

**Course Outline**

**COURSE:** ENGL 2E                      **DIVISION:** 10                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2017                      **CURRICULUM APPROVAL DATE:** 03/28/2016

**SHORT TITLE:** INTRO WOMEN WRITERS

**LONG TITLE:** Introduction to Women Writers

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

**COURSE DESCRIPTION:**

This is a transfer literature class which examines the history of women as writers and distinguishes themes in women's literature using the tools of literary criticism. **PREREQUISITE:** Eligible for English 1A.

**PREREQUISITES:**

Eligible for English 1A

**COREQUISITES:**

**CREDIT STATUS:** D - Credit - Degree Applicable

**GRADING MODES**

L - Standard Letter Grade

**REPEATABILITY:** N - Course may not be repeated

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

72 - Dist. Ed Internet Delayed

**STUDENT LEARNING OUTCOMES:**

1. Identify and assess the aesthetic contributions of women writers to the field of literature

Measure:

essays, written exams, panel discussions

PLO:

1, 4, 3, 2, 5

ILO: 2, 5, 1

GE-LO:

Year assessed or anticipated year of assessment: FALL16

2. Interpret and analyze literature with particular focus on the variety of themes, imagery, and characterizations found in women's literature

Measure: essays, written exams, dramatic performance, panel discussions

PLO: 1, 3, 4, 2, 5

ILO: 2, 5, 1, 7, 6, 4, 5

GE-LO:

Year assessed or anticipated year of assessment: Fall 16

3. Research and evaluate literary criticism, biographical and historical information about the authors and texts considered

Measure: projects, written exams, essays

PLO: 3, 4, 2, 1, 5

ILO: 2, 1, 7, 3, 5, 6

GE-LO:

Year assessed or anticipated year of assessment: Fall 16

4. Write poetry, drama, or fiction reflecting on the themes of the literature under discussion.

Measure: Creative writing

PLO: 2, 1, 5

ILO: 5, 6, 1, 4, 7

GE-LO:

Year assessed or anticipated year of assessment: Fall16

5. Identify the cultural and aesthetic contributions of women writers within and across diverse categories, including ethnicity, gender identity, class, and sexual orientation

Measure: essays, written exams, panel discussions

PLO: 5, 4, 2, 1, 3

ILO: 5, 7, 6, 2, 1

GE-LO:

Year assessed or anticipated year of assessment: Fall16

PROGRAM LEARNING OUTCOMES:

1. Examine a variety of expository and literary texts and demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts;

2. Compose a variety of literary and expository texts for a variety of purposes and audiences, applying the conventions of standard English as stylistically appropriate.
3. Recognize and discuss the social, cultural, theoretical, and historical contexts of text written in the English language and tradition
4. Analyze and interpret texts written in English, formulating theses and defending the thesis with appropriate support in a sustained argument;
5. Develop a vocabulary of literary terms, theories, and critical methods for us interpreting texts

**CULTURAL DIVERSITY:**

This course promotes understanding of:

Cultures and subcultures

Cultural awareness

Cultural inclusiveness

Student Learning Outcome Number(s) 1, 2, 3, 5

**CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS**

Curriculum Approval Date: 03/28/2016

**WEEK 1**

**3 HOURS**

Introduction to course. Performance objective: interpret & analyze texts. Content: Discuss selections from Norton Anthology (pp. 1-14)

"Introduction to Literature of the Middle Ages." Discuss selections by Norwich, Kempe, Herbert, Cary, & Wroth. Homework: Write one-page analysis of one of these works, using elements of fiction and poetry as guide.

**WEEK 2 3 HOURS**

Performance objective: interpret, assess, and analyze themes of 17th & 18th C. Lit. Content: Discussion of period overview (pp. 63-80 in Norton); also, selections by Bradstreet, 87-94; Behn, 113-160; (Astell, Smith Burney and Wollstonecraft). Content: lecture & class discussion. Homework: Read texts & write short summaries and analysis of each in journal.

**WEEK 3 3 HOURS**

Performance objective: Analyze themes of 18-19th C. lit. Content: discuss selections by Astell, Smith, Burney, Wheatley, and Wollstonecraft. Discuss overview of period (pp. 283-304 in Norton). Homework: In journals, write short informal critiques using basic elements of fiction. Read selections by Edgeworth & Wordsworth.

**WEEK 4 3 HOURS**

Performance objective: interpret, assess, and analyze 19th C. texts. Content: Discuss selections by Austin, Shelley, Truth, Browning, Fuller, Gaskell, Stowe, & Stanton. Homework: Write short summaries and analyses of one work by each writer in journal. Prepare short oral statement on two.

**WEEK 5 3 HOURS**

Performance objective: interpret, assess, and analyze 19th C. texts. Content: discuss selections by the Brontes, Eliot, & Harper. Homework: Write short summaries and analyses of one work by each writer in journal. Prepare short oral statement on one.

**WEEK 6 3 HOURS**

Performance objective: write, interpret and analyze poetry. Content:

discuss poems by Emily Dickinson. Essay exam on Dickinson. Homework: Write analysis of one poem.

