

SANTA ANA COLLEGE COURSE OUTLINE

DISCIPLINE, NUMBER, TITLE: English 278, Survey of Literature by Women

(If the discipline, number or title is being revised, above should reflect the NEW information;) AND, the complete former course name MUST be included in the CATALOG ENTRY below.)

CATALOG ENTRY

Discipline	English
Course Number	278
Course Title	Survey of Literature by Women
Former Title	
Units	3
Lecture Hours	48
Laboratory Hours	None
Arranged Hours	None
Total Semester Contact Hours	None

COURSE IDENTIFICATION NUMBER(S) (C-ID)**PREREQUISITE(S)****Prerequisite**

English 101 or 101H.

CATALOG DESCRIPTION

An historical survey of literature by women. Will include short stories, novels, plays, poetry, and non-fiction.

Budget Unit

Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
Method of Instruction	10
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable: D, F, NC, W
TOPS Code	150300 - Comparative Literature
Topics Course	No
Open Entry/Exit	No
Grading Options	

Curriculum Office Use Only.

Department Chair Approval Date:

Divison Chair Approval Date:

Curriculum and Instruction Council Chair Approval Date:

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;

4. discover the importance and utility of his/her own experience in the world as a tool for criticizing literature;
5. distinguish between his/her own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions;
8. recognize the close relationship or identity of form and content in literature;
9. analyze works in terms of generic conventions and changes;
10. compare/contrast works across historical spectrum and from writers of

1. Studying Women in Literature and as Contributors to Various Genres (3 hours)

- A. Basic cultural attitudes
- B. Elements of literature/literary devices (continues throughout the semester)
- C. Generic conventions
- D. How and why women write; why we study women's literature

2. Medieval and Renaissance Women (3 hours)

Study of medieval and renaissance attitudes toward and roles of women/men and the production of literature by women through genres such as the spiritual autobiography, diaries, and the sonnet. Includes writers such as Julian of Norwich, Margery Kempe, Elizabeth I, Issabella Whitney, Mary Sidney, Aemilia Lanyer, and Mary Wroth.

3. Literature of the 17th Century and 18th Century (9 hours)

Introduction to the history of and changes caused by the Puritans, the Revolutions, Enlightenment; Romanticism; topics include women's coterie poetry, conquest, slavery, captivity narratives, feminine utopias, the rise of the novel, midwifery, and women pursuing science through writers such as Anne Bradstreet, Margaret Cavendish, Sor Juana Ines De La Cruz, Katherine Philips, Mary Rowlandson, Anne Killigrew, Mary Astell, Anna Letitia Barbauld, Jane Sharp, Hannah More, Abigail Adams, Eliza Haywood, Mary Robinson, Mary Wollstonecraft, Phyllis Wheatley, Dorothy Wordsworth, and Aphra Behn.

4. The Novel (6 hours)

Exploration of Jane Austen's *Persuasion*, Charlotte Bronte's *Jane Eyre*, Aphra Behn's *Oroonoko* or Mary Shelley's *Frankenstein* or other similarly important early novels by women to discuss literary technique and if women are creating distinctly feminine voice.

5. Literature of the 19th Century and Turn of the Century (12 hours)

Introduction to the women's (and women writer's) role in key movements such as abolition, suffrage in Europe and America, and poetic movements such as the Pre-Raphaelites; the rest cure; writers include Felicia Hemans, Sojourner Truth, Margaret Fuller, Harriet Beecher Stowe, Harriet Jacobs, the Brontes, Elizabeth Gaskell, E.B. Browning, Emily Dickinson, Christina Rosetti, George Eliot, Sarah Orne Jewett, Edith Wharton, Charlotte Perkins Gilman, Florence Nightingale, Harriet E. Wilson, Frances Harper, Olive Schreiner, Pandita Saraswati, Woolson, Coleridge, Harper, Richardson, and Kate Chopin.

