# ENG 3052 Diverse Voices of American Literature

Fall 2026 | Section 2 | 3 Units

## Meeting days/times: T/TH 9:30 – 10:45 AM

## Meeting location: Latter 102

## Final Exam: Thursday, Dec 17 10:30am – 1:00pm

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|---|---|
| **Instructor** | **Dr Paul Minifee** |
| **E-mail** | pminifee@pointloma.edu |
| **Office Hours** | M/F 11AM – 12PM |
| **Office Location** | Bond 108 |

# 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

An advanced study of selected works written by Americans who have lived on and written from the margins of American society.
Letter grade.

# Course Learning Outcomes

At the Conclusion of the Course Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
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)
    e. Contemporary critical approaches
    f. Extra-literary research
3. Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
4. Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.

# General Education Learning Outcomes

Eng 3052 is a course approved for credit in the General Education program of PLNU. Its content is designed to help students meet General Education Learning Outcome 2c: "Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts."

# Required Texts and Materials

1. *Narrative of the Life of Frederick Douglass: An American Slave*

ISBN: 9780440222286 Edition: 97

2. A writing journal that can house 2000+ words, depending on your handwriting.

Most of our readings are found on the Internet and can be downloaded from Canvas. **Please bring printed copies of assigned poems and sermons.**

You'll also need access to the Internet, a PLNU e-mail account, and Canvas.

**However, I'll often enforce NO LAPTOP periods during class.**

# Major Assignments, Grade Distributions, & Due Dates

| **Assignment Category** | **Length (approx.)** | **Weight** | **Due** |
|---|---|---|---|
| Reading Journal Responses | 2000 words | 30% | Varies |
| Reflection Essay | 750 words | 30% | Dec 10 |
| Signature Assignment<br>Final Exam | 750 - 1000 words | 30% | Dec 17 |
| Participation | | 10% | Daily |

# Assessment and Grading

The grading scale for this course is as follows:

| | | | | | |
|---|---|---|---|---|---|
| A | 93-100 | B- | 80-82.9 | D+ | 67-69.9 |
| A- | 90-92.9 | C+ | 77-79.9 | D | 63-66.9 |
| B+ | 87-89.9 | C | 73-76.9 | D- | 60-62.9 |
| B | 83-86.9 | C- | 70-72.9 | F | 0-59.9 |

# Late Work

This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on its due date, and you must complete all assignments on time to keep up with the course. But I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind. I will also automatically drop your 2 lowest scores in the Homework and In-Class Work & Activities categories, so keep that in mind.

# Attendance and Participation

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement, which means students are expected to attend and participate in class every day. Success in ENG 1010 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.
If you are absent for more than 10% of class sessions (4 classes for a MWF course), I will issue a written warning of de-enrollment. If your absences exceed more than 20% (8 classes for a MWF course), you may be de-enrolled without notice until the university drop date or, after that date, receive an "F" grade. Students who are absent due to illness or other emergencies do not need to submit documentation for that absence, but you should email me as soon as you are able to let me know about your absence. Should you miss a class (for any reason), it is your responsibility to reach out to a classmate to get notes and any other material you may have missed. Some in-class work, such as peer review workshops, cannot be made up later if they are missed.

# Final Examination Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Class Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

# Language & 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.

# Spiritual Care

PLNU strives to be a place where students 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 if you have prayer requests, you can contact the Office of Student Life and Formation.

# State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

# PLNU Academic Accommodations Policy

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.
PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not

retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.
Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

# PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

# PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.
Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

# PLNU Academic Honesty Policy

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

# Artificial Intelligence (AI) Policy

You will be handwriting the majority of your assignments using your own critical thinking skills and authentic voice. For the mid-term essay, you are permitted to use AI tools to proofread (spelling, grammar, and syntax). However, your writing should still reflect your own voice.

**Do not use AI or ChatGPT to answer questions posed during class discussions.**

# Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

# 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 3052, 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 rhetoric and writing, 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 3052, we will cover a variety of topics, some of which you may find triggering. These topics include [mental health, anxiety, depression, trauma, physical and sexual violence, including rape]. 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 rhetoric and writing, and I will support you throughout your learning in this course.

# Sexual Misconduct & 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 help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, 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 or find a list of campus pastors at pointloma.edu/title-ix.

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.

# Resources

There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Loma Writing Center, the Ryan Library, and the Wellness Counseling Center.

