



Literature, Journalism, Writing, and Languages

## Eng 3052.3 Diverse Voices in American Literature, 3 Units

Spring 2025

MWF 8:30-9:25 Cabrillo 202	Karl Martin, PhD
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Office Hours: Tu/Th 9:00-10:00 M/W/F by appointment	Final Exam: Friday, May 9th 7:30-10:00 am

### 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

Eng 3052 is an advanced study of selected works written by Americans who have lived on and written from the margins of American society.

### 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.” The Learning Outcome will be measured by the Reflective Essay.

## TEXTS

*The Norton Anthology of American Literature: Volume C: 1865-1914, 10<sup>th</sup> Edition*

*The Norton Anthology of American Literature: Volume D: 1914-1945, 10<sup>th</sup> Edition*

*The Norton Anthology of American Literature: Volume E: Literature Since 1945, 10<sup>th</sup> Edition*

## COURSE REQUIREMENTS

*Reading Journals:* Rather than reading quizzes, I will ask each of you to maintain a reading journal. To receive full credit for the assignment, the journal must be at least 3,000 words in length. To receive 90% of the points, the journal must be at least 2,500 words in length. To receive 80% of the points, the journal must be at least 2,000 words in length. To receive 70% of the points, the journal must be at least 1,500 words in length. To receive 60% of the points, the journal must be at least 1,000 words in length.

*Writing:* Each student will complete a mid-term exam, a final exam, and a brief reflective essay written outside of class that will serve as the Signature Assignment for the Foundational Explorations assessment. Students cannot pass the course without completing all of these major assignments. Late essays will receive a ten percent daily deduction and will not be accepted when the value would be zero.

*Scholarly Project:* In groups no larger than four, students will complete a scholarly project related to the course material and present their work to the class. Class presentations must be between seven and ten minutes in length. The presentations will be prerecorded and posted to Canvas. Individual and group grades will be given for the project. The AAC&U Oral Communications rubric will be used to assess the presentation which will be worth 100 points. The group members will receive one grade for the oral presentation. In addition, each student must complete an essay of 500-750 words related to the presentation. The essay can be primarily informative in nature and must draw upon at least three secondary sources, one of which must be an article from a peer-reviewed academic journal. More details about this assignment will be posted on Canvas.

*Participation:* I have designed two means of participation. The first is to contribute to class discussions. The second is to engage with your peers via occasional discussion boards on the Canvas course site.

## ASSESSMENT AND GRADING

Your final grade will be determined as follows:

Reading Journals	50 Points
Mid-Term Exam	300 Points
Final Exam	300 Points
Reflective Essay	100 Points
Group Presentation/Paper	200 Points
Participation	50 Points

*Attendance:* Because your participation is essential, your attendance is mandatory. More than four absences for any reason may result in your final grade being lowered. Students who miss more than nine class sessions will be de-enrolled

Your work will not be graded on a curve. A traditional scale will be used. Those who earn more than 90% of the possible points earn an A, those who earn between 80-89% of the points earn a B, and so on.

A indicates exceptional work (roughly 20% of students normally achieve this level)

B indicates superior work (roughly 30% of students normally achieve this level)

C indicates average work

D indicates passing work

F indicates unsatisfactory work

### 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 [Traditional Undergraduate Records: Final Exam 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

### 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 you 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 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.

### **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](mailto:EAC@pointloma.edu) or 619-849-2486). 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. The EAC makes accommodations available to professors at the student's request.

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 special accommodations.

## **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.

If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias).

## **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](http://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](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at [pointloma.edu/title-ix](http://pointloma.edu/title-ix).

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

## **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 withdrawal date or, after that date, receive an “F” grade.

**Note:** The information below must be included under the “PLNU Attendance and Participation Policy” Section if you are teaching an Online or Hybrid course.

