

# English 230 – Women in Literature

Spring 2013      Section 800 Online

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## COURSE OVERVIEW

### **Required Texts and Materials:**

- *The Norton Anthology of Literature by Women*, Volume 2, 3<sup>rd</sup> Edition.
- *The Awakening – Norton Critical Edition* (packaged with anthology if ordered from our bookstore)
- Microsoft Word and PowerPoint (If you do not have access, you can use “[Tealware](#)” )
- Technical Requirements as listed at <http://uncw.edu/ONLINE/techreq.html>
- Adobe Reader (free download here: <http://get.adobe.com/reader/> )
- A saving device such as a flash drive

You should be able to order textbooks online through the UNCW bookstore. You will want to obtain your books as soon as possible, as your first reading assignment will be due during the second week of classes. The web address for the UNCW bookstore is <http://www.uncw.edu/ba/bookstore/>

### **Course Description:**

In this course, we will analyze and discuss classic and contemporary women’s literature. As we read these texts, we will also explore topics such as women’s rights, female sexuality, and traditional and non-traditional gender roles.

### **Course Goals:**

- To demonstrate the ability to critically analyze, appreciate, and make cogent subjective judgments about literature by women in a variety of genres (AIL1)
- To sharpen critical and close reading skills and develop a familiarity with literary terms and conventions through assigned readings and lectures (AIL1)
- To be aware of several literary genres, movements, female writers, and cultures and to explore relevant issues raised in each text. (AIL2)
- To demonstrate an understanding of the ethical use and citation of others' ideas used as supporting materials (AIL3)
- To sharpen intellectual curiosity and develop confidence as a speaker and facilitator of discussions (AIL3)
- To learn about other cultures and ideologies through the study of literature (AIL3)
- To draw on the assigned readings, on class discussions, and other sources in order to formulate, outline, and articulate arguments in written form. (WI1)
- To select and choose textual sources to generalize, explain, and interpret content about issues presented in a given text. (WI2)
- To demonstrate an understanding of the ethical use and citation of others' ideas used as supporting materials, with some attention to appropriate citation of sources according to MLA style guidelines (WI3)
- To create sustained, thoughtful, and persuasive arguments according to the standard conventions of English. (WI4)
- To demonstrate an ability to recognize various diversity issues, such as cultural differences and diverse world views as portrayed in the contexts of women's literatures. As a result they will demonstrate and make cogent judgments about women's literatures. Through exposure to these literatures, students will be able to describe cultural similarities and differences in regards to history, traditions, and literary methods. Students will interrogate, recognize, and appreciate the multiple ways women and men understand and describe the world. [LDN1]
- Through a variety of literatures by women, students will become conversant in issues of gender and power relations, etc., as presented by voice often marginalized in mainstream culture. Because the course will include an array of writings from different American (and other) women, students will interrogate and understand how cultural and gendered differences have played a part in the history of America's understanding of itself as well as how the dominant US culture has played a part in the history of women's literary works. Furthermore, because of the gender component, conflict, prejudices, and issues of essentialism may develop, and students will ultimately explore their own assumptions and positions in relation to gender and other marginalized groups. [LDN2]

- Students will demonstrate their ability to understand their own cultural realities, a sense of a gender in literary history, various women's histories and literary works, and social and cultural influences in relation to the different cultural outlooks and literatures by these women writers. Students will understand how mainstream culture influences the creation, perception, and representation of these literatures, for example, recognizing how the literatures are manifestations of different perceptions of cultural influences, how power and dominant structures, and how subject positions are factors. Students will interrogate their own and foster an acceptance for a nation that transcends simple gender tolerance. [LDN3]
- The course in exposes students to the diverse cultural values of gender and individuals within the United States and between different groups of women themselves. Students will demonstrate an understanding of gender diversity with specific reference to differing women's literatures. From this understanding, students will evaluate the different ways in which issues of identity and experience are part of gendered diversity as represented within the literatures under study. [LDN4]

Course Requirements:	Final Grading Scale:	
Learning Activities and Discussion – 20 points	93-100 points: A (Excellent)	73-76 points: C (Average)
Close Reading Essay – 20 points	90-92 points: A-	70-72 points: C-
Analysis Essay – 20 points	87-89 points: B+	67-69 points: D+
Midterm Exam – 20 points	83-86 points: B (Good)	63-66 points: D (Passing)
Final Project – 20 points	80-82 points: B-	60-62 points: D-
	77-79 points: C+	Below 60: F (Failing)

