



**School of Arts & Science
ENGLISH DEPARTMENT**

**ENGL 262-1
Women's Literature
Winter 2008**

COURSE OUTLINE

Ω Please note: this outline will be electronically stored for five (5) years only.
It is strongly recommended that you keep this outline for your records.

1. Instructor Information

(a)	Instructor:	Kristine Kerins
(b)	Office Hours:	Mon/ Wed 12-12:30pm, Tues/ Thurs 11:30am-1pm
(c)	Location:	Paul 330
(d)	Phone:	370-3357
(e)	Email:	kerins@camosun.bc.ca NOTE: <u>Hotmail</u> accounts are rather unreliable as both a sender and receiver of messages. If you can, use a different server.
(f)	Website:	kerins.disted.camosun.bc.ca

2. Course Information

Credit Value: 3

Prerequisites: English 150 and 160

A basic competence with grammar, punctuation and spelling is expected for all English courses at the 200 level; these elements will factor into the grading of essays and exams.

The instructor will expect to see the standard essay format and MLA documentation, as it is taught in English 150, in the essays and final exam for this course. She will also be using, and expecting an understanding of, the literary terminology explained in English 160. Very little lecture time will be devoted to discussion either of these topics. If you are not confident in your essay writing ability and MLA documentation, or with your familiarity with literary analysis, you will want to postpone your enrollment in English 262.

Calendar Description

Students analyze works from a variety of genres and periods by women of various nationalities and ethnicities. Attention is paid to recurring themes, socio-historical context, and feminist theories. Students participate in class discussions, compose critical essays, and write a final exam. Assignments range from 500-1500 words, and total 3000-5000 words.

Intended Learning Outcomes

When reading works written by such important authors as Woolf, Chopin, Rich, Atwood, and Walker, as well as works by many lesser known authors, students will consider meaning, make and support inferences, and evaluate the works. Students will

1. evaluate works from a variety of genres (including poetry, short fiction, essay and novel) to determine the relevance of the conventions of that genre
2. analyze works from different periods of history to determine the effect of social context on women's writing
3. identify the various nationalities, ethnicities, socio-economic groups and sexual orientations from which women write in order to determine personal influences on a work

When discussing literature, students will be develop and communicate responses and interpretations using a variety of critical methods and resources. Students will

1. identify the relevance of the authors' socio-historical context to their works
2. discuss themes in order to determine and account for dominant or recurring ideas
3. describe works according to the concepts provided by feminist theorists
4. compare and contrast works and authors according to style, theme and use of literary devices

When writing about literature, students will be expected to explain, support, and illustrate their interpretations of the works in essays and a final exam. Students will

1. support claims with relevant textual evidence
2. document sources using current MLA conventions

Instructor's Approach

Through these works, we will be exploring what it means -- to various women -- to be a woman. Besides exploring how gender and society interact, we will work at gaining insight into the interior world of women. For instance, how do we approach life events, ourselves, each other? Along with analyzing the works, we will be using the experiences presented in the works as a starting point to reflect upon our own experiences, whether similar or different.

It is also my hope that this course will help extend your appreciation for, and enjoyment of, literature by women. Ideally, you will come away with the desire and confidence required to continue to individually pursue it as a means of pleasure and enlightenment.

3. Required Texts:

<u>Course Pack for English 262.</u>	[Approx. \$35]
Morrison, Toni. <u>Sula.</u>	[Approx. \$20]
Woolf, Virginia. <u>A Room of One's Own.</u>	[Approx. \$20]

4. Course Content and Schedule

see attached

5. Basis of Student Assessment

Room of One's Own Journal	10%
Author and Poem Presentation	15%
Participation in Peer Review	5%
Essay #1 (1000 – 1500 words)	20%
Essay #2 (1000 – 1500 words)	20%
Final Exam (short answer & 1000 word essay)	30%

	100%

Printed instructions for the essays are available in the package.

Assignment details will be discussed in class in advance of the due dates.

Please keep all rough drafts and marked material until the end of the course.

6. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D	Minimum level of achievement for which credit is granted; a course with a "D" grade cannot be used as a prerequisite.	1
0-49	F	Minimum level has not been achieved.	0

Grades for all assignments will be given in percentages. Final grade will be a letter grade.

Temporary Grades

Temporary grades are assigned for specific circumstances and will convert to a final grade according to the grading scheme being used in the course. See Grading Policy E-1.5 at camosun.ca for information on conversion to final grades, and for additional information on student record and transcript notations.

Temporary Grade	Description
I	<i>Incomplete:</i> A temporary grade assigned when the requirements of a course have not yet been completed due to hardship or extenuating circumstances, such as illness or death in the family.
IP	<i>In progress:</i> A temporary grade assigned for courses that, due to design may require a further enrollment in the same course. No more than two IP grades will be assigned for the same course. <i>(For these courses a final grade will be assigned to either the 3rd course attempt or at the point of course completion.)</i>
CW	<i>Compulsory Withdrawal:</i> A temporary grade assigned by a Dean when an instructor, after documenting the prescriptive strategies applied and consulting with peers, deems that a student is unsafe to self or others and must be removed from the lab, practicum, worksite, or field placement.

7.

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College calendar, at Student Services or the College web site at camosun.ca.

STUDENT CONDUCT POLICY

There is a Student Conduct Policy **which includes plagiarism**. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, at Student Services and on the College web site in the Policy Section.

Late Assignments:

- Assignments are due at the beginning of class on the dates specified.
- 10% per day (incl. Saturday and Sunday) may be deducted for lateness.
- Nothing will be accepted after 5 days past the due date.
- Requests for extensions will only be considered under special circumstances, and only if the request is made in advance of the due date.

Missed Presentation or Final Exam:

Unless you can prove a medical emergency (doctor's note), presentations must be delivered on the date specified. A missed presentation without a note will result in a grade of zero. The final exam can't be re-scheduled except under very special circumstances (travel plans do NOT count).

Attendance and Tardiness:

It is quite impossible for you to do well in this course if you do not regularly attend. Arriving late to class is also very disruptive to group work and class presentations. Although you may decide not to come to class or arrive late occasionally, repeated absences or lateness will result in my request that you drop the course.

Readings:

It is vitally important that you have completed all assigned readings before coming to each class. Since our class time will consist mainly of group discussion, you must also have read the assigned works thoroughly enough to intelligently participate in that discussion.

Participation:

Class participation is not only encouraged, it is expected. It is my intention to see that everyone remains active and interested in class discussion. In no way should it be assumed, however, that the loudest (or most frequently heard) voice always wins. Appropriate participation not only means speaking independently and occasionally acting as spokesperson for your group, but also sharing within your group and encouraging others to do both as well. Similarly, it is important to remember that the study of literature does not demand a vote, and it is not necessary to compete to persuade others to change their minds. Our goal is to listen to everyone and be heard by everyone. In short, our goal is to share, not necessarily to agree.