



Course Prefix/Number/Title: ENGL 236 Women and Literature

Number of Credits: 3

Course Description: The study of literary texts by and about women including gender roles as a literary theme.

Pre-/Co-requisites: None

Course Objectives: Students will:

- Demonstrate knowledge of women's literature, author's lives, connected media and literary history
- Demonstrate increased ability to interpret literature
- Demonstrate ability to assess comparative aspects of literature and film
- Express understanding of the contribution of women's literature to America's identity

Instructor: Hattie Albertson

Office: Online

Office Hours: Online

Phone: 701.263.1364

Email: hattie.c.albertson@und.edu

Lecture/Lab Schedule: Online

Textbook(s): Course materials will be provided by the instructor

Course Requirements:

- Students must submit all assignments by the posted deadlines and be able to maintain self-motivation throughout the semester.
- All written responses must fully address the prompt, meet the length requirement, and demonstrate engagement with the assigned readings/videos.

Tentative Course Outline:

- Week One: Gender Roles in Children's Books & Choosing Books
- Week Two: Influential American Women Writers PowerPoint
- Week Three: Video Selections & "Eleven" by Sandra Cisneros with Reflection
- Week Four: Coming of Age and Making Inferences
- Week Five: "Where are you Going, Where Have you Been?" & Joyce Carol Oates
- Week Six: "The Yellow Wallpaper" Analysis and Reflection
- Week Seven: Kate Chopin & "The Story of an Hour"

- Week Eight: Zora Neale Hurston & “Sweat”
- Week Nine: Alice Munro and “The Bear Came Over the Mountain”
- Week Ten: Film “Away from Her” with After Viewing Questions
- Week Eleven: Miranda July & “Roy Spivey”
- Week Twelve: Louise Erdrich & “The Leap”
- Week Thirteen: Margaret Atwood and “Happy Endings” with “Writing G”
- Week Fourteen: Poetry Review
- Week Fifteen: “Diving into the Wreck”
- Week Sixteen: Final Writing Prompts

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):

Competency/Goal 7: Evaluates principles of Arts and Humanities

Learning Outcome 1: Creates art

- Performance Indicator 1: Applies knowledge of fundamentals of genres
- Performance Indicator 2: Creates original works of art

Learning Outcome 2: Analyzes art

- Performance Indicator 1: Demonstrates knowledge of art forms
- Performance Indicator 2: Applies base knowledge to critique art works

Learning Outcome 3: Evaluates aesthetics

- Performance Indicator 1: Demonstrates knowledge of systems of aesthetics
- Performance Indicator 2: Evaluates relationship of content and form in art works

Learning Outcome 4: Synthesizes interrelationships among arts, languages, the humanities, and societies

- Performance Indicator 1: Demonstrates knowledge of art forms in cultures
- Performance Indicator 2: Evaluates the impact of art on individuals and society

Learning Outcome 5: Communicates through listening, speaking, reading, and writing in a foreign language

- Performance Indicator 1: Listens to and derives meaning from a variety of foreign language sources
- Performance Indicator 2: Speaks in the foreign language for a variety of purposes and for diverse audiences
- Performance Indicator 3: Reads and derives meaning from a variety of materials written in a foreign language
- Performance Indicator 4: Writes in a foreign language for a variety of purposes and for diverse audiences

Relationship to Campus Focus:

Campus Focus: Nature, Technology, and Beyond

- Students will be familiar with the human environment in the past, present and future and how it relates to the development and influence of literature.
- Students will use technology to access course materials and become more familiar with technological tools for research and written processes.

- Students will use critical thinking to understand the importance and impact of women's literature on self and society.

Classroom Policies:

- All written responses must fully address the writing prompts, meet the length requirement, and demonstrate engagement with the assigned readings/videos.
- Students must submit all assignments by the posted deadlines

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student's campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

AI Student Policy:

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, students are not allowed to utilize generative AI to help produce any of their academic work. Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life.

RESPONSIBILITIES

Students	<ul style="list-style-type: none"> • Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. • Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use
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	<p>of generative AI will enhance the learning experience for the assignment.</p> <ul style="list-style-type: none"> • In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	<ul style="list-style-type: none"> • Determine if the use of generative AI could enhance student learning in any assignment or project. • Clearly indicate in all course syllabi if generative AI is allowable for any academic work. • If allowable, give specific parameters for how and when generative AI may be used. • If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.