ENGLISH 448: Women Writers (Spring 2016)

Professor: Dr. Courtney Adams Wooten
Office: LAN 263  Office phone: 936.468.2079
ENG 448-090  Office hours: 4-4:30 MW, 12:30-2:30 TR
TR 11:00-12:15, HSC 314  Email: wootenc1@sfasu.edu

COURSE DESCRIPTION

Motherhood is a complicated topic, drawing attention to societal and personal assumptions about the construction of women’s identities. This upper-level English course will focus on texts by women who study representations of mothers to answer the following questions: how do they conceptualize mothers? What do they see as the challenges and joys of motherhood? How does society view mothers and women who choose not to become mothers? How do mothers and women who choose not to be mothers conceive of their own identities? Our overall goal will be to explore the figure of the mother and the influence of this role in contemporary American society.

Prerequisites: 9 semester hours of English and ENG 381.

COURSE OUTCOMES

English Program Learning Outcomes

- Develops students' practical skills in reading, writing, and reasoning, and research skills in traditional print as well as electronic sources;
- Enables students to think critically and analytically, and to communicate effectively in a variety of contexts;
- Promotes students' understanding of literary and cultural history;
- Empowers students to understand and write about texts, as well as produce original texts; and
- Trains students to apply the skills they have learned in the discipline to a variety of situations.

English 448 Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Describe conceptions of women as mothers and non-mothers, particularly in the twentieth and twenty-first centuries;
2. Analyze how representations of motherhood are created, supported, and contested;
3. Generate original arguments about representations of motherhood;
4. Employ primary and secondary research methods to generate knowledge, assess sources, and support their own arguments.
REQUIRED TEXTS


COURSE REQUIREMENTS

1. **Interview Analysis**
   This assignment asks you to interview a woman who is not related to you about either her experiences as a mother or her decision not to become a mother. Once you have completed the interview, you will analyze and explain themes that came up in the interview, providing evidence from the interview to back up your analysis. You will then make tentative conclusions about how the interviewee has experienced motherhood. 1200-1500 words.

2. **Online Discourse Community Analysis**
   This analysis asks you to identify an online community centering on mothers or women who aren’t mothers. You will then read discourse produced by this community about motherhood and identify common or reoccurring themes. Your essay will explain how this community approaches motherhood or non-motherhood, how their approach connects to or pushes against social conventions about motherhood, and how their approach relates to course readings about motherhood. 1500-1800 words.

3. **Research Proposal**
   The first of three steps for your final project, the research proposal should outline your topic, initial hypothesis, possible primary and secondary sources, and the significance of the project. 600-900 words.

4. **Reflective Annotated Bibliography**
   The second of three steps for your final project, the annotated bibliography will include citations, summaries, brief reflections, and quotables of sources for your final project. At least eight secondary sources must be included.

5. **Research Project**
   For the culminating assignment of the semester, you will produce your own argument about representations of motherhood, pulling in primary and secondary research to support your analysis.
This project can revolve around many different kinds of primary research, including interviews, online communities, fiction or non-fiction books, magazines, etc. 3000-3600 words.

6. Research Project Presentations
During the final exam period, you will present a 4-5 minute version of your research project to the class.

7. Critical Reading Responses
Throughout the semester, you must write weekly critical reading responses. You may only write one per week and they can be turned in on either Tuesday or Thursday but must relate to the reading for that class period. On the days you turn in reading responses, you will be expected to share your responses with the class. Reading responses must be printed; each should be 250-300 words.

8. Discussion Leading (Optional for Those Pursuing an “A”)
If you choose to pursue an “A” grade, you must lead class discussion for twenty minutes during a designated class period. To facilitate this discussion, you must come to class with 8-10 open-ended questions about the reading and at least one activity for classmates to complete. A short (up to 5 minute) video can be included as part of the discussion leading.

COURSE POLICIES

Attendance: See grading contract for information about unexcused absences. Students are additionally allowed two excused absences. Valid excuses are limited to health emergencies, religious observation, family emergencies, and participation in certain SFASU-sponsored events. Students must provide written documentation from which a decision will be made regarding the absence. Without written documentation, the absence will automatically be considered unexcused. Whether an absence is excused or unexcused, students are still responsible for all course content and assignments. Note also that you must complete all major assignments on time in order to pass the course.

I take attendance at the beginning of class; arriving more than ten minutes after class begins will result in your being marked absent.

Course Citizenship: Eating, sleeping, or reading other materials during class are not acceptable. All cell phones must be turned off prior to coming to class, and no text messaging or web surfing will be tolerated. Laptops and cell phones should not be used unless I indicate that you may use them for a particular activity. Although students with disciplinary problems tend to be few and far between at the college level, if behavioral disruptions persist within a single class meeting (or, for that matter, across multiple meetings), the student in question will be asked to leave the class with an absence for the day.

Assignment Submission: All written work will be submitted electronically via D2L. Assignments are due by class time on their due date. All files must be formatted in either .doc or .docx (compatible with Microsoft Word). I will not accept Rich Text Format or Word Perfect, for example. I will return your drafts via D2L.

