
 <p><b>POINT</b><sup>19</sup><b>LOMA</b><sup>02</sup> NAZARENE UNIVERSITY</p>	<p><b>LJWL</b> <b>LIT 3053</b> <b>Women Writers (FE) (3)</b></p>
<p><b>Fall 2022</b></p>	
<p><b>Meeting days:</b> TR</p>	<p><b>Instructor title and name:</b> Dr. Bettina Tate Pedersen (Dr. 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> BAC 103</p>	<p><b>Email:</b> <a href="mailto:bettinapedersen@pointloma.edu">bettinapedersen@pointloma.edu</a> For course questions, please use Canvas email.</p>
<p><b>Final Exam:</b> <b>Sec. 2 - Tues, Dec. 13, 10:30-1:00</b> <b>Sec. 1 - Thurs, Dec. 15, 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 (Fridays 3:00-4:00pm and by appointment)</p>
<p><b>Essential materials for every F2F class:</b> face mask (as required by university policy), books, course materials, computers or iPads, earphones/headsets (as desired), (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.) <b>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)</p>	<p><b>Additional info:</b> Essential platforms for ALL course work: Chrome, Word (not Pages!), Google, Excel, Canvas.  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> for assistance.  Also be sure to check the <a href="#">Knowledge Base site</a> for discounted hardware and software. <b><i>You must sign into this page once you are there.</i></b></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.

## **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 intersecting questions of gender, class, race, ability, and identity. *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](#)).

## **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)*

## **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 Canvas 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*

## **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.
- Brown, Austin Channing. *I'm Still Here, Black Dignity in a World Made for Whiteness*. 2018
- Jule, Allyson and Bettina Tate Pedersen. *Facing Challenges: Feminism in Christian Higher Education and Other Places*. 2015. (ebook in Ryan Library)
- 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.
- Additional readings TBD

## **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* hours meeting the course learning outcomes. Time estimations are provided in the Canvas modules.

### **Distribution of Student Learning Hours (3 Units)**

<b>Course Assignments &amp; Exams</b>	<b>Hours</b>	<b>%Weight</b>
Reading Assignments	60	50%
Discussions & Quizzes	30	
Written Assignments	16.75	
Midterm Exam	1.25	20%
Final Exam	2.5	30%
Final Exam Essay	2	
<b>Total Course Hours (3 Units)</b>	<b>112.5</b>	<b>100%</b>

## ASSESSMENT AND GRADING ☼

Student grades will be posted in the Canvas grade book according to the weighted components of our course work, and grades will be regularly updated. It is important to read the comments posted with assignments since these are designed to help you improve your work. Grades will be based on the following scale:

### 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. Due dates are posted with all assignments, discussions, etc. Assignments must typically be submitted by 11:59pm Pacific Standard Time on the day they are due *unless otherwise specified. Check Canvas deadlines carefully.*

Late assignments are typically not accepted. Incompletes will only be assigned in extremely unusual circumstances.

In our synchronous and asynchronous discussions, it is crucial that your work be posted spot on time! Late work will show in pink on Canvas and may be assigned a zero. Late or missing work means that other class members will not have the opportunity to respond to your comments nor you to theirs in a timely fashion. Your consideration of others' time is hospitable. It is also 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.

## 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](mailto: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.

## **SEXUAL MISCONDUCT AND DISCRIMINATION**

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. 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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

## **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.

### **Course Modality Definitions**

1. **In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
2. **Online:** Coursework is completed 100% online and asynchronously.
3. **Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
2. **Hybrid:** Courses that meet face-to-face with required online components.

### **CLASS PARTICIPATION**

#### **Interactions and Engagement with Course Readings**

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

- close reading of the texts (annotations),
- thoughtful reflection on the texts (question sheets, supporting materials in Canvas),
- engaged participation in online discussions (posting and replying),
- engaged completion of assignments,
- adjusted or corrected interpretations and understandings of a text (discussion),
- asking your own questions about the texts (discussion, 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. (discussions, essays)

#### **Preparation, Assignments, and Quizzes**

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 handouts, slides, 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. Quizzes: You will have some quizzes on some assigned readings. Quizzes may not be made up. I generally throw out the lowest quiz score when calculating final averages.
4. Late assignments *will not be accepted* (unless extenuating circumstances apply, or you and I have discussed matters ahead of the deadline).
5. Always keep some form of backup copies of your work so you can recover/provide one if necessary.

## ONLINE PLATFORMS & TECHNOLOGY⊕

We will be using several online or digital platforms for our course work.