#### WEEK 7 3 HOURS

Performance objective: interpret, assess, and analyze 19th-20th C. texts. Content: discuss selections by Rossetti & Davis.

Homework: Write short summaries and analyses of one work by each writer in journal.

#### WEEK 8 3 HOURS

Performance objective: analyze themes in turn-of-the-century literature.

Content: discuss overview of period (p. 961-979 in Norton) and analyze selections by Jewett, Gilman, & Wharton.

Homework: Write short summaries and analyses of one work by each writer in journal. Prepare short oral statement on one.

#### WEEK 9 3 HOURS

Performance objective: write, interpret & analyze turn-of-the century novel. Content: discuss Chopin's "The Awakening." Essay exam on "The Awakening." Homework: Read novel & write analysis in journal.

#### WEEK 10 3 HOURS

Performance objective: analyze themes in early-twentieth-century literature. Content: Discuss overview of period (p. 1205-1227 in Norton). Content: discuss selections by Cather, Lowell, & Stein.

Homework: Write short summaries and analyses of one work by each writer in journal. Prepare short oral statement on one.

#### WEEK 11 3 HOURS

Performance objective: write, interpret, and analyze 20th C. texts.

Content: discuss selections by Woolf, Glaspell, H.D. & Dinesen, and students give oral presentations.

Homework: Write short summaries and analyses of one work by each writer in journal. Submit creative projects: fiction, poetry, or drama.

#### WEEK 12 3 HOURS

Performance objective: interpret and analyze 20th C. texts. Content: Discuss selections by Millay, Moore, Hurston & Mansfield.

Homework: Write short summaries and analyses of one work by each writer in journal. Research literary criticism, biography, and/or historical background on chosen author & text.

#### WEEK 13 3 HOURS

Performance objective: analyze themes in later-twentieth-century literature.

Content: discuss overview of period (p. 1595-1607 in Norton) and selections by Smith, Welty, Bishop, & O'Connor. Homework: Read & write short summaries and analyses of one work by each writer in journal. Prepare short oral statement on one.

#### WEEK 14 3 HOURS

Performance objective: write, interpret, analyze, and assess late 20th

C. texts, including themes of ethnicity, class, gender identity, and sexual orientation. Examine aesthetic elements of selected texts and how these choices reveal cultural themes. Content: Discuss selections by Rich, Plath, Lorde, Kingdon, and Mukherjee.

Homework: Read & write short summaries and analyses of one work by each writer in journal, with attention to cultural and aesthetic aspects of the texts and themes of ethnicity, gender identity, class, and sexual orientation. Prepare short oral statement on one.

WEEK 15 3 HOURS

Performance objective: interpretation, research, assessment, & analysis of student-selected supplementary texts while identifying and discussing cultural themes and aesthetic choices. Content: oral presentations on texts. Homework: write & submit literary analysis essays.

WEEK 16 2 HOURS

Final exam analyzing themes in 20th C. literature.

**METHODS OF INSTRUCTION:**

Lecture, discussion, student projects and presentations.

**METHODS OF EVALUATION:**

Category 1 - The types of writing assignments required:

Percent range of total grade: 80 % to 90 %

Written Homework

Reading Reports

Essay Exams

Term or Other Papers

Category 2 - The problem-solving assignments required:

Percent range of total grade:    % to    %

Category 3 – The types of skill demonstrations required:

Percent range of total grade: 10 % to 20 %

Class Performance/s

Category 4 - The types of objective examinations used in the course:

Percent range of total grade:   0% to    %

Category 5 - Any other methods of evaluation:

Percent range of total grade:   0% to    %

**REPRESENTATIVE TEXTBOOKS:**

Required:

Gilbert & Gubar. The Norton Anthology of Literature by Women: The Traditions in English (3rd ed.). New York: Norton, 2007 (standard text for the course; latest edition). Or other appropriate college level text.

ISBN: 978-0393968255

Reading level of text, Grade: 14 Verified by: Librarian

Other textbooks or materials to be purchased by the student: Two additional from the following:

Bronte, Charlotte "Jane Eyre"  
Gordimer, Nadine "Burger's Daughter"  
Walker, Alice "The Color Purple"  
Sarton, May "Kinds of Love"  
Plath, Sylvia "The Bell Jar"  
Cervantes, Lorna Dee "Emplumada"  
Silko, Leslie Marmon "Ceremony"

Please note: These are standard texts used for classes on women's literature -- the textbook has not been updated by the publisher, but because we are looking at a history of women writers, the text is relevant.

#### **ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

GAV C2, effective 201470

GAV F, effective 201470

CSU GE:

CSU C2, effective 201470

IGETC:

IGETC 3B, effective 201470

CSU TRANSFER:

Transferable CSU, effective 201470

UC TRANSFER:

Transferable UC, effective 201470

#### **SUPPLEMENTAL DATA:**

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department: ENGL

CSU Crosswalk Course Number: 2E

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000206510

Sports/Physical Education Course: N

Taxonomy of Program: 150100