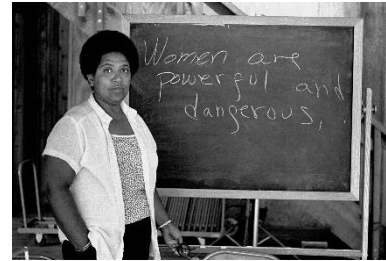


**Course:** ENG 3430-01 & WGS 3200-01:  
Survey of Women and Literature  
**When/Where:** TR 11:00-12:20, 028 Millett

**Office Hours:** Tues/Thurs 12:30-1:30  
**Office:** 149 Millett Hall  
**E-mail:** hope.jennings@wright.edu

### Course Description

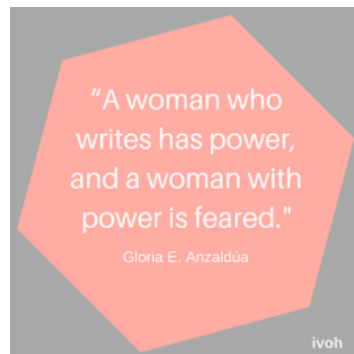
This course introduces students to representative works by and about women of diverse backgrounds. Students will critically examine representations of women in literature, and the mutually constitutive relationship between language, literature, and identity. Assigned readings will cover a multiethnic range of works by women; although we are primarily reading contemporary fiction by North American and British writers, these works explore the diversity of women's experiences across social, cultural, historical, and geographic differences. Such experiences include girlhood, motherhood, pregnancy, marriage, family, sexuality/sexual desire, friendship, education, work, religion, race, class, age, disability, gender violence, trauma/grief, displacement, and immigration. By the end of this course students should be able to demonstrate understanding of the major critical and thematic concerns in women's writing; an ability to analyze the feminist politics and implications of women's writing; and knowledge of the ways in which women writers either resist or reinforce traditional roles and identities through their explorations of language, voice, and genre.



### Required Texts\*

- Cisneros, Sandra. *The House on Mango Street*. Vintage, 1991. **ISBN:** 9780679734772
- Kwan, R.O. *The Incendiaries*. Riverhead Books, 2018. **ISBN:** 9780735213890
- Mailhot, Terese Marie. *Heart Berries*. Counterpoint, 2018. **ISBN:** 9781619023345
- Oyeyemi, Helen. *Boy, Snow, Bird*. Riverhead Books, 2014. **ISBN:** 9781594633409
- Shamsi, Kamila. *Home Fire*. Riverhead Books, 2018. **ISBN:** 9780735217690
- Walbert, Kate. *His Favorites*. Scribner, 2018. **ISBN:** 9781476799391.
- Woodson, Jacqueline. *Another Brooklyn*. Amistad, 2017. **ISBN:** 9780062359995
- Zumas, Leni. *Red Clocks*. Back Bay Books, 2018. **ISBN:** 9780316434782

\*Kindle editions are also acceptable.



### Course Evaluation

Based on the following points (1,000 total)

Website Design	100
Reading Response Blogs	400
Research/Narrative Page	250
In-Class Participation	150
Online Participation	100

Grading Scale	
90-100%	A
80-89%	B
70-79%	C
60-69%	D
0-59%	F

### **Website Design (10%)**

You will create a personalized website that engages various aspects of women's writing through exploration of both critical and creative approaches. By the end of Week 3, you will need to have set up your website with a public URL, a brief bio, and your first blog posting. Your website should have a professional appearance with a clear thematic design and your blogs posted on the homepage. You will earn 50 points for the initial website set-up/design and then 50 points for the overall design of the finalized website at the end of the semester. You may host your website through any preferred platform, and this should be separate from your own personal website if you have one. See Website Project Guidelines for detailed directions, expectations, and rubrics for the website design and the other required components described below.

