

# ENG-2020: WOMEN WRITERS ON THE EXPERIENCES OF WOMEN

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## Cuyahoga Community College

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

**Board of Trustees:**

December 2023

**Academic Term:**

Fall 2024

**Subject Code**

ENG - English

**Course Number:**

2020

**Title:**

Women Writers on the Experiences of Women

**Catalog Description:**

[This course is cross-listed as WGS-2040. Credit can only be earned once for either course.] 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.

## Outcomes

**Course Outcome(s):**

Write critical essays analyzing and arguing issues, themes, and characters of women's literature.

**Essential Learning Outcome Mapping:**

Critical/Creative Thinking: Analyze, evaluate, and synthesize information in order to consider problems/ideas and transform them in innovative or imaginative ways.

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.

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**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.
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**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

Atwood, Margaret. *The Edible Woman*. Anchor Books, 1969.

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Adichie, Chimamanda Ngozi. *Americanah: A Novel*. Anchor, 2014.

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Bowman, Norah, Meg Braem, and Dominique Hui. *Amplify: Graphic Narratives of Feminist Resistance*. University of Toronto Press, Higher Education Division, 2019.

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Cahill, Susan, ed. *Women fiction : short stories by and about women*. New York :New American Library, 2002.

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Capó Crucet, Jennine. *Make Your Home Among Strangers: A Novel*. New York: Picador; Reprint edition, July 12, 2016.

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Flynn, Gillian. *Gone Girl: A Novel*. Broadway, 2014.

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Hankir, Zahra. *Our Women on the Ground: Essays by Arab Women Reporting from the Arab World*. Penguin Books, 2019.

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*Norton Anthology of Literature by Women* . 3. New York: W. W. Norton & Company, Feb. 6, 2007.

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Plath, Sylvia. *The Belljar*. 1. New York: Harper Perennial Modern Classics, 2005. August .

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Solnit, Rebecca and Ana Teresa Fernandez. *Men Explain Things to Me*. Chicago: Haymarket, 2014.

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Reid, Kiley. *Such a Fun Age*. G. P. Putnam's Sons, 2019.

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Walker, Nancy A. ed. *The Awakening (ISBN: 978-0-312-19575-5)*. Second. Boston: Bedford St. Martin's, 2000.

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## Resources Other

<https://www.uccs.edu/Documents/wrtgcntr/LiteraryDevices.pdf>  
<https://www.shmoop.com/literature-glossary/AB>

## Instructional Services

### OAN Number:

Ohio Transfer 36 TMAH

Key: 1845