	TUESDAY (Sept. 8, 2026) Review Homework: "What makes someone a good mentor?" (Students read & Open Discussion) Reading Assignment: <i>Seminar</i> – Scenes 4–5 Class Focus: Ethics of education, privilege, ambition, and artistic criticism Homework: Read Scenes 6–7. THURSDAY (Sept. 10, 2026) Reading Assignment: <i>Seminar</i> – Scenes 6–7 Class Focus: Character motivations, conflict, and contemporary relevance Class Discussion Questions Homework: Read Scenes 8–9	Homework: Read Scenes 6–7 Homework: Read Scenes 8–9

WEEK 3:	Class Discussion	Assignment(s)
	<u>TUESDAY (Sept. 15, 2026)</u> QUIZ #1: Seminar Reading Assignment: Seminar – Scenes 8–9 Discuss Signature Assignment (Essay) – Requirements/Due Date Class Focus: Conclusion of play; themes, conflict resolution, and relevance today Homework: Read Brit Bennett – <i>The Vanishing Half</i> Chapters 1–3 <u>THURSDAY (Sept. 17, 2026)</u> Reading Assignment: Brit Bennett – <i>The Vanishing Half</i> Chapters 1–3 Class Focus: Author introduction, identity, race, passing, and family history About the Author: Class Discussion Questions Homework: Read Chapters 4–6	Homework: Read Brit Bennett – <i>The Vanishing Half</i> Chapters 1–3 Homework: Read Chapters 4–6

WEEK 4:	Class Discussion	Assignment(s)
	<u>TUESDAY (Sept. 22, 2026)</u> Reading Assignment: <i>The Vanishing Half</i> – Chapters 4–6 Class Focus: Family history, identity choices, and consequences. Class Discussion Questions Homework: Read Chapters 7–9. <u>THURSDAY (Sept. 24, 2026)</u> Reading Assignment: <i>The Vanishing Half</i> – Chapters 7–9 Class Focus: Community, belonging, memory, and personal history Class Discussion Questions Homework: Read Chapters 10–12	Homework: Read Chapters 7–9. Homework: Read Chapters 10–12

WEEK 5:	Class Discussion	Assignment(s)
	<u>TUESDAY (Sept. 29, 2026)</u> Reading Assignment: <i>The Vanishing Half</i> – Chapters 10–12 Class Focus: Race, gender, family secrets, and social expectations Class Discussion Questions Homework: Read Chapters 13–15 <u>THURSDAY (October 1, 2026)</u> Reading Assignment: Brit Bennett – <i>The Vanishing Half</i> Chapters 13–15 Class Focus: Identity across generations, family connections, and the Class Discussion Questions Homework: Read Chapters 16–17. Writing Prompt: "Choose one character whose identity has been shaped by family, society, or personal choices. Explain how Bennett develops this character's struggle."	Homework: Read Chapters 13–15 Homework: Read Chapters 16–17. Writing Prompt: "Choose one character whose identity has been shaped by family, society, or personal choices. Explain how Bennett develops this character's struggle."

WEEK 6:	Class Discussion	Assignment(s)
	<u>TUESDAY (October 6, 2026)</u> QUIZ #2: The Vanishing Half Reading Assignment: The Vanishing Half – Chapters 16–17 Class Focus: Conclusion of novel; identity, acceptance, forgiveness, and significance today Class Discussion Questions Homework: Read <i>Martyna Majok – Cost of Living</i> -Scenes 1–3 Prepare for a short reading reflection: "What is one idea from <i>The Vanishing Half</i> that changed the way you think about identity?" <u>THURSDAY (October 8, 2026)</u> Reading Assignment: Martyna Majok – Cost of Living Scenes 1–3 Class Focus: About Martyna Majok; disability representation; dignity, relationships, and human connection About the Author: Class Discussion Questions Homework: Read Scenes 4–6. Writing Prompt: "How does Majok present disability as part of a larger human experience rather than the defining feature of a character?"	Homework: Read <i>Martyna Majok – Cost of Living</i> -Scenes 1–3 Prepare for a short reading reflection: "What is one idea from <i>The Vanishing Half</i> that changed the way you think about identity?" Homework: Read Scenes 4–6. Writing Prompt: "How does Majok present disability as part of a larger human experience rather than the defining feature of a character?"