6. Literature of the 20th Century and 21st Centuries (15 hours)

Examination of the key artistic and historical movements of the 20th and 21st Centuries; the feminist movement; women's suffrage; key generic conventions such as stream-of-consciousness and Imagist poetry; world wars; modernism; post-modernism; the rise of minority voices and multicultural literature through writers such as Edith Wharton, Willa Cather, Gertrude Stein, Virginia Woolf, Susan Glaspell, Amy Lowell, Isak Dinesen, Branch, Mina Loy, Katherine Anne Porter, Zora Neale Hurston, Nella Larsen, Edith Sitwell, H.D., Marianne Moore, Edna St. Vincent Millay, Toni Morrison, Gwendolyn Brooks, Eudora Welty, Tillie Olsen, Hisaye Yamamoto, Maya Angelou, Anne Sexton, Alice Munro, Lucille Clifton, Toni Cade Bambara, Anais Nin, Nadine Gordimer, Cynthia Ozick, Linda Hogan, Ama Ata Aidoo, Bharati Mukherjee, Denise Chavez, Denise Levertov, Adrienne Rich, Sylvia Plath, Gloria Anzaldua, Leslie Marmon Silko, Annie Dillard, Alice Walker, Maxine Hong Kingston, Sandra Cisneros, Helena Viramontes, Jamaica Kincaid, Zadie Smith, Jhumpa Lahiri, Cathy Song, Isabelle Allende, and Sharon Olds. Use of contemporary songwriters and poets is encouraged.

7. Presentation of Individual Book Reports (3 hours)

Students would present a brief oral presentation on a work chosen from a list provided by the instructor of appropriate female-authored works published in English (not necessarily written in English); should include different genres, both fiction and non-fiction. This will allow students exposure to the most contemporary award-winning and/or popular works not included in the anthology and to the great wealth of women's writing not covered in depth.

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Recommended readings and/or materials:

A novel, play, collection of short stories, collection of letters/diaries, memoir or collection of poetry chosen by students for individual presentation; examples of choices include diverse works such as *The Namesake* (ISBN 978-0006551805 cost \$9.95), *The Bell Jar* (ISBN 0060930187 cost \$9.95) or *The Sum of Our Days* (ISBN 978-0061551833 cost \$17.90) (The list provided by instructor should include both fiction and non-fiction choices of works written by women and published in English, so they could be translations of works written originally in another language; the list should also include current book award winners.)

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

1. -

Students will be expected to:

1. Take effective lecture notes.
2. Participate actively in both small group and full class discussions and communicate and defend their ideas to other students and the instructor both orally and in writing.
3. Practice clear, effective speaking that demonstrates understanding of how emphasis on certain words or rhythm contributes to meaning and/or characterization when reading aloud from assigned works, particularly poetry and drama.
4. Give a clearly organized oral presentation and collaborate with a partner/partners to present material clearly.
5. Practice effective oral communication skills such as maintaining eye contact, speaking clearly with varied tones, and using visual material to complement the oral presentation.
6. Read critically to identify main points and literary devices, to analyze for stylistic elements, and to situate the works within their historical and social contexts.
7. Write analytical essays with proper, effective organization, essays that demonstrate knowledge of the assigned works, literary elements, and correct grammar, spelling, punctuation, documentation and citation.

Thinking and Reasoning

1. -

Students will:

1. Discover the importance and utility of his/her life experience as a tool for interpreting literature.
2. Identify levels and shades of meaning in figurative language and in literary symbols.
3. Identify literary elements such as irony and point of view within works.
4. Predict probable consequences within plots by recognizing foreshadowing and then justify those assumptions.
5. Compare and contrast works both from the same period and/or across historical periods.
6. Improve the ability to apply principles of various critical perspectives such as feminism or new historicism to reach multiple critical readings of literary works.
7. Write analyses, explications, evaluations, and/or parodies of literary works.
8. Recognize a relationship between form and content.
9. Synthesize information to produce a documented paper, using the MLA format.
10. May create original works that parody or sue the forms, such as the sonnet, of assigned writings.