## 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 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're encouraged to talk with one of the Loma Writing Center's trained consultants about getting started on an assignment, organizing your ideas, writing with sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see https://www.pointloma.edu/centers-institutes/loma-writing-center or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: https://plnu.mywconline.com/
- Website: https://www.pointloma.edu/centers-institutes/loma-writing-center
- Email: writingcenter@pointloma.edu

## 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.

# Class Schedule (T/TH)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

### Week 1: Course Introduction

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 9/1 | Introductions | | First Day Check-In |

| | | | |
|---|---|---|---|
| TH 9/3 | Literary and Rhetorical Frames<br>Mikhail Bakhtin | "Argument and the Rhetorical Tradition"<br>*The Dialogic Imagination* | |

## Week 2:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 9/8 | Christianity and Womanhood | "The Cult of True Womanhood: 1820 – 1860"<br>"The Role of Audience in Chaim Perelman's *New Rhetoric*," Richard Long | **Reading Quiz** |
| TH 9/10 | "None but God…"<br>Womanhood and Piety | "Ain't I a Woman?" by Sojourner Truth | |

## Week 3:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 9/15 | "Men better let 'em…"<br>Redefining Womanhood | Truth, cont'd | **Journal Response 1** |
| TH 9/17 | Redefining Womanhood | *The Life and Religious Experience of Jarena Lee, A Coloured Lady, An Account of Her Call to Preach the Gospel*, 1836 | |

## Week 4:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 9/22 | "Form and Figure of a Pulpit"<br>Literary Litanies | *The Life and Religious Experience of Jarena Lee, A Coloured Lady, An Account of Her Call to Preach the Gospel*, 1836 | |
| TH 9/24 | "Form and Figure of a Pulpit"<br>Literary and Rhetorical Tropes | Perelman, Bakhtin, and Lee, cont'd | |

## Week 5:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 9/29 | "How Sweet the Sound"<br>Hymns as Literary Devices | Perelman, Bakhtin, and Lee, cont'd | |
| TH 10/1 | Communion and Conversions | Perelman, Bakhtin, and Lee, cont'd | **Journal Response 2** |

## Week 6:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|

| | | | |
|---|---|---|---|
| T 10/6 | Faith | "Some keep the Sabbath going to Church," by Emily Dickinson | |
| TH 10/8 | Faith | "Faith—is the Pierless Bridge," by Emily Dickinson | **Journal Response 3** |

## Week 7:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 10/13 | "I was born…"<br>Literacy and Humanity | *Narrative of the Life of Frederick Douglass*, 1845 | |
| TH 10/15 | "Tricksters" and Bakhtin | *Narrative of the Life of Frederick Douglass*, 1845 | **Journal Response 4** |

## Week 8: Fall Break

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 10/20 | | | |
| TH 10/22 | | | |
| | | | |

## Week 9:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 10/27 | Man to slave, slave to man…<br>Manhood | *Narrative of the Life of Frederick Douglass*, 1845 | |
| TH 10/29 | Faith and Freedom | *Narrative of the Life of Frederick Douglass*, 1845 | |

## Week 10:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 11/3 | In-Class Midterm | | **Midterm** |
| TH 11/5 | Harlem Renaissance<br>signifyin' | "Ask Your Mama—Horn of Plenty"<br>Langston Hughes | |

## Week 11:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 11/10 | signifyin' | "Theme for English B"<br>Langston Huges | |
| TH 11/12 | **Prompt for "Your Page"** | "Theme for English B"<br>Langston Hughes | |

## Week 12:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 11/17 | "Everybody's Zora"<br>Identity and Place/Space | "How It Feels to Be Colored Me" | **"Your Page" Due** |
| TH 11/19 | "The Great Stuffer of Bags"<br>Faith and Race | "How It Feels to Be Colored Me" | |

## Week 13: Thanksgiving Break—No Classes!

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 11/24 | | | |
| TH 11/26 | | | |

## Week 14:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 12/1 | Journal Conferences—No Class! | | Reflection Essay RD |
| TH 12/3 | Journal Conferences—No Class! | | Reflection Essay RD |

## Week 15:

| Date | Class Description | Reading | Assignments Due |
|---|---|---|---|
| T 12/8 | Journal Conferences—No Class! | | Reflection Essay RD |
| TH 12/10 | **Discuss Signature Assignment** | | **Reflection Essay Final Draft Due**<br>**Choose "one reading"** |

## Final Exam: Dec 17, 10:30am – 1:00pm