ENGL 2326: Gender and Justice in American Literature

Instructor: Dr. Erin L. Kelley, PhD, JD
Office: L230
Course: ENGL 2326
Section: 85401
Hours: TBA (Online)
Days/Times: Online
Phone: (972) 729-9886 Text or LM
Room: Online
Email: ekelley@dcccd.edu
Term: Summer 2019

Delivery: Summer term meets from 6/6-7/3.

Note: This Summer Term class runs just 5 weeks, which means we will do the equivalent of a full semester in roughly 1/3 of the usual time. You should be prepared to work at an accelerated pace and to do a lot of reading and writing each day. The reading load for this course is heavy. Give yourself ample time to read and respond to the materials and to adhere to due dates.

Course Description: This course is an introduction to a variety of short stories that explore gender biases and the underlying socially-constructed attitudes that reinforce these biases. The literary texts selected for this class range from the mid-nineteenth century time period to the present. Overall, this type of literature is a very large body of work. What we can cover in a single semester is limited. However, I have tried to structure the course to offer as many perspectives as possible. The course is also designed to introduce methods for understanding this material in relation to the contexts of gender identity and literary forms. In the process, we will examine ideas central to an American sensibility and to trace the development of these ideals and social attitudes. Like all individuals, the writers we look at are products of specific social and cultural circumstances, both influenced by and influencing the dominant ideologies of the day. We will examine how these writers and this literature responds, at least partially, to the cultural shifts taking place in America at given periods of time.

Catalog Description: A survey of American literature from the period of exploration and settlement to the present. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from among a diverse group of authors for what they reflect and reveal about the evolving American experience and character. For repeatability purposes, students who take English 2326 should not also take English 2327 or 2328. This is a Texas Common Course Number. This is a Core Curriculum course selected by the colleges of DCCCD. Prerequisite: ENGL 1301, ENGL 1302 and have met Texas Success Initiative (TSI) standards in Reading and Writing.

Coordinating Board Academic Approval Number 1601045213
ENGL Literature Learning Outcomes:
Upon successful completion of this course, students will:
1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

COURSE SPECIFICS
This is a collegiate sophomore-level writing course. To register for this class, students must have completed ENGL 1301 & ENGL 1302. This means that students should have the skill set acquired from these classes and should be able to successfully write academic essays. As a result, this class does not focus on the “how to’s” of writing since this information has been previously covered in other courses. Instead, students work to ameliorate their acquired research and writing skills and apply those skills to writing about literature.

NOTE on CLARITY and GRAMMAR: Everything that you write for this class should be done with care. This means that I expect you to: write in complete sentences; express your ideas clearly and concisely; offer specific details and examples; cite your sources, and use grammatically correct prose. Pay attention to detail and always proofread your work.

Textbooks and Other Course Materials:
None required. Free online versions of the texts are embedded within our weekly modules on Blackboard.

Course Outline:
Week 1
Desiree’s Baby by Kate Chopin
Journal
Week 2
Girl by Jamaica Kincaid Discussion Board
Week 3
A Jury of Her Peers by Susan Glaspell Journal
Week 4
The Story of an Hour by Kate Chopin Discussion Board & Gender Roles, Gender Gap Series
Week 5
Final Projects
Evaluation Procedures:

Discussion Boards (2) 20% @ 100 points
Journals (2) 20% @ 100 points
Final Project 30% @ 100 points
Gender Roles, Gender Gap Series 30% @ 100 points

Total 100 %

The following scale will be used to calculate semester grade:

90-100 = A
80-89 = B
70-79 = C
60-69 = D
Below 60 = F

Student Requirements & Instructor Expectations

• Have fun! 😊
• Read the original text (ie. short story). Do your best. 😏 Original text means the actual literature, not Sparknotes, Cliffnotes, or any other literature summary. 😎 While literature summaries may act as a supplement to aid in your basic understanding, you will need to fully comprehend the original text as a whole. Original literature can be difficult to read, but it remains in its original form for specific reasons. You need to be able to critically analyze literature from different time periods in order to understand historical contexts as well as to appreciate the beauty of its linguistic written form. You need to draw comparisons in literature and think about the connections we can make to our current time period. You will be required to write journals that integrate evidence from the text. Reading, analyzing, and writing about the original text is a requirement for our class. It is not an option.
• Maintain attendance. Posting all assignments is required on time each week. Lack of timely participation will result in a mandatory requirement of dropping the course. If you do not drop the course, you will receive a final grade of “F.” Any attendance issues must be brought to my attention immediately.
• Critically participate. As future professionals in the workplace, you must work with others, so we practice that transferrable skill in our class. Our class is built upon collaboration. So you must actively enter into class discussions and collaborations. Follow all assignment requirements. Explore and have fun.
I will be with you the entire time. Make sure and use proper netiquette. Practice using a professional tone and employ the proper rules of grammar, spelling, and punctuation.

