

ENG 385 WOMEN AND LITERATURE

Syllabus

Instructor: Ellen Simpson Novotny, M.A.
E-mail: enovotny@adams.edu
Phone: 719.587.8231
Fax: 719.587.7176 (include instructor's name!)
Address: Adams State College
English Department
208 Edgemont Blvd.
Alamosa, CO 81102

COURSE CREDIT:

Three Semester Hours

PREREQUISITES:

English 210, with a minimum grade C or instructor's permission

COURSE MATERIALS:

Required Textbook:

DeShazer, Mary K. *The Longman Anthology of Women's Literature*. New York: Pearson Longman, 2001. ISBN: 0-321-01006-X

COURSE DESCRIPTION:

This course is designed as a survey of literature written by women beginning with Old English, ending with current female writers. The course focuses on the western tradition, and introduces students to feminist literary criticism. Students will use the independent reading, writing, and critical thinking skills necessary to produce effective, analytical, college-level, expository writing about Women's Literature. Fortunately, the independent study provides individualized, one-on-one instruction for your unique set of interests and skills.

It is important to balance reading major authors with less known authors, because many women writers are studied in other literature surveys. Considering authors studied in your other course offerings should impact the choice of authors you study for this course.

This course fulfills the liberal arts English requirement; Women Studies Minor.

COURSE OBJECTIVES/STUDENT LEARNING OUTCOMES:

Students will:

- Demonstrate familiarity with major literary periods and with several leading women writers during those periods.
- Distinguish among contributions to world literature that are widely regarded as indicative of a particular culture, in particular, the contributions of women authors.
- Demonstrate familiarity with a variety of themes, genres, and literary periods.
- Formulate questions and critical responses regarding these themes, genres, and periods.
- Evaluate the questions and responses of instructor and other sources from an academically mature and sophisticated critical perspective.
- Appraise criticism about their conclusions and defend or re-evaluate work after criticism (engaging a process of writing and reflecting).
- Demonstrate a mature and academic writing style.
- Interpret texts by performing close readings.
- Analyze texts from a variety of theoretical perspectives.
- Appraise secondary sources.
- Compose projects or responses that investigate the relationship between texts and their historical/ intellectual/ cultural/ and/or literary contexts.
- Defend an original research project that assesses the contributions of selected women writers.

COURSE REQUIREMENTS:

One assignment per section—student's choice

- a. The student will read selected works out of the literature anthology.
- b. The student will keep a reading response journal for two of the reading sections.
- c. Students will draft, revise, edit, and finalize two short papers on topics or authors from the anthology for two of the reading sections.
- d. The student will draft, revise, edit, and finalize one full-length, formal essay focused on one novel, short story collection, or poetry collection by a **single author** published in the **last ten years**. Read literature, research criticism, and write a major paper analyzing the works in light of feminist criticism and the theme of that section.
- e. The midterm and final examination will cover works from the anthology.

GRADE DISTRIBUTION AND SCALE:

In alignment with ASC academic policies, no D may apply to a major or minor field.

Grade Distribution:

Reading journals for two sections	100 points each	200 points
Short papers (3-4 pages) for two sections	100 points each	200 points
Long paper (6-8 pages) for one section		200 points
Proctored Midterm Exam (Sec. I and II)		200 points
Proctored Final Exam (Sec. III, IV, and IV)		<u>300 points</u>
Total Points		1100

Scale:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
59% and below	F

Definitions of Letter Grades:

- A. The “A” paper shows originality of thought in stating and developing a central theme or idea. Its ideas are clear, logical, and thought provoking; it contains all the positive qualities of good writing listed below:
1. Careful construction and organization of sentences and paragraphs
 2. Careful choice of effective words and phrases
 3. Concentration on a main purpose, with adequate development and firm support
- B. The “B” paper has a clearly individual insight or tone and a clearly stated purpose, logically and adequately developed. Its ideas are clear because it contains some positive qualities of good writing. It is comparatively free from errors in the use of English. Although indicating imaginative competence, the “B” paper lacks the reinforcing qualities of mechanics and style that characterize the “A” paper.
- C. The average paper will receive a “C” grade. It has a central idea organized clearly enough to convey its purpose to the reader. It avoids serious errors in the use of English. It may, in fact, have few marks on it, but it lacks the vigor of thought and expression that would entitle it to above average rating.
- D. The grade of “D” indicates below average achievement in conceiving and expressing ideas correctly and effectively. Most “D” papers contain serious errors in the use of grammar and fail to present a central idea or to develop it adequately. With more careful proofreading, fuller development, and more perceptive observation “D” papers might clearly receive a higher mark.

- F. The grade of “F” may indicate failure to conceive, state, and develop a main idea. It may also indicate failure to avoid serious errors in grammar, spelling, punctuation, and sentence structure. Papers containing several serious mechanical errors may not be accepted by the instructor until adequate revision is completed.

(SDSU – 2002)

Computing your English 385 grade:

Assignment	Your Score	Possible Points	Total Points	Section
1 - Reading journal	_____	100	100	_____
2 - Reading journal	_____	100	200	_____
3 - Short essay	_____	100	300	_____
4 - Short essay	_____	100	400	_____
Midterm 5 - Proctored Exam	_____	200	600	_____
6 - Long essay	_____	200	800	I and II
Final 7 - Proctored Essay	_____	300	1100	III, IV, V

- ★ Divide the score you earned by the points possible to figure the score for one essay.

For example: $80/100 = 80\% = B-$

- ★ To compute your score in the overall course, add all the points you’ve earned. Divide that by the total of all the points possible for the essays you’ve attempted.

