



LIT 4383

Women and Literature

CRN: 23164 Section Number: 002

Fall 2018

Mondays

4:00 p.m. – 6:50 p.m.

AD 102

Instructor:

Janelle Blount

[blountj@fau.edu](mailto:blountj@fau.edu)

Course Website: Canvas

**Instructor Contact Info.**

E-mail is the best and quickest way to contact me. You can also see me during office hours. I check my email throughout the day Monday-Friday, between 9:00 a.m. and 9:00 p.m. **Please plan to give me at least 24 hours to respond.**

**Boca Office Location**

CU 347 (Culture & Society Bldg.)

Hint: there is a movie theater on the 1st floor

**(561) 297-3830**

**Office Hours**

9:00 a.m. – 9:45 a.m. M/W/F (Boca)

12:00 p.m. – 1:00 p.m. Mondays (Boca)

2:00 p.m. – 4:00 p.m. Mondays (Jupiter)

12:00 p.m. – 4:00 p.m. – W/F (Boca)

and by appointment

Welcome to LIT 4383!

**Course Description**

The course examines both contemporary canonical and less canonical women writers and the ways women are portrayed in twentieth century literature.How does women’s literature represent women’s experiences or challenge conventional notions of gender and sexuality? We will explore how women writers think about gender, address various forms of oppression, and confront social and political issues. We will pay close attention to how women’s writing is conditioned by race, class, ethnicity, nationality, religion, and sexuality. We will read women writers with different social, racial, and geographic roots,asking ourselves, what, if anything, might they share beyond gender.

**Catalog Description:** An examination of literary representations of and/or literature and criticism by women and cultural events/movements/histories that have informed the emergence of a women’s literary tradition. Topics, national traditions, and period may vary. May fulfill pre-1800 requirement depending on the course focus.

**Texts**

* *The Color Purple* – Alice Walker
* *The Shawl* – Cynthia Ozick
* *Like Water for Chocolate* – Laura Esquivel
* Canvas and/or class blog reading material to be printed and brought to class when due to be read and at my discretion, including:
  + The Barbie Poems / “The Bloody Chamber” / “The Story of an Hour” / “Girl”

\* You must print out a hard copy of each text ahead of time and bring it with you to class.

**Additional Texts and Materials**

**Recommended Texts & Other Resources**

* A handbook on MLA Style, such as *A Pocket Style Manual* by Diana Hacker & Sommers
* Purdue OWL (online) if you need further MLA assistance.
* *Oxford English Dictionary Online* (*OED Online*), available through the FAU Library databases

**You will also need the following:**

* 1 three ring binder or notebook with pockets

(for notes and handouts. **NO LAPTOPS/TABLETS/PHONES FOR NOTES.)**

* 8 ½ x 11 notebook paper (plenty)
* A folder (one with pockets and your name on it) for essay submission
* Pencils, blue or black pens, and highlighters
* A stapler
* A flash drive and/or DropBox.com account

I strongly recommend you obtain a Dropbox.com account or purchase a flash drive for this class, in addition to saving your work on your computer and in your e-mail. Always double-check to assure the attachments are correct and open. If you are printing assignments on campus, be sure to have sufficient funds on your Owl Card and to not depend on an Owl Card machine to be functioning at all times (don’t wait until the last minute!).

**Canvas**

This course is web-assisted via Canvas. Instead of receiving copies of handouts in class, you will need to retrieve and print handouts posted on Canvas. I will also post assignments that count towards your in-class grade on Canvas (such as reading response questions, wiki entries, etc.). Therefore, it is important that you familiarize yourself with Canvas within the first week of class.

**Attendance\***

You are expected to be present for all class sessions, to be on time, and to be well prepared for class. Missing more than 2 classes may drop your final grade. **More than two weeks’ worth of unexcused absences may result in an F unless you successfully apply for a grade of W.**

Our collective experience as teachers of writing suggests that students who miss more than two weeks’ worth of class are unable to produce passing work and ultimately fail the class. That fact reflects both the rigorous pace of this course and the fact that what students learn in this class they learn in the classroom through group work, discussion, and writing activities (work that cannot be made up).

