



SANTA ANA COLLEGE

ENGL 278 - Survey of Literature by Women

Catalog Entry

Discipline English

Course Number 278

Course Title Survey of Literature by Women

Units: 3.000

Lecture Hours: 54.000

Scheduled Laboratory Hours:

TBA:

Total Contact Hours: 54.000

Additional Outside-of-Class Hours:

Total Outside Class Hours: 108.000

Total Student Learning Hours: 162.000

Requisites

Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 or ENGL 101H

Catalog Description

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

Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1503.00 - Comparative Literature

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

CIC Approval

11/27/2023

Student Learning Outcomes

Upon completion of this course, the student should be able to:

1. Identify major authors, works, themes, historical events, and literary conventions in women's literature from various historical periods and genres.
Analyze women's literature from various critical perspectives and with regard to
2. social, political, and historical context.
Produce college-level academic writing that demonstrates literal comprehension of texts, critical analysis, ethical use of primary and secondary sources, and correct MLA format and
3. documentation.

Course Objectives

Students will be able to do the following by completing this course:

1. Identify and demonstrate an understanding of the conventions that make up the major literary genres to which women have contributed in the English language: poetry, short story, novel, drama, memoirs, letters, essays, journals/diaries and other non-fictional works
2. Show familiarity with influential and significant women writers, movements, texts, and themes across the medieval through contemporary time period, to develop a time line of a women's literary history that is not distinct from the traditional primarily male-authored literary canon
3. Analyze and interpret themes found in the literature and intellectual movements of the period
4. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis and close reading of texts
5. Situate the works and the writers within their historical, philosophical, social, political, religious, and aesthetic contexts
6. Identify and compare/contrast how gender roles (and what justifies them—biology, religion, the classics, history, the law) and societal expectations affect the writers' material circumstances and ability to write or get published, shift with various movements, and relate both to the topics women write about and how they write about them
7. Demonstrate comprehension of the above through oral and written arguments that correctly integrate textual evidence and secondary sources using MLA documentation and citation format both in the text and in a "works cited" page

Course Content

Course Lecture Content

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 their own experience in the world as a tool for criticizing literature;

5. distinguish between their 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

I. Studying Women in Literature and as Contributors to Various Genres

- 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

II. Medieval and Renaissance Women

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

III. Literature of the 17th Century and 18th Century

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

Abigail Adams, Mary Astell, Anna Letitia Barbauld, Aphra Behn, Anne Bradstreet, Margaret Cavendish, Sor Juana Ines De La Cruz, Eliza Haywood, Anne Killigrew, Hannah More, Katherine Philips, Mary Robinson, Mary Rowlandson, Jane Sharp, Phyllis Wheatley, Mary Wollstonecraft, and Dorothy Wordsworth.

IV. The Rise of the Novel

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 to question if women are creating distinctly feminine voice.

V. Literature of the 19th Century and Turn of the Century

Introduction to the women's (and women writer's) role in key movements such as abolition, suffrage in Europe and America, regionalism, realism, naturalism, and poetic movements such as the Pre-Raphaelites; issues relating to industrialization, urbanization, the rest cure; domestic spheres of influence and the angels in the house; writers include Louisa May Alcott, the Brontes, E.B. Browning, Kate Chopin, Mary Elizabeth Coleridge, Rebecca Harding Davis, Emily Dickinson, George Eliot, Margaret Fuller, Elizabeth Gaskell, Charlotte Perkins Gilman, Frances Harper, Felicia Hemans, Harriet Jacobs, Sarah Orne Jewett, E. Pauline Johnson (Tekahonwake), Florence Nightingale, Christina Rossetti, Olive Schreiner, Harriet Beecher Stowe, Sojourner Truth, Edith Wharton, and Harriet E. Wilson.