WEEK 7:	Class Discussion	Assignment(s)
	<u>TUESDAY (October 13, 2026)</u> Reading Assignment: Cost of Living – Scenes 4–6 Class Focus: Relationships, caregiving, dependence, and emotional honesty Class Discussion Questions Homework: Read Scenes 7–9 <u>THURSDAY: October 15, 2026</u> No In-Class Session: Online Lesson (in Canvas) Personal & Group Discussion Post <u>Three Texts, One Moment</u> You will compare <i>Seminar</i>, <i>The Vanishing Half</i>, and <i>Cost of Living</i> by examining specific moments from the texts, rather than relying on general themes or plot summaries. Then do the following: Step 1 — Find Your Evidence Step 2 — Your Reaction. Step 3 — Compare Step 4 — One-Sentence Conclusion Homework: (Complete the assignments in Canvas) Homework: Complete this sentence: After looking closely at these three moments, I think the authors are suggesting that _____. Then explain your answer in one paragraph. Essay Submission Approx. 400–500 words. Important: Your response must refer to the specific passages you selected. General statements about the themes of the books will not receive full credit. (DUE: October 19th)	Homework: Read Scenes 7–9 Homework: Homework: Complete this sentence: After looking closely at these three moments, I think the authors are suggesting that _____. Then explain your answer in one paragraph. Essay Submission Approx. 400–500 words. Important: Your response must refer to the specific passages you selected. General statements about the themes of the books will not receive full credit. (DUE: October 19th)

WEEK 8:	Last Week of Classes	Assignment(s)
	<u>TUESDAY (October 20, 2026)</u> No In-Class Session: Online Lesson (in Canvas) Personal & Group Discussion Post <u>Make a Comparison</u> Part 1 — Choose One Character Part 2 — Complete the Chart Part 3 — Your Interpretation Part 4 — The Unexpected Connection Homework: (In Canvas) Which of the three characters do you understand differently after making this comparison? What changed your understanding? Suggested length: 500–600 words. <i>Fall Break (No In-Class Session)</i> <u>THURSDAY: October 22, 2026</u>	Homework: (In Canvas) Which of the three characters do you understand differently after making this comparison? What changed your understanding? Suggested length: 500–600 words. (DUE: OCTOBER 26th)

WEEK 9:	Class Discussion	Assignment(s)
	<u>TUESDAY (October 27, 2026)</u> QUIZ #3: Cost of Living Reading Assignment: Cost of Living – Scenes 7–9 Class Focus: Empathy, caregiving, social inequality, and conclusion of play Class Discussion Questions Homework: Study for Midterm Exam AND Begin reading: Olesya Khromeychuk – <i>The Death of a Soldier Told by His Sister</i> Chapters 1–10. <u>THURSDAY (October 29, 2026)</u> <u>MIDTERM EXAM (50 Questions – 2 points each = 100 Points possible)</u> <u>(2:35-3:20 pm - 45 minutes)</u> LESSON (3:20-3:45 pm – 25 minutes) About the Author: Class Discussion Questions Homework: Read Chapters 11–20.	Homework: Study for Midterm Exam AND Begin reading: Olesya Khromeychuk – <i>The Death of a Soldier Told by His Sister</i> Chapters 1–10 Homework: Read Chapters 11–20.

WEEK 10:	Class Discussion	Assignment(s)
	<u>TUESDAY (November 3, 2026)</u> Reading Assignment: The Death of a Soldier Told by His Sister – Chapters 11–20 Class Focus: Grief, memory, family, and the human cost of war Class Discussion Questions Homework: Read Chapters 21–31 <u>THURSDAY (November 5, 2026)</u> QUIZ #4: The Death of a Soldier Told by His Sister Reading Assignment: The Death of a Soldier Told by His Sister – Chapters 21–31 Class Focus: Conclusion of memoir; war's human cost and contemporary significance. Class Discussion Questions "How does a personal story change the way we understand history?"	Homework: Read Chapters 21–31 Homework: Read: Yasmina Reza – <i>God of Carnage</i>, pages 1–34

