

	<p><b>School of Arts &amp; Science</b>  <b>ENGLISH DEPARTMENT</b></p> <p><b>ENGL 262-001</b>  <b>Women's Literature</b>  <b>Winter 2015</b></p>
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## COURSE OUTLINE

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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.*

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### 1. Instructor Information

Instructor:	<b>Kristine Kerins B.A. M.A.</b>		
Office Hours:	Monday & Wednesday 1:30 to 2:30 pm		
Office Location:	Lansdowne campus Paul building room 330		
Office Phone:	(250) 370 - 3357		
Email:	<a href="mailto:kerins@camosun.bc.ca">kerins@camosun.bc.ca</a> An email will likely receive a quicker response than a phone message; however, I may not respond at all between 5 pm & 9 am or on the weekend. If, during the week, I do not respond within 48 hours, assume I did not receive your message and please re-send. Likewise, I expect you to acknowledge receipt of my messages.		
Website:	<a href="http://faculty.camosun.ca/kristinekerins">http://faculty.camosun.ca/kristinekerins</a>		

### 2. Course Information

**Credit Value:** 3

**Prerequisites:** TWO of English 151. 161. 162, 163, 164

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 in the essays and final exam for this course. She will also be using, and expecting an understanding of literary terminology (metaphor, tone, climax, alliteration etc. ). Very little lecture time will be devoted to discussion of these topics. If you are not confident in your essay writing ability, 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 encouraged to 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 women approach life events, themselves, 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 with or as women, 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:

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

## 4. Course Content and Schedule

*see attached*

## 5. Basis of Student Assessment

Participation in Journal Discussion	Jan 13-29	5%
<i>Room of One's Own</i> Journal	Jan 29	10%
Participation in Peer Review	Feb 3-Mar 26	5%
Author and Poem Presentation	Feb 3-Mar 26	10%
Essay #1 (1000 – 1200 words)	Feb 17	20%
Essay #2 (1000 – 1200 words)	Mar 31	20%
Final (500 word poetic analysis & 700 word essay)	Apr 13-21(TBA)	30%
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		100%

Printed instructions for the journal, presentation, and essays are available in the course pack. All assignments will be discussed in class in advance of the due dates.

## 6. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+	Outstanding	9
85-89	A	Excellent	8
80-84	A-	Very Good	7
77-79	B+	Very Good	6
73-76	B	Good	5
70-72	B-	Good	4
64-69	C+	Satisfactory	3
60-63	C	Sufficient	2
50-59	D	Minimum level has been achieved	1
0-49	F	Minimum level has not been achieved	0
Temporary grades	I, IP, CW	These may be assigned for specific circumstances. See Grading Policy at <a href="http://www.camosun.ca">www.camosun.ca</a> for details.	

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

### **IMPORTANT NOTES**

- **ELECTRONICS:** You must turn off & put away all electronics for the duration of every class. This includes laptops, phones, translators, and recording devices. Notes can be taken by hand. If you are texting or surfing in class, I will ask you to leave. You MAY NOT take any pictures. Of anything or anyone. Ever.
- **IN-CLASS ASSIGNMENTS, PRESENTATIONS, EXAMS:** Students who are absent without medical documentation will receive zero for any missed work. If you must legitimately be absent for some important reason, please see me ASAP. Note that having to work will not be considered a valid reason. The final exam cannot be re-scheduled except under special circumstances. Note that travel plans do NOT count as special circumstances.
- **OUT OF CLASS ASSIGNMENTS:**
  - Late assignments will only be accepted for 3 days past the due date, will lose 5% per day, and will receive a grade only (no comments). If you must hand something in late, have a faculty member sign it with the date and time of submission, and before slipping it under my office door (Paul 330).
  - Requests for extensions (up to 5 days) will be considered under special circumstances, but only if the request is made at least 24 hours before due date.
  - I do **not** allow re-writes of any kind; we just do not have the time.
  - I do **not** accept electronic submissions; I must have a paper copy of everything.
- **EXTRA HELP:** The College provides many services, including a Writing Centre and a Language Help Centre. See Student Services, the College Calendar, or [www.camosun.ca](http://www.camosun.ca)
- **PLAGIARISM:** You must write your own papers and carefully document all your sources. Plagiarism is an academic offence that the college takes very seriously. Papers with any form of plagiarism will receive zero. If you are unsure if you are edging close to plagiarism, please talk to me, the Writing Centre, or the Language Help Centre.
- **CONDUCT:** Students are responsible for knowing the Student Conduct Policy. This document is available at Student Services, the School Administration Office, or [www.camosun.ca](http://www.camosun.ca) in the 'Policy' section.
- **FOR YOUR RECORDS:** Be sure to keep all rough drafts, final drafts, and graded material until end of term. In the event of a computer failure or grade discrepancy, these will be critical.

## Tips for Success in English 262

### **Be punctual and be prepared:**

It is important that you have completed all assigned readings before coming to class ... on time. Since our class time will involve a lot of group discussion and group activities, you must also arrive prepared to intelligently and enthusiastically participate. What you are expected to have read and/or completed for any given date is listed on the schedule. I might not mention it in class, but it is still your responsibility to have it read / done.

### **Do not procrastinate on your assignments:**

You will be asked to take a mature, self-directed approach to your learning in this class. Some assignments (like the presentation) will have no lecture time allotment; you must be self-regulating and self-scheduling. Your essays, too, if they are to be well written, will require several drafts and possibly consultation with the instructor, the Writing Centre, or the Language Help Centre. Start work on them early so that you can properly plan, research, and write in enough time to also revise and polish. It is your responsibility to read the assignment carefully to make sure you understand exactly what you are being asked. If you have questions about an assignment, ask them early in the process; it will save you time and tears in the long run.

### **Submit assignments with correct formatting and MLA documentation:**

Small, technical details of presentation do matter. Formatting guidelines and citation minutia may seem finicky, but mastering them is not difficult. Correct formatting and documentation adds credibility to your work by establishing your professionalism. Sweat the small stuff!

### **Make a reliable friend in class:**

While students who regularly attend fare much better in the class, I do understand that you may need to miss a class or two (hopefully not more than that). I will not be taking attendance, and you do **not** need to inform me if or why you must be absent. However, you are responsible for catching yourself up before returning. The first step is to borrow some thorough lecture notes from a reliable source. By all means, come and see me in office hours if you need help understanding the material you have missed, but please only do this *after* you have tried to work through it on your own; I can fill in the holes in your understanding, but I can't recap the entire lecture.

### **Make use of office hours:**

Your writing strengths and weaknesses are uniquely yours. Come talk to me if you are having trouble with your grammar units or if you are unsure about your outline, thesis, topic sentences, etc. Consultation is also useful after assignments have been graded and returned: the best way to improve for the next assignment is to make sure you understand how to avoid the difficulties in the current assignment.

You need not make an appointment if you come during scheduled hours. If those hours do not work for you, email me and we can try to find another time or another way to chat.

## **A Final Note on 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 is always right or better. Appropriate participation not only means speaking independently and occasionally acting as spokesperson for your group, but it also means 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.