### **Reading Response Blogs (40%)**

Throughout the semester you will provide reading response blogs that discuss each of the assigned novels. You are not expected to write formal book reviews but conversational and exploratory reflections on the readings. You must write a minimum of 4-8 blog posts (worth 50-100 points each) that reflect on any shared themes or aspects of the books that we discuss in class. For each blog post, you might respond to the paired books through a comparative reflection (100 pts), or, you might break these up into 2 shorter posts discussing each of the books on their own (50 points each). You don't have to stick to this approach for every blog set; for instance, you might do a comparative blog for two books, then write separate blogs for other books. Use what works best for you, but no matter how you approach structuring your blogs, you are required to write on ALL of the readings and each set of required blogs—whether you do one comparative or two separate responses—are due on the same day listed in the class calendar. Keep in mind, as well, that blogs are a form of public writing (see "Tips for Writing and Responding to Blogs"), so you will want to ensure your writing is as clear and free of errors/typos as possible; in other words, blogs (and peer responses) must meet the general evaluation criteria for academic writing (see below).

### **Thematic Research/Analysis OR Creative/Personal Narrative (25%)**

By the end of the semester you will be expected to create for your website one section/page additional to the blog section. You have two options for this section: in the first option, you will explore a key theme in women's writing through research and analysis. You might explore any questions or issues that came up in your blog writing, doing some research into this topic and providing links to other online sources that readers of your website might want to explore; or, you might write a profile of one or more of the writers whose work we have read in this class, including analysis of their contemporary literary relevance as well as links to their own websites, interviews, book reviews, etc. The second option is a creative section in which you might explore personal inspirations (such as any women writers or artists who inspire you or have influenced your own creative growth/interests); you might write a creative non-fiction essay or short story/memoir that connects to any of the themes explored in this class (such as family relationships/history, adolescence, education, marriage, work, etc.); or, you might use digital storytelling to narrate something of personal or creative relevance to you (though only as personal as you feel comfortable with since this will be published online). Either option requires effective use of visual, video and/or audio components.

**In-Class Participation (15%):** Students are expected to attend class fully prepared to contribute to discussion, which includes completing all reading assigned for that day, bringing the assigned reading with you to class, and being able to respond to questions and engage respectfully with peers. If you meet all of these expectations then you will receive full credit (FC/fully present); if you arrive late or leave early, leave class multiple times and/or for extended periods, or are clearly unprepared or unwilling to participate, you will receive partial credit (PC/non-participatory); if you are absent or engage in any disruptive behaviors (see general conduct rules below), you will receive no credit (NC/absent). Simply showing up to class does not mean you are fully present, and absences are factored into your final participation grade, which is based on the average of points that you've earned. You can keep track of your participation through the Attendance register in Pilot; however, this does not provide the average, and you may ask me for this at any time in the semester after Week 8.

**Online Participation (10%):** Students will actively and respectfully engage with peers online by reading and providing comments on each other's blog postings (see Guidelines and Tips for Writing & Responding to Blogs). Peer responses should typically be about 3-4 sentences of substantive feedback or dialogue and will be assessed according to the same criteria above (full credit, partial credit, no credit). Peer responses may be submitted to each other's websites any time after the blogs have been posted but no later than the deadline for the next set of blogs (see class calendar). For example, after everyone has submitted their first blog post(s) by the end of Week 7, you then have until the end of Week 10 to post at least two comments. You are required to provide a minimum of ten peer responses, two for each of the first three blog sets, and another four of your choice; to ensure that you engage broadly with other people in the class, at least five peer responses must be to a different student. You are more than welcome to provide comments on each other's blogs beyond the required minimum, and for each additional peer response that is meaningful (beyond simply saying, "Hey, I really liked what you said about *Red Clocks!*") you will earn five points extra credit (same for responding to peer comments on your own post). You **may not** earn these extra credit points by writing a bunch of comments at the end of the semester as a last-ditch effort to boost your grade. Blog writing is intended to be interactive writing, and so extra credit points for additional comments will only be earned if posted within the time-frame for each blog set.