## TECHNOLOGY

### Getting Started:

We will be using **Blackboard 9.1** as the platform for this course. You should go to <http://learn.uncw.edu> to access the course. Your username will be your email username (without @uncw.edu) and your password will be your email password. Once you log in, you will be able to click on our course number. Once you reach the course homepage, you'll find a "Blackboard Orientation" on the left hand tool bar. Be sure to complete this orientation, especially if you are unfamiliar with Blackboard. *\*Blackboard works best with Mozilla Firefox or Google Chrome.*

### Before beginning this course, students should be sure they have the following skills:

- Basic use of Blackboard and UNCW email, including attaching and downloading documents
- Use of Microsoft Word and its comment tool
- Basic computer functions such as "copy and paste."

### Online Support:

If at any point during the semester you have problems with Blackboard, you can receive assistance from the Technology Assistance Center. The email address is [tac@uncw.edu](mailto:tac@uncw.edu) and the phone number is 910-962-HELP (4357). If you do email the TAC, be sure to put "Blackboard 9.1" in the subject line. There is also a very useful online support center at <http://www.uncw.edu/ITSD/learning/UNCWITSDBlackboardLearn.html>

## GENERAL EXPECTATIONS

Because this is an online course, it is important that you keep yourself accountable for weekly assignments and deadlines. Deadlines can be found **at the end of this syllabus**. You will find it extremely important to stay organized and to check Blackboard frequently. It is also a good idea to maintain contact with me throughout the semester. If I notice that you have not been logging in to Blackboard and completing weekly assignments, I will assume you have decided to drop the course.



You should expect to spend **3 hours (class time) completing Learning Activities and Discussion** per week, plus the time it takes to complete reading assignments, essays, etc. I highly recommend setting aside specific times to work on this class to help you develop a routine.

## **LEARNING ACTIVITIES AND DISCUSSION**

As part of “class time” each week, you will complete Learning Activities including lectures, short writing assignments, quizzes, etc. Students are always responsible for this information, and should complete all readings and activities by 11:59pm on **Friday of each week**. Learning Activities can be found by clicking on the left hand tool bar on our Blackboard Homepage.

Discussion boards are also part of “class time” each week, and are **located within Learning Activities**. Discussions for each week should begin on Monday’s (or earlier) and should wrap up on Fridays. While I will usually post at least one discussion question each week, students should also occasionally post his or her own questions for discussion. All students must post ***at least two of their own throughout the course of the semester, in a separate thread. At least one of these must be posted within the first eight weeks of class.***

***Students should post 2-4 good quality discussion responses per week. At least one of these must be posted by Wednesday.*** These responses may be to my questions or to classmate’s questions. Responses to discussion questions should be thoughtful and well written. Refer to “Netiquette” at the end of this syllabus for a list of guidelines. When replying to classmates, you should be sure to be polite and open-minded. The discussion board is a place where all students should feel comfortable expressing ideas. This does not mean that you cannot disagree with your classmates; it means that you should be conscious of your language and tone.

**Read this  
section  
carefully!**

I will judge participation in discussion boards based on how often a student responds to instructor and student discussion questions, how often a student posts his or her own discussion questions, and the insightfulness and usefulness of all of the above. However, discussion posts should be concise, and should not exceed 200 words.

Each week that there are learning activities and discussions, students will receive a grade out of 20 for that week’s work. At the end of the semester, these grades will be averaged to arrive at a final grade. ***Students who fail to post at least 2 of their own unique discussion questions for the semester will lose 1-2 points from the overall Learning Activities and Discussion grade. \*Late work will not receive credit.***

### **Grades for Learning Activities and Discussion will be awarded as follows:**

- 18.5-20 points: Student shows strong understanding of the readings and goes above and beyond in completing all assignments for the week. Student also posts 2-4 discussion responses for the week. Responses are insightful, try out new ideas, and encourage further discussion among classmates.
- 16.5-18 points: Student shows good understanding of the readings and does a good job completing all assignments for the week. Student also posts 2-4 or more discussion responses for the week. Responses are insightful and relevant to the week’s subject matter.
- 14-16 points: Student shows some understanding of the readings and does a good job completing most of the assignments for the week. Student posts the minimum 2 discussion responses for the week. Responses are relevant to the week’s subject matter.
- 11-13.5 points: Student shows partial understanding of the readings and completes some of the assignments for the week. Some assignments may be missing or only partially complete, may not be completed as directed, or may show lack of reading and participation; OR student posts less than the minimum 2 discussion responses for the week, *or does not post at least once before Wednesday*. Student may post responses that lack relevance or insightfulness, or that simply repeat ideas stated previously by classmates.

