

MARYVILLE UNIVERSITY  
COURSE SYLLABUS INFORMATION

SEMESTER / YEAR: Spring 2010

COURSE INFORMATION: ENGL 119-1M; ENGL 319-1M; WS 119-1M WS 319 1M

CLASS: Survey of Women's Literature

MEETINGS: W 6:30pm-9:20pm

DATES: 1/20; 2/2; 2/17; 3/3; 3/17; 3/31; 4/14; 4/28

LOCATION: ABAC 3249

CREDIT HOURS: 3

Required Texts:

Higonnet, Margaret R. Editor. *Nurses at the Front: Writing the Wounds of the Great War*

Winterson, Jeanette. *The Passion*

Woolf, Virginia. *Three Guineas*

On D2L : Barnes "To the Dogs"; Cixous "Laugh of the Medusa"; H.D. *Asphodel*, "Eurydice" and "Calypso"

**Pre-assignment for Weekend College course:**

Djuna Barnes "To the Dogs" on D2L under "content"

INSTRUCTOR INFORMATION:

Instructor: A. Torrusio

Email: [atorrusio@maryville.edu](mailto:atorrusio@maryville.edu)

Office Hours: I am available before class and by appointment.

Course Description:

This class is a study of the traditions of literature by women with a focus on women's literature and criticism throughout the 20<sup>th</sup> century. The course focuses on literary analysis and appreciation of fiction, poetry, memoirs, essays, and drama. The roles of women as authors and as characters will be considered within their historical and literary contexts. We will examine literature by women by concentrating upon narrative choice. We'll look at ways women set up stories that contradict patriarchal stereotypes for women. And we'll examine women's methods of seeing differently, from using music to imagining narratives alternative to those given them by patriarchy. When we reach the end of the course, we'll be ready to think about women's creations of new myths in order to imagine new ways to live. In general, the course will concentrate on how society, self, and traditions have been shaped and re-shaped by consciousness of gender. The course will take the form of both lecture and discussion, and requirements include critical responses, a presentation, a final exam, a short paper and a multi-genre research paper.

## COURSE OBJETIVES:

By the end of this course, students should be able to

- Have a thorough familiarity with plot, characters, setting, themes, etc. of all assigned readings.
- Develop an understanding of literature written by women and theory about women's writing.
- Argue whether or not common perceptions of what is masculine and feminine have been socially constructed.
- Reflect in writing on connections between and among the assigned texts and personal experience.
- Develop interpretive skills that will enable students to generate analytical readings of any text read in the future.

## COURSE REQUIREMENTS:

**Reading:** You are expected to come to class having read the assigned material for that day. You should come to class with questions that your reading of the assignment raised for you, and be prepared to discuss what you did and did not understand.

**Desire to Learn (D2L):** Some of our readings will be available on D2L. I would like you to print out the assignments on D2L, or upload them on a laptop you can bring to class. If these options will not work for you, please let me know so we can work something out. Any class announcements or cancellations will be posted on D2L. Please check the site at least a couple times a week.

**Critical Response Papers:** For every response paper (5 total), type one full page, and be prepared to read, paraphrase, or summarize your response to the class on its due date. All papers should refer specifically to the work or works in question **and use quotations for analysis and support**. All responses must include quotations from, and provide some kind of close reading of, the assigned text(s). Strategies for the critical response papers will be discussed in class.

**Presentation:** Each student is required to present one 10-15 minute presentation about an author or text. Each student will turn in a works cited page before he / she presents. Specific topics and guidelines will be provided in class.

**Short papers:** Students taking this course for **ENGL 119** will write a 3 page analysis based on our readings. Students taking this course for **ENGL 319** will write a 5-6 page analysis on our readings.

**Multi-Genre Research Paper:** This research paper is a chance for students to blend the content of the course with personal experience(s) in a creative yet insightful way. More information about and examples of the multi-genre research paper will be available on D2L.

**Final Exam:** The final exam will include analysis and reflection questions based on material covered throughout the course.

**Attendance Policy:** Attendance will be taken at the beginning of each classroom session. **The maximum allowable numbers of absences (excused or otherwise) for this class is ONE. If a student misses two unexcused classes he/she will receive an "AF" (Attendance Failure). "Being absent" shall be**

**defined as missing 30 minutes or more of any one class. As such, arriving late and/or leaving early may result in an absence.** Talk to me if you have any questions about the attendance policy. Please arrive to classroom sessions on time and prepared. Students are expected to be ready to actively participate in all sessions. Additionally, please refer to the "Class Attendance" guidelines (in the Policies and Information section), found in the current Academic Catalog for further information, and/or the current Student Handbook.

**Late Work:** Unless arrangements are made with me beforehand, late work will be penalized. Work is considered late if it is not submitted on the date it is due. When you must turn in work late and are unable to get approval from me beforehand, turn the work in as soon as possible. I will, with proper documentation, consider waving late penalties on a case-by-case basis. If you will not be able to turn in work on time due to a planned absence, you must get the work to me before the due date unless you specifically get approval from me beforehand to turn it in late.

