



El Camino College
COURSE OUTLINE OF RECORD – Approved

I. GENERAL COURSE INFORMATION

Subject and Number: English 18
Descriptive Title: Survey of Women Writers: Middle Ages to the Present
Course Disciplines: English
Division: Humanities

Catalog Description:

The course examines the literary contributions of women writers from the Middle Ages to the present. Students will study works of literature by or about women in traditional and nontraditional genres, as well as examine the aesthetic, political, historical, cultural, and social contexts of the lives and works of women writers.

Conditions of Enrollment:

Prerequisite: English 1 or eligibility for English 1A or qualification by appropriate assessment

Course Length: Full Term Other (Specify number of weeks):
Hours Lecture: 3.00 hours per week TBA
Hours Laboratory: hours per week TBA
Course Units: 3.00

Grading Method: Letter
Credit Status: Associate Degree Credit

Transfer CSU: **Effective Date:** Proposed
Transfer UC: **Effective Date:** Proposed

General Education:

El Camino College:
3 – Humanities

Term: Other:

CSU GE:

Term: Other:

IGETC:

Term: Other:

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Students will be able to identify representative works of literature in traditional and nontraditional genres by women writers from the Middle Ages through the present.
2. Students will be able to analyze the unifying themes and motifs that reflect the experiences, roles, and concerns of women in representative works of literature by women writers from the Middle Ages through the present.
3. Students will be able to demonstrate understanding of the political, cultural, historical, and biographical contexts of representative works of literature by women writers from the Middle Ages through the present.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify representative women writers and their works from the various time periods of the female literary traditions: the Middle Ages and Renaissance; the Seventeenth and Eighteenth Centuries; the Nineteenth Century; the Turn-of-the- Century and Early Twentieth Century; and the Late Twentieth Century and Early Twenty-first Century.
 - Quizzes
2. Analyze and describe the political, social, cultural, aesthetic, and historical contexts of the literary works and lives of women writers.
 - Term or other papers
3. Recognize and analyze the politics of canon formation and the various traditional and nontraditional genres utilized by women writers in various periods.
 - Essay exams
4. Recognize and analyze the elements of the various literary traditions, such as Augustan, Romantic, Victorian, and Modernist, in selected works of women writers, articulating the ways in which women writers have incorporated, resisted, or revised the literary techniques common to various movements.
 - Essay Exams
5. Compare and contrast the treatment of women's themes in several literary works by women.
 - Essay Exams
6. Recognize and analyze the interrelation of gender with race/ethnicity, sexual orientation, and social class in the themes, images, symbolism, and characterizations present in women's literature.
 - Term or other papers

7. Analyze how the elements of a literary text, such as character, motif, symbolism, allusion, plot, and point of view, establish and reinforce themes and issues relevant to women writers.
 - Term or other papers
8. Recognize and analyze the relationship between prescribed gender roles and the constructions of women characters present in the women writers' works, articulating how those characterizations reinforce and/or subvert the prescribed roles.
 - Term or other papers
9. Apply basic research techniques to women's literary works, using both print and electronic sources that approach the literature from a critical perspective, including one or more of the following methodologies: New Historicist, Postcolonial, Poststructuralist, Feminist, Gender Studies, Reader Response, and Psychoanalytic.
 - Term or other papers

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	4	I	Literary canon, genre, and gender <ol style="list-style-type: none"> A. Politics of the literary canon B. Canonical versus non-canonical texts C. Elements of traditional forms of literature by women: poetry, drama, fiction D. Elements of nontraditional forms of literature by women: letters, conduct manuals, diaries, polemical tracts, and speeches
Lecture	4	II	Critical Theory as it applies to women's literature <ol style="list-style-type: none"> A. New historicism B. Postcolonial criticism C. Poststructuralism D. Feminist criticism E. Queer theory F. Reader Response criticism G. Psychoanalytic criticism H. Ecocriticism
Lecture	6	III	Women writers of the Middle Ages and Renaissance <ol style="list-style-type: none"> A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as the letters of Leoba of England and Germany and of Matilda, Queen of England; Julian of Norwich's "A Book of Showings," Kempe's "The Book of Margery Kempe," Berners' "The Book of Hunting," and the poetry of Whitney, Lanyer, and Wroth.
Lecture	8	IV	Women writers of the Seventeenth and Eighteenth centuries; <ol style="list-style-type: none"> A. Historical and social contexts of the literature B. Biography of the writers

