

## **Course Information English 278**

**Course Title:** Survey of Literature by Women: The Traditions in English

**Section:** 29300

**Location:** Fully online (rscdd.instructure.com); no remote live or in-class meetings

**Time:** Weekly (16 weeks); **9 to 12 hours of weekly participation recommend**

## **Instructor Information**

**Name:** Kathy Patterson

**Office:** SAC D-428 (not open currently as I am housebound due to illness)

**Office Hours:** T 2-4 online; Zoom conferencing available on request, can do weekends with mutual availability

**Email:** patterson\_kathy@sac.edu (preferred method of contact; response within 48 hours, usually in 24); I will check emails at least once on the weekend. As an insomniac, I will answer emails late at night often. I may even tell you to get to bed if it is in the wee hours and you answer me!

**Phone:** 714-564-6528

**Mailboxes:** (1) Faculty/Staff Resource Center (JSC-119); (2) Humanities Office (D-435)

## **Santa Ana College Mission Statement**

Santa Ana College inspires, transforms, and empowers a diverse community of learners.

## **English Department Mission Statement**

The Santa Ana College English Department provides numerous opportunities for our students to develop and improve the reading, critical thinking, and writing skills required to succeed at their chosen careers, to meet the rigors of the writing demands at four-year transfer institutions, and to foster lifelong learning and an appreciation of literature

## **Required Texts and Materials**

- Gilbert, Sandra M. and Susan Gubar, editors. *The Norton Anthology of Literature by Women: The Traditions in English*. 3rd ed. 2007. Volumes 1 and 2. **\*\*Please note, there are copies of the textbooks in the Learning Center as well as in the library (might not be available in Library for a few days)**
- Any college-level dictionary
- A literary work, novella length, by a woman, in English, chosen by you for your project (okayed by me)
- Working computer; reliable internet access; email address; microphone and camera for project

## **Course Description:**

This course is designed to explore the literary history of women in the English traditions by examining woman-authored texts drawn from several genres, periods, and ethnicities. Over the course of the semester, we will focus our discussions upon various topics, including the conditions of the production of women's writing, how texts authored by women contribute to the

historical development of literature/genres/literary movements, how authors create a distinctly female voice (or if they do, in fact) and the ways in which authors across different time periods seem to speak to one another with their texts. We will explore thematic topics such as the woman's sphere of influence, the woman's biological cycle, childbirth/rearing, relationships to men/children/parents/lovers, women's sexuality, and a woman's place in the world. You have successfully met the prerequisite by having completed English 101 or its equivalent, so I assume that you have mastered the basics taught in English 101: focused thesis, coherent organization, logical paragraphing, varied sentence structure, effective diction, standard formal spelling, mechanics, and punctuation, and proper documentation of source material and literary quotations using MLA format. If you have any questions, you can see me or utilize the Learning Center. This class is CSU and UC transferable.

## Student Learning Objectives

- Students will identify major authors, works, themes, historical events, and literary conventions in women's literature from various historical periods and genres.
- Students will analyze women's literature from various critical perspectives and with regard to social, political, and historical context.
- Students will 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 documentation.

## Requirements:

### Writing Assignments:

You will be required to perform some writing tasks this semester, and since the prerequisite for this course is the completion of English 101 or its equivalent, I am assuming that you can execute the organization of your ideas in a coherent, complete, grammatically correct paper that follows the standards of formal college English writing. (Yes, you need a thesis!) The papers must be typed or computer-printed. Please follow the MLA format—if you are unsure of how to do so, please see the samples in our resources; visit the Learning Center in D-307, or make an online appointment with them; see me; or consult a good, recent college grammar handbook such as *Rules for Writers* or *The Bedford Handbook*.

Papers are to be double-spaced from top to bottom, *with no extra spaces between paragraphs, the heading and the title, or anywhere else!* Use one-inch margins all around; do not use a cover sheet, title page, or folder—simply type a heading in the upper left-hand corner consisting of your name on line one, *Patterson* on line two, *English 278* on line three, and the due date on line four in day, month spelled out, and year format. All essays must have an interesting title that is centered. Pages are to be numbered using a header with your last name and page number in the upper right corner of the page. Font size is to be no larger than 12 pt; the norm is Times New Roman. Do not italicize or capitalize your entire paper. Paragraphs are indented half an inch from margin as are long quotations/blocked quotes. IF you use google.docs, it automatically adds 0.5 to "after paragraphs." You need to set all of those to zero. Save papers in Microsoft Word (.doc or .docx) or Adobe portable document format (.pdf). Other formats are not acceptable. Include your last name, first name, and assignment name when you

label your file. For example, if John Doe wanted to submit his Paper One, he would label the file: DoeJohnPaperOne.

\*\*\*All assignments must be submitted directly to Canvas; if you experience a problem with Canvas, you should email a backup copy of the assignment to the instructor before the due date/time and then submit the assignment later once the problem with Canvas has been resolved.

