Course Information

Diverse Women Writers (HU)

ENGL 2830-501

Fall 2025

Course Section Information

This course is online and asynchronous. That means there is no required course meeting time, and you will complete all your coursework and class discussions on canvas. Unless indicated otherwise, all work is due each week by 11:59 pm on Sunday.

Campus: SLCC Online

Meeting Dates: 26 August 2025-14 December 2025

Course Description

Course examines the range of U.S. women's voices and explores how racism, sexism, and cultural imperialism affect identity formation and relations between the powered and the disempowered. It is recommended students complete ENGL 1010 prior to taking this course.

Semester(s) Taught: Fall, Spring

Welcome to Class!

Welcome to English 2830, Diverse Women Writers!

I'm excited to have join you on this grand adventure through literature that we'll share over the next 16 weeks. In addition to the materials posted here on our Canvas site, I encourage you to take some time to carefully review the **Institutional Syllabus** link which is posted near the end of the global navigation bar on the far left-hand side of the screen. This link contains important info about institutional policies, learning support and tutoring services, and advising and counseling support services which are available to all SLCC students.

Before we dive too deeply into the business of everything that our semester will involve, however, I wanted to take a moment to introduce myself to you.

About Me

Anna Putnam-White

My name is Anna Putnam-White and my pronouns are she/her. You can call me by my first name, or Professor White is also great. I'm excited to be your instructor for this course.

I grew up in Boston, Massachusetts, and received my BA in history from Smith College. After working briefly in public radio and living in Buenos Aires, Argentina, I earned a PhD in Romance Languages and Literatures from Harvard University, specializing in Latin American literature and theater.

This is my third term teaching at Salt Lake Community College, and I am eager to explore this material alongside all of you! Before I began at SLCC, I taught Spanish at the

Waterford School in Sandy, UT, and before that I was a writing coach at Harvard University. During graduate school I also taught in both the Romance Languages and Literatures and English departments.

In addition to teaching, I am a Spanish-English literary translator. I have also written academic articles, theater reviews, essays, and the occasional piece of short fiction.

Outside of my academic life, you can find me out hiking with my dog, at the zoo with my husband and our two-year-old son, at a yoga studio, tinkering with a puzzle while listening to an audiobook, or trying out a new recipe and crossing my fingers it works out.

I look forward to learning with you and from you this semester!

Textbooks, Readings, and Course Materials

Authors: Edited by Gloria E. Anzaldúa
Publication Date: 1990
Title: Making Face, Making Soul/Haciendo Caras
Subtitle: Creative and Critical Perspectives of Feminists of Color
Publisher: Aunt Lute Books
ISBN: 9781879960107

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Course Student Learning Outcomes

- Demonstrate an understanding of different critical theories and how they can be used as lenses through which to view the history of gender differences in the U.S.

- Interpret literature written by U.S. authors who identify as women and analyze how these texts represent the diversity and interconnectedness of human experiences.

- Apply literary criticism and critical theory to interpret various literary genres and identify different representations of women's experiences which are embodied in those texts.

- Identify and analyze differences within gender such as race, class, sexual orientation, religion and/or cultural background and discuss how those differences

are reflected in U.S. women's literature.

Coursework & Assignment Descriptions

Your grade in English 2830 this semester is based on the following areas:

- Online Discussions/Participation (30%)
  - Discussion/participation grades are based on #1 your own initial response to a weekly prompt and #2 feedback to classmates.

- Reflection Essay (15%)
  - This essay will be a critical reflection on at least one of the readings from Module 1. I encourage you to take notes as we are reading and discussing these texts during Weeks 1-4 and draw on ideas from your discussion responses for this reflection.

- Critical Analysis Essay (15%)
  - Review the list of critical texts provided for this assignment and choose just one of them as the focus for your critical analysis essay. As you review the critical text, you should do a bit of research about the author/s. What do you learn about them that might help you understand their writing? Is there anything in their background and/or life experiences that helps you understand them and their work a bit better?

- Unerasure Project (30%)
  - For this project, I am asking you to 'unerase' and encourage more visibility of the histories and stories of women who have existed, persisted, struggled, and thrived in the many Americas that are part of this country. You will create a Literary Anthology that emphasizes the diversity of histories, stories, and experiences that are integral parts of America's past, present, and future. You will then write a short essay on why you chose the materials that you did.

- Final Course Reflection (10%)
  - This reflection asks you to tell the stories of your learning and connection making throughout the semester. Reflections require introspection, musing, and connection making. Take what you learned from the creative nonfiction

essays about reflecting on experiences between the past and present self to craft a meaningful reflection.

