ENG-2020: WOMEN WRITERS ON THE EXPERIENCES OF WOMEN

Cuyahoga Community College

Viewing: ENG-2020 : Women Writers on the Experiences of Women

Board of Trustees:
2016-01-28

Academic Term:
2016-08-22

Subject Code
ENG - English

Course Number:
2020

Title:
Women Writers on the Experiences of Women

Catalog Description:
An introduction to women's literature through the study of classic and contemporary readings. Involves analysis of theme, character, plot, setting, dramatic conflict, and writing style. Provides an opportunity to study literature by women authors that are not traditionally covered in most American and British literature survey courses.

Credit Hour(s):
3

Lecture Hour(s):
3

Requisites

Prerequisite and Corequisite
ENG-1020 College Composition II or ENG-102H Honors College Composition II.

I. ACADEMIC CREDIT

Academic Credit According to the Ohio Department of Higher Education, one (1) semester hour of college credit will be awarded for each lecture hour. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. For laboratory hours, one (1) credit shall be awarded for a minimum of three laboratory hours in a standard week for which little or no out-of-class study is required since three hours will be in the lab (i.e. Laboratory 03 hours). Whereas, one (1) credit shall be awarded for a minimum of two laboratory hours in a standard week, if supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following up the laboratory experience (i.e. Laboratory 02 hours). Credit is also awarded for other hours such as directed practice, practicum, cooperative work experience, and field experience. The number of hours required to receive credit is listed under Other Hours on the syllabus. The number of credit hours for lecture, lab and other hours are listed at the beginning of the syllabus. Make sure you can prioritize your time accordingly. Proper planning, prioritization and dedication will enhance your success in this course.

The standard expectation for an online course is that you will spend 3 hours per week for each credit hour.

II. ACCESSIBILITY STATEMENT

If you need any special course adaptations or accommodations because of a documented disability, please notify your instructor within a reasonable length of time, preferably the first week of the term with formal notice of that need (i.e. an official letter from the Student Accessibility Services (SAS) office). Accommodations will not be made retroactively.
For specific information pertaining to ADA accommodation, please contact your campus SAS office or visit online at http://www.tri-c.edu/accessprograms (http://www.tri-c.edu/accessprograms/). Blackboard accessibility information is available at http://access.blackboard.com.
Eastern (216) 987-2052 - Voice
III. ATTENDANCE TRACKING

Regular class attendance is expected. Tri-C is required by law to verify the enrollment of students who participate in federal Title IV student aid programs and/or who receive educational benefits through other funding sources. Eligibility for federal student financial aid is based in part on enrollment status.

Students who do not attend classes for the entire term are required to withdraw from the course(s). Additionally, students who withdraw from a course or stop attending class without officially withdrawing may be required to return all or a portion of their financial aid based on the date of last attendance. Students who do not attend the full session are responsible for withdrawing from the course(s).

Tri-C is responsible for identifying students who have not attended a course before financial aid funds can be applied to students’ accounts.

Therefore, attendance is recorded in the following ways:

- For in-person and blended-learning courses, students are required to attend the course by the 15th day of the semester (or equivalent for terms shorter than five weeks) to be considered attending. Students who have not met all attendance requirements for in-person and blended courses, as described herein, within the first two weeks or equivalent, will be considered not attending.
- For online courses, students are required to login at least two times per week and submit one assignment per week for the first two weeks of the semester, or equivalent to the 15th day of the term. Students who have not met all attendance requirements for online courses, as described herein, within the first two weeks or equivalent, will be considered not attending.

At the conclusion of the first two weeks of a semester or equivalent, instructors report any registered students who have “Never Attended” a course. Those students will be administratively withdrawn from that course. However, after the time period in the previous paragraphs, if a student stops attending a class or wants or needs to withdraw, for any reason, it is the student’s responsibility to take action to withdraw from the course. Students must complete and submit the appropriate Tri-C form by the established withdrawal deadline.

Tri-C is required to ensure that students receive financial aid only for courses that they attend and complete. Students reported for not attending at least one of their registered courses will have all financial aid funds held until confirmation of attendance in registered courses has been verified. Students who fail to complete at least one course may be required to repay all or a portion of their federal financial aid funds and may be ineligible to receive future federal financial aid awards. Students who withdraw from classes prior to completing more than 60 percent of their enrolled class time may be subject to the required federal refund policy.