	Homework: Read: Yasmina Reza – <i>God of Carnage</i> , pages 1–34	
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WEEK 11:	Class Discussion	Assignment(s)
	TUESDAY (November 10, 2026) Reading Assignment: Yasmina Reza – <i>God of Carnage</i> Pages 1–34 Class Focus: About Yasmina Reza; satire, social behavior, conflict, and the breakdown of civility About the Author: Class Discussion Questions Homework: Read pages 35–68. Writing Prompt: "How does Reza use humor to expose serious problems in human behavior?" THURSDAY (November 12, 2026) QUIZ #5: God of Carnage Reading Assignment: <i>God of Carnage</i> – Pages 35–68 Class Focus: Satire, power struggles, parenting, and the conclusion of the play Class Discussion Questions Homework: Read: Laura Esquivel – <i>Like Water for Chocolate</i> Chapters 1–3	Homework: Read pages 35–68. Writing Prompt: "How does Reza use humor to expose serious problems in human behavior?" Homework: Read: Laura Esquivel – <i>Like Water for Chocolate</i> Chapters 1–3

WEEK 12:	Class Discussion	Assignment(s)
	TUESDAY (November 17, 2026) Reading Assignment: Laura Esquivel – <i>Like Water for Chocolate</i> Chapters 1–3 Class Focus: About Laura Esquivel; magical realism, culture, family traditions, and storytelling About the Author: Class Discussion Questions Homework: Read Chapters 4–6. Writing Prompt: "How does Esquivel use magical realism to express emotions that characters cannot openly communicate?" THURSDAY (November 19, 2026) Reading Assignment: <i>Like Water for Chocolate</i> – Chapters 4–6 Class Focus: Family conflict, love, tradition, and food as communication Class Discussion Questions Homework: Read Chapters 7–9	Homework: Read Chapters 4–6. Writing Prompt: "How does Esquivel use magical realism to express emotions that characters cannot openly communicate?" Homework: Read Chapters 7–9

WEEK 13:	Class Discussion	Assignment(s)
	TUESDAY (November 24, 2026) Reading Assignment: <i>Like Water for Chocolate</i> – Chapters 7–9 Class Focus: Love, gender roles, independence, and personal transformation Class Discussion Questions Homework: Read Chapters 10–12 THURSDAY (November 26) Thanksgiving Break! (No Class Session)	Homework: <i>Like Water for Chocolate</i> Read Chapters 10–12

WEEK 14:	Class Discussion	Assignment(s)
	<u>TUESDAY (December 1, 2026)</u> Competition for Extra Categories: Similar to Jeopardy (Based on our readings, assignment, discussion, class materials) 8 Literature Jeopardy Categories THURSDAY (December 3, 2026) QUIZ #6: Like Water for Chocolate Reading Assignment: Like Water for Chocolate – Chapters 10–12 Class Focus: Conclusion of novella; magical realism, freedom, love, and lasting significance Class Discussion Questions Homework: Read: Paula Vogel – <i>How I Learned to Drive</i> Pages 1–35	Homework: Read: Paula Vogel – <i>How I Learned to Drive</i> Pages 1–35 SUBMIT: Signature Assignment (Essay) by 12/8/26 @ 2:30 pm

WEEK 15:	Last Week of Classes	Assignment(s)
	<u>TUESDAY (December 8, 2026)</u> SUBMISSION: Signature Assignment (Essay) by 12/8/26 @ 2:30 pm Reading Assignment: Paula Vogel – <i>How I Learned to Drive</i> Pages 1–35 Class Focus: About Paula Vogel; nonlinear storytelling, memory, trauma, and complicated relationships About the Author Class Discussion Questions Homework: Read pages 36–70. Writing Prompt: "How does Vogel use storytelling structure to reveal information about Li'l Bit's experiences?" <u>THURSDAY (December 10, 2026)</u> QUIZ #7: How I Learned to Drive Final Exam Review Session (Discuss Study Guide) (Exam: 100 Question (200 Points) - Multiple Choice & True/False)	Homework: Read pages 36–70. Writing Prompt: "How does Vogel use storytelling structure to reveal information about Li'l Bit's experiences?" Homework: Study for Final Exam

WEEK 16:	FINALS WEEK	
	Final Exam	Assignment(s)
	<u>TUESDAY (December 15, 2026)</u> Final Exam: 100 Question (200 Points) - Multiple Choice & True/False	