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#### **ATTENDANCE POLICY**

Since attending higher education is voluntary, then it is your choice whether you show up for class and participate. If you choose to use the time of the class meeting to do something else, that is your decision. However, students who regularly attend class typically earn higher grades than those who do not and will obviously do better on the participation grade, which can often make a crucial difference in the final letter grade. You are responsible for reading the material discussed in class during your absence, and you should refer to the syllabus, class calendar, and/or a classmate for information about what was covered on that day. Do not expect me to do this work for you. The only excused absences are those that are due to emergency, severe illness, family death, or legal/military obligations, and in all instances, and you must be able to provide documentation. **NB:** *Missing more than 6 classes, including partially missed classes, will lead to at least a full letter grade deduction (100 points) from your overall final grade for the course.*

## SUBMISSION GUIDELINES FOR WRITING ASSIGNMENTS

You must submit electronic copies of all written work included in your website to the corresponding Pilot dropbox in a Word attachment (.doc, .docx, or .rtf) by the deadline posted in the class calendar; if you do not submit a copy to the dropbox or submit this in a format that cannot be opened, the work will not be graded. The Pilot dropbox will remain open and I will use the timestamp of your submission to confirm whether you submitted by the deadline. If you experience trouble with Pilot when trying to submit, then you should immediately send the work to me in an email attachment so that I know you completed the assignment on time—you will still need to submit a copy to Pilot and you will not receive a grade until you do so. The document submitted must match the one originally sent by email.

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## GENERAL EVALUATION CRITERIA FOR ACADEMIC WRITING

- A = Demonstrates advanced critical thinking skills and outstanding knowledge of the readings and course content. Ideas are original and depth of analysis is excellent. Writing is clear, concise, free of basic errors, easy to follow **and** shows excellent command of language and disciplinary style.
  - B = Demonstrates critical thinking and familiarity with readings and course content; provides relevant examples. Writing is coherent, concise, easy to follow, and **nearly** free of basic errors.
  - C = Demonstrates basic understanding of the readings and other course content and can provide a good summary of material but only provides superficial analysis and support for issues raised. Writing is coherent and easy to follow but wordy, repetitious and/or marred by numerous errors.
  - D = Demonstrates minimal understanding of readings and course content; ideas are vague or not supported by any analysis and shows overall lack of effort. Writing lacks general coherence and shows little to no command of the English language.
  - F = Demonstrates serious lack of understanding of readings and other course content; serious lack of analysis and/or effort. Writing is incoherent and impossible to follow
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## Academic Honesty

All work submitted by you must be your own. All outside sources must be properly acknowledged and documented. Consult the 8th edition of the *MLA Handbook* for citation and documentation guidelines. **Academic dishonesty will not be tolerated. Penalties for academic dishonesty can be severe, usually resulting in a failing grade for the course.** Serious cases of plagiarism will also be reported to the university's Office of Student Judicial Affairs. Plagiarism includes, but is not limited to, incorporating even one sentence or original phrasing from someone else's writing—whether from a scholarly book, a comment on a blog, or an opinion posted by a reviewer on amazon.com—without citing your source *and* placing quotation marks around directly quoted text, or failing to provide a citation for ideas you have *paraphrased*. In addition, be aware that even if you do parenthetically cite an author, if you quote him or her verbatim without placing quotation marks around the quoted text, it is also considered plagiarism. Academic dishonesty also includes copying or attempting to copy an answer from another student's quiz or exam. Credit will not be given for papers or assignments you have previously submitted for another course or for one you are taking concurrently with this course. Submitting such work is considered to be academically dishonest unless your instructor explicitly agrees beforehand to accept work you have submitted for another course.

If you have *any* questions about academic honesty, please consult me or another instructor. When it comes to concerns about plagiarism, it is best to be overly cautious. Penalties for academic dishonesty and student procedure in academic dishonesty prosecution are clarified in the [Wright State University Student Handbook](#). For further information about plagiarism, refer to: <http://www.wright.edu/academics/writingctr/resources/plagiarism.html>.

**INSTRUCTOR POLICY:** If any portion of submitted work is plagiarized, you will receive a “0” on that assignment; if you commit a second offense, regardless of circumstances, you will receive an F for the entire course and may be subject to disciplinary action.

