

Foundational Studies Course Proposal Cover Page

Course Title: ENG 339: Women's Literature FS Category: Literary Studies

Department: English

Chairperson: Perrin Date: 1/13/10

Faculty Representative: Jakaitis Date: 1/13/10

Instructor commitments

Instructors agree to ensure that the content and delivery of this FS course meets the Learning Objectives (LO) and the Skill and Applied Learning Requirements (SALR) of the category of the course.

Instructors will include the following in their syllabi:

- a. Statement explaining the FS requirement the course is meeting-
- b. Statement identifying specific FS learning objectives for the course
- c. Statement explicating how the assigned work assists students in meeting the FS program's goals, as well as the goals of the specific FS category under which the course falls
- d. Statement encouraging students to review the University's Academic Dishonesty Policy found in the Student Code of Conduct
- e. When appropriate, a statement outlining the citation style the instructor wishes students to use and the repercussions they will face if they plagiarize or act in other academically dishonest ways
- f. Statement explaining course attendance policy
- g. Statement describing the central tenets of academic freedom and how these relate to the course
- h. One of the four designated statements on laptop computers
- i. The University statement on the rights and responsibilities of students with disabilities

Instructors will submit to their department chairperson and to the FS coordinator an electronic copy of their syllabus at the beginning of each semester in which they teach this course, including summer sessions.

Instructors will submit a copy of their SIRs to the FS coordinator.

Instructors will have their students complete the designated FS assessment instrument for the category in which this course falls and will submit the completed instruments to the FS coordinator.

Chairperson/director commitments

The chairperson/director will complete the verification documentation for this course each academic year and submit it to the FS coordinator.

The chairperson/director will coordinate with the chairpersons/directors offering courses in this FS category to assure a broad array of course offerings.

The chairperson/director will ensure general consistency across sections.

Questions for Chairpersons and Curriculum Affairs Committee

1. When will this course be offered?

- a. Fall semester _____ b. Spring semester _____ c. Summer sessions _____
- d. Fall and Spring X e. Fall, Spring, and Summer sessions _____
- f. Other: _____

2. Approximately how many seats can your department/program provide for the category?

a. Fall semester: 45

b. Spring semester: 45

c. Summer sessions: _____

3. Approximately how many sections of the course will be offered each semester?

a. Fall semester: 1

b. Spring semester: 1

c. Summer sessions: _____

4. What will be the typical section size?

a. Fall semester: 45

b. Spring semester: 45

c. Summer sessions: _____

5. Will the course be offered online?

a. Fall semester _____

b. Spring semester _____

c. Summer sessions _____

d. Fall and Spring _____

e. Fall, Spring, and Summer sessions

f. Other: _____

6. Approximately, how many sections will be offered online?

a. Fall semester: 0

b. Spring semester: 0

c. Summer sessions: 0

7. If your department or program is proposing more than 1 course for this category, please identify where this course ranks when compared to the other courses which have been proposed (#1 out 3)

#3 of 4

8. Additional Comments:

In the past, the Department has offered two upper-division courses in Women's Literature: ENG 349 (Women Writers of the United States) and ENG 359 (Women Writers of Great Britain). Because of changes in the discipline (literature by women is currently incorporated in every course), the Department proposes this single course. [ENG 339 currently exists as Women's Poetry, but the course has not been offered in a decade. We will prepare necessary curricular forms at a later stage.]

Foundational Studies – Literary Studies

English 339: Women's Literature

This course is included in *Literature and Language at ISU* (2010), an official document of the Department of English, under the title of "Women's Poetry" but we are in the process of revising the course to include all genres of Women's literature. The revised course description is as follows:

English 339, Women's Literature, is a Foundational Studies course that introduces students to literature by women. This course helps students to understand the roles women writers played in helping to define and develop of artistic forms and traditions. This course aims to help students demonstrate knowledge of literary terms, periods, movements, and/or genres, as well as comprehend connections and transitions between literature's aesthetic, historical, and social dimensions such as issues of gender, class, and politics. It uses the tools of close reading, discussion, and writing. It also analyzes and synthesizes thematic motifs and literary ideas using and accurately documenting a variety of sources. Approaches to the course may be genre-based (poetry, fiction, nonfiction, and drama, and sometimes film), theme-based (science fiction and fantasy, romance, and mystery, for example), or socially-based (examining socioeconomics, politics, or cultural division, for example).