- **Take notes**—Take notes as you would in a traditional class. Use all the read and review materials, but make sure that you comprehend them in your own way.
- **DO NOT PLAGIARIZE.** All written work is subject to SafeAssign on Blackboard. If you are stuck, come to me for help instead. If you plagiarize, you will earn a zero on the assignment. I will report the incident to the academic dean.
- **Prepare ahead for technical difficulties**—Have a back-up computer & working internet connection nearby (ie. public library, college computer lab, family member’s, friend’s). “My computer broke,” “My internet went down,” etc. is not an excuse for late work.
- **Commit to all other course policies listed below.** If you remain in the course, your ongoing attendance consists of specific performance. By specifically performing, you are agreeing to all policies listed in this syllabus.

**PLEASE NOTE: IF FOR SOME REASON YOU CANNOT OR WILL NOT ACTIVELY ENGAGE IN THESE STUDENT REQUIREMENTS, OR IF YOU DO NOT AGREE WITH CLASS POLICIES, YOU HAVE THE CHOICE TO DROP THIS COURSE WITHIN THE ALLOTTED TIMEFRAMES AND FIND ANOTHER CLASS THAT PROVIDES A BETTER FIT FOR YOU.**

**Assignment Descriptions & Instructions**

In this course, you will write two types of weekly assignments: Discussion Boards and Journal responses. You will submit a Final Project at the end of the semester. You will also complete *The Hunting Ground* documentary and view sheet, and the Gender Roles, Gender Gap Series & worksheets.

I. **Journal Responses: Close Reading and Cultural Connections**

Length: At least 250 words

Journal entries are critical responses to the texts that we read. You draw elements or themes from one text (ie. short story) and connect your ideas to any of the weekly supplemental content that I have chosen for you and that is labeled “Supplementary Content” (ie. links, videos, PPTs, etc.). You must closely read the text and provide an answer that includes a quote or paraphrase from the text, in-text citation(s), and a Works Cited. You must also draw a connection to any of the supplementary content I provide. Include your in-text citation(s) and Works Cited. **Citations are covered in the MLA handout; however, this should be a review from ENGL 1302.**

**The journal entry assignments will close after the due date and time ends.** Every other week, you must submit a short journal response. The journals must only cover the corresponding week’s material.

I am not looking for a summary of the material; rather, I am looking to see your engagement and understanding of the readings by your comments. A good place to start
would be to simply determine whether you liked/disliked/agreed/disagreed with a portion of the text, then to elaborate on your judgment by explaining why you responded in this way and how draw comparisons to the supplementary material. **Please use one of the following approaches:**

1. Personal Reaction
   A. Complete one of the following statements by referring to a particular incident in the reading.
      1. “I was struck by __________”
      2. “I was confused by __________”
      3. “I was surprised by __________”
   B. Include your quotation or paraphrase from the text with citation ie. (Kincaid).
      (Note: This is an example of a correct in-text citation for an online source without page numbers).
   C. Explain how your thoughts relate to a portion of the supplementary content (ie. link, video, PPT, etc.). Provide your in-text citation(s).
   D. End your journal entry with a detailed explanation of your comparison between the text & supplementary content.
   E. Provide a Works Cited for your sources. For assistance, review MLA handout.

2. Parallel Story
   A. Tell your own personal story that was triggered by the reading.
   B. Include your quotation or paraphrase from the text with citation ie. (Kincaid).
      (Note: This is an example of a correct in-text citation for an online source without page numbers).
   C. Include events and experiences that were either similar to or different from the reading, and explain how your story and the reading are related to each other.
   D. Explain how your thoughts relate to a portion of the supplementary content (ie. link, video, PPT, etc.). Provide your in-text citation(s).
   E. End your journal entry by stating the theme/moral/lesson learned from your story.
   F. Provide a Works Cited for your sources. For assistance, review MLA Handout.