### **Attendance:**

- Remember that this class will require roughly 12 hours of participation each week (reading will obviously be the bulk of your weekly hours) for success.
- No-Shows: For week one, you must do a few tasks, including reading the Course Info module; taking the syllabus quiz, and writing and responding to the introductions discussion by Sunday, 11:59pm. Otherwise, you will be dropped from the course as a No-Show.
- It is your responsibility to withdraw in order to receive a transcript grade of "W" before the week 12 deadline.
  - You may be dropped for non-participation if you miss an excess of 10% of the total course activities including but not limited to class attendance, discussions, quizzes, exams, and papers.
  - Class attendance is based on discussion board participation.
  - You will be dropped if you miss 3 or more discussions or do not take an exam.
  - Under extenuating circumstances, you may be reinstated to the course.
- After the week 12 withdrawal deadline, you must receive a course grade (unless you appeal to SAC Admissions for an Excused Withdrawal).

### **Discussions:**

You will be expected to participate in class discussions. These are taking the place of the peer-to-peer and peer-instructor communication that would take place in the classroom if we were in person or on zoom. You must make substantive comments, and your responses need to move beyond that "I agree" or "Good point" stage to discuss WHY you think so. Make connections, ask questions, and push back if you don't agree with something that someone said. It is through respectful disagreement that we so often can find more interesting takes on works of literature. Remember--we all have a lot of different experiences and things that we have read that we bring with us like luggage on a trip--every new reading is an adventure. Your "baggage" or the experiences that you have had and the readings that you have done will help you have a distinct viewpoint on a work. Some discussions are going to have you get creative! Have some fun with them. They will be nice little breaks from the more traditional academic discourse of the discussions.

### **DSP&S Accommodations:**

Your success in this course is important to me. Santa Ana College and I are committed to providing reasonable accommodations for all individuals with disabilities. If you had a disability that may have some impact on your ability to do well in this course, I encourage you to speak with me as soon as possible. Also, please contact Disabled Student Programs and Services so that we can all collaborate on your classroom accommodations in a timely manner. DSP&S is located in the Johnson Student Center (JSC) 108, and its phone number is (714) 564-6295. Video



## AI/ChatGPT/Grammarly and other Paraphrasers:

AI is a handy tool that can be used for a variety of things--too many in my opinion, but then I am partly a tech Luddite. In my class, you may not use Chat GPT or any other AI text-generator for writing your papers and/or essays for exams. You may want to use them for prewriting ideas, but I don't suggest that if you are someone who plans to go to graduate school that you start to rely on AI. You MUST become used to creating your own topics/finding resources, and writing compelling, informative essays. It is not easy, I know. However, you have me and the Learning Center for help. Paraphrasers are horrible things. They take YOUR words and use their own formulae to come up with more academic-sounding words. That is problematic in that often those words do not even fit the sentence as you wrote it. Believe me when I say that most instructors in English can find those poorly written sentences. I want you to sound like you, elevated slightly, like a community college student. I will get a pretty good sense of your writing through the discussions and our conversations. Please, I want you to become a better writer and be better prepared for the kinds of assignments that you will face at the university.

## Title IX:

Title IX is a federal civil rights law that prohibits sex discrimination in education. This includes sexual harassment, sexual assault, and rape. Violations of Title IX, as well as violence or threats of violence on campus or online, are taken very seriously so that victims are provided with proper support and violators are properly disciplined. As a faculty member, I am required by law to report all such violations. If you have been a victim of sexual misconduct and would prefer to talk to someone confidentially, I encourage you to take advantage of the psychological services offered at SAC's Health and Wellness Center. You can contact the Center at (714) 564-6216 or visit them in person in JSC 110.

## Extra Credit:

For five points extra credit, you may watch a live performance, attend a reading, or see a movie/video performance/adaptation of a literary work written by a woman, such as George Eliot or Jane Austen, and write a one-page typed, double-spaced summary and reaction to it. I don't want the newspaper or back of the DVD box. I want *your* insight.

## Grading Policy:

The paper and exams will be graded according to the standards of well written, formal college English on a 100-point scale: 100-90=A 89-80=B 79-70=C 69-60=D 59-0=F

## Course Grade breakdown:

2 Midterms @100pts	200 points	_____ + _____
Final	100 points	_____
Quizzes and Homework	100 points	_____ + _____ + _____ + _____
Discussions	150 points	absences: _____
Paper with source work	120 points	_____
Presentation	30 points	_____
Extra Credit		_____ + _____
Total	700 points	=

700-630=A 629-560=B 559-490=C 489-420=D 419-0=F

Make sure that you keep track of your grades; gradebook does not always reflect grading at any given point accurately. Check the grades and make sure that they match up with what you have done. You may always make a zoom appointment to meet with me and discuss your grades and/or any assignment.

ALSO VERY IMPORTANT! to be successful, most students have shared that they have some sort of physical calendar or a calendar on their phone that has EVERY due date, not just what shows up on the "to do" list on Canvas. One of the biggest issues is that I can only assign one date per discussion, so the date I use is your initial response date. That will usually be Thursdays. The due date for responding will be Sundays. You have to be sure to put that in your calendar so that you do not miss those dates.

## **COURSE OUTLINE/READING SCHEDULE:**

Please note that readings will be discussed and are to have been read already before the class of the date assigned in the outline.

