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| **Contra Costa College** |

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| **Course Outline** |

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| **Department & Number** | English 274 | **Number of Weeks** | 18 |
| **Course Title** | Women in Literature | **Lecture Hours By Term** | 54 |
| **Prerequisite** | English 142B or eligibility for ENGL 1A | **Lab Hours By Term** |  |
| **Challenge Policy** | Essay Exam | **\*Hours By Arrangement** |  |
| **Co-requisite** |  | **Units** | 3 |
| **Challenge Policy** |  |  |  |
| **Advisory** | English 1A |

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| **\*HOURS BY ARRANGEMENT:** | |  | Hours per term. |
| **ACTIVITIES:** (Please provide a list of the activities students will perform in order to satisfy the HBA requirement): | | | | |
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| **COURSE/CATALOG DESCRIPTION** |

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| This course explores texts about the writings by culturally diverse women authors The course focuses on novels, short stories, poems, plays, and/or essays written by and/or about women, and explores the particular cultural, historical, political and social issues which have influenced women and society. |

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| **COURSE OBJECTIVES:** | |
| At the completion of the course the student will be able to: | |

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| 1) Demonstrate familiarity with important authors, works, genres, and themes of literature about women written in English. |
| 2) Analyze and interpret themes, setting, characterization, point of view, symbol, imagery, use of irony, structure, sound and their effects on the text. |
| 3) Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis |
| 4) Relate the literary works to their historical, philosophical, social, political and/or aesthetic contexts to the development of literature about women.  5) Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form. |

**INTENDED STUDENT LEARNING OUTCOMES:**

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| Students will be able to identify the relationship of a literary text and the social/cultural/political contexts. |
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**COURSE CONTENT (Lecture):**

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| Instruction in the cultural, historical, political, moral, psychological and social backgrounds on the topic of women from diverse cultural and ethnic perspectives. |
| Instruction pertaining to the central conflicts and issues of women’s experience, such as identity, personal integrity, political resistance, images of women, and personal relationship |
| Instruction in the evolution of literary traditions, contexts, and genres |
| Instruction in and reading, analyzing, interpreting and writing about women in literature, including diverse voices from a variety of ethnic and cultural groups. |

**COURSE CONTENT (Lab):**

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| **METHODS OF INSTRUCTION:** | |
| Lectures and class discussion | |
| Small group discussions  Participation in class presentations | |
| Individual conferences as needed | |
| Optional supplemental field trips and/or audio-visual presentations | |
| Optional multi-media presentations and distant education resources | |

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| **INSTRUCTIONAL MATERIALS:** |

**NOTE:** To be UC/CSU transferable, the text must be dated within the last 7 years OR a statement of justification for a text beyond the last 7 years must be included.

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| Textbook Title: | The Norton Anthology of Literature by Women |
| Author: | Sandra Gilbert and Susan Gubar |
| Publisher: | W.W. Norton and Co. |
| Edition/Date: | February 6, 2007 |
| Textbook Reading Level: | College/university |
| Justification Statement: | This textbook is one of a selection of recommended textbooks for use in this course according to the C-ID of the transfer agreement and is a commonly used textbook for English majors at the university level. |
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| Lab Manual Title | (*if applicable*): |
| Author: |  |
| Publisher: |  |
| Edition/Date: |  |

**OUTSIDE OF CLASS WEEKLY ASSIGNMENTS:**

Title 5, section 55002.5 establishes that a range of 48 -54hours of lecture, study, or lab work is required for one unit of credit. For each hour of lecture, students should be required to spend an additional two hours of study outside of class to earn one unit of credit.

* State mandates that sample assignments must be included on the Course Outline of Record.

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| **Outside of Class Weekly Assignments** | **Hours per week** |

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| Weekly Reading Assignments *(Include detailed assignment below, if applicable)* | 5 |

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| Read Kate Chopin’s *The Awakening* |

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| Weekly Writing Assignments *(Include detailed assignment below, if applicable)* | 1 |

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| In a short essay of three pages, choose one of the following quotes, then analyze and discuss the critical importance of this excerpt, given its place in the text. Pay close attention to the implications of the language itself, of the connotation of wording with regard to this character and her contexts:   1. “’You are burnt beyond recognition,’ he added, looking at his wife as one looks at a valuable piece of personal property which has suffered some damage. She held up her hands, strong, shapely hands, and surveyed them critically, drawing up her lawn sleeves above the wrists. Looking at them reminded her of her rings, which she had given her husband before leaving for the beach. 2. “One piece which the lady played Edna was entitled ‘Solitude.’ It was a short, plaintive, minor strain. The name of the piece was something else, but she called it ‘Solitude.’ When she heard it there came before her imagination the figure of a man standing beside a desolate rock on the seashore. He was naked.” 3. “Edna had once told Madame Ratignolle that she would never sacrifice herself for her children, or for anyone. . . . ‘I would give up the unessential; I would give my money, I would give my life for my children; but I wouldn’t give myself.” |

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| Weekly Math Problems *(Include detailed assignment below, if applicable)* |  |

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| Lab or Software Application Assignments *(Include detailed assignment below, if applicable)* |  |

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| Other Performance Assignments *(Include detailed assignment below, if applicable)* |  |

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**STUDENT EVALUATION**: **(Show percentage breakdown for evaluation instruments)**

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| * Course must require use of critical thinking, college-level concepts & college-level learning skills. * For degree credit, course requires essay writing unless that requirement would be inappropriate to the course objectives. If writing is inappropriate, there must be a requirement of problem-solving or skills demonstration. |

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| 100 | **%** | Essay (If essay is not included in assessment, explain below.) |
| A variety of writing assignments including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, in-class writing, group projects or research projects. |
|  | **%** | Computation or Non-computational Problem Solving Skills |
|  | **%** | Skills Demonstration |
|  | **%** | Objective Examinations |
|  |  | Other (describe) |
|  | **%** |  |
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| **GRADING POLICY: (Choose LG, P/NP, or SC)** | | | | | |
| **X** | **Letter Grade** | |  | **Pass / No Pass** | | |  | **Student Choice** |
| 90% - 100% = A | | | 70% and above = Pass | | | | 90% - 100% = A |
| 80% - 89% = B | | | Below 70% = No Pass | | | | 80% - 89% = B |
| 70% - 79% = C | | |  | | | | 70% - 79% = C |
| 60% - 69% = D | | |  | | | | 60% - 69% = D |
| Below 60% = F | | |  | | | | Below 60% = F |
| *or* |
| 70% and above = Pass |
| Below 70% = No Pass |
| **Prepared by:** | | | | J. EichnerLynch, Ph.D. | | | |

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| **Date:** | Spring 2014 |

*Revised form 01/14*