Grading Scale

94-100% = A

90-93.9%=A-

87-89.9% = B+

84-86.9%=B

80-83.9%=B-

77-79.9% = C+

74-76.9=C

70-73.9%=C-

60-69.9% = D

0-59.9% = F

Late Work Policy

I will accept late work up to two weeks after the due date (with the exception of the end of the course, which is a firm deadline). Adult learners typically have many responsibilities and need flexibility with how they use their time as students. However, students are usually most successful in college English courses when they complete their work on time. The deadlines listed in the course schedule and calendar indicate when the class will stop working on an activity and move on to other coursework.

Within a few days of missing a deadline, you will receive an incomplete (zero credit) grade for the assignment, along with a reminder message through the Canvas feedback tool. The incomplete grades will become permanent at the two week mark. You will receive an updated grade when you submit missing assignments, and you will not receive a grade penalty for the late submission within that two week period. Depending on the situation and timing in the course, students who submit late work might not receive written feedback, but they can schedule an instructor appointment to receive help and feedback.

Please contact your instructor if you are concerned about being able to complete an assignment on time, or if you need an extension past the two week grace period due to a life circumstance.

Course Content Warnings/Trigger Warnings

Course Content

This course is designed to expose students to alternative belief systems and diverse perspectives, thus, potentially challenging personal, political, and cultural values. Please be aware that challenging these values is intended to help us study important issues in context and to encourage more critical examination of our own lived experiences in connection with the lives, histories, stories of people with whom we share this planet.

This semester, we will delve into texts that sometimes contain the following content:

- Profanities
- Descriptions of sex and sexuality
- Interrogations of gender "norms"
- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery
- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, I recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or

personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

Trigger Warnings

As noted above, our course materials and activities will often focus on mature, difficult, and potentially challenging issues of identity, power, privilege, inequality, and forgotten/erased histories and experiences. As with any Humanities (HU) course, materials and activities are often political and personal. Materials and activities might trigger strong feelings and maybe even memories. You may experience feelings of frustration, empathy, discomfort, anxiety, confusion, excitement, humor, trauma, and even boredom as you engage with the different course materials and activities.

While I do not expect everyone to love or even like every reading and assignment, I do expect everyone to engage with and participate in discussing course materials in mature and respectful ways. As noted just above, if you think a particular course text (video, film, reading, podcast episode, etc.) or topic might be especially challenging or unsettling, please email or text me early in the week so we can work through it together.

Engaging with Course Content and Activities

If you are struggling with the course content and, here are some tips:

- read through the weekly homework requirements in advance so that you know what is coming up in our online discussions
- ask me for help if you need it, and don't be shy about asking questions when you have them about the cultural theories or literature before you participate in discussions, assignments, etc.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

General Education Information

HU

This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Engagement Plan

During the work week -- Monday-Friday -- I will do my best to respond to email messages within 24-28 hours. My response time to messages on weekends -- Saturday-Sunday -- and holidays will generally take longer.

I will offer feedback on shorter assignments like discussions within 1 week of the posted due date. Feedback on longer writing assignments will generally be returned within 2 weeks of the due date.

The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication. You can also send me a voicemail or text message at 801-957-3445.

How to Succeed in the Course

Expectations for Students

This course will invite both engaged discussion and serious, authentic personal reflection. Because we will often express contrasting views, it will be essential to be respectful by listening and asking questions of those with whom we disagree. It is equally as important that each member of this class is willing to carefully consider and respond to any questions that may be asked of them.

Even though each person will be largely responsible for their own learning and grades will be based on each individual's efforts and writing, much of the work of this course can best be done together, with the full participation of every member of the community. I would like to offer the following ideas as guidelines for creating and maintaining such a community:

- Check Canvas frequently for updates, emails, announcements, etc.
- Submit all coursework on time
- Be present and prepared to participate in the assigned discussions, readings, and writing assignments
- Take the time to read and respond to your classmates and their ideas carefully, with as much thought, integrity, and respect as you would like others to give to your own work.
- **FYI:** The **Netiquette** section here in Simple Syllabus offers some helpful guidelines for working and responding to each other in an online environment.

Expectations for Instructors

This course will invite both engaged discussion and serious, authentic personal reflection. Because we will often express contrasting views, it will be essential to be respectful by listening and asking questions of those with whom we disagree. It is equally as important that each member of this class is willing to carefully consider and respond to any questions that may be asked of them.

As your instructor, I hold myself to the same expectations that I've set forth for you here. In addition, I also promise to:

- Respond to all Canvas emails in a professional and timely manner (generally within 24 hours, M-F; response times Sa-Su and on holidays/school breaks will be longer).
- Treat you and the ideas and work you'll share this semester with respect.

- Return feedback and grades on both weekly discussions and essays in a timely manner (generally within a week of the submission deadline, though feedback on longer writing assignments may take more time).
- Notify you ASAP of any changes and/or disruptions to the posted schedule on the **Announcements** page here on Canvas.

