

	<p style="text-align: center;"><b>LJWL</b> LIT 3053 Women Writers (FE) 3 Units</p>
<p>Fall 2020</p>	
<p><b>Meeting days:</b> TR</p>	<p><b>Instructor title and name:</b> Dr. Bettina Tate Pedersen</p>
<p><b>Meeting times:</b> Sec. 1 9:30-10:45; Sec. 2 11:00-12:15</p>	<p><b>Office Phone:</b> (619) 849-2260 (x2260)</p>
<p><b>Meeting location:</b> Synchronous Zoom <i>during scheduled class time</i> &amp; asynchronous individual work</p>	<p><b>Email:</b> <a href="mailto:bettinapedersen@pointloma.edu">bettinapedersen@pointloma.edu</a></p>
<p><b>Final Exam:</b> <b>Sec. 1 - Thurs, Dec. 3, 10:30-1:00</b> <b>Sec. 2 - Tues, Dec. 1, 10:30-1:00</b></p>	<p><b>Virtual office hours:</b> Zoom Open Office Hours, Fridays 3:00-4:00pm <b>Campus office:</b> BAC 116 (for future f2f days when those return)</p>
<p><b>Additional info: For remote classes:</b> computers or iPads, earphones/headsets (as desired), books, course materials, physical space conducive to study (as much as is possible in your remote locations) <b>Essential materials for every f2f class:</b> face mask, computers or iPads, earphones/headsets (as desired), books, course materials (You may bring cell phones to class sessions, but they are not the best device for viewing course materials and/or participating in group work. I may also ask you to mute and store cell phones during class sessions as well.)</p>	<p><b>Additional info:</b> Essential platforms for ALL course work: Chrome, Word, Excel, Google If you do not have the necessary technology this fall (e.g. a laptop or access to reliable internet), please email <a href="mailto:student-tech-request@pointloma.edu">student-tech-request@pointloma.edu</a> (<a href="#">Links to an external site.</a>) for assistance. Also be sure to check the Knowledge Base site for discounted hardware and software: <a href="https://help.pointloma.edu/TDClient/1808/Portal/Home/">https://help.pointloma.edu/TDClient/1808/Portal/Home/</a> <a href="#">Links to an external site.</a> You must sign in to this page once you are there.</p>

### PLNU Mission ☼

#### To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### FOUNDATIONAL EXPLORATIONS MISSION (formerly GE) ☼

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.

## INSTITUTIONAL & FOUNDATIONAL EXPLORATIONS LEARNING OUTCOMES⊗

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

ILO #1: Students will acquire knowledge of human cultures and the physical and natural world while developing skills and habits that foster life-long learning

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

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

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

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

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

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

ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments

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

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

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

### Context: Serving, In a Context of Christian Faith

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

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

*\*FELOs in bold are addressed in this course (LIT 3053)*

## COURSE DESCRIPTION (Foundational Explorations Course)⊗

**LIT 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, LIT 2000, and Junior or Senior standing.

This course is part of PLNU's *Foundational Explorations 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: [Foundational ExplorationsLinks to an external site.](#)).

## **COURSE LEARNING OUTCOMES** (Aligned to FELOs addressed in the course)⊕

CLO 1 Students will closely read and critically analyze texts. (FELO 1d, 2b, 2c)

CLO 2 Students will recall, identify, and use fundamental concepts of literary study to read texts: terms, modes/genres, element, periods (dates, writers, characteristics, developments). (FELO 1d, 2b)

CLO 3 Students will connect the literary works with their own lives and with the social, cultural, and historical contexts of the works and their authors. (FELO 1d, 2b, 2c)

*\*FELOs 1d, 2b, 2c will be assessed in the Final Exam Essay in this course*

## **REQUIRED TEXTS (best to use these editions)**

- Adiche, Chimimande Ngozi .*We Should All Be Feminists*. 2012, 2014.
- Bronte, Charlotte. *Jane Eyre*. 1847. Broadview Edition. 1999.
- Runyan, Tania. *Second Sky: Poems*. 2013.
- Saadawi, Nawal el. *Woman at Point Zero*. 1983. Zed Books. 2015.
- Walker, Alice.*The Color Purple*. 1982.
- Woolf, Virginia. *A Room of One's Own*. 1929.

## **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. For this course, students will spend an estimated 112.5 minimum total hours meeting the course learning outcomes. Weekly time estimations are also provided in the Canvas modules.