- 7-10.5 points: Student shows little understanding of the readings, fails to complete most of the assignments for the week, or fails to complete most assignments as directed; OR student posts less than the minimum 2 discussion responses for the week, *or does not post at least once before Wednesday*. Responses may be completely off-topic, may simply repeat ideas stated previously by classmates, or may fail to follow guidelines listed under “netiquette.”
- 0-6.5 points: Students shows no understanding of the readings, completes no assignments for the week, or fails to complete assignments as directed. Also, student posts less than the minimum 2 discussion responses for the week. Responses may be completely off-topic, may simply repeat ideas stated previously by classmates, or may fail to follow guidelines listed under “netiquette.”

## **ESSAYS, EXAM, AND FINAL PROJECT**

- ✓ You will be writing two essays for this class. Part of your grade for these essays will be based on rough drafts, peer editing, and revision. *Essays submitted incorrectly will be considered late until they are turned in properly*. All deadlines in this class are firm, so be sure to plan wisely and save all work in at least two places. For each day that an essay is late, the grade for that assignment will be reduced by **2 points**.
- ✓ This course also requires one exam. You **must** take the exam on the date scheduled. Late exams or exams turned in incorrectly will not be accepted.
- ✓ Finally, you will complete a group project which will include research, writing, and a visual component.

*\*More details on all of these assignments will be available on Blackboard.*

### **The Writing Center:**

I encourage all students to obtain online help from the Writing Center for their essays. You may either visit in person or submit drafts far in advance for online consultation. For more information, visit:

<http://www.uncw.edu/ulc/writing/index.html>



## **COMMUNICATION**

### **Office Hours:**

Even though this is an online course, I encourage students to see me in person during office hours if they are able. Other options for contacting me during office hours include email, phone, and Blackboard IM. *\*You can download Blackboard IM by clicking the link on the left hand side of our Blackboard homepage. If you would like to meet with me, but are unavailable during office hours, you may contact me to set up an appointment.*

### **Email:**

I will often send information and updates via campus email, so you should check your campus email several times a week. All students will be responsible for knowing this information. “I forgot to check my email” is not an excuse. Email is also the best way to contact me if you have questions throughout the course. I will do my best to respond to your email *within 24 hours during the school week*, but you should allow a longer period for response on weekends. Therefore, it is a good idea to work on assignments ahead of time in case you have questions.

#### **\*Email Etiquette:**

Include course title, section number, and a few words about your question in the subject line. Your email should use correct grammar and complete sentences. Also, be sure to use proper etiquette, including a greeting such as “Dear Ms. Sumerel” and concluding with a salutation such as “Sincerely, John Doe.”

## NETIQUETTE

For this course, you will be expressing your thoughts in various types of writing. There are a few things to consider when writing online.

- **Avoid internet speak.** This means spelling out words instead of using abbreviations often seen in chat rooms and text messaging. For example, the following questions would be unacceptable: What did u think of the second paragraph? When r we supposed to turn this in?
- **Proofread.** Even in a reply to a discussion post, you should be sure to proofread what you have written. You should also try to use correct grammar in all situations.
- **Use proper capitalization.** The beginning of a sentence should always be capitalized, even in online writing. You should also take care to avoid speaking in all caps. For instance, you should not write: THE STYLE OF THIS ESSAY WAS EFFECTIVE. This is the equivalent of shouting.
- **Use names:** When responding to a discussion item, blog post, or email, use the name of the person you are responding to. Ultimately, we want to foster a positive community through this course.
- **Be polite.** This is an environment where students should feel comfortable communicating ideas. Therefore, when responding to classmates you should always be polite, even if you want to express disagreement. Excessive profanity, of course, is unacceptable.
- **Advance Discussion in useful ways.** Do not make off-topic posts in the midst of a thread. Also, contribute, don't reiterate. A post that says "I agree" is useless. It's okay to agree with a poster, but rather than simply agreeing, extend what they have to say by locating other examples or elaborating on the point.
- **Keep discussion posts concise.** Think quality, not quantity. Discussion posts should not exceed 200 words.