***If you have a problem, do not let it snowball. Contact me and/or your advisor immediately.***



**Grade Breakdown Points**

Literacy Autobiography 100

Essay #2 150

Essay #3 200

Final Exam 150

Synthesis Quizzes (4 & 30 pts. ea.) 120

Blog Responses (10 @ 10 pts. ea.) 100

Plagiarism Activity 80

Participation 100

Total 1000 Points

**Assignments and Grading**

***Note: This course is reading intensive. You will want to look ahead and be prepared to read at a high level and at a quick pace.***

Clear descriptions of all assignments will be distributed in class and available on Canvas approximately one week before the written assignment is due in draft form. These prompts will be discussed in class, as well as the evaluation criteria by which they will be judged. The grade breakdown and grading scale is as follows:

You can calculate your percentage by dividing your total number of points by the total number of points possible (1000).

When calculating your final grade, letters will be counted as follows:

100-94: A 93-90: A- 89-87: B+

86-84: B 83-80: B- 79-77: C+

76-74: C 73-70: C-\* 69-67: D+

66-64: D 63-60: D- 59-00: F

**Literacy Autobiography**

As your first writing assignment, you will tell me about your experiences with reading and writing. You will be provided with detailed instructions during the 2nd class meeting.

**Formal Papers: Drafts and Revisions**

You will write two analytical papers of five - seven pages (1500 – 2000 words). You must keep electronic and paper copies of all your papers, drafts and revisions included. Missing or incomplete drafts will automatically lower the grade for the paper. We will spend class time reviewing papers, and I will also provide you with feedback on your final drafts. For this reason, it’s important that you give me a hard copy of the draft on the day that it’s due.

* **Late papers WILL NOT be accepted, so plan accordingly!** I will provide you with written instructions for each assignment, at least one week prior to the due date.
* **Any essay that is not uploaded to Canvas/Turnitin, will receive an automatic 50% grade reduction.**

**How to Take This Course**

In case you are wondering how to pass, or not . . .

For starters, focus more on reading, participating and learning than on grades. However, because grades ultimately do matter, the following is meant to provide an example of the types of students I encounter . . . . and, because we live in South Florida, I couldn’t resist the water analogies.

**Wading**

Waders show up (more often than not), but don’t actively engage in conversations or the course.

They complete many of the assignments, but in a half-hearted manner. Waders put forth minimal effort.

Waders are just trying to pass and may or may not be successful in their efforts. They can expect to earn grades in the C and below range.



**Snorkeling**

Those who snorkel through the course are somewhere in between waders and divers.

Snorkelers often think that because they show up and put forth average effort, they are on track for an A. However, students who snorkel through the course do enough so that they are not above the surface, but are only slightly below. They usually earn grades in the B to C+ range.

**Scuba Diving**

Divers do just that, they dive into the course in the following ways:

Come prepared to each class meeting having read the stories or novels, fully participate in class discussions, and utilize office hours and campus resources to enhance their success in the class.

Divers typically earn grades in the B+ to A range.

**Synthesis Quizzes**

You will have an in-class writing assignment that requires you to apply what you read to your own experience. These quizzes will help you draw connections between the readings and prepare to write the formal essays. Missed quizzes cannot be made up, regardless of your excuse, so plan accordingly.

**Blog Responses**

You are required to post weekly to bi-weekly responses to various topics related to the class and the world around you on Canvas. Blog responses should be at least a complete paragraph (5-6 complete sentences min.). Support your ideas. State your point and back them with facts or personal anecdotes. Keep in mind comments will be read by me and others in class. Therefore, refrain from making any deeply personal, sensitive, revealing, private and inappropriate comments. NOTE: If you don’t have internet access at home, there are computer labs on campus. If accessing Canvas proves difficult, see me immediately. DO NOT WAIT until the day a response is due to seek help or explain your situation. Alternate plans can be arranged with notice.