### **Distribution of Student Learning Hours**

<b>Course Assignments &amp; Exams</b>	<b>Hours</b>	<b>%Weight</b>
Reading Assignments	60	50%
Attendance: Discussions & Quizzes (a/synchronous)	30	
Written Assignments	16.75	
Midterm Exam	1.25	20%
Final Exam	2.5	30%
Final Exam Essay	2	
<b>Total Course Hours</b>	<b>112.5</b>	<b>100%</b>

## **ASSESSMENT AND GRADING**⊕

Student grades will be posted in the Canvas grade book no later than midnight on Tuesday of each week beginning in Week Two of this course. It is important to read the comments posted in

the grade book as these comments are intended to help students improve their work. Final grades will be posted within one week of the end of the class. Grades will be based on the following:

### Grade Scale (Percentage)

<b>A</b>	93-100%	<b>C</b>	73-76%
<b>A-</b>	90-92%	<b>C-</b>	70-72%
<b>B+</b>	87-89%	<b>D+</b>	67-69%
<b>B</b>	83-86%	<b>D</b>	63-66%
<b>B-</b>	80-82%	<b>D-</b>	60-62%
<b>C+</b>	77-79%	<b>F</b>	59% & Below

### 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.

### INCOMPLETES AND LATE ASSIGNMENTS ☼

All assignments are to be submitted by the due dates posted. Late assignments are not accepted. No assignments will be accepted after midnight on the last day of class.

While there are due dates for weekly assignments, you are welcome to post your work earlier in the week. In our asynchronous discussions, missing work means that others will not have the opportunity to respond to your comments nor you to theirs. Even though this is a remote class, it is still reading- and discussion-based, so your on-time participation in the online discussions is crucial to your learning, your grade, *and* our class reading community. If you know you will be away on the day your assignment is due, you must post your work before you leave.

Assignments must be posted/submitted by 11:59pm Pacific Standard Time on the day they are due (unless otherwise indicated in Canvas, so check Canvas deadlines carefully).

### 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 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. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic PoliciesLinks to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**⊕

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. ([DRC@pointloma.edu](mailto:DRC@pointloma.edu) ([Links to an external site.](#)) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

## **PLNU ATTENDANCE AND PARTICIPATION POLICY**⊕

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), 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 drop date or, after that date, receive the appropriate grade for their work and participation. 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 PoliciesLinks to an external site.](#) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

### **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.

## CLASS PARTICIPATION

### Interactions and Engagement with Course Readings

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

- close reading of the texts (annotations),
- thoughtful reflection on the texts (annotations),
- engaged participation in online discussions (posting and replying),
- engaged completion of assignments,
- adjusted or corrected interpretations and understandings of a text (annotations),
- asking your own questions about the texts (annotations),
- seeking answers to your questions, (discussions, essays)
- connecting the literature to our world context and to your own life; (discussions, final essay)
- spiritual meditation on the power of reading, of women's voices, and of empathizing with the experiences of others. (essays)

### Preparation, Assignments, and Technology

1. Course books must be in your possession before the modules dedicated to those books begin. No exemptions from quizzes or other required/graded work will be granted because you do not yet have course texts. Using designated editions is crucial since all page references in course handout, slide, assignments are taken from the specified editions. If audiobooks are used, you will need to listen with dedicated focus and with the discussion question sheets in front of you as you listen.
2. Completion of all discussions & assignments is required; passing the course will be difficult without doing so. Missed work may be made up only in extenuating circumstances as determined by typical university standards. You must communicate with me directly about such circumstances.
3. Late assignments *will not be accepted* (unless extenuating circumstances apply).
4. It is your responsibility to see to it that your work is posted/submitted correctly in Canvas. It is also your responsibility to *let me know immediately* if you are experiencing technical difficulties with course materials in Canvas so that I can address the technical issues on my side.
5. Always keep duplicate copies of your work so you can provide one if necessary.
6. All coursework must be submitted in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). Google Chrome is the best browser to use with Canvas.

### Quizzes

You will complete periodic quizzes on some of the assigned readings. Quizzes may not be made up. I generally throw out the lowest quiz score when calculating final course averages.

## Canvas and Gmail

You are responsible for checking your Canvas and PLNU Gmail regularly for electronic communications from me about our course and/or about your individual work in the course. You are fully accountable for all course material, announcements, communications that are distributed via these sites, and I will send messages only to these sites. Please let me know immediately if you encounter any technical problems with these sites.

## ACADEMIC WRITING & MLA STYLE

For all written work, please use MLA Style and follow all standards of academic writing taught to you in your college composition class. The MLA Style includes the standard use of inclusive language. (See also “LJML Department Syllabus Statements: Inclusive Language” posted on Canvas in the Syllabus & Course Policies folder.) **Marks will be deducted for errors in MLA Style use.**

## PUBLIC DISCOURSE

Much of the work we will do in this discussion-based F2F/hybrid/online class is interactive, the nature of Canvas discussion board posts and replies and recorded ZOOM meetings are **public, not private, discourse**. By continuing in this class, you acknowledge that your work will be viewed and/or heard by others in the class and is thus, public.