Additional Class Policies

Administrative Drops for Non-attendance

Students who do not log in within the first five days or who do not complete required coursework during that time may be administratively dropped by the instructor to free up the space for others to enroll. More information is available on SLCC's website at [Administrative Drops for Non-Attendance](#).

Confidentiality

When you contact the instructor for assistance, your concerns and requests for help will be treated with respect. Any private information that you share will remain confidential except when mandatory reporting is required by law or by Salt Lake Community College for safety reasons.

Netiquette

Netiquette rules govern how we speak and act in an online environment, like this Canvas site.

The first key to any successful class is to remember to exercise good judgment when you respond to your peers and participate in other online activities both in class and on Canvas. Canvas is an online extension of our on-campus classroom and every member of our class community is expected to show respect for each other.

Respect is especially important when we're working online because we cannot read visual cues like body language and facial expressions, or hear someone's tone of voice like we can in a F2F class. This doesn't mean we always have to agree with each other, just that we should show others the same level of respect online that we'd like to receive ourselves.

Guidelines for Posting and Responding in Canvas

Please carefully consider the following guidelines as you post your own work and respond to your classmates' ideas this semester:

- Remember the human. When we communicate online, it can be easy to misinterpret the intent and tone of a message -- and to have our own words misinterpreted. Before you hit send/submit, ask yourself this question: "Would I say this to a person's face?" If the answer is "No," then you should reconsider your words.

- Think before you submit. Once you hit send/submit, your words are out there -- you can't un-send the message and even if you do delete something, it's still stored in code online. As Virginia Shea reminds us in Netiquette, "Any message you send could be saved or forwarded by its recipient. You have no control over where it goes."

- Be ethical. Don't break the law -- respect privacy and copyright guidelines and remember that "How you say something is just as important as what you say." As noted above, if you wouldn't say something to a person's face, you probably don't want to say it online.

- Avoid inflammatory and offensive language. This includes not posting "flame bait," the sort of thing that can take over the tone and ruin the open, collaborative environment that we're trying to create in our course.

- DON'T YELL. When responding in one of our online forums, please DO NOT TYPE IN ALL CAPS. Also, the excessive use of acronyms and emoticons can make your message difficult to read. Please use them sparingly, or make sure you define them for your readers.

- Be forgiving of mistakes and practice listening to understand, not just to respond. Whether it's an issue with spelling/punctuation, a question you might think is silly, a misdirected response, or something else entirely, I encourage you to think twice before you react. If you choose to respond, be polite and even consider doing so in a private email message rather than in the public discussion boards.

- Post your own work. If you do reference outside sources, including the work of your classmates, please give the author credit by mentioning her/his name and any pertinent publication information (title, date, place of publication). Using another person's ideas without giving them credit is considered plagiarism and will affect your grade for this course. For a more detailed discussion of SLCC's policy on

Academic Integrity, review Section II.A "Academic Misconduct, Academic Integrity & Professional Behavior" in SLCC's [Code of Student Rights and Responsibilities](#).

- **Full disclosure:** I often do a sentence spot check when I am reviewing longer writing assignments, and sometimes the shorter weekly discussion responses. If I ever have a question with whether or not something is your own work, I will reach out to you privately through the Canvas Inbox to discuss the issue. If it's determined that the work was not wholly yours, you will have an opportunity to revise the work and resubmit the assignment.

Many of these details were adapted from *[Netiquette](#)* by Virginia Shea.

Generative Software/AI Statement

Generative software systems like Chat GPT/Open AI and Bard can be a powerful tool for generating ideas and evaluating research, however, please understand that they are not a substitute for doing the work yourself. It is fine if you want to use AI programs to brainstorm ideas. I am also fine if you quote from these programs and clearly identify where you have done so in the work you submit for this course.

Where I do have concerns is if you use information from a generative software program and submit it as if you wrote the text yourself. As noted in SLCC's Code of Student Right and Responsibilities statement on [plagiarism](#), "presenting within one's own work the ideas, representations, or words of another person without customary and proper acknowledgment of that person's authorship is considered plagiarism."

Copying and pasting content from generative AI programs and presenting it as your own work is a violation of academic integrity. If you use generative AI in your work, you must indicate that you have done so.

The library has created the following guides that will be helpful for you when using AI:

- [Information and AI](#)
- [Citations and AI](#)

Listening to Understand

While each student will be graded on their individual work, discussion and interactions with classmates also play a vital role in this course. As Professor Lee Knefelkamp noted in a 2006 article "Listening to Understand," each person's "background and life experiences make up an important part of the class." Our discussions and other interactions with each other are "essentially intercultural encounters -- among individuals in the class, between the readers and any given author, among the authors and the students and the professor" where were are learning how to learn both with and from each other.