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### GENERAL CONDUCT & COURSE POLICIES

*NB: Failure to follow these guidelines may lead to dismissal from the class.*

- You are expected to compose yourself as if in a professional environment. This includes attending class regularly and on time, being prepared for each class session, and contributing to course requirements as if you were in a workplace. Unprofessional behavior will imperil your ability to get a good grade, but also your ability to receive a letter of recommendation from me should the need arise. I request that you address me as Dr. Jennings and not by first name. For some of the contexts and reasons behind this general preference and standard of professional etiquette, I recommend reading this [New York Times essay](#).
- Electronic devices such as laptops and tablets may only be used for taking notes and/or referring to assigned readings. Cell phones must be on silent and recording of class discussions are not permitted.
- Respect toward peers and the instructor includes active listening and refraining from bigotry and intolerance toward others. Although your individual opinions about the texts and issues explored in this class are encouraged, you must be able to present your interpretations or stance through an informed lens, using critical thinking and/or verifiable evidence beyond personal beliefs or anecdotal experiences (such as reference to textual examples, reliable secondary sources, or socio-cultural, historical, and political contexts).
- You are expected to follow the class calendar and assignment guidelines. If you are confused about any of these it is your responsibility to ask for clarification, and NOT the night before something is due. I do not accept late submissions and any missing assignment will receive a zero. All submission deadlines are posted in the class calendar below as well as in Pilot.
- Extensions are granted ONLY in cases of extreme illness or emergency, which must be documented and, if possible, communicated to me *before* the due date. Regardless of circumstances, I reserve the right to deny any requests for extensions and will only grant incompletes to students who have consistently attended class and are missing no more than 1-2 assignments (excluding exams). I do not offer individual extra credit opportunities; extra credit assignments are rarely provided and only as an option available to the entire class.
- Raider Mail is the best way to communicate with me. You can expect to receive a reply within a 24-hour period on weekdays; I normally do not respond to e-mail on weekends. Check the newsfeed on the course homepage in Pilot for any class updates or info. If I make changes to the syllabus or class calendar, I explain these in class and post them in Pilot.

## USEFUL CAMPUS & ONLINE RESOURCES

**University Writing Center:** The Writing Center (031 Library) provides individualized writing consultation at no cost to students. If you meet with a writing tutor, be sure to bring a copy of your assignment with you. For more information, call 775-4186. Or visit the Writing Center's Web page: <http://www.wright.edu/uc/success/services/writing-center.html>

**University Libraries:** The University Libraries are the scholarly information center for the University. In support of the University's mission of educational excellence, the Libraries collect, organize, preserve, and facilitate access to scholarly resources in all formats; support teaching, learning, and research in an intellectually open environment; and provide instruction in the use of traditional and new information resources and technologies. The libraries' online catalog, databases, and interlibrary loan service is essential for conducting research. Web page: <https://www.libraries.wright.edu/>

**OWL at Purdue:** The Online Writing Lab (OWL) at Purdue University houses writing resources and instructional material and provides these as a free service to assist with many writing projects. Resources include teaching and tutoring, guidelines on general and subject-specific writing tips, and how to conduct, use, and cite research. Web page: <https://owl.english.purdue.edu/owl/> and MLA Style guidelines: <https://owl.english.purdue.edu/owl/resource/747/01/>

**New Media Incubator (Inc):** The Inc is an innovative and welcoming space where students get hands-on training with professional production equipment and processes. The editing suites are equipped with industry standard technologies where students learn to create long and short form marketing spots, documentaries, podcasts, news segments, cultural programs, and other projects. Web page: <https://liberal-arts.wright.edu/about/new-media-incubator>

**CATS:** Faculty are not experts in trouble shooting Pilot or computer programs of any type. The quickest way to resolve technical issues is by using the resources at the HELP Desk: 937-775-4827 or 1-888-775-4827.