- **Canvas** (Google Chrome is the best browser to use with Canvas.)
- **Google Drive**
- **Canvas Email**

You are responsible for checking our course online platforms regularly for all course material, announcements, communications that are distributed via these sites. I will send messages only to these sites. If you want to reach out to me about our course, *please do so in Canvas email*. Please let me know *immediately* if you encounter any technical problems with these sites so that I can address the technical issues on my side.

For your best course experience, be sure to submit all coursework in acceptable, viewable/audible, Canvas-compatible, digital form (doc, docx, pdf, xlsx). Pages documents *are not readable* in Canvas/Google Chrome. If I cannot open your document or read it, I cannot assign it any credit.

In order to be successful with the online and digital components of our course, 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.

## 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.) *Points are lost for errors in MLA Style use.*

## PUBLIC DISCOURSE

Much of the work we will do in this discussion-based class is interactive. The nature of Canvas discussion board posts and replies and any 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, Writing, and 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.

## **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](#).



## ASSIGNMENTS AT A GLANCE

1. **Discussion Boards:** various kinds
2. **Reading as Spiritual Practice Essays:** reflective essays on your reading of women writers as part of your ongoing spiritual formation
3. **Midterm Exam:** multiple choice exam covering works, authors, passages, and literary terms
4. **FELO Signature Assignment:** final summative essay discussing one course reading and its cultural impact on you
5. **Final Exam:** cumulative multiple choice exam covering works, authors, passages, and literary terms

## SCHEDULE OF READINGS & ASSIGNMENTS (Adjustments TBD)

CLASS SESSION DATE	CLASS PREPARATION (HOMEWORK) DUE AT THE BEGINNING OF CLASS	IMPORTANT NOTES
<b>WEEK ONE</b>		
1 Sept 1	Class Introduction: <i>Reading Literature &amp; Spiritual Practice</i>	
<b>WEEK TWO</b>		
2 Sept 6	Charlotte Brontë <i>Jane Eyre</i> Vol. I. Chs. 1-6 (pp. 63-121)	
3 Sept 8	Brontë, <i>Jane Eyre</i> Vol. I. Chs. 7-11 (pp. 122-176)	
<b>WEEK THREE</b>		
4 Sept 13	Brontë, <i>Jane Eyre</i> Vol. I. Chs. 12-15 (pp. 177-225)	
5 Sept 15	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 16-18 (pp. 229-275)	
<b>WEEK FOUR</b>		
6 Sept 20	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 19-21 (pp. 276-324)	
7 Sept 22	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 22-24 (pp. 325-361)	
<b>WEEK FIVE</b>		
8 Sept 27	Brontë, <i>Jane Eyre</i> Vol. II. Chs. 25-26 (pp. 362-384)	
9 Sept 29	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 27-28 (pp. 387-431)	
<b>WEEK SIX</b>		
10 Oct 4	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 29-32 (pp. 432-473)	
11 Oct 6	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 33-35 (pp. 474-520)	
<b>October 6 Poetry Day (Special Events)</b>		
<b>WEEK SEVEN</b>		
12 Oct 11	Brontë, <i>Jane Eyre</i> Vol. III. Chs. 36-38 (pp. 521-556)	
13 Oct 13	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>opt.</i> )	
<b>WEEK EIGHT</b>		
14 Oct 18	<b>MIDTERM</b>	
15 Oct 20	Nawal el Saadawi <i>Woman at Point Zero</i> (pp. VII-68)	
<b>October 22 ~ FALL BREAK</b>		