Because many of our readings and discussions will ask you to examine and challenge your own perspectives, as well as respond to the ideas of your classmates, here are a few ideas to help us all practice listening to understand:

- listen for the meaning/point of view of both others and yourself
- resist the urge to try and convince others that you/your views are right
- be willing to communicate, even when you feel confused and/or afraid
- thoughtfully consider an appropriate response
- acknowledge that understanding does not necessarily equate to agreement
- take responsibility for your own perspectives and actions

These ideas are adapted from information shared by Prof. Brittany Stephenson and from a 2006 article by Prof. Lee Knefelkamp entitled "Listening to Understand."

Personal Gender Pronouns

Asking and correctly using someone's pronouns is one of the most basic ways to show your respect for their gender identity. When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, alienated, or dysphoric (often all of the above).

Canvas allows users to self-select their personal gender pronouns and link this info to their account. This is not a requirement for our course, however if you would like to do so, more information is available at "How do I select personal pronouns in my user account as a student?".

This information is adapted from an online text published by the [University of Wisconsin at Madison's Lesbian, Gay, Bisexual, Transgender, Queer Plus (LGBTQ+) Resource Center](#).

Honoring Diversity Through Honoring Language

One way people continue to be marginalized is through the practice of ignoring/reading over their native tongues. According to the [Endangered Languages Project](#), when languages disappear, "a unique vision of the world is lost. With every language that dies we lose an enormous cultural heritage; the understanding of how humans relate to the world around us; scientific, medical and botanical knowledge; and most importantly, we lose the expression of communities' humor, love and life. In short, we lose the testimony of centuries of life."

Honoring the native languages of authors is one important way we can honor their work and their histories. Some of the texts we'll read this semester may include passages written in the authors' native tongues. Rather than simply skipping over words or passages you may not understand, I encourage you to use a source such as [Google Translate](#) or [DeepL](#) to help find definitions and build some context for the work. These translators are not perfect, but this extra step in your reading is a great opportunity to both honor the authors' languages, as well as educate yourself by pausing and focusing on specific elements of the texts.

Student Writing and Reading Center (SWRC)

SLCC's Student Writing and Reading Center (SWRC) gives you the opportunity to discuss your work with a peer tutor or faculty writing advisor. When you go to the SWRC, be prepared with questions for your advisor. Ask yourself what you want to work on -- is it understanding the assignment better, discussing what you want to say in your paper, or getting the advisor's impressions of a passage you've written? Advisors are available to help you with writing assignments for any classes you take.

To make an appointment, stop by or phone one of the following SWRC sites:

- Taylorsville/Redwood: AAB 129 / 801-957-4893
- South City: SCC 1-137 / 801-957-3206
- Jordan: JSTC 206 / 801-957-2618

- Juniper/Herriman: JNPR 203 / 801-957-3666
- Student Involvement and Cultural Center Student Writing & Reading Center (at Redwood): STC101E / no phone number

Online advising is also available; more information is available at the SWRC's [online tutoring page](#).

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
8/31/25	[Week 1 Introduce Yourself](#)	Discussion	20
8/31/25	[Week 1 Online Course Agreement](#)	Quiz	20
8/31/25	[Week 1 Simple Syllabus Review Quiz](#)	Quiz	15
9/7/25	[Week 2 Discussion](#)	Discussion	20
9/14/25	[Week 3 Discussion](#)	Discussion	20
9/19/25	[Extra Credit: Brainstorming the Reflection Essay](#)	Assignment	0
9/21/25	[Reflection Essay](#)	Assignment	100

Due Date	Assignment Name	Assignment Type	Points
9/28/25	[Week 5 Discussion](#)	Discussion	20
10/5/25	[Week 6 Discussion](#)	Discussion	20
10/12/25	[Week 7 Discussion](#)	Discussion	20
10/19/25	[Week 8 Discussion](#)	Discussion	20
10/26/25	[Critical Analysis Essay](#)	Assignment	150
11/2/25	[Week 10 Discussion](#)	Discussion	20
11/9/25	[Week 11 Discussion](#)	Discussion	20
11/16/25	[Week 12 Discussion](#)	Discussion	20
11/23/25	[Week 13 Discussion](#)	Discussion	20
11/30/25	[Week 14 Discussion](#)	Discussion	10
12/7/25	[GE Signature Assignment: Unerasure Project](#)	Assignment	150
12/7/25	[Week 15 Discussion](#)	Discussion	10
12/12/25	[GE Final Course Reflection](#)	Assignment	100

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link: https://www.slcc.edu/tutoring/index.aspx

If you have any additional questions reach out to elearningsupport@slcc.edu.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

SLCC Student Academic Calendar

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ENGL - 2830 501