			C. Analysis of selected works, such as Rowlandson's "Narrative," Behn's "Oroonoko," Astell's "A Serious Proposal to the Ladies," Wollstonecraft's "A Vindication of the Rights of Woman," and the poetry of Bradstreet, Cavendish, Montagu, and Wheatley.
Lecture	12	V	Women writers of the Nineteenth Century A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as Wordsworth's "The Grasmere Journals," Austen's "Northanger Abbey"; the speeches of Sojourner Truth, Fuller's "Woman in the Nineteenth Century," Jacobs' "Incidents in the Life of a Slave Girl," Brontë's "Jane Eyre," Davis' "Life in the Iron-Mills," and the poetry of Browning, Brontë, Harper, Dickinson, and Rossetti.
Lecture	10	VI	Women writers of the Turn-of-the-Century and the early Twentieth century A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as Chopin's "The Awakening," Glaspell's "Trifles," Woolf's "A Room of One's Own," as well as fiction by Gilman, Wharton, Zitkala-Sä, Mansfield, and Hurston and the poetry by Stein, Dunbar-Nelson, H.D., Moore, and Millay.
Lecture	10	VII	Women writers of the late Twentieth Century and early Twenty first Century A. Historical and social contexts of the literature B. Biography of the writers C. Analysis of selected works, such as fiction by Olsen, Lessing, Mukherjee, Morrison, Kingston, Erdrich, and Cisneros; essays by Allen, Showalter, Anzaldúa, and Walker, and the poetry by Smith, Brooks, Yamamoto, Rich, Plath, Lorde, Boland, Forché, Harjo, Duffy, and Kay.
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Many women writers have written poems of resistance in response to particular historical events. For example, Frances E.W. Harper wrote to expose the terrible experience of slavery from the point of view of black women, Adrienne Rich to examine the Cold War and its aftermath, and Carolyn Forché to critique the repressive Salvadoran government of the 1980s. Read two poems of resistance by women writers. Then, write a three- to four-page essay in which you analyze what the poems resist and how the poems resist. Pay particular attention to the use of symbolism, metaphor, and allusion, citing specific examples of these elements to support your response.

C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. Both Elizabeth Barrett Browning's runaway slave in "The Runaway Slave at Pilgrim's Point" and Sojourner Truth (in her speeches) have lost children in desperate circumstances. However, the two speakers differ on the power of religion to sustain them in their grief. In a written essay of at least three pages, compare and contrast how religious allusions function as a means of rebellion and/or transformation in Barrett Browning's poem and Truth's speeches. In what ways are these two women speakers similar? What significant differences do you find between them? Choose specific textual evidence to illustrate your response.
2. In *A Room of One's Own* Virginia Woolf critiques Charlotte Brontë's *Jane Eyre* arguing that Brontë writes with "indignation," "in a rage where she should write calmly." Write an essay of at least three pages in which you respond to Woolf's assessment of Brontë's writing style. Analyze Brontë's protagonist's expression of anger and discuss its relationship to Brontë's life experiences, as well as to the social and political situation of women in mid-nineteenth century England.

D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams
Reading reports
Written homework
Term or other papers
Multiple Choice
Completion
Matching Items
True/False
Quizzes
Journals

V. INSTRUCTIONAL METHODS

Discussion
Group Activities
Lecture
Multimedia presentations

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 6

VII. TEXTS AND MATERIALS

A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS

Sandra M. Gilbert and Susan Gubar. The Norton Anthology of Literature by Women, Volumes 1 and 2. 3rd ed. Norton, 2007. Discipline Standard.

Sandra M. Gilbert and Susan Gubar. The Norton Anthology of Literature by Women: The Tradition in English, Volumes 1 and 2. 3rd ed. Norton, 2007. Discipline standard.

Martin Puchner. The Norton Anthology of World Literature, Volumes 1 and 2. Shorter 4th ed. Norton, 2018.

Butler, Octavia E. Kindred. Beacon Press, 2004. Discipline Standard

Adichie, Chimimanda Ngozi. Americanah. Anchor Books, 2014. Discipline Standard.

B. ALTERNATIVE TEXTBOOKS

C. REQUIRED SUPPLEMENTARY READINGS

D. OTHER REQUIRED MATERIALS

Two selected book-length works from a list provided in the syllabus or provided in or with the Norton Anthology.

VIII. CONDITIONS OF ENROLLMENT

A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
Non-Course Prerequisite	<p>The English Department voted during spring 2014 to require eligibility for English 1A as a prerequisite for all literature and creative writing courses. This decision was made because the reading, writing, and critical thinking skills required of students in literature and creative writing courses make it highly unlikely that they can succeed without a prerequisite of eligibility for English 1A. Moreover, this position has been confirmed in our assessment of these courses' Student Learning Outcomes: faculty members have repeatedly identified the need to strengthen our conditions of enrollment to increase students' chances of success. Therefore, eligibility for English 1A as a prerequisite is required. This follows the example of other English departments in our region and came at the recommendation of our articulation officer.</p>

B. Requisite Skills

Requisite Skills
<p>Students must be able to read and apply critical thinking skills to complex literary texts</p> <p>ENGL 1 - Read and apply critical thinking skills to college-level non-fiction prose and one book-length work for the purposes of writing and discussion.</p> <p>ESL 52B - Analyze plots, explore themes, describe settings, and examine characters within the context of fables, poems, short stories, essays, and novels of intermediate-level difficulty.</p> <p>Plan, write, and revise 500-word MLA-format multi-paragraph expository essays including an introduction and conclusion, exhibiting coherence and unity, avoiding major grammatical and mechanical errors that interfere with meaning, and demonstrating awareness of audience, purpose, and language choice.</p> <p>ESL 53C - Apply critical thinking skills to college-level expository prose for the purpose of writing and discussion.</p>

C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification

D. Recommended Skills

Recommended Skills

E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Sara Blake/Mary Ann Leiby on 09/01/2002.

BOARD APPROVAL DATE: 11/18/2002

LAST BOARD APPROVAL DATE: 10/21/2019

Last Reviewed and/or Revised by: Mary Ann Leiby and Erica Brenes

Date: 8/27/2019

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