Information Management

1. -

Students will:

1. Evaluate primary and secondary sources including Internet sources.
2. Use library's on-line catalogue and resources.
3. Distinguish between professional journals and magazines and other periodicals.
4. Demonstrate awareness of breadth of sources.
5. Use sources ethically.
6. Synthesize concepts from various sources and primary works into coherent compositions of their own.

Diversity

1. -

Students will:

1. Read, understand and demonstrate an appreciation of literary works by women from diverse historical and socio-economic backgrounds in addition to different cultural/ethnic groups represented within the writings in the assigned historical periods. Writers from within and without the Americas will be presented.
2. Interact with others in a socially responsible manner to gain an understanding of how reasonable people can have differing opinions on the subjects discussed both within the assigned readings and by the students.

Civic Responsibility

1. -

Students will identify and discuss the moral dilemmas present within the assigned works and gain an understanding of some of the key social issues of the various historical periods presented in addition to the specific problems faced by the writers because of their gender.

Life Skills

1. -

Students will develop knowledge and skills in areas such as creative expression, aesthetic appreciation, personal growth, communication, and interpersonal skills.

Careers

1. -

Students will explore careers as teachers, literary critics, and writers.

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions
Group Study & Exercises
Lecture
Reading Assignments

Other (Specify):

May include the following:

1. Extensive reading
2. Lectures
3. Classroom and small group discussions
4. Examinations
5. Journals
6. Documented paper(s)
7. Recordings of poetry and related music
8. Seeing recorded or when possible live performances of dramatic works.
9. Quizzes
10. Presentations
11. Multi-media presentations

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

- A. Assigned readings -- 61 hours
- B. Finding, evaluating, and reading secondary sources for documented paper and/or presentation(s) -- 10 hours
- C. Journal and paper writing -- 20 hours
- D. Presentation preparation -- 5 hours

The above assignments total 96 hours

STANDARDS OF ACHIEVEMENT

List graded activities.

May include:

Journals

Documented Paper/papers (at least one)
Exams (may contain quotation identification/short answer/identification questions in addition to essays)
Participation in discussion/in class activities
Presentation
Quizzes

How will student learning be assessed? (Multiple measures must be used.)

All essay exams and papers will be graded in accordance with departmental criteria established for English 101.

Exams - 47% - 55%

Paper(s) - 15% - 23%

Journals - 10% - 15%

Quizzes, Participation and Presentation(s) - 15% - 20%

(presentation(s) to be evaluated by peers and instructor to a rubric and by self in written format)

Supplemental Forms

Requisite Appraisal Form

Type of Requisite

Content Review

Technologically Mediated Instruction (TMI)

TMI Checklist

Supplemental Comments:

Honors

Additional and advanced components that will be covered in this honors

Additional measurable instructional objectives that the honors student will be expected to accomplish.

Additional reading, writing, and special projects in this honors course will require students to:

Augmented critical thinking skills the honors student will develop.

Non-Credit Course Self-Assessment

Date Approved by System Office

Last Reviewed by C&IC

Instructor met min qualifications No

Instructor provided immediate supervision/control No

Students do not exceed allowable class hours No

Instructor monitors computer lab/library usage No

Student initiates course enrollment No

Students informed when enrolled No

All other noncredit requirements satisfied No

Based on the self-assessment conducted for this non-credit course, I hereby certify that the noncredit course listed above:

does not continue to meet eligibility requirements for noncredit apportionment
Supplemental Comments

New Course Proposal Form

Course Title	ENGL 278 - Survey of Literature by Women
Course part of new major	No
Intended for Transfer	No
Part of Associate Degree	No
Part of Certificate Program	No
Vocational	No
Advisory Committee Involved?	No
Special Room/Space Requirements	No
Additional/Specialized Staffing	No
Special Equipment	No
Library Consulted	No
Additional library resources required	No
Consumable supplies required	No
Special Funding Available?	No
Supplemental Comments	