3. Double-Entry Journal (What or Why Questions)
   A. Create two separate columns on your page.
   B. In the left column, keep a running list of “what” or “why” questions that occur to you as you are reading.
   C. When you are finished with your questions, go back to the top of your list and answer your questions as completely as you can in the right column. (If you don’t know the answer, take a guess!)
   D. Include your quotation or paraphrase from the text with citation ie. (Kincaid).
      (Note: This is an example of a correct in-text citation for an online source without page numbers).
   E. Explain how your thoughts relate to a portion of the supplementary content (ie. link, video, PPT, etc.). Provide your in-text citation(s).
G. Provide a Works Cited for your sources.

ALL JOURNALS ARE SUBJECT TO SAFEASSIGN AND TO PLAGIARISM PENALTIES. Thus, come up with your own original ideas and written responses.

II. Discussion Boards: Exploring Multimedia (2 Parts)
Each week, you must submit one Discussion Exercise and at least three Participation Responses to your classmates on the Discussion Board. The discussion exercises require you to explore multimedia content, choose a source, and relate it to the one of the weekly texts we read (ie. one of the short stories). In this sense, you may explore the internet and find your own multimedia content. This exercise is designed to be engaging, fun, and interactive. Discussion Exercises must be posted on the specified due date before your participation responses. Late posts will not be accepted. Once you submit your discussion exercise, you will be able to view and to respond to other students’ posts.

1. Discussion Exercise
Due on each specified date that is listed in the calendar. Late posts will earn the grade of “0.” Explore various online sources pertaining to a weekly text (ie. one of the short stories that we read) or its author. Find and choose your own source. Sources may include but are not limited to: 1. General multimedia-websites, short articles, podcasts, weblogs, videos; 2. Visuals-photos, artwork, graphs, charts 3. Social media-Facebook, Twitter, Tumblr, etc. Do NOT use Wikipedia. When you choose your source, complete the following in your exercise post:
1. Attach the source or provide a link. You attach sources by clicking on the paperclip. If you choose to provide a link, double-check and make sure the link works so all of us can see it.
2. In at least 100 words, address the following:
   1. Briefly describe why you chose the source.
   2. Explain how it’s relevant, interesting, confusing, humorous, etc. to the weekly text (ie. short story) or to the author. Include in-text citations.
   3. Describe what you learned or can possibly learn from it.
   4. Provide a Works Cited citation. Examples of most citations can be found on the MLA Handout (citation is excluded from the 100-word requirement).

2. Participation Responses: You must respond to at least three of your classmates’ discussion exercises by each due date that is listed in the calendar. Each response must consist of at least 50 words. The point is to try to engage in a critical discourse. It is okay if you are not necessarily “right” in your response; however, the point of the discussion and participation is to do your best, have fun, and work in a collaborative fashion. Make sure and use proper netiquette. Practice writing for and in a diverse setting. Employ the proper rules of spelling, grammar, and punctuation in all of your posts. ALL DISCUSSION EXERCISES AND PARTICIPATION RESPONSES ARE SUBJECT TO SAFEASSIGN AND PLAGIARISM PENALTIES. Thus, come up with your own original ideas and written responses.
III. Gender Roles, Gender Gap Series

This assignment evaluates the various forms of communication in our society that reinforce gender roles and gender gaps. This assignment consists of three parts and three different worksheets: Part One-Equals, Part Two-Men vs. Women, and Part 3-Scripting Roles in the Media. You will go through each worksheet, complete the activities, and save and submit each worksheet.

IV. Final Project (2 Parts)

The final project is a creative adaptation of one of our literary works, a concept(s), or a theme that has been covered from the class in a creative format. I am giving you broad latitude; you may either create a work or analyze multimedia(s) similar to a discussion exercise. Some ideas include, but are not limited to creating or analyzing short films, paintings, games, storyboards, tumblrs, websites, short fiction, etc. If you choose artwork, photography, etc., you must submit a very clear image (.jpg).

