

**Fond du Lac Tribal and Community College
COURSE OUTLINE FORM**

01/21/16

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 4/20/17. 10/23/19

4. Department/discipline: English

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Literature by Women
Abbreviated course title (25 characters or less): _____

7. Course Designator: ENGL 8. Course Level: 2045

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

This course offers a social, historical, and political examination of literature written by women through the centuries in a variety of genres (novels, short stories, poetry, essays and memoirs). What role, if any, does an author's gender play in the production of a text and in our interpretation of it? Is there really a distinct manner of writing that is specific to women? How have women writers been understood and valued (or not) through time? While we will look for common themes among the work assigned, we will also uncover the vast diversity of human experience present in women's literature. Through the process, students will develop their critical reading, thinking, and writing skills and use them to analyze literary texts. (Meets MnTC goal areas 6 and 7).

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

ENGL 1101 College Composition "Recommended"

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Textbooks: (will vary by instructor and semester)

The Norton Anthology of Women's Literature, 3rd Ed., by Gilbert & Gubar; Norton, 2007.
Reckonings: Contemporary Short Fiction by Native American Women. Eds., Herta Sweet Wong, et al. Oxford, 2008.

Supplies:

Notebook for note-taking and a folder for handouts.

14. **Course Content** (Provide an outline of major topics covered in course)

- The course surveys literature written by women from the Middle Ages to the present. It

also introduces students to the canon of Native American women writers.

- Essays, short stories, poems, plays, and novels are studied.
- Basic introduction to literary theory is covered.
- Themes include and are not limited to: gender identity; gender in history and society; sexuality; marriage and relationships; motherhood; nature/nurture; madness; race and ethnicity; the body.

15. **Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course learning outcomes will fulfill the identified competencies.

Course Learning Outcomes:

Upon completion of this course, students will be able to:

- 1.) Use computers and technology for completing coursework and accessing course materials. [A]
- 2.) Access the library and its online resources to locate sources for research, including both print and electronic sources. [A]
- 3.) Evaluate print and non-print sources for credibility and then synthesize information into their own arguments about the literature assigned. [A, B, C]
- 4.) Identify the major women writers of both the Western and non-Western canons. [A, C, D]
- 5.) Define some of the common themes women write about, including but not limited to: gender identity; gender in history and society; sexuality; marriage and relationships; motherhood; nature/nurture; madness; race and ethnicity; the body. [B, C, D]
- 6.) Identify the historical time in which the literature was produced and analyze how history and culture influence authors and texts. [C, D]
- 7.) Analyze the elements of fiction (including but not limited to character development, plot, setting, conflict, symbol, point of view) as one means of interpreting the author's meaning. [B, C]
- 8.) Evaluate the literature based on their own experiences and biases and apply that knowledge to the assigned texts. [B, C, D]
- 9.) Construct their own interpretations of the literature and the author's meaning in original arguments. [A, B, C]

16. Minnesota Transfer Curriculum (MnTC): If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See www.mntransfer.org

Goal Area(s): 6 & 7

Goal and Outcomes:

Goal 6: Humanities and Fine Arts

Students will be able to:

- a.) demonstrate awareness of the scope and variety of works in the arts and humanities.
Students will come to understand literature written by women as a legitimate part of human expression, even though most of it was not published or acknowledged for centuries, through the reading of essays, speeches, fiction, poetry, and drama written by women.
- b.) understand those works as expressions of individual and human values within an historical and social context.
Students will read the literature by women as an historical overview and discuss and write about the trials and tribulations of writing as well as studying the content of the literature.
- c.) respond critically to works in the arts and humanities.
Students will read, discuss and write about selected pieces of literature written by women and compare/contrast within the genre as well as with literature written by men.
- e.) articulate an informed personal reaction to works in the arts and humanities.
Students will read, discuss, and write critical papers on the works and authors throughout the semester.

Goal 7: Human Diversity

Students will be able to:

- a.) understand the development of and the changing meanings of group identities in the United States' history and culture.
Through their reading, discussion, and research, students will come to understand women's struggle for equality (in their literature) as a movement that helped change the history of both Western and non-Western culture.
- b.) demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
Students will read about and discuss the struggles women in general experienced and how and who came to write about them and get the writings published.
- c.) analyze their own attitudes, behaviors, concepts, and beliefs regarding diversity, racism, and bigotry.
Through journaling, informal writing and class discussion, students will record their reactions to the literature they read and in discussion compare their preconceived notions and present attitudes with those of their classmates.

Does this course require additional material for specific program requirements?

If yes, please provide.

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