



Department of Literature, Journalism, Writing & Languages

LIT 3053-1 DIVERSE VOICES OF WOMEN WRITERS

3 units-Spring 2024

Meeting days/times -MWF 8:30 am – 9:25 am

Meeting location- MWF-Bond Academic Center (BAC) 103

Instructor title and name:	Carmen De Leon, Ph.D., Professor of Spanish
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Office location and hours:	BAC 122 MWF 11:00 a.m.-12:00 p.m. by appointment
FINAL EXAM: WEDNESDAY MAY 1	7:30-10:00 A.M

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.

Course Description

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

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Louisa May Alcott, *Moods*
- Virginia Woolf, *A Room of One's Own*
- Chimamanda Ngozi Adichie, *We Should all be Feminists*.
- Chimamanda Ngozi Adichie, *Dear Ijeawele, or A Feminist Manifesto in Fifteen Suggestions*
- Barbara Kingsolver, *The Bean Trees*- **I will provide the PDF.**
- Angeles Mastretta, *Tear This Heart Out*
- Laura Esquivel, *Like Water for Chocolate* (Movie)
- Gloria Anzaldúa, *Borderlands La Frontera The New Mestiza*- we will be reading excerpts from this book- <https://bpb-us-e1.wpmucdn.com/wordpress.uark.edu/dist/e/218/files/2019/05/Anzaldua.Borderlands.pdf>

Additional readings in the form of academic articles as well as other author's works will be supplied by me or I will provide the link where you can read them.

COURSE REQUIREMENTS

Methods/ Activities/ Assessments

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 an “F” grade.

Attendance Policy LIT 3053-1 DIVERSE VOICES OF WOMEN WRITERS:

Attendance is an important element of successfully completing this course. I will be giving a weekly quiz. You can expect these quizzes to cover the assigned reading for the week 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 two quiz grades at the end of the semester. That means you have two “freebies”—these can be days when you are absent, didn’t understand the text, etc. Use these two freebies wisely. I reserve the right to change this policy if it is not effective for our class. **REMEMBER THERE IS NO MAKE UP FOR QUIZZES.**

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

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.

Presentation: You will be assigned a partner or group of 3 as well as an author from the initial time line presented in the introduction of the course. The assignment is to interview the author and ask at least 5 substantial questions that cover material from the course as well as gives us a background on their literary and/or personal life. The interview should be no less than 4 minutes and the grade will depend on the quality of the questions and the answers given.

Research Paper- Minimum 8 pages 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. **DUE DATE APRIL 28TH AT MIDNIGHT.**

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

Assignments / Participation	10%
Reading Quizzes	20%
Response Papers (2)	20%
Presentation	15%
Research Paper	20%
Final Exam	15%
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	

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.

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 *Diverse Voices of Women Writers*, 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. These topics include incarceration, abuse of and violence against women and people of color, child/forced marriage, questions about identity, questions about human sexuality, questions about religion, historical realities, etc. 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 about it. Class topics are discussed for the sole purpose of expanding your intellectual and compassionate engagement in the human story, and I will support you throughout your learning in this course.

Trigger Warning

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. I will alert you prior to reading content that may be triggering. 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 and compassionate engagement in the human story, and I will support you throughout your learning in this course.

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. **NO ASSIGNMENTS WILL BE ACCEPTED AFTER THE DUE DATE UNLESS YOU HAVE A DOCUMENTED REASON FOR NOT TURNING IT IN ON THE DUE DATE.**

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 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 online (distance education) outside of 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 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.

Artificial Intelligence (AI) Policy

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. If you have any doubts about using AI, please gain permission from the instructor.

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.

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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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 at pointloma.edu/Title-IX. 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 at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

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.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

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.

Use of Technology

Note: Only for Online or Hybrid course. 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 requires 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.

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 Writing Center on the first floor of the Ryan Library, room 221.