HOW TO READ THE ASSIGNMENTS: If a reading has a single digit after the name in parentheses, like Julian of Norwich (37) it means that the reading starts there for that author, so read it all; readings, like Herbert in week two, that have more than one number specify to read only those pages, in Herbert's case: pages 77-81. For the purposes of dates, I will use Monday as the "date" of the week.

week one	Romance and Royalty
M 8/21	Literature of the Middle Ages and the Renaissance (1); Marie de France (17) and "Lanval" pdf; Juliana Berners (60); Elizabeth (65)
week two	Saints and Sinners and Just Plain Mortals
M 8/28	Julian of Norwich (37); Margery Kempe (45); Whitney (68); Herbert (77-81); Lanyer (82-88); Wroth (101 skim); Askew (62); Speght (109 skim)
week three	The Scientist, the Puritan, the Coterie, and the Captive
M 9/4	Last day to drop class without a "W" grade; Last day to add the class; Literature of the 17 <sup>th</sup> and 18 <sup>th</sup> centuries (123); Bradstreet (144); Cavendish (160); Philips (169; 172;174); Rowlandson (174); Chudleigh (231); Killigrew (233-4); Finch (236-240; 250); Knight (251)
week four	Enlightened Women and Boundary-Pushers
M 9/11	Astell (261); Haywood (276); Alcock (306); Barbauld (309); Adams (315); More (321); Smith (326-331); Burney (345); Wheatley (358-363); Robinson (364-366)
week five	Rebellious Women—the Vindicator and the Spy
M 9/18	Wollstonecraft (370); Morton (391); Williams (396; 398-399); Behn <i>Oroonoko</i>

(186-231); Exam 1 release

- week six  
M 9/25 The Madwoman in the Attic and the Orphan Heir  
C.Brontë *Jane Eyre* (633); Literature of the 19<sup>th</sup> century (407);  
discuss the paper project
- week seven  
M 10/2 The Anger of Women  
Gilbert and Gubar essay; watch a video version of *Jane Eyre*
- week eight  
M 10/9 The Romantics (Okay, there's a Victorian ghost story too)  
EXAM 1 DUE; Edgeworth (433); Wordsworth (447); Austen (459);  
Hemans (481); Shelley (493); Landon (513); Gaskell (572); Davis (1104)
- week nine  
M 10/16 Fighting for Freedom, Abolition, and Suffrage  
Fuller (558); Jacobs (618); Stanton (630); Truth (509); ; Browning (521-541)  
Harper (1025-27; 1030-32); Wilson (1033)
- week ten  
M 10/23 The Great Poets  
E. Brontë (959-62; 966;971-4); Menken (1151);  
\*\*Dickinson (1037) and Rossetti (1076)—must read “Goblin Market” (1089) but  
skim the other poetry selections, stopping at poems that intrigue you or catch your  
attention. Look for common themes and imagery as well as differences between  
these two, Dickinson and Rossetti.
- week eleven  
M 10/30 Waking Up to Feminism  
Turn-of-the-Century Literature intro (1157); Piatt (1179);  
Field and Cooper (1221; 1224-26); James (1230); Jewett (1242);  
Schreiner (1357); Cooper (1361); Gilman (1388); Coleridge (1409-14)  
Johnson (1414)); Release Exam 2
- week twelve  
M 11/6 Chopin (1251) *The Awakening* (1253)  
S 11/12 Last day to drop with “W” grade.

### SWITCH TO VOLUME TWO, PLEASE

- week thirteen  
M 11/13 Don't Trifle with these Ladies  
**Exam 2 due;** Early Twentieth-Century Literature intro (1);  
H. Richardson (87); D.Richardson (120-125);  
Stein (141-143; 163-164); Glaspell (177); Woolf (212); Dinesen (274);  
Loy (250; 255-258); HD (280; 284-288; 291); Hurston (347);  
Millay (444); Barnes (458-463)
- week fourteen  
M 11/20 Top Girls in Prose and Plays  
Late Twentieth-Century and Contemporary Literature (553);  
Nin (587); Livesay (594); Sarton (637); Yamamoto (834);  
Gordimer (873); Ozick (931); Marshall (955); Churchill (1136);

Atwood (1203-1206; 1210-1220); Carter (1220); Kingston (1228);  
Mukherjee (1238); Walker (1295); Viramontes (1414)

week fifteen                      Poetry and the Multicultural Voices of the late-20<sup>th</sup>/21<sup>st</sup> Centuries  
M 11/27                      **PAPER DUE—attach screenshots or downloads of your secondary sources  
please**

Wright (722-724; 726-729); Brooks (780-781; 786-790);  
Sexton (918-920; 923-926); Rich (962-969); Plath (1044-1059);  
Clifton (1119); Hacker (1269-73); Olds (1278-1281); Kincaid (1339);  
Alvarez(1341); music lyrics

finals week                      Your Turn, Introduce Us to *Your* Fabulous Writers  
M 12/4                      Presentations; homework letter due; please be sure that all extra credit is also  
turned in.

S 12/9                      FINAL DUE