1. **Demonstrate aesthetic responsiveness and interpretative ability.** English 339 provides students in a variety of disciplines with opportunities to explore a wide range of literature (poetry, fiction, nonfiction, and drama – and less often film and music), united by both its dependence on the women's perspective and a genre, idea, theme, or topic. By reading, discussing, and writing about these diverse texts, students will learn both traditional and alternative ways in which to interpret and respond to literature.
2. **Connect writings to their literary, cultural, and historical contexts.** All writing exists within cultural and historical contexts, but texts are selected for English 339 to illustrate these principles. For example, students may illustrate a theme using texts or genres from different periods or cultures in a direct way or focus on the development of the voice of the women writers as they seek to challenge form or function. English 339's primary goals are to examine how women writers have shaped and enriched this artistic form, and how their work engages with "real-world" issues, such as dominant ideologies and material conditions.
3. **Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment.** The themes used for English 339 sections are broadly conceived, with the unifying condition that all writers represented inform the student about the conditions of women writers and characters, in an effort to expand students' perceptions beyond the merely personal. While connections at the personal level are valued, they are used to enhance the understanding of these writers and their cultural relevance.
4. **Reflect on themselves as products of and participants in traditions of literature and ideas.** Reading allows students to engage directly with texts (analysis through close reading); discussion allows students to participate in a reciprocal exchange of ideas and insights; writing allows students to articulate their views and refine their critical thinking skills. These three experiences give students ample opportunities to work actively with literature and explore the ideas that literature both contains and generates.

English 339: Women's Literature

Dreiser Hall 206: 11:00-11:50 MWF

Spring

Dr. Kit Kincade
Office: Root Hall A206
Office Phone: 237.3173

E-mail: kit.kincade@indstate.edu
Office Hours: 10:00-10:50 MWF; other times by appointment.

Contexts:

Catalog Description:

English 339 Women's Literature--3 hrs. Examining literary and artistic responses to the writings by women and issues that shape the forms and themes they utilize. [Fulfills the Foundational Studies (Literary Studies) requirement.] [FS Syllabus]

Thoughts on Women's Literature:

This section of English 339 has as its specific focus the way women writers simultaneously conform to and challenge notions of artist form, both in terms of genre and theme. Each unit is designed to examine the definition of that particular genre and the ways in which women have tested the limitations of that genre by examining how they articulate the form or theme. [FS Syllabus]

*Outcomes:**

After students complete English 339, they should be able to

- write about elements of literary texts – themes, techniques, motifs, and so on. [FS Lit 2, 4]
- discuss ideas that are intrinsic to the literature. [FS Lit 1, 3]
- form and express independent judgments about literary works. [FS Lit 1, 4]
- articulate the ways in which literary works reflect societal experiences. [FS Lit 2, 3]
- apply the principles of close reading in their discussions and in their writing. [FS Lit 1]
- express themselves clearly in both written and spoken forms. [FS Lit 4]
- apply critical thinking skills when reading, writing, speaking, and listening. [FS Lit 1, 4]

Texts:

Required:

* These outcomes are (and will be) presented in *Literature and Language at ISU* (2010), a Department document that articulates the overall goals of the literature program, as well as goals for individual courses.

Gilbert & Gubar. *The Norton Anthology of Literature by Women* Volumes 1 & 2, W.W. Norton, 2007.

Jane Austen, *Pride & Prejudice*. W.W. Norton, 1995.

Requirements:

- You will have 2 exams, each worth 25%. You will also have one group presentation (15%) & paper (15%) (MLA format). Attendance is worth 10%. Class participation is worth 10%.
- If we need reading quizzes, they will be part of class participation. They cannot be made up.
- If you miss an exam with a pre-approved excused absence, you have one week to schedule a make-up. If you fail to take a test, miss a presentation, or fail to submit the paper, you will not pass the course. If you do not turn in your paper on the day that it is due, without prior arrangements with me, your grade will drop a letter grade for every 24 hours it is late. If it is a week late, you will receive a zero. I accept no work after April 30 (the first day of finals week).

Policies:

1. Out-of-class work must be typed, following MLA style and documentary form. Laser- or ink-jet-printed manuscripts are required. [FS Syllabus]
2. Papers are due on the assigned days, at the beginning of the period. Late work will receive lowered grades, usually one letter grade off for every calendar day, not class session, that the paper is late.
3. I give few extensions on assignments; a request for an extension must be made *in advance*.
4. I do not accept e-mailed papers. If you are unable to attend class when a draft or final copy of a paper is due, you may send me the paper as an e-mail attachment (use Word and make sure to use a very clear subject line) to avoid a late penalty, but I will not print the paper for you. Rather, you must bring me a hard copy when you return.
5. Completing *all* course work – in-class and out-of-class, minor and major – is a minimum requirement, but not a guarantee, for passing the course.