There are two parts to this project:
1. The Final Project, itself, (either the work that you created or the multimedia content you chose to analyze) &
2. A 250-Word Sketch (.doc or .docx) document-that explains the project to me and how it connects to one the texts and/or themes that we studied.
## Summer Term Assignments and Academic Calendar

**Module 1: Week 1**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Th 6/6** | Read: Course Syllabus-Read Completely & Thoroughly  
Read (Text): *Desiree’s Baby* (1892) by Kate Chopin  
Review (Supplementary Content): “How to Analyze Literature” video  
Review (Supplementary Content): “Lenses for Reading Literature”  
Read: (Supplementary Content): “Supreme Court History Landmark Cases: Roe v. Wade” link  
Review: MLA In-Text Citations  
Review: MLA Works Cited  
Review: “10 Types of Plagiarism” video |
| **F 6/7** | Review: Journal Assignment Example (under Handouts)  
Begin Writing Journal on *Desiree’s Baby* |
| **Sa 6/8** | Continue Writing Journal |
| **Su 6/9** | **Journal Due by 11:55 PM** |

**Module 2: Week 2**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **M 6/10** | Review: “Theme in Jamaica Kincaid’s Girl” video  
Read (Text): *Girl*  
Review: Discussion Board Assignment Example (under Handouts)  
Begin Discussion Exercise on *Girl* |
| **T 6/11** | Continue Discussion Exercise *Girl* |
| **W 6/12** | **Discussion Exercise Due by 11:55 PM** |
| **Th 6/13** | Continue with participation responses |
| **F 6/14** | **Discussion Participation Responses Due by 11:55 PM** |

**Module 3: Week 3**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **M 6/17** | Read (Text): *A Jury of Her Peers* (1917) by Susan Glaspell  
Review (Supplementary Content): *A Jury of Her Peers* PPT  
Review: (Supplementary Content): “How Sexism Affects Us All” TED Talk  
Review (Supplementary Content): “Marine Wife Wrongfully Convicted of Poisoning Husband (2016)” link |
| **T 6/18** |  |
Continue Writing Journal |
<p>| <strong>Th 6/20</strong> | Continue Writing Journal |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>F 6/21</td>
<td><strong>Journal Due by 11:55 PM</strong></td>
</tr>
<tr>
<td><strong>Module 4:</strong></td>
<td><strong>Week 4</strong></td>
</tr>
</tbody>
</table>
| M 6/24 | Read (Text): *The Story of an Hour* (1894) by Kate Chopin  
Begin Discussion Exercise on *The Story of an Hour*  
Begin Gender Roles, Gender Gap Series & Worksheet  
**Prepare Final Project (Due in Module 5 on Wed., 7/3)** |
| T 6/25 | Continue Discussion Exercise  
Continue Gender Roles, Gender Gap Series & Worksheet  
Prepare Final Projects |
| W 6/26 | **Discussion Exercise Due no later than 11:55 PM**  
Continue Gender Roles, Gender Gap Series & Worksheet  
Prepare Final Projects |
| Th 6/27 | Continue Participation Responses  
Continue Gender Roles, Gender Gap Series & Worksheet  
Prepare Final Projects |
| F 6/28 | **Participation Responses Due no later than 11:55 PM**  
**Gender Roles, Gender Gap Worksheets Due no later than 11:55 PM** |
| **Module 5:** | **Week 5** |
| M 7/1 | Prepare Final Projects |
| T 7/2 | Prepare Final Projects |
| W 7/3 | **Final Projects Due no later than 11:55 PM** |

**Other Course Policies**

**Late Policy**
Late assignments are not accepted. No exceptions.

**Extra Credit**
None offered

**Assignment Reviews**
I can review any writing assignment and provide feedback before you submit the assignment for grading; however, I must receive your writing assignment draft via email and no later than two days before the assignment is due. Otherwise, I will not have time to review your assignment. I will review a writing assignment ONE time. You may submit ONE writing assignment ONE time during a week. Please note: my comments and suggestions are not exhaustive. I will point out major areas that might need work but following my advice does not guarantee that you will earn an “A.”

**Grade Disputes**
Any grade dispute must be initiated no later than 2 working days after the grade posting. If you disagree with my evaluation of an assignment and the grade I have assigned, I am always willing to discuss it with you and to reevaluate my assessment. I will ask that you do two things before we talk:

1. Take the time to carefully read and consider the rubric scores with comments and to reread your paper.
2. Define the specific reasons that you feel that your essay deserves a different grade. Then, we will be able to discuss and evaluate the essay together.