For example:

$$78 + 82 + 85 + 75 = 320 \text{ (points earned)}$$

$$100 + 100 + 100 + 100 = 400 \text{ (points attempted)}$$

$$320 / 400 = 80\% = B$$

COURSE INSTRUCTIONS

Plagiarism: All work submitted must be your own. Plagiarism and any violations of academic integrity will result in failing the course. Always give credit when using words or ideas written by someone else. Discuss with me any concerns you may have.

Complete the topic reading, as necessary, to gain knowledge and review critical analysis of writing assigned. Carefully read the assignment and write the essay. After you’ve completed an assignment, send it to the instructor via postal mail, an attachment in e-mail, or fax. The instructor will acknowledge receipt of the assignment as soon as possible. The instructor will score and comment upon the writing assignment, within 10 days; then, return the comments to you.

- ★ The fastest way to return comments is using a fax machine to send the comments back into your e-mail. You need Adobe Reader® to open an e-fax. A free download is available online.
- ★ The next fastest way is using a regular fax machine, if you provide a number.
- ★ The slower, but equally dependable method is to return written comments via postal mail.
- ★ Please keep in mind, that this entire process **takes time**. Plan accordingly.

Course Procedures:

- a. There are five sections in the textbook. The student will generate one writing assignment for each section. The student chooses which assignment to write for each section.
- b. It is not vital to read the textbook sections in exact order. The midterm will cover Sections I and II. The final exam will cover Sections III, IV, and V.
- c. It is not vital to read exactly the authors listed. If you dislike one author and prefer to read another within the same section, that is fine. Write me a note and let me know. However, for purposes of the midterm and final exams, you will want to read a majority of the authors listed.
- d. Read one section. Complete the writing assignment. Send assignment to the instructor. Begin reading another section.
- e. The instructor can suggest further topics if necessary.
- f. No outside research is necessary for the shorter papers. Our textbooks provide plenty of resource material.
- g. Students may rewrite any particularly weak essay or assignment throughout the course to improve overall learning and class grade, with instructor approval.
- h. The Midterm and Final will each be a proctored 3-hour exam. The student will be allowed to use a dictionary, notes, and textbooks on the exam, as noted. The midterm and final examinations will cover works from the anthology text.

Writing Assignment Instructions:

Student will generate one writing assignment of his / her choice for each of the five sections in the textbook. It is not vital to read exactly the authors listed. If you dislike one author and prefer to read another within the same section, that is fine. Write me a note and let me know. After you've completed an assignment, send it to the instructor; refer to contact information in the syllabus and course instructions for submitting assignments.

- Section I Introduction “Engendering Language, Silence, and Voice”
- Section II Introduction “Writing Bodies / Bodies Writing”
- Section III Introduction “Rethinking the Maternal”
- Section IV Introduction “Identity and Difference”
- Section V Introduction “Resistance and Transformation”

Reading Response Journals for TWO sections – 100 points each.

Write about one page handwritten or ½ page typed for each reading selection. The reading response journals are much more about your thinking than about your sentence structure or paragraphing. Do not summarize. Tell me what you thought, tell me what you feel, discuss how this links to the section theme, ask what questions you have, describe what you liked / did not like and why, analyze the author’s style, and use of literary techniques, consider how this work fits into the historical picture, analyze the characters, compare this author to others in the section or the historical era. Especially respond to each selection by focusing on the role women characters play in these works of literature, consider stereotypes, consider how she looks at herself, and how other characters respond and react to her. You can also write about topics listed in “Intertextualities” at the end of each section.

Short Essays for TWO sections - (3-4 pages each) - 100 points each

No outside research is necessary for the short papers. Our textbooks provide plenty of resource material. Students will draft, revise, edit, and finalize a short paper on topics and authors selected from “Intertextualities” at the end of TWO sections.

Long Essay for ONE section- (6 - 8 pages) - 200 points

The student will draft, revise, edit, and finalize 1 full-length, formal essay, based upon one textbook section. The essay will focus on one novel, short story collection or poetry collection by a **single author** published in the **last ten years** to read about, to research criticism, and write a major paper analyzing the works in light of feminist criticism and the theme of that section. Use the topics listed in “Intertextualities” at the end of each section for ideas.

Written assignments will be assessed according to the student learning outcomes.

Format Expectations:

All assignments and essays (except the reading journal) should adhere to Modern Language Association (MLA) guidelines as listed in any standard writing handbook or online reference. Use Times, Courier, Arial, or similar 12-point font, double-spaced with traditional 1-inch margins. A full page of double-spaced text generally produces 250 words. Be sure to include the appropriate labels on page one and a running header on all pages after page one. (Refer to example format following and the sample paper in the MLA section of your handbook.)

Creating the label for the first page:

Novotny 2

(All double-spaced)

Student Name

ASC English 385

Day Month Year

Instructor Novotny

Long Paper – Emily Dickinson

Creating the running head in Microsoft® Word:

After typing your document,

Select/click

Insert

Page Numbers

Position: Top of Page

Alignment: Right

Click OFF the default “Show header on first page” option

Click OK and Close. (Returns you to your document)

On your document,

Double-click the faint number “2” (page number on page 2)

Type your last name in front of the page number

Write all assignments in formal, Standard English. Although our first drafts may often be written “as we speak,” final drafts should not reflect our daily slang. Be aware of cliché and colloquialism, and revise by writing more formally.

ADA Statement:

Students who need special accommodation to complete this class should contact the instructor and the Office of Student Affairs, 719-587-7221 as soon as possible.