**Plagiarism Activity**

This is a web based tutorial/game. You will complete the plagiarism assignment and write about it on Canvas. Assignment details will be posted on Canvas. <http://library.acadiau.ca/tutorials/plagiarism/>

**Essay Responses**

After the return of each graded essay, you will write responses to the graded essays. Responses will be either in or out of class writing assignments. While the essay responses are not graded, they do count towards your participation grade.

**Class Participation**

The bulk of our class time will be spent discussing the stories and novels. I will try and guide the discussion, but all of us share the responsibility of interpretation. You will also have to participate in group work. Your class participation grade will be based on in-class participation, as well as blog and essay responses.

**Important Dates and Deadlines!**

**Aug. 25th** = Last day to drop/add w/o consequences

**Aug. 28th** = Last day to pay tuition and fees

**Sep. 4th** = Labor Day – no classes

**Sep. 18th** = Last day to withdraw and receive 25% tuition adjustment

**Nov. 10th** = Veteran’s Day – no classes

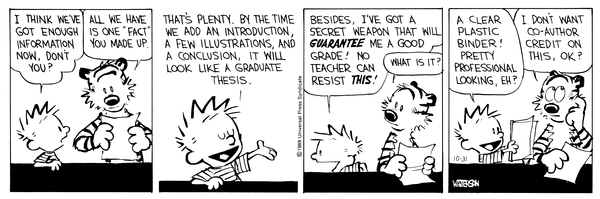
**Nov. 17th** = Last day to drop a course w/o receiving an F

**Nov. 23rd – 26th** = Thanksgiving Break

**Dec. 2nd** = Last day of classes

**General Policies and Class Etiquette**

* Preparedness: Be sure to have read all assigned readings thoroughly; this means having read each text at least twice and knowing the assigned reading in depth. I strongly recommend you mark the text and take reading notes to facilitate selecting passages for class discussions and response papers. In-class writings and discussions will be based on a close analysis of the assigned readings, so you must to bring your own copy of the assigned text to each class meeting.
* Punctuality: Come to class on time. If you are more than five minutes late, you will be considered tardy. If you are more than 15 minutes late, you will be listed as absent. As with arriving late, leaving class early may affect your in-class grade.
* Active Participation: Since this course is designed to form a community of readers and writers, your active contribution to class discussions, peer editing workshops, and team assignments is important. ***Students are expected to ask questions and obtain help from instructor via email and/or during office hours.***
* Class conduct: You are expected to give the class your complete attention and to actively engage in all class activities and to treat all members of the class community respectfully. If you are disrupting class, I may ask you to leave.
* Courtesy: Please turn off cellular phones, iPods, etc. before class. Although it may not seem possible, you can survive without talking and texting on your cell phone, or listening to your iPod, for a little more than an hour. Talking and texting on cell phones not only distracts you, but they are a distraction for me and your peers. Distractions interrupt/disrupt the class and I will not tolerate interruptions. You will be asked to leave if this occurs.
* Co**de of Academic Integrity policy statement:** Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see: http:/wise.fau.edu/regulations/chapter4/Reg\_4.001\_5-26-10\_FINAL.pdf
* **Student Accessibility Services:** *“*In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register withStudent Accessibility Services (SAS)—and follow allSAS procedures.” See <http://www.fau.edu/sas/>.



*Calvin and Hobbes* by Bill Watterson

**General Guidelines for Papers**

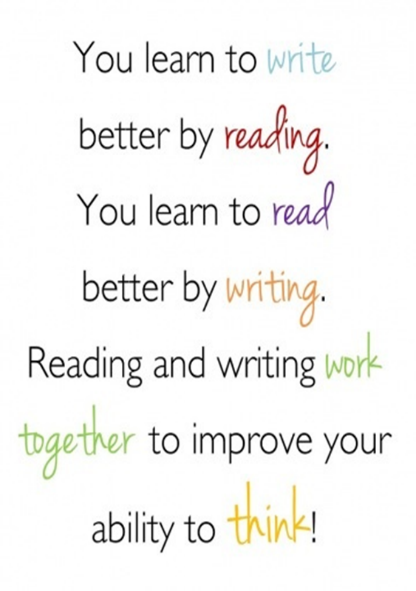
All work you turn in must demonstrate a sincere effort on your part to construct a clear thesis and develop your argument logically in a well-organized essay, with support of major points by specific examples and quotations from the text. Ideally, the papers should present fresh, creative approaches based on your own ideas. All work should be free of mechanical errors and be thoroughly proofread. An evaluation rubric is attached to the end of this syllabus.