SafeAssign
This institution utilizes SafeAssign, a plagiarism detecting service. All writing assignments are subject to SafeAssign. This is not an option.

Disclaimer
This is a college literature course; therefore, we may be reading, watching artistic movies, and having discussions on topics in our society that may create controversy (ie. issues that are racial, political, sexual, religious, etc.). That is simply a reality of the world in which we live. Consequently, I will neither provide nor respond to “trigger warnings.” As your professor, my purpose is not to indoctrinate you to my personal beliefs or to cause you discomfort but rather to challenge you to examine yourselves in the complex, and sometimes disturbing, issues in society and (ultimately) to arrive at your own truths.

ECampus Usage Requirement:
All assignments MUST be submitted electronically through e-Campus. Attachments must be in Microsoft Word (.doc or .docx). This is a course requirement and it is not optional. If you do not have a personal computer with reliable internet service, please make arrangements to use an alternative one. This includes RLC’s student computer lab services.

If E-Campus is uncooperative or if you wish to ensure that your assignments are properly submitted, you may also email your submissions to me by the cut-off time. Use campus email only. Attach via Microsoft Word.

Academic Honesty
All essays will be submitted through SafeAssign, a service that checks for plagiarism (this is not optional). Scholastic dishonesty is a violation of the Code of Student Conduct. Scholastic dishonesty includes, but is not limited to, cheating on a test, plagiarism, and collusion. As a college student, you are considered a responsible adult. Your enrollment indicates acceptance of the DCCCD Code of Student Conduct. Any forms of Academic Dishonesty may result in an automatic “F” in the course and will be officially reported to the Office of the Vice President of Student Learning.
http://www.richlandcollege.edu/conduct.

Disclaimer
This is a college literature course; therefore, we may be reading, watching artistic movies, and having discussions on topics in our society that may create controversy (ie. issues
that are racial, political, sexual, religious, etc.). That is simply a reality of the world in which we live. As your professor, my purpose is not to indoctrinate you to my personal beliefs or to cause you discomfort but, rather, to challenge you to examine yourselves in the complex, and sometimes disturbing, issues in society and (ultimately) to arrive at your own truths.

**Help with Writing:**
The Writing Center is located in Medina 216. There you can receive free tutoring by appointment or on a drop-in basis. Phone: 972-238-6226. More info online at: [http://www.richlandcollege.edu/writing/](http://www.richlandcollege.edu/writing/)

The English Corner is located in Bonham 228. There you can receive supplemental instruction and tutoring from qualified English instructors. No appointment is necessary. Ask your instructor about the current schedule, or see the schedule on the door of B228.

Additional help is available on-line at: [http://www.owl.english.purdue.edu](http://www.owl.english.purdue.edu)

When you utilize either the Writing Center or English Corner for assistance, insure that you bring:
1. Your draft; 2. Your assignment description; 3. Your grading rubric

**Richland College Quality Enhancement Plan (QEP)**
Richland College’s QEP is called Learning to Learn: Developing Learning Power. The QEP provides techniques, practices, and tools to help students develop the habits, traits or behaviors needed to be effective and successful lifelong learners in college and in life. For more information, please log onto [http://www.richlandcollege.edu/qep/](http://www.richlandcollege.edu/qep/)

**Academic Progress:**
Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check [www.richlandcollege.edu/admissions/process.php](http://www.richlandcollege.edu/admissions/process.php) for more details.

**Obtaining Final Course Grades Using eConnect**
Final Grade Reports are no longer mailed; they are available online at [www.econnect.dcccd.edu](http://www.econnect.dcccd.edu) or by telephone at 972-613-1818. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

**Course Drop date**
If you are unable to complete this course, it is your responsibility to withdraw formally. The withdrawal request must be received in the Registrar’s Office by the official drop date for this course. Please see the list of Important Dates on the Academic Calendar webpage at [http://www.richlandcollege.edu/academiccalendar/](http://www.richlandcollege.edu/academiccalendar/)

**Institutional Policies**
Please see the document: [www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf](http://www.richlandcollege.edu/syllabusinfo/syllabiInformation.pdf)
Amendment Disclaimer
The instructor reserves the right to amend this syllabus and/or the course calendar as necessary. Thank you for your attention. Let’s make this a great semester!