## INCLUSIVE LANGUAGE

Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, should be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

## DIVERSITY STATEMENT

Point Loma Nazarene University is committed to diversity in the classroom, in its publications and in its various organizations and components. Faculty and staff recognize that the diverse backgrounds and perspectives of their colleagues and students are best served through respect toward gender, disability, age, socioeconomic status, ethnicity, race, culture and other personal characteristics. In addition, the department of Literature, Journalism, and Modern Languages is committed to taking a leadership position that calls for promoting a commitment to diversity in and out of the classroom and in the practices of writing, journalism and the study of literature.

## USE OF TECHNOLOGY⊗

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. (You will have to log into this link's page to see appropriate content.)

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork.

## 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 students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development Links to an external site.](#)

## ASSIGNMENTS AT A GLANCE

1. **Discussion Boards:** some with post and reply, some just post
2. **Reading as Spiritual Practice Essays**
3. **Midterm Exam:** multiple choice exam covering works, authors, passages, and literary terms (applied)
4. **Final Summative Essay:** essay discussing the cultural impact of one work read this semester
5. **Final Exam:** cumulative multiple choice exam covering works, authors, passages, and literary terms (applied)

## SCHEDULE OF READINGS & ASSIGNMENTS

CLASS SESSION DATE	CLASS PREPARATION (HOMEWORK) & CLASS SESSION TOPICS DUE AT THE BEGINNING OF CLASS
1 Aug 18	Class Introduction: <i>Reading Literature &amp; Spiritual Practice</i>
2 Aug 20	Charlotte Brontë <i>Jane Eyre</i> Vol. I. Chs. 1-6 (pp. 63-121)
3 Aug 25	Brontë, <i>Jane Eyre</i> Vol. I. Chs. 7-11 (pp. 122-176)
4 Aug 27	Brontë, <i>Jane Eyre</i> Vol. I. Chs. 12-15 (pp. 177-225)
5 Sept 1	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 16-18 (pp. 229-275)
6 Sept 3	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 19-21 (pp. 276-324)
7 Sept 8	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 22-24 (pp. 325-361)
8 Sept 10	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 25-26 (pp. 362-384)
9 Sept 15	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 27-28 (pp. 387-431)
10 Sept 17	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 29-32 (pp. 432-473)
11 Sept 22	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 33-35 (pp. 474-520)
12 Sept 1245	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 36-38 (pp. 521-556); Essay
13 Sept 29	Virginia Woolf <i>A Room of One's Own</i> Chs. 1-3 (pp. 3-57) <i>A Room of One's Own</i> Chs. 4-6 (pp. 58-114— <i>optional</i> )
14 Oct 1	<b>MIDTERM</b>
15 Oct 6	Nawal el Saadawi <i>Woman at Point Zero</i> (pp. VII-68)
16 Oct 8	el Saadawi, <i>Woman at Point Zero</i> (pp. 68-142); Essay
17 Oct 13	Alice Walker <i>The Color Purple</i> (pp. 1-106)
18 Oct 15	Walker <i>The Color Purple</i> (pp. 107-197)
19 Oct 20	Walker <i>The Color Purple</i> (pp. 198-289)
20 Oct 22	Film <i>The Color Purple</i> (out of class, on your own); Essay
21 Oct 27	Tania Runyan. <i>Second Sky</i> (pp. 1-18)
22 Oct 29	Runyan. <i>Second Sky</i> (pp. 19-37); <b>Spreadsheet 1 DUE on Canvas</b>



<b>CLASS SESSION DATE</b>	<b>CLASS PREPARATION (HOMEWORK) &amp; CLASS SESSION TOPICS DUE AT THE BEGINNING OF CLASS</b>
23 Nov 3	Runyan. <i>Second Sky</i> (pp. 38-70)
24 Nov 5	Runyan. <i>Second Sky</i> (pp. 38-70); <b>Spreadsheet 2 DUE on Canvas</b>
25 Nov 10	Chimamanda Ngozi Adichie <i>We Should All Be Feminists</i>
26 Nov 12	TBD
27 Nov 17	Jule and Pedersen. <i>Facing Challenges: Feminism in Christian Higher Education and Other Places</i> (ebook), Chapters 1 & 4
28 Nov 19	TBD
29 Nov 24	TBD
<b>Sec 2 Tues. Dec. 1, 10:30-1:00</b>	<b>FINAL EXAM ESSAYS DUE IN CANVAS BEFORE EXAM BEGINS</b>
<b>Sec 1 Thurs. Dec 3 10:30- 1:00</b>	<b>FINAL EXAM ESSAYS DUE IN CANVAS BEFORE EXAM BEGINS</b>