### **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 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](mailto:writingcenter@pointloma.edu)

### **Lomabooks Instructions for Students:**

This course is part of our course material delivery program, **LomaBooks**. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about **LomaBooks**, please go: [HERE](#)

READING SCHEDULE FOR ENG 3052.3 Diverse Voices in American Literature

*Always read the editor's introduction to the author.*

- Mon. 1/13 "American Literature 1865-1914," Vol. C, pp. 1-18.  
Wed. 1/15 "Critical Controversy," Vol. C, pp. 323-33.  
Fri. 1/17 "Reconstruction," Vol. C, pp. 107-23.
- Mon. 1/20 **No Class Session in honor of the Rev. Dr. Martin Luther King, Jr.**  
Wed. 1/22 Hopkins, Vol. C, pp. 736-48.  
Fri. 1/24 Wells-Barnett, Vol. C, pp. 883-910.
- Mon. 1/27 Chesnutt, Vol. C, pp. 711-35, Johnson, pp. 1047-49, and Dunbar, pp. 1073-1081.  
Wed. 1/29 Washington, Vol. C, pp. 686-88 and 703-11, and DuBois, Vol. C, pp. 930-32 and 939-48.  
Fri. 1/31 "The Ghost Dance Songs and the Wounded Knee Massacre, Vol. C, pp. 760-72.
- Mon. 2/3 "American Literature 1914-1945," **Vol. D**, pp. 3-28 and "Black Art" Vol. D, pp. 486-502.  
Wed. 2/5 Cather, Vol. D, pp. 35-91.  
Fri. 2/7 Cather, Vol. D, pp. 91-132.
- Mon. 2/10 Cather, Vol. D, pp. 132-72.  
Wed. 2/12 Wright, Vol. D, pp. 971-87.  
Fri. 2/14 Petry, Vol. D, pp. 988-95.
- Mon. 2/17 Hughes, Vol. D, pp. 491-93 and 944-56 and McKay, Vol. D, pp. 481-85, and Cullen, Vol. D, pp. 965-70.  
Wed. 2/19 Hurston, Vol. D, pp. 538-60.  
Fri. 2/21 Toomer, Vol. D, pp. 648-57.
- Mon. 2/24 **No Class Session**  
Wed. 2/26 **Mid-Term Exam**  
Fri. 2/28 Larsen, Vol. D, pp. 560-627 (Part One).
- Mon. 3/3 Larsen, Vol. D, pp. 560-627 (Part Two).  
Wed. 3/5 Larsen, Vol. D, pp. 560-627 (Part Three).  
Fri. 3/7 "American Literature since 1945," **Vol. E**, pp. 3-24.
- Mon. 3/10—Fri 3/14 **Spring Break**
- Mon. 3/17 Miller, Vol. E, pp. 192-260.  
Wed. 3/19 Hansberry, Vol. E, pp. 540-608.  
Fri. 3/21 Ellison, Vol. E, pp. 163-81.
- Mon. 3/24 Roth, Vol. E, pp. 652-75.  
Wed. 3/26 O'Connor, Vol. E, pp. 370-93.  
Fri. 3/28 Baldwin, Vol. E, pp. 335-36 and 348-70.
- Mon. 3/31 Hayden, Vol. E, pp. 134-41 and Reed, Vol. E, pp. 750-60.  
Wed. 4/2 Lorde, Vol. E, pp. 694-97 and Jones, Vol. E, pp. 941-54.  
Fri. 4/4 Clifton, Vol. E, pp. 701-05 and Dove, Vol. E, pp. 954-65.
- Mon. 4/7 Morrison, Vol. E, pp. 617-32.

Wed. 4/9 Wilson, Vol. E, pp. 825-73.  
 Fri. 4/11 Harjo, Vol. E, pp. 932-40 and Erdrich, Vol. E, pp. 984-96.

Mon. 4/14 Nguyen, Vol. E, pp. 1107-20 and Machado, Vol. E, pp. 1130-43.  
 Wed. 4/16 **No Class Session to Allow Time to Complete the Oral Presentation.**  
 Fri. 4/18 **No Class Sessions in Celebration of Easter**

Mon. 4/21 **No Class Sessions in Celebration of Easter**  
 Wed. 4/23 Bambara, Vol. E, pp.760-73 and Walker, Vol. E, pp. 818-26; **Oral Presentations and Accompanying Paper Due**

Fri. 4/25 Anzaldua, Vol. E, pp. 793-813 and Cisneros, Vol. E, pp. 975-83.

Mon. 4/28 Silko, Vol. E, pp. 888-95 and Alexie, Vol. E, pp. 1060-71; **Reflective Essay Due.**  
 Wed. 4/30 Lahiri, Vol. E, pp. 1081-98.  
 Fri. 5/2 Saunders. Vol. E, pp. 1028-41; **Reading Journals Due.**

**Fri. 5/9 Final Exam 7:30-10:00**