SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 24.0101
SEMESTER: DEPARTMENTAL SYLLABUS
COURSE TITLE: WOMEN IN LITERATURE
COURSE NUMBER: ENGL0133
CREDIT HOURS: 3
INSTRUCTOR: DEPARTMENTAL SYLLABUS
OFFICE: DEPARTMENTAL SYLLABUS
OFFICE HOURS: DEPARTMENTAL SYLLABUS
TELEPHONE: DEPARTMENTAL SYLLABUS
EMAIL: DEPARTMENTAL SYLLABUS

KCKCC-issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES: NONE

REQUIRED TEXT AND MATERIALS: Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION: This is an introductory course to the representative literature of women authors beginning in the late seventeenth-century through the twentieth century. The literature will be explored from historical, social, and literary perspectives while seeking to articulate gendered roles and identities. The course will address issues such as the social construction of gendered roles and identities; the perceptions of women’s strengths and weaknesses; women’s self-perception; and the varying ways in which women negotiate their positions as subordinate members in a society that privileges males. Different literary forms will be studied, including poetry and short stories. While the focus will be on common themes and perspectives, the course will also address differences in women’s writing based on race, class, and ethnicity. The selections will include literature from the dominant culture, from minority cultures within the United States, as well as literature from international female authors.
METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, and panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:

I. Genre
   A. Elements of Poetry
   B. Elements of the Short Story
   C. Elements of the Novel and Novella
   D. Elements of the Essay
   E. Elements of Drama

II. Figurative Language: Definitions and Terminology
   A. Simile
   B. Metaphor
   C. Imagery
   D. Alliteration
   E. Symbol
   F. Hyperbole
   G. Metonymy
   H. Synecdoche

III. The literature of women authors in the late seventeenth-century through early nineteenth-century, including but not limited to the following: Anne Kiligrew, Frances Burney, Jane Austen, Mary Shelley, Anne Bradstreet, Phillis Wheatley, Dorothy Wordsworth, and Mary Wollstonecraft.

IV. The literature of women authors in the early nineteenth-century through early twentieth-century, including but not limited to the following: Mary Shelley, Sojourner Truth, Harriet Jacobs, Charlotte Bronte, George Eliot, Emily Dickinson, Kate Chopin, Charlotte Perkins Gilman, Edith Wharton, Gertrude Stein, Susan Glaspell, H.D., and Katherine Mansfield.

V. The literature of women authors in the early twentieth-century through late twentieth-century, including but not limited to the following: Zora Neale Hurston, Eudora Welty, May Sarton, Tillie Olsen, Muriel Rukeyeser, Gwendolyn Brooks, Doris Lessing, Hisaye Yamamoto, Nadine Gordimer, Maya Angelou, Anne Sexton, Adrienne Rich, Toni Morrison, Sylvia Plath, Audre Lorde, Lucille Clifton, June Jordan, Bessie Head, Bharati Mukherjee, Paula Gunn Allen, Margaret Atwood, Toni Cade Bambara, Maxine Hong Kingston, Elaine Showalter, Ama Ata Aidoo, Gloria Anzaldua, Alice Walker, Patricia Hill Collins, Jamaica Kincaid, Joy Harjo, Rita Dove, Louise Erdrich, Sandra Cisneros, and Bell Hooks.

EXPECTED LEARNER OUTCOMES:
The learner will be acquainted with the commonalities and differences within a wide spectrum of literature by female authors, beginning in the late seventeenth-century through the twentieth-century.
The learner will demonstrate an ability to deconstruct and interpret the readings.
The learner will demonstrate knowledge of the depiction, position, and role of women in the readings.
The learner will demonstrate his/her understanding of the readings through successful completion of papers, exams, and quizzes.

COURSE COMPETENCIES:
The learner will be acquainted with the commonalities and differences within a wide spectrum of literature by female authors, beginning in the late seventeenth-century through the twentieth-century.

1. The learner will be able to identify common themes, motifs, symbols, and patterns in the literature of women authors.
2. The learner will demonstrate an understanding of the nature of women’s shared oppression based on gender.
3. The learner will identify differences in the nature of women’s shared oppression based on race.
4. The learner will identify differences in the nature of women’s shared oppression based on class.
5. The learner will identify differences in the nature of women’s shared oppression based on ethnicity.

The learner will demonstrate an ability to deconstruct and interpret the readings.

6. The learner will demonstrate an understanding of figurative language.
7. The learner will demonstrate an understanding of the elements of poetry.
8. The learner will demonstrate an understanding of the elements of the short story.
9. The learner will demonstrate an understanding of the elements of the novella.
10. The learner will demonstrate an ability to analyze and interpret works of literature.
11. The learner will identify recurring motifs, images, symbols, and themes in different works.

The learner will demonstrate knowledge of the depiction, position, and role of women in the readings.

12. The learner will apply feminist analysis as a means of understanding the literature.
13. The learner will articulate feminist concerns as evidenced in the words of women authors.
14. The learner will recognize the societal, cultural, political, and historical factors that reinforce the subordination of women.
15. The learner will demonstrate an understanding of gender stereotyping.
16. The learner will demonstrate an understanding of how gender informs the literature.
17. The learner will articulate the continuity and transformation of what it means to be a woman as reflected in the literature.
18. The learner will demonstrate an understanding of the concept of privilege.

The learner will demonstrate his/her understanding of the readings through successful completion of papers, exams, and quizzes.
19. The learner will construct essays analyzing and interpreting a literary work(s).
20. The learner will construct essays with a clear focus.
21. The learner will construct essays using supporting evidence from the primary source(s).
22. The learner will construct essays consisting of an introduction, body, and conclusion.
23. The learner will construct essays that are unified, coherent, and complete.
24. The learner will construct essays adopting appropriate voice, tone, and level of formality.
25. The learner will demonstrate knowledge of the material through successful completion of quizzes.
26. The learner will demonstrate knowledge of the material through successful completion of exams.

ASSESSMENT OF LEARNER OUTCOMES:
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

SPECIAL NOTES:
This syllabus is subject to change at the discretion of the instructor. Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, in Rm. 3354 or call at: 288-7670.