Assignments At-A-Glance-

COURSE SCHEDULE AND ASSIGNMENTS

Spring 2024 Calendar

Week 1

JANUARY

- M 8 Introduction
- W 10 *Moods* – Louisa May Alcott
- F 12 *Moods* – Louisa May Alcott – 1st reading quiz – Discussion of text

WEEK 2

- M 15 No Class
- W 17 *Moods* – Louisa May Alcott
- F 19 *Moods* – Louisa May Alcott – 2nd reading quiz – Discussion of text

WEEK 3

- M 22 *Moods* – Louisa May Alcott – participation assignment in groups
- W 24 *Moods* – Louisa May Alcott – participation assignment in groups
- F 26 *Moods* – Louisa May Alcott – participation assignment in groups due at the end of class – 3rd reading quiz – Discussion of text

WEEK 4

- M 29 *Moods* – Louisa May Alcott
- W 31 *A Room of One's Own* – Virginia Woolf

FEBRUARY

- F 2 *A Room of One's Own* – Virginia Woolf – 4th reading quiz- Discussion of text

WEEK 5

- M 5 Chimamanda Ngozi Adichie, *We Should all be Feminists*
- W 7 Chimamanda Ngozi Adichie, *Dear Ijeawele, or a Feminist Manifesto in Fifteen Suggestions*
- F 9 5th reading quiz – Discussion of texts – **1ST RESPONSE PAPER ASSIGNED**

WEEK 6

- M 12 *The Been Trees* – Barbara Kingsolver – Chapter 1-4
- W 14 *The Been Trees* – Barbara Kingsolver - Chapter 1-4
- F 16 *The Been Trees* – Barbara Kingsolver – 6th reading quiz – Discussion of text

WEEK 7

- M 19 *The Been Trees* – Barbara Kingsolver – Chapter 5-8
- W 21 *The Been Trees* – Barbara Kingsolver – Chapter 5-8
- F 23 *The Been Trees* – Barbara Kingsolver – Chapter 5-8 – 7th reading quiz – Discussion of text

WEEK 8

- M 26 *The Been Trees* – Barbara Kingsolver – Chapter 9-12
- W 28 *The Been Trees* – Barbara Kingsolver – Chapter 9-12

MARCH

- F 1 *The Been Trees* – Barbara Kingsolver – Chapter 9-12 – 8th reading quiz – Discussion of text.
- **SPRING BREAK MARCH 4-8**

WEEK 9

- M 11 *The Been Trees* – Barbara Kingsolver – Chapter 13-17
1ST RESPONSE PAPER DUE DATE
- W 13 *The Been Trees* – Barbara Kingsolver – Chapter 13-17
- F 15 *The Been Trees* – Barbara Kingsolver – Chapter 13-17 – Discussion of text

WEEK 10

- M 18 Gloria Anzaldúa, *Borderlands* excerpts
- W 20 Gloria Anzaldúa, *Borderlands* excerpts
- F 22 Gloria Anzaldúa, *Borderlands* excerpts- 9th reading quiz – Discussion of text

2ND RESPONSE PAPER ASSIGNED

WEEK 11

- M 25 Laura Esquivel- *Like Water for Chocolate* (Movie)
- W 27 Laura Esquivel- *Like Water for Chocolate* (Movie) - Discussion
- F 29 **EASTER RECESS**

WEEK 12

APRIL (Abril)

- M 1 **EASTER RECESS**
- W 3 *Tear This Heart Out* – Angeles Mastretta
- F 5 *Tear This Heart Out* – Angeles Mastretta – **2ND RESPONSE PAPER DUE DATE**

WEEK 13

- M 8 *Tear This Heart Out* – Angeles Mastretta – **DUE DATE FOR FINAL RESEARCH PAPER TOPIC (Turn in a simple outline of your paper)**
- W 10 *Tear This Heart Out* – Angeles Mastretta
- F 12 *Tear This Heart Out* – Angeles Mastretta – 10th reading quiz – Discussion of text

WEEK 14

- M 15 *Tear This Heart Out* – Angeles Mastretta
- W 17 *Tear This Heart Out* – Angeles Mastretta
- F 19 *Tear This Heart Out* – Angeles Mastretta – 11th reading quiz – Discussion of text

WEEK 15

- M 22 *Tear This Heart Out* – Angeles Mastretta
- W 24 *Tear This Heart Out* – Angeles Mastretta
- F 26 *Tear This Heart Out* – Angeles Mastretta – 12th reading quiz – Discussion of text
FINAL DAY OF CLASS