## OTHER POLICIES

### **Zero Tolerance Policy:**

UNCW practices a zero tolerance policy for violence and harassment of any kind. For emergencies, contact UNCW CARE at 962-2273; Campus Police at 962-3184; or Wilmington Police at 911. For University or community resources visit: <http://www.uncw.edu/safe-relate/campusResources.htm>. Violence prevention information and resources are available at <http://www.uncw.edu/safe%2Drelate/>.

### **Disabilities:**

If you have a disability and need special accommodations, you should let me know *within the first week of classes*. You will also need to register with Disability Services for proper documentation. The phone number for Disability Services is 910-962-7555.

### **Academic Dishonesty:**

Academic Dishonesty is unacceptable and is grounds for failure for this course. All students are responsible for knowing the guidelines listed in this UNCW Academic Honor Code:

[http://www.uncw.edu/policies/documents/03\\_100FINALHONORCODE\\_Aug2009.pdf](http://www.uncw.edu/policies/documents/03_100FINALHONORCODE_Aug2009.pdf)

Please be especially familiar with UNC-W's position on plagiarism as outlined on in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Examples of plagiarism include:



- Writing about someone else's work without giving them credit for it by referencing them.
- Using someone else's ideas and without stating that the ideas are the other person's.
- Getting facts from your textbook or some other reference material and not referencing that material.

**SCHEDULE OF READINGS AND ASSIGNMENTS**  
(Subject to change)

*\*Learning Activities should be completed by Friday of each week.*

*\*Discussions should be ongoing, beginning on Mondays and continuing through Fridays each week. At least one discussion post must be posted by Wednesday.*

1/9-1/11 (WK 1)	First Week of Classes – Read syllabus, Complete Course Orientation (in Weekly Assignments), become familiar with Blackboard 9.1, and obtain necessary materials for the course.
1/14-1/18 (WK 2)	<a href="#">“Before the Birth of One of Her Children”</a> (online) “Professions for Women” 244 – 247 “The Ache of Marriage” 863 Anne Sexton 918-919, “Her Kind” 919-920 “Nick and the Candlestick” 1060-1061 <b>*Last Day for Drop/Add is 1/16</b>
1/21-1/25 (WK 3)	<i>Trifles</i> 178 – 187 “Feminist Manifesto” 255-257
1/28-2/1 (WK 4)	Rough Draft for Close Reading Essay due on 1/28 Peer Edits and Responses due on 1/30 <b>Final Draft for Close Reading Essay due on 2/1</b>
2/4-2/8 (WK 5)	Joyce Carol Oates 1191-1192 “Where Are You Going, Where Have You Been?” 1192-1203 “The Company of Wolves” 1221 – 1229
2/11-2/15 (WK 6)	Sharon Olds 1278, “The One Girl at the Boy’s Party” 1281 “The Death of Marilyn Monroe” 1279 “Anorexic” 1290 Lucille Clifton 1119, “Poem to My Uterus” and “To my last period” 1122
2/18-2/22 (WK 7)	“Rape Fantasies” 1210 – 1217 <a href="#">“What Lips My Lips Have Kissed, and Where, and Why”</a> (online) <a href="#">“Wild Nights, Wild Nights”</a> (online) <a href="#">“I’m Nobody, Who Are You?”</a> (online)
2/25-3/1 (WK 8)	“What Do Women Want” 1395 and “31-Year-Old Lover” 1398 Flannery O’Connor 892-893 and “Good Country People” 893 - 907 <b>*Last Day to Withdraw with W is 2/27</b> <b>Deadline to post first discussion question</b>
3/4-3/28	Spring Break – No Classes
3/11-3/15 (WK 9)	<b>Midterm Exam on Friday, 3/15</b>
3/18-3/22 (WK 10)	<i>Wit</i> 1454-1487
3/25-3/29 (WK 11)	Rough Draft for Analysis Essay due on 3/25 Peer Edits and Responses due on 3/27 <b>Final Draft for Analysis Essay due on 3/29</b>
4/1-4/5 (WK 12)	<i>The Awakening</i> Chapters I-XII

4/8-4/12 (WK 13)	<i>The Awakening</i> Chapters XIII-XXVI
4/15-4/19 (WK 14)	<i>The Awakening</i> Chapters XXVII-XXXIX
4/22-4/26 (WK 15)	“A New Biographical Approach” NCE 113-119 “An Etiquette/Advice Book Sampler” NCE 122-130 Contemporary Reviews NCE 172-173 “Edna and The Woman Question” NCE 221-222
Monday, 4/29	<b>Final Project Due</b>