VI. Literature of the 20th and 21st Centuries

Examination of the key artistic and historical movements of the 20th and 21st Centuries such as

surrealism, dadaism, and feminism; 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; globalism, post-industrialism, and eco-literary movements; acceptance of differently gendered identities. Representative writers include Ama Ata Aidoo, Isabelle Allende, Maya Angelou, Gloria Anzaldua, Toni Cade Bambara, Gwendolyn Brooks, Willa Cather, Denise Chavez, Sandra Cisneros, Lucille Clifton, Annie Dillard, H.D., Susan Glaspell, Nadine Gordimer, Linda Hogan, Zora Neale Hurston, Jamaica Kincaid, Maxine Hong Kingston, Jumpa Lahiri, Nella Larsen, Denise Levertov, Amy Lowell, Mina Loy, Anna-Marie McLemore, Edna St. Vincent Millay, Marianne Moore, Toni Morrison, Bharati Mukherjee, Alice Munro, Anais Nin, Sharon Olds, Tillie Olsen, Cynthia Ozick, Sylvia Plath, Katherine Anne Porter, Adrienne Rich, Anne Sexton, Leslie Marmon Silko, Edith Sitwell, Zadie Smith, Cathy Song, Gertrude Stein, Helena Viramontes, Alice Walker, Edith Wharton, Eudora Welty, Virginia Woolf, and Hisaye Yamamoto. Use of contemporary songwriters and poets is encouraged.

VII. Presentation of Individual Book Reports

Students would present a brief oral presentation on a work chosen from a list provided by the instructor of 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

Textbook

Warhol-Down, Robyn, et al. Women's Worlds: The McGraw Hill Anthology of Women's Writings 1st McGraw Hill 978-0072564020 2008 No newer edition available. This is one of only two major reputable anthologies of the period's pieces.

Gilbert, Sandra M., and Susan Gubar The Norton Anthology of Literature by Women: The Traditions in English 3rd W. W. Norton 978-0-393-93015-3 2007 No newer edition available. This is one of only two major reputable anthologies of the period's pieces.

Other Required Materials

Another appropriate book-length text authored by a female and available in English will be chosen by the student for an in-depth book report and paper. May be a collection of poetry, novel, drama, autobiography or other suitable work.

The textbooks listed are the two primary textbooks in the field and the most recent editions. The Norton is THE standard text, period. Anything else is a pale comparison.

- **Class Discussions**

 - Description**

 - small group and large group discussions

- **Directed Learning Activities**

 - Description**

DOTAa as needed for assistance with MLA or essay writing

- **Field Trips**

Description

if possible, attend a live performance by a woman author and introduce students to local theatre and poetry performance venues

- **Group Study & Exercises**

Description

study guide creation groups for midterms

- **Handouts**

Description

for example: major genre conventions, period definitions, literary conventions, terms, or movements

- **Media Presentations**

Description

viewings of plays or poetry readings, particularly of contemporary writers; digital and/or live when possible performances; and historical, biographical, and other contextual information media from sites such as the Library of Congress and the British Library

- **Oral Presentations**

Description

book report on chosen text with discussion of particular researched topic

- **Reading Assignments**

Description

author or genre presentations; poetry close readings

- **Writing Projects & Reports**

Description

quizzes, exams with essays, journals, essay preparatory homework; and may include other creative projects such as collages, parodies, character tweets or Facebook profiles, dialogues, or memes

What learning activities or assignments are required outside of class?

Reading Assignments

extensive reading of primary texts and some contextual material

Writing Assignments

preparing for exams; journal writing; preparing essays

Other Assignments

assigned readings; finding, evaluating, and reading secondary sources for documented paper and/or presentation(s); journal, homework, and paper writing; and presentation preparation

total: 108 hrs

Standards of Achievement

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

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

All essays, exams and papers will be graded in accordance with departmental criteria established for English 101. Journals are graded for thoroughness in completing the tasks assigned, clarity of response, and supported answers with textual evidence.

Exams - 47% - 55%

Paper(s) - 15% - 23%

Journals - 10% - 15%

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

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

Grading Scale

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F Below 60%

Pass = 70 -100%

No Pass < 70%

CB11: Course Classification Status Y - Credit Course