**Counseling and Wellness Services:** If you are suffering from depression or have any other mental health concerns, please be aware that counseling services are available on campus. Counseling and Wellness offers a wide range of services to the Wright State University community, including the following: group, individual, couples, and family counseling, crisis intervention, and outreach. They offer specialized services on a variety of mental health, multicultural, diversity, and wellness issues. Location: the bottom level of the Student Union off the Atrium and below the Admissions Office in suite 053. Hours: 8:30 a.m. to 5:00 p.m., Monday through Friday. Call 775-3407 or stop by to set an appointment. Web page: <http://www.wright-counseling.com/>

**Disability Services:** If you require course accommodations due to a disability, please inform me so we can make arrangements early in the quarter. For more information about support services offered by Disability Services (E186 Student Union), call 775-5680; TTY: 775-5844. Or visit their Web page: [http://www.wright.edu/students/dis\\_services/](http://www.wright.edu/students/dis_services/)

## Course Schedule\*

NOTE: Subject to changes.

WEEK	DATE	Discussion Topic & Reading/Writing Assignments
ONE	1/15	Introduction to the Course: Syllabus and Project
	1/17	Introduction to the Course: Texts and Themes
TWO		
THREE		
FOUR		
FIVE	2/12	Zumas, <i>Red Clocks</i> (pp. 3-113)
	2/14	Zumas, <i>Red Clocks</i> (pp. 114-225)
SIX	2/19	Zumas, <i>Red Clocks</i> (pp. 227-351)
	2/21	Oyeyemi, <i>Boy, Snow, Bird</i> (Part 1, Ch. 1-13, pp. 3-150)
SEVEN	2/26	Oyeyemi, <i>Boy, Snow, Bird</i> (Part 2, pp. 153-274)
	2/28	Oyeyemi, <i>Boy, Snow, Bird</i> (Part 3, pp. 277-316)
	3/1	<b>Due: Website Set-up &amp; Blogs 1-2 (<i>Red Clocks</i> &amp; <i>Boy, Snow, Bird</i>)</b>
EIGHT		<b>SPRING BREAK: No Classes</b>
NINE	3/12	Cisneros, <i>The House on Mango Street</i> (pp. 3-55)
	3/14	Cisneros, <i>The House on Mango Street</i> (pp. 56-110)
TEN	3/19	Woodson, <i>Another Brooklyn</i> (Ch. 1-7, pp. 1-78)
	3/21	Woodson, <i>Another Brooklyn</i> (Ch. 8-16, pp. 79-170)
	3/22	<b>Due: Blogs 3-4 (<i>Mango Street</i> &amp; <i>Another Brooklyn</i>) and Peer Responses</b>
ELEVEN	3/26	Kwan, <i>The Incendiaries</i> (Ch. 1-20, pp. 1-109)
	3/28	Kwan, <i>The Incendiaries</i> (Ch. 21-40, pp. 110-210)
TWELVE	4/2	Shamsie, <i>Home Fire</i> (pp. 3-55)
	4/4	Shamsie, <i>Home Fire</i> (pp. 59-114)
THIRTEEN	4/9	Shamsie, <i>Home Fire</i> (pp. 117-183)
	4/11	Shamsie, <i>Home Fire</i> (pp. 187-274)
	4/12	<b>Due: Blogs 5-6 (<i>Incendiaries</i> &amp; <i>Home Fire</i>) and Peer Responses</b>
FOURTEEN	4/16	Walbert, <i>His Favorites</i> (pp. 3-79)
	4/18	Walbert, <i>His Favorites</i> (pp. 82-149)
FIFTEEN	4/23	Mailhot, <i>Heart Berries</i> (Ch. 1-4, pp. 3-67)
	4/25	Mailhot, <i>Heart Berries</i> (Ch. 5-11, pp. 68-124)
	4/26	<b>Due: Blogs 7-8 (<i>His Favorites</i> &amp; <i>Heart Berries</i>) and Peer Responses</b> (Although not required, peer responses to Blogs 7-8 are encouraged and will earn extra credit if submitted by the deadline for the final website.)
Exam Week	5/3	<b>Due: Final Website w/ Bio and Research or Narrative Section, Fri 12:30 pm</b>