6. Your attendance grade will be determined by this standard: 0-1=A; 2=B; 3-4=C; 5=D; 6-9=F. If you miss more than 10 days, you will receive an F for the course, not just an F for the attendance portion of your grade. [FS Syllabus]
7. Your participation grade will be determined in two ways: (1) your participation in class discussions and (2) your courtesy and comporment towards your fellow classmates. Your participation grade can be no more than two grades higher than your attendance grade; however, if you are not actively involved in class, your participation may be more than two grades lower than your attendance grade.
8. Laptops may be used on designated days only. I will alert you as to when they will be permitted. [FS Syllabus]
9. The first instance of plagiarism will result in a failing grade (an F) for the individual assignment; other grades will then be averaged. Be aware, however, that I will report any instances of plagiarism to the Student Judicial office, even though the overall course grade will not necessarily be compromised. A second instance of plagiarism will result in a failing grade for the class. [FS Syllabus]
10. Our final is on Friday, May 6, the last day of finals, between 10:00-12:00.

Grades:

Your final grade will be determined by the percentages indicated above. Additional information concerning writing style issue will be addresses both in class and with a hand-out that covers the details of the assignment. Keep track of your grades during the course of the semester, and if you have questions, come see me.

January

10: Course Introduction: a general discussion of genres [LS 3, 4]

British Women Writers**Short Fiction:**

12: Eliza Haywood: "Fantomina" [LS 1, 2, 3]

14: Maria Edgeworth: "The Grateful Negro" [LS 1, 2, 3]

17: **No Class: Martin Luther King, Jr., Day**

19: Virginia Woolf: selections pages 212-248 (of Volume 2) [LS 1, 2, 3]

21: Katherine Mansfield: "The Daughters of the Late Colonel" & "The Fly"
[LS 1, 2, 3]

24: Elizabeth Bowen: "The Demon Lover" [LS 1, 2, 3]

Long Fiction

26: Jane Austen: *Pride & Prejudice* [LS 1, 2, 3]

28: Jane Austen: *Pride & Prejudice* [LS 1, 2, 3]

31: Jane Austen: *Pride & Prejudice* [LS 1, 2, 3]

February

2: Jane Austen: *Pride & Prejudice* [LS 1, 2, 3]

Non-Fiction

4: Julian of Norwich & Margery Kemp: selections pages 37-60 (Volume 1)
[LS 1, 2, 3]

7: Olive Schreiner: "Women & Labor", "Sex-Partizanism" [LS 1, 2, 3]

9: **TEST 1** [FS 10; LS 1, 2, 3, 4]

Plays

11: Carol Churchill: *Top Girls* [LS 1, 2, 3]

14: Carol Churchill: *Top Girls* [LS 1, 2, 3]

Poetry

16: Amelia Lanyer: selections pages 82-92 (Volume 1) [LS 1, 2, 3]

18: Ahpra Behn: selections pages 178-186 (Volume 1) [LS 1, 2, 3]

21: Anne Finch: selections pages 236-251 (Volume 1) [LS 1, 2, 3]

23: Charlotte Smith: selections pages 326-336 (Volume 1) [LS 1, 2, 3]

25: Elizabeth Barrett Browning & Emily Bronte: selection pages 521-558 &
959-975 (Volume 1) [LS 1, 2, 3]

¹ As a course that focuses on reading, English 339 incorporates Foundational Studies (FS) objective 2 on a daily basis; further, daily discussions address FS objective 10. Other objectives—both general and specific—are noted throughout the daily schedule of class activities using these abbreviations: FS = Foundational Study, LS = Literary Studies, and S = Skills (Applied Learning).

American Women Writers

Short Fiction

March

- 2: Sarah Orne Jewett: pages 1242-1251 (Vol. 1) [LS 1, 2, 3]
- 4: Charlotte Perkins Gilman: pages 1388-1404 (Vol.1) [LS 1, 2, 3]
- 7: Eudora Welty: pages 597-604 (Vol.2) [LS 1, 2, 3]
Flannery O'Connor: pages 892-907 (Vol. 2) [LS 1, 2, 3]
- 9: Toni Morrison: pages 994-1026 (Vol. 2) [LS 1, 2, 3]
- 11: Leslie Silko: pages 1332-1339 (Vol. 2) [LS 1, 2, 3]
Julia Alvarez: pages 1341-1346 (Vol. 2) [LS 1, 2, 3]

