ENGL 22: WOMEN WRITERS

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tr>
<td>Effective Term:</td>
<td>Summer 2021</td>
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<tr>
<td>Units:</td>
<td>4</td>
</tr>
<tr>
<td>Hours:</td>
<td>4 lecture per week (48 total per quarter)</td>
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<tr>
<td>Advisory:</td>
<td>Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 &amp; ESLL 249.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<td>Foothill GE:</td>
<td>Area I: Humanities</td>
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<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
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<tr>
<td>Grade Type:</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td>Repeatability:</td>
<td>Not Repeatable</td>
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Student Learning Outcomes
- A successful student will demonstrate analytical comprehension of women's writing, in writing and orally, within aesthetic and biographical contexts.
- A successful student will be able to analytically compare women's literature across multiple cultural representations.
- Students will demonstrate (verbally and in writing) competent analysis, or "close reading," of texts written by women.

Description
An examination of the works of multicultural women poets, novelists, dramatists, and essayists and their aesthetic and sociopolitical contributions to American literature and literatures written in English. Literary analysis of the intersections between gender and race, ethnicity, socioeconomic class, sexual orientation, and other constructs of identity and power.

Course Objectives
The student will be able to:
A. Analyze the style and content of literature by women writers in English from the 19th-century on as works of art and as commentary on the lives of women.
B. Recognize the political and social contributions made in the field of literature by women from diverse cultures and backgrounds.
C. Compare and contrast literary works by women writers with those by their male counterparts with the goal of understanding the limitations placed on women in terms of education, lack of training, etc.
D. Demonstrate the ability to conduct independent research.

Course Content
A. Perspectives on identity
   1. Literature of conflict between self-fulfillment and familial/social expectations
   2. Socio-economic conditions as they affect the creation of literature
B. Political and social issues as explored through imaginative literature
   1. Literature of protest and social reform

Lab Content
Not applicable.

Special Facilities and/or Equipment
When taught via Foothill Global Access, ongoing access to computer with email software and capabilities and current internet browser, email address.

Method(s) of Evaluation
Methods of Evaluation may include but are not limited to the following:
- Participation in class discussions
- Panels and reports
- Midterm examination
- Final examination

Method(s) of Instruction
Methods of Instruction may include but are not limited to the following:
- Reading texts in the women's literary canon
- Lectures on the texts and their historical and social contexts
- Class discussion regarding those issues and texts
- Small group projects and presentations
- Analytical writing projects

Representative Text(s) and Other Materials
Moraga, Cherríe, and Gloria Anzaldúa, eds.. This Bridge Called My Back: Writings by Radical Women of Color. 4th ed.. 2015.

These are the most recent editions of these field-defining publications.
Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

A. Reading from representative literary texts as assigned by instructor.
B. Quizzes on reading comprehension of assigned literary texts.
C. Individual and small group presentations on the literature and its historical, cultural, and theoretical contexts.
D. Analytical and reader response journal assignments on readings.
E. At least one formal literary analysis writing project demonstrating comprehension and critical thinking.

Discipline(s)

English