All take-home writing assignments must:

* use MLA style
* be typed in Times New Roman 12 point font
* be double-spaced
* have one-inch margins
* be stapled
* indicate, in the upper left-hand corner, your name, the instructor's name, course information and date
* have a title (centered)

**Essays will be submitted online, through Canvas, for plagiarism detection purposes only**. I am "old school" in that I mark and assign final grades on hard copies of student essays. Therefore, in this class, you will upload your essays to Canvas AND submit a hard copy (along with rough drafts) in class. This will be discussed, in detail, in class.

* **Late papers WILL NOT be accepted, so plan accordingly!** I will provide you with written instructions for each assignment, at least one week prior to the due date.
* **Any essay that is not uploaded to Canvas/Turnitin, will receive an automatic 50% grade reduction.**



**Grading Criteria for Formal Papers**

Evaluations of students’ papers will be based on the following grading criteria, based on the grading criteria for upper –division l, as established by the English Department:

The SUPERIOR (A) Paper

* Addresses the question or prompt fully
* Demonstrates substantial comprehension of relevant material
* Shows substantial depth, complexity, and creativity of thought
* Demonstrates very clear and coherent organization
* Develops arguments fully with ample support details
* Demonstrates superior control of diction, grammar, syntactic variety, and mechanical issues
* Displays excellent handling of MLA-style conventions
* Shows superior integration of source material and source documentation

The STRONG (B) Paper

* Addresses the question or prompt substantially, yet not fully
* Demonstrates good comprehension of relevant material
* Shows depth, complexity, and creativity of thought
* Demonstrates clear organization
* Develops arguments with good supporting details
* Demonstrates good control of diction, grammar, syntactic variety, and transitions
* Displays effective handling of MLA-style conventions
* Shows effective integration of source material and documentation of sources

The COMPETENT (C) Paper

* Adequately addresses the question or prompt
* Demonstrates adequate understanding of relevant material
* Shows clarity of thought but may treat the topic simplistically or repetitively, and/or may need some more complexity of ideas
* Demonstrates adequate organization
* Develops arguments adequately, with some detail
* Demonstrates adequate facility with syntax, grammar, mechanics, and usage but contains some errors
* Displays generally competent handling of MLA-style conventions
* Shows proper integration of sources and documentation of sources

The INADEQUATE (C- and below) Paper

* May distort or neglect parts of the question or prompt, and/or
* Fails to comprehend relevant material
* Lacks clarity of thought or demonstrates confused or simplistic thinking and/or
* Lacks adequate organization, and/or
* Fails to provide adequate or appropriate details to support major ideas, or may provide details without tying them in to general ideas, and/or
* Demonstrates significant patterns of errors in language, syntax, or mechanics
* Displays insufficient handling of MLA-style conventions
* Shows inadequate integration and/or documentation of sources or lacks integration and/or documentation of sources

**LIT 4383 Course Schedule – Fall 2017**

**4:00 p.m. – 6:50 p.m.**

NOTE: This syllabus and class schedule is subject to change if circumstances warrant it (e.g. student performance, etc.). *Instructor reserves the right to make changes as necessary due to student or instructor needs, time demands, etc.* Expect revisions and divergences.

All assignments and readings are due on the day listed. Please bring your books and/or print outs to class with you.