**Cell Phones:** Cell phones should be turned off or set on silent and put away. Any use of cell phones during class time will result in a lowered participation grade.

**Academic Integrity and Honesty:** Maryville University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity. Academic integrity is violated by any dishonesty such as soliciting, receiving, or providing any unauthorized assistance in the completion of work submitted toward academic credit. While not all forms of academic dishonesty can be listed here, examples include copying from another student, copying from a book or class notes during a closed book exam, submitting materials authored by or revised by another person as the student's own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in academic dishonesty.

#### **Grading Criteria for Essays:**

A

Exceptional work. An A paper or essay exhibits provocative work, possibly addressing a critical issue from a perspective that most readers have not considered, perhaps even challenging the way they look at it all together. A work demonstrates a command of style, mechanics and usage.\*

B

Strong, thoughtful work. Papers / essay exam that earn a B build on the skills needed to earn a C. Additionally, B papers address a more challenging topic. If outside sources are consulted, B papers synthesize and evaluate sources in the service of developing their own claims. A B paper or essay demonstrates that the writer understands the importance of word choice, voice, and style, in addition to grammatical competency.

C

Solid work. C papers / essays fulfill the assignment. They take a clear stand on one textual question or issue and provide sufficient evidence to support that position. Ideas presented in your work demonstrate an understanding of the text being analyzed and critical concepts addressed in class. Grammatical and syntactical mistakes do not impede readers' understanding of the paper's argument.

D

If you receive a D on a paper or essay, consider the criteria listed for a C paper. D papers indicate a minimal amount of work characterized by a poor understanding of the concepts taught in class.

F

If you misunderstand the assignment; show little understanding of the required concepts; ignore technical requirements of topic length, or format; or if any portion of your paper is plagiarized, your paper will probably receive an F.

\*All papers should be written in MLA format

**Course Completion Requirements:**

Critical Responses (5): 100 pts each

Short Essay: 100 pts

Presentation: 100 pts

Multi-genre Research paper: 100pts

Final Exam: 100 pts

Class participation: 100 pts

**TOTAL: 1,000pts**

**Grading Scale:**

94 - 100% = A 78 - 79% = C+

90 - 93% = A- 72 - 77% = C

88 - 89% = B+ 70 - 71% = C-

82 - 87% = B 60 - 69% = D

80 - 81% = B- 0 - 59% = F

<p><b>1/20</b> Intro to Course; Djuna Barnes “To the Dogs” discussion</p>
<p><b>2/2</b> Hélène Cixous “The Laugh of the Medusa” on D2L</p> <p>Student Presentation: Cixous</p> <p>Critical Response #1 Due</p>
<p><b>2/17</b> H. D. (Hilda Doolittle) Selection from <i>Asphodel</i>; “Eurydice” and “Calypso” on D2L</p> <p>Student Presentation: H. D.</p> <p>Critical Response #2 Due</p>
<p><b>3/3</b> Virginia Woolf <i>Three Guineas</i> (Selections from 1<sup>st</sup> and 2<sup>nd</sup> section); Ellen La Motte “Backwash of War” in <i>Nurses</i></p> <p>Student Presentation: Virginia Woolf</p> <p>Critical Response #3 Due</p>
<p><b>3/17</b> Virginia Woolf <i>Three Guineas</i> (selections 2<sup>nd</sup> and 3<sup>rd</sup> section); Mary Borden “The Forbidden Zone” in <i>Nurses</i></p> <p>Student Presentation: La Motte and Borden</p> <p>Critical Response #4 Due</p>

<p><b>3/31</b> Jeanette Winterson <i>The Passion</i>: parts one and two</p> <p>Student Presentation: Jeanette Winterson</p> <p>Short paper due</p>
<p><b>4/14:</b> <i>The Passion</i>: parts three and four; The blues: Gertrude “Ma” Rainey, Alberta Hunter, Bessie Smith, Billie Holiday (lyrics on D2L).</p> <p>Student Presentation: Billie Holiday</p> <p>Critical Response #5 Due</p>
<p><b>4/28</b></p> <p>Final Exam; Multi-Genre Research Paper due</p>

**This syllabus is subject to change at the discretion of the instructor.**

**Resources for Students**

**ADA Statement: Academic accommodation**

Maryville University provides accommodations for students with disabilities as defined by the Americans with Disabilities Act. If you have a documented disability and wish to discuss academic accommodations, please contact the course instructor and/or the Director of the Academic Success Center located in the University Library (314-529-685)

**Peer Tutoring & Writing Center Tutoring:** The following services available to all students free of charge in Maryville’s Academic Success Center:

- Peer Tutors help with specific classes, study skills, and test-taking strategies.
- Writing Center tutors recommend strategies that will help students improve their writing skills.

For an appointment call 314-529-9228, e-mail [peertutors@maryville.edu](mailto:peertutors@maryville.edu), or stop by the Peer Tutor Office in the University Library.

**Student D2L Issues:** All D2L related questions should be directed to (314) 529-9647 or [learn@maryville.edu](mailto:learn@maryville.edu)