



**Department of Literature,
Journalism, Writing & Languages**
LIT 3053-2 Women Writers

Spring 2022

Meeting days: T R	Instructor title and name: Carmen De Leon, Ph.D., Professor of Spanish
Meeting times: 11:00 a.m.-12:15 p.m.	Phone: (619) 849-2289
Meeting location: Ryan Learning Center 102	Email: cdeleon@pointloma.edu
Final Exam: Thursday, Dec. 12 10:30am-1pm	Office location and hours: BAC 122 MTWF By appointment

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

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. 3 Units*

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 Explorations](#)).

FELO SIGNATURE ASSIGNMENT

This signature assignment is a formal essay due at the beginning of the final examination period. Complete instructions will be distributed in the closing weeks of the semester.

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

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

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.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

Louisa May Alcott, *Moods*

Chimamanda Ngozi Adichie, *We Should all be Feminists*

Sandra Cisneros, *The House on Mango Street*

Laura Esquivel, *Like Water for Chocolate*

Nelle Harper Lee, *To Kill a Mockingbird*

Additional readings in the form of academic articles will be supplied by me or I will provide the link where you can read them.

COURSE REQUIREMENTS

Methods/ Activities/ Assessments

Attendance Policy:

Attendance is an important element of successfully completing this course. I will be giving a daily quiz. You can expect these quizzes to cover the assigned reading for the day or some other element of the course in cases when there is no assigned reading. Sometimes these quizzes will be “open book”; other times, they will require you to recall elements of the reading without the text. The quizzes help me determine (1) whether you are completing and understanding the assigned reading and (2) whether you are in class on time. Quizzes cannot be made up, so you must be there at the beginning of class to take the quiz. I will not stay after class to give you a quiz. Quizzes cannot be taken in my office. But the good news is that I will drop your lowest three quiz grades at the end of the semester. That means you have three “freebies”—these can be days when you are absent, didn’t understand the text, etc. Use these three freebies wisely.

I reserve the right to change this policy if it is not effective for our class.

Assignments:

Daily quizzes- detailed above under attendance policy. Quizzes are worth 20% of your final grade, and your lowest three quiz scores will be dropped at the end of the semester.

Participation- You intend to come to class faithfully and on time, complete the reading, show up to scheduled one-on-one conferences, and make contributions to class discussion, right? Then you should expect to receive full credit for participation.

Response Papers- You will receive a prompt for each of these response papers. The prompt will clarify (1) the topic you should write about, (2) how long the response paper should be, and (3) how much detail is expected in your answer. These papers are your opportunity to show that you have deeply engaged with course readings and understand these readings and how we read them as contemporary, critical readers. You will write two response papers.

TED Talk- Visit <http://www.ted.com/about/our-organization> to find out all about TED talks and what they are, how TED started, and the goals of TED. The point of a TED talk is to share information and help the audience become smarter and more informed on a very specific topic. Your final assignment for this class is to choose a topic related to the class and inform your classmates about that topic. Notice that I say “inform”—this talk should not repeat what your classmates already know. This talk should elevate our discussion and understanding of an element of the class. Don’t worry we will work on this together. When you watch TED talks, you’ll notice that the speakers don’t read a script—**they actually talk**. They typically make use of a teleprompter with notes. You will give your talk within the same context: you can use one piece of paper (a big post-it I’ll supply) as your teleprompter and nothing else. Don’t read to us; talk to us.

Research Paper- Minimum 5-page paper plus bibliography page. The topic will be discussed in class as the semester progresses. The research paper will be due towards the end of the semester you will be given enough time to complete this assignment.

The following questions will be considered when assignments –analysis work, essays on exams, and the final paper--are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to the prompt or question of the day?
- Does the paper make an argument? Is it clearly stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paperwork through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?

- Is the paper well-organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or spelling and grammatical errors that interfere with the meaning?
 - An “A” essay (a 5 for the analysis work) demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
 - A “B” essay (a 4 for the analysis work) demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.
 - A “C” essay (a 3 for the analysis work) demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
 - Work that earns a grade of “D” or “F” (a 2,1, or for the analysis work) is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

ASSESSMENT AND GRADING

Daily Quizzes	20%
In-class participation	10%
TED-Talk	20%
Response Papers	20%
Research Paper	20%
Final Exam	10%
 TOTAL	100%

Grades will be based on the following:

Sample Standard 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	

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/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.

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 Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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.

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 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 Policies](#) 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.

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](#).

USE OF TECHNOLOGY

In order to be successful in the online or hybrid environment, you'll need to meet the minimum technology and system requirements; please refer to the [Technology and System Requirements](#) information. Additionally, students are required to have headphone speakers, microphone, or webcams compatible with their computer available to use. Please note that any course with online proctored exams require a computer with a camera (tablets are not compatible) 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.