WEEK NINE		
16 Oct 25	el Saadawi, <i>Woman at Point Zero</i> (pp. 68-142)	
17 Oct 27	Alice Walker <i>The Color Purple</i> (pp. 1-106)	
WEEK TEN		
18 Nov 1	Walker <i>The Color Purple</i> (pp. 107-197)	
19 Nov 3	Walker <i>The Color Purple</i> (pp. 198-289) <i>Film The Color Purple</i> (out of class, on your own/with friends)	
WEEK ELEVEN		
20 Nov 8	Tania Runyan. <i>Second Sky</i> (pp. 1-37) <i>(Only the poems on the spreadsheet are required reading.)</i>	Spreadsheet 1 DUE on Canvas
21 Nov 10	Runyan. <i>Second Sky</i> (pp. 1-37)	
WEEK TWELVE		
22 Nov 15	Runyan. <i>Second Sky</i> (pp. 38-70) <i>(Only the poems on the spreadsheet are required reading.)</i>	Spreadsheet 2 DUE on Canvas
23 Nov 17	Runyan. <i>Second Sky</i> (pp. 38-70)	
WEEK THIRTEEN		
24 Nov 22	Austin Channing Brown <i>I'm Still Here: Black Dignity in a World Made for Whiteness</i> (pp. 11-66)	
<b>November 23-27 ~ THANKSGIVING BREAK</b>		
WEEK FOURTEEN		
25 Nov 29	Brown <i>I'm Still Here: Black Dignity in a World Made for Whiteness</i> (pp. 67-127)	
26 Dec 1	Brown <i>I'm Still Here: Black Dignity in a World Made for Whiteness</i> (pp. 128-182)	
WEEK FIFTEEN		
27 Dec 6	Chimamanda Ngozi Adichie <i>We Should All Be Feminists</i> Adichie <i>The Danger of a Single Story</i>	
28 Dec 8	Jule and Pedersen. <i>Facing Challenges: Feminism in Christian Higher Education and Other Places</i> ( <b>e-book</b> in Ryan Library), Chapters 1, 3, 8, or 10 (choose 1)	
WEEK SIXTEEN		
<b>Sec 1</b> <b>Thurs. Dec 15</b> <b>10:30-1:00</b>	<b>FINAL EXAM SEC 1 (CLASS MEETING TIME WAS 9:30AM)</b> <b>FELO ESSAY DUE IN CANVAS BEFORE EXAM BEGINS</b>	<b>Put your exam date in your calendars now.</b>
<b>Sec 2</b> <b>Tues. Dec. 13,</b> <b>10:30-1:00</b>	<b>FINAL EXAM SEC 2 (CLASS MEETING TIME WAS 11:00AM)</b> <b>FELO ESSAY DUE IN CANVAS BEFORE EXAM BEGINS</b>	<b>Put your exam date in your calendars now.</b>

## LIT 3053 Women Writers - Course Evaluation

*How do IDEA course evaluation objectives, student learning outcomes, and my course work align?*

<b>IDEA Objectives</b> <i>How do I evaluate this course?</i>	<b>Student Learning Outcomes</b> <i>Students will...</i>	<b>Course Work</b> <i>Reading, Discussing, Writing, Viewing</i>
<b>2</b> Developing knowledge and understanding of diverse perspectives, local awareness, or other cultures	<p><b>CLO 1</b> Closely read and critically analyze texts in their original languages and/or in translation.</p> <p><b>CLO 3</b> Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.</p>	<ul style="list-style-type: none"> <li>• Reading literature</li> <li>• Class discussions &amp; Discussion Boards</li> <li>• Small group discussions &amp; collaborations</li> <li>• Reading as Spiritual Practice Assignments</li> <li>• Final Essay</li> </ul>
<b>7</b> Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	<p><b>CLO 1</b> Closely read and critically analyze texts in their original languages and/or in translation.</p> <p><b>CLO 3</b> Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.</p>	<ul style="list-style-type: none"> <li>• Reading literature</li> <li>• Discussion boards</li> <li>• Reading as Spiritual Practice Assignments</li> <li>• Final Essay</li> </ul>
<b>11</b> Learning to analyze and critically evaluate ideas, arguments, and points of view.	<p><b>CLO 1</b> Closely read and critically analyze texts in their original languages and/or in translation.</p> <p><b>CLO 2</b> Recall, identify, and use fundamental concepts of literary study to read and discuss texts.</p> <p><b>CLO 3</b> Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.</p>	<ul style="list-style-type: none"> <li>• Reading literature</li> <li>• Class discussions &amp; Discussion Boards</li> <li>• Small group discussions &amp; collaborations</li> <li>• Using literary terms, citing the texts, using MLA Style</li> </ul>
<b>1</b> Gaining a basic understanding of the subject (e.g., factual knowledge...)	<p><b>CLO 1</b> Closely read and critically analyze texts in their original languages and/or in translation.</p> <p><b>CLO 2</b> Recall, identify, and use fundamental concepts of literary study to read and discuss texts</p>	<ul style="list-style-type: none"> <li>• Reading literature</li> <li>• Discussion boards</li> <li>• Using literary terms, citing the texts, using MLA Style</li> <li>• Exams</li> </ul>
<b>8</b> Developing skill in expressing oneself orally or in writing.	<p><b>CLO 1</b> Closely read and critically analyze texts in their original languages and/or in translation.</p>	<ul style="list-style-type: none"> <li>• Class discussions &amp; Discussion board</li> <li>• Small group discussions &amp; collaborations</li> <li>• Using literary terms, citing the texts, using MLA Style</li> <li>• Final Essay</li> </ul>