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **In Class Topics** | | **Assignment  (Due Next Class Meeting)** |
| 1 | Monday  8.21.17 | Welcome  Review of syllabus  Ice Breaker  Discuss Plagiarism Activity  Introduce Literacy Autobiography  Introduction to literary terms  Barbie poems and small group activity  Writing sample? | | Purchase books  Review syllabus  Read the following short stories: “The Bloody Chamber,” “The Story of an Hour”  Complete the Plagiarism Activity |
|  |  |  | |  |
| 2 | Monday  8.28.17 | Discuss readings: “The Bloody Chamber,” “The Story of an Hour,  (on Canvas)  Review Literacy Autobiography prompt  **Synthesis Quiz #1 (in class)** | | Begin reading *The Shawl*  Blog Response #1  **Plagiarism Activity Due! *(on Canvas by Sun. 8/27 by 11:59 p.m.)*** |
| Week 3 - Mon. 9.4.17 – **Labor Day- No Class**  But, the wise student knows this is not a day of rest. Catch up or get ahead with reading. ☺ | | | | |
| 4 | Monday  9.11.17 | **Paper #1 - Literacy Autobiography Due!**  Introduction and discussion of *The Shawl* | | Read *The Shawl*  Blog Response #2 |
|  |  | | |  |
| **Week** | **Date** | **In Class Topics** | | **Assignment  (Due Next Class Meeting)** |
| 5 | Monday  9.18.17 | Discuss *The Shawl*  Distribute Paper #2 Prompt | | Read *The Shawl*  Begin working on Paper #2 |
|  |  |  | |  |
| 6 | Monday  9.25.17 | Finish discussion of *The Shawl*  **Synthesis Quiz #2**  **Paper #2 Rough Draft Due!** | | Begin reading *The Color Purple*  Continue revision of Paper #2 |
|  |  |  | |  |
| 7 | Monday  10.2.17 | Introduction and discussion of *The Color Purple*  **Paper #2 Due!**  ***(Hard copy submitted in class, digital uploaded to Canvas)*** | | Read *The Color Purple*  Blog Response #3 |
|  |  |  | |  |
| 8 | Monday  10.9.17 | Discuss *The Color Purple* | Read *The Color Purple*  Blog Response #4 | |
|  | | | | |
| 9 | Monday  10.16.17 | Discuss *The Color Purple* | Read *The Color Purple*  Blog Response #5 | |
|  | | | | |
| 10 | Monday  10.23.17 | Discuss *The Color Purple*  **Synthesis Quiz #3** | Finish reading *The Color Purple*  Begin reading *Like Water for Chocolate*  Blog Response #6 | |
|  | | | | |
| 11 | Monday  10.30.17 | Finish discussion of *The Color Purple*  Introduction anddiscussion of *Like Water for Chocolate*  Distribute Paper #3 Prompt | Begin reading *Like Water for Chocolate*  Begin working on Paper #3  Blog Response #7 | |
|  | | | | |
| 12 | Monday  11.6.17 | Discuss *Like Water for Chocolate*  **Paper #3 Rough Draft Due**  Peer Review | Read *Water for Chocolate*  Continue working on Paper #3 | |
|  | | | | |
| 13 | Monday  11.13.17 | Discuss *Like Water for Chocolate*  **Paper #3 Due!**  *(Hard copy submitted in class, digital uploaded to Canvas)* | Finish reading *Like Water for Chocolate*  Blog Response #8 | |
|  | | | | |
| 14 | Monday  11.20.17 | Discuss *Like Water for Chocolate*  **Synthesis Quiz #4** | Blog Response #9 | |
|  | | | | |
| **Week** | **Date** | **In Class Topics** | **Assignment  (Due Next Class Meeting)** | |
| 15 | Monday  11.27.17 | Finish discussion of *Like Water for Chocolate*  Semester Recap  Distribution of Final Exam | Blog Response #10  Begin working on Final Exam | |
|  | | | | |
| 16 | Monday  12.4.17 | Campus Reading Day (no class/optional class day) | Complete Final Exam | |
|  | Friday  12.8.17 | **Final Exam Due!**  ***(on Canvas by Fri. 12/8 by 11:59 p.m.)*** | | |
|  | | | | |



**University attendance policy:**

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student’s responsibility to give the instructor notice prior to any anticipated absences and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student’s final course grade as a direct result of such absence.

**Disability policy statement** In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU’s campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at [www.fau.edu/sas/](http://www.fau.edu/sas/)

**Counseling and Psychological Services (CAPS) Center** Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau,edu/counseling/>

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