Long Fiction/Non-Fiction

- 14: Mary Rowlandson, pages 174-178 (Vol. 1) [LS 1, 2, 3]
- 16: Sojourner Truth: pages 509-510 (Vol. 1) [LS 1, 2, 3]
Harriet Jacobs: pages 618-630 (Vol. 1)
- 18: Harriet Beecher Stowe, excerpts, *Uncle Tom's Cabin* (Vol. 1) [LS 1, 2, 3]

- 21-25: Spring Break

- 28: Harriet Beecher Stowe, excerpts, *Uncle Tom's Cabin* (Vol. 1) [LS 1, 2, 3]
- 30: Harriet Beecher Stowe, excerpts, *Uncle Tom's Cabin* (Vol. 1) [LS 1, 2, 3]

Plays

April

- 1: Susan Glaspell, *Trifles*: 177-187 (Vol. 2) [LS 1, 2, 3]
- 4: Susan Glaspell *Trifles*: 177-187 (Vol. 2) [LS 1, 2, 3]

Poetry

- 6: Emily Dickinson: selections, pages 1037-1070 (Vol. 1) [LS 1, 2, 3]
- 8: Emily Dickinson: selections, pages 1037-1070 (Vol. 1) [LS 1, 2, 3]
- 11: Emily Dickinson: selections, pages 1037-1070 (Vol. 1) [LS 1, 2, 3]
- 15: Elizabeth Bishop: selections, pages 604-619 (Vol. 2) [LS 1, 2, 3]
Adrienne Rich: selections, pages 962-982 (Vol. 2) [LS 1, 2, 3]
- 18: Adrienne Rich: selections, pages 962-982 (Vol. 2) [LS 1, 2, 3]
- 20: Sylvia Plath: selections, pages 1044-1065 (Vol. 2) [LS 1, 2, 3]
- 22: Presentations [FS 10; LS 1, 4]
- 25: Presentations [FS 10; LS 1, 4]
- 27: Presentations [FS 10; LS 1, 4]
- 29: Presentations; Reflection and Review [FS 10; LS 1, 4]

May

- 6: Final Exam (10:00-12:00) [FS 10; LS 1, 2, 3, 4]

English 339 (Women's Literature) and Foundational Studies

REQUIREMENT: English 339, Women's Literature, fulfills the Literary Studies requirement of the Foundational Studies program. *[FS Syllabus]*

GENERAL OBJECTIVES: The Foundational Studies program incorporates general goals that will be applied in English 339: students will (a) "critically evaluate the ideas of others," (b) "demonstrate an appreciation of human expression through literature and fine and performing arts," and (c) "express themselves effectively, professionally, and persuasively both orally and in writing" (*Foundational Studies* 2009). Further, Foundational Studies courses are designed to "develop critical thinking skills" and "develop information literacy," as well as "include a graded writing component" (*Foundational Studies* 2009) *[FS Syllabus]*

SPECIFIC OBJECTIVES: Courses in Literary Studies—including English 339—have these specific learning objectives:

1. Demonstrate aesthetic responsiveness and interpretive ability;
 2. Connect writings to their literary, cultural, and historical contexts;
 3. Employ literature to analyze issues and answer questions relating to human experience, systems, and the physical environment; and
 4. Reflect on themselves as products of and participants in traditions of literature and ideas. *[FS Syllabus]*
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APPLICATION: The assignments in English 339 (readings and discussions, in-class writing, and out-of-class writing) will allow you to meet Foundational Studies goals, as well as the specific goals of the class. The readings for the course—in different genres, by different authors, from different periods, or from different cultures—will challenge you to look at literature in a contextual fashion. Discussions and other class activities will help you to develop techniques for interpreting literature, based on close reading and critical interpretation. Related readings, lectures, discussions, and perhaps research will allow you place literature in its cultural context, as well as analyze the ways in which literature represents and comments on human experience. The required writing will allow you interpret and respond to what you read in a variety of ways—offering opportunities for you to analyze what you read from both personal and academic perspectives. The most general goal, however, is to allow literature to expand your ideas, to challenge your thinking, to create new experiences, to enlarge your perceptions, and to enrich your life. *[FS Syllabus]*

FURTHER INFORMATION: For information about the Foundational Studies program—specifically the "Sycamore Standard," academic freedom, and the rights and responsibilities of students with disabilities—consult the Foundational Studies website <http://www.indstate.edu/gened/newfoundationalstudiesprogram.htm>. *[FS Syllabus]*