

COURSE OUTLINE**English 111  
Women in Literature****I. Catalog Statement**

English 111 is a comparative study of the roles assigned to women in literature by both male and female authors. The course critically examines the literary and cultural stereotypes of women in the short story, novel, poetry, and drama.

Total Lecture Units: 3.0

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Total Lecture Hours: 48.0

**Total Faculty Contact Hours: 48**

Prerequisite: Eligibility for English 101.

**II. Course Entry Expectations**

Skills Level Ranges: Reading 6; Writing 6; Listening/Speaking 6; Math 1

Prior to enrolling in this course, the student should be able to:

1. organize and write thesis-based essays;
2. use detailed examples, facts, logical explanations, and other appropriate support for thesis statements;
3. critically analyze selected prose works dealing with important contemporary issues
4. summarize, analyze, and synthesize information, express and apply standards for judgment, compare and contrast, and evaluate evidence in order to form and state reasoned opinions;
5. gather and organize information through library research;
6. demonstrate a command of grammar, diction, syntax, and mechanics sufficient for college level work: Control of standard English at the sentence level, with few major errors in grammar and punctuation.

**III. Course Exit Standards**

1. explain literary images of women in written and oral discussions;
2. evaluate women's social history in relation to literary images;
3. evaluate how stereotypes affect individual perceptions of and attitudes toward women;
4. critically examine literature and write analytical essays;
5. compare/contrast in both the essays and oral discussion the roles of men and women in literature as shown by both male and female writers;

6. analyze and distinguish facts from beliefs or opinions about women as revealed in modern society through literature.

#### IV. Course Content

**Total Faculty Contact Hours = 48 hours**

A. Historical Dispossession of Women	2 hours
B. Growing Up Female	2 hours
C. Stereotypes and Archetypes	10 hours
1. The submissive: servant / wife	
2. The dominating: shrew / hag	
3. The pure: mother / virgin / good wife / woman on a pedestal	
4. The impure and the evil: whore / temptress / seductress / siren / trash / sex object / betrayer / femme fatale	
5. The supernatural and the wise: witch / goddess / heroine	
6. The liberated	
D. Non-stereotypical Depictions of Women in Literature	4 hours
E. Silence and Voice	4 hours
F. Gender in Relation to Race, Ethnicity, Age, and Class	4 hours
G. Sexual Orientation	2 hours
H. Women and Family / Women and Marriage	6 hours
I. Women and Education / Women and Work	2 hours
J. Women and Nature / Women as Artists, Writers, Creators	6 hours
K. Social Expectations: The Woman's Body / The Woman's Mind	6 hours

#### V. Methods of Instruction

The following methods of instruction may be used in the course:

1. lectures, directed class discussions, small-group discussions, peer group writing workshops, individual conferences, small-group conferences, and student presentations;
2. films, audio-visuals, slides, and hand-out materials may be used to supplement lectures, discussion, and readings;
3. debate, role-playing activities, group projects, or other active learning;
4. guest speakers from related disciplines may be invited to present special topical material;
5. student ownership and presentation of assigned course material.

## **VI. Out of Class Assignments**

The following out of class assignments may be used in the course:

1. essays of analysis, evaluation, argumentation;
2. documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course
3. reading journal
4. preparation for oral presentations and group projects
5. annotated bibliography

## **VII. Methods of Evaluation**

The following methods of evaluation may be used in the course:

1. essay exams or other writing assignments
2. research paper, sourced and documented, MLA format
3. midterm or final examinations
4. peer review or instructor critique of essay drafts
5. instructor evaluation of reading journal
6. oral presentations
7. instructor evaluation of participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises

## **VIII. Textbooks**

*Norton Anthology of Literature by Women* (Boxed set, Volumes 1 and 2). New York: W. W. Norton & Company, 2007.

14<sup>th</sup> Grade Textbook Reading Level. ISBN: # 978-0393930153

*Longman Anthology of Women's Literature*. New York: W. W. Norton & Company, 2000.

14<sup>th</sup> Grade Textbook Reading Level. ISBN: # 978-0321010063

## **IX. Student Learning Outcomes**

Upon successful completion, the student will be able to:

1. understand the development of literary images of women, from antiquity through 21<sup>st</sup> century representations. Trace the production of literary texts from the collective authors of myth, through the predominantly male author, to the late 18<sup>th</sup> century emergence of the female author. Examine the 19<sup>th</sup> century phenomenon of the thriving female novelists. Recognize the social and cultural developments which have influenced women's roles and their representation;
2. read critically in order to analyze and interpret archetypal and stereotypical images of women in literature, along with striking exceptions to those;

3. write analytical, thesis-centered essays identifying female archetypes, historical and political influences upon women's social and political realms of power, the causal links between literary texts and behavioral expectations in women, along with reactive texts written in response to these dicta.