If illness or emergency should necessitate a brief absence from class, students should confer with instructors upon their return. Students having problems with coursework due to a prolonged absence should confer with the instructor or a counselor.

IV. LEARNING OUTCOMES ASSESSMENT

Occasionally, in addition to submitting assignments to their instructors for evaluation and a grade, students will also be asked to submit completed assignments, called ‘artifacts,’ for assessment of course and program outcomes and the College’s Essential Learning Outcomes (ELOs). The artifacts will be submitted in Blackboard or a similar technology. The level of mastery of the outcome demonstrated by the artifact DOES NOT affect the student’s grade or academic record in any way. However, some instructors require that students submit their artifact before receiving their final grade. Some artifacts will be randomly selected for assessment, which will help determine improvements and support needed to further student success. If you have any questions, please feel free to speak with your instructor or contact the Learning Outcomes Assessment office.

V. CONCEALED CARRY STATEMENT

College policy prohibits the possession of weapons on college property by students, faculty and staff, unless specifically approved in advance as a job-related requirement (i.e., Tri-C campus police officers) or, in accordance with Ohio law, secured in a parked vehicle in a designated parking area only by an individual in possession of a valid conceal carry permit.

As a Tri-C student, your behavior on campus must comply with the student code of conduct which is available on page 29 within the Tri-C student handbook, available athttp://www.tri-c.edu/student-resources/documents/studenthandbook.pdf. You must also comply with the College’s Zero Tolerance for Violence on College Property available athttp://www.tri-c.edu/policies-and-procedures/documents/3354-1-20-10-zero-tolerance-for-violence-policy.pdf.

Outcomes

Course Outcome(s):
Write critical essays analyzing and arguing issues, themes, and characters of women’s literature.

Essential Learning Outcome Mapping:
Written Communication: Demonstrate effective written communication for an intended audience that follows genre/disciplinary conventions that reflect clarity, organization, and editing skills.
Objective(s):
1. Research critical analysis of a literary work and use properly cited quotations to support your own analysis.
2. Examine common themes in women’s literature: violence and abuse, female sexuality, and women’s roles in the family, workforce, and politics.
3. Identify specific examples of sexism in literature.
4. Compare and contrast women’s literature from various genres.

Course Outcome(s):
Interpret and evaluate poems, short stories, letters, novels, drama, memoirs, and or/essays written by diverse women authors, both verbally and in writing.

Objective(s):
1. Discuss the historical contexts shaping women’s literature.
2. Describe the principles and perspectives of women’s literature.
3. Examine how class and ethnicity influence women.
4. Identify and describe literary elements such as--but not limited to-- the following: character, setting, plot, type of narrator, rhyme scheme, motif, symbol, metaphor, theme, and imagery.
5. Discuss and analyze a literary work from women’s literature, identifying structural and stylistic elements.

Methods of Evaluation:
1. Reading journal
2. Written assignments
3. Class participation
4. Exams/Quizzes

Course Content Outline:
1. Critical reading of literary works of various genres written by women.
   a. Short story
   b. Poetry
   c. Diary, memoir, letters
   d. Essay
   e. Novel
   f. Drama
2. Structural analyses of selected materials
   a. Setting
   b. Characters
   c. Plot
   d. Theme
3. Stylistic analyses of literary works.
   a. Rhyme Scheme
   b. Type of narrator
   c. Motif
   d. Symbol
   e. Metaphor
   f. Imagery
   g. Tone
   h. Analysis of word choice and sentence structure
      i. Beginnings and endings of the work
4. Thematic analyses of assigned readings.
   a. Male/Female relationships
   b. Women’s roles
      i. Family
      ii. Workforce
      iii. Politics
      iv. Art
   c. Poverty, racism, ethnicity, class
5. Critical reading of literary works as representative of women’s experiences.
a. Influence of class, race, and ethnicity
b. Sexism in literature
c. Women’s roles in the family
d. Women’s roles in the workforce
e. Women’s roles as subjects, creators, and patrons of art
f. Influence of poverty
g. Influence of societal views of women
h. Power, strength, and powerlessness of women in literature

6. Presentation of the meaning and the significance of time periods in which the literature was written.
   a. Historical context
   b. Principles and perspectives of various time periods
   c. How women have managed to be strong despite societal sanctions
   d. The interests, strengths, and unique contributions of women to society

Resources