Academic Integrity: Adhering to academic integrity standards at all times by producing your own work and successfully attributing others’ ideas to them is a necessary aspect of university communication. Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to: (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a
class; (2) falsification or invention of any information, including citations, on an assignment; and/or (3) helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism include, but are not limited to: (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from the Internet or another source; and (3) incorporating the words or ideas of an author into one's paper or presentation without giving the author due credit.

Any appeals on academic integrity cases must be made within thirty days after the first class day of the next long semester. Students should appeal to the instructor first then to the chair if the situation is not resolved. Further appeals can be made to the dean and provost if necessary.

Please read the complete policies at: http://www.sfasu.edu/policies/academic_integrity.asp and http://www.sfasu.edu/policies/academic-appeals-by-students.pdf.

Course Evaluations: Course evaluations will be available online near the end of the semester. I highly encourage you to take advantage of the opportunity to give feedback about how effective this class and my teaching was, particularly because I read evaluations to help make decisions about future classes. In other words, your feedback can help my future students have a good class experience.

Discrimination/Sexual Harassment: At Stephen F. Austin State University, no faculty, staff, or student may discriminate against another on the basis of race, color, religion, sex, sexual orientation, age, national origin, disability or disabled veteran status, and such acts will not be permitted in this class. For additional information, consult Human Resources Policy E-46.

The Academic Assistance and Resource Center: The AARC offer free writing tutoring, which is available on a walk-in and appointment basis. They also offer online writing tutoring services and workshops about writing-related topics. For more information, go to http://library.sfasu.edu/aarc/, visit them on the first floor of the Steen Library, or call them at 936-468-4108.

Withheld Grades Policy (A-54): At the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Accommodations: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify your instructors and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations, and no accommodations can be made except through the ODS. For additional information, go to http://www.sfasu.edu/disabilityservices/.
## COURSE SCHEDULE

*** This schedule is tentative. I reserve the right to change its contents and will post changes to D2L. The “Readings and Assignments” column lists what you should read or work on before that day’s class. ***

<table>
<thead>
<tr>
<th>Week</th>
<th>Readings and Assignments</th>
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| January 19         | T: Introduction to the Class  
Eve and Lilith Myth                                                             |
| January 21         | R: Dr. Jacqueline Cowan; read “Margaret Cavendish” (D2L)                                 |
| January 26         | T: Solinger, Introduction and chapters 1-2                                               |
| January 28         | R: Buchanan, chapters 1-2                                                                 |
| February 2         | T: Solinger, chapters 3-4                                                                 |
| February 4         | R: Solinger, chapter 5; Buchanan, chapter 3                                               |
| February 9         | T: Solinger, Chapter 6; Buchanan, Chapter 4 and Conclusion                                |
| February 11        | R: Seigel, Chapters 1-3                                                                   |
| February 16        | **T: Interview Analysis Due**  
Seigel, Chapters 4-6; “Critical Discourse Analysis” by Van Dijk (D2L)                  |
| February 18        | R: Seigel, Chapters 7-8 and Conclusion; “The Concept of Discourse Community” by Swales (D2L) |
| February 23        | T: Gilligan, Introduction and Chapters 1-3                                                |
| February 25        | R: Gilligan, Chapters 4-6                                                                  |
| March 1            | T: Owens, Chapters 1-3                                                                    |
| March 3            | R: Online Discourse Community Analysis Peer Review in InfoLab 2 – **Draft Due**           |
| March 8            | T: Owens, Chapters 4-5 and Epilogue                                                       |
| March 10           | R: **Online Discourse Community Analysis Due**  
Collins (D2L); Segura (D2L); Kaplan (D2L)                                                |
<p>| March 15           | <strong>T: No Class; Spring Break</strong>                                                             |
| March 17           | R: <strong>No Class; Spring Break</strong>                                                             |
| March 22           | T: Hequembourg (D2L)                                                                      |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Attendance/Assignments</th>
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<tbody>
<tr>
<td>March 24</td>
<td>R: No Class; Easter Holiday</td>
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<tr>
<td>March 29</td>
<td>T: Research Project Proposal Due</td>
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<td>Douglas and Michaels, Introduction and Chapters 1-3</td>
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<td>March 31</td>
<td>R: Douglas and Michaels, Chapters 4-8</td>
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<tr>
<td>April 5</td>
<td>T: Douglas and Michaels, Chapters 9-10 and Epilogue</td>
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<td>April 7</td>
<td>R: No Class - Professor at a Conference; Work on annotated bibliography</td>
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<td>April 12</td>
<td>T: Reading TBD</td>
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<td>April 14</td>
<td>R: Annotated Bibliography Due</td>
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<td>Gillespie (D2L); Campbell (D2L)</td>
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<tr>
<td>April 19</td>
<td>T: Ireland, chapters 1-3</td>
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<tr>
<td>April 21</td>
<td>R: Ireland, chapters 4-8</td>
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<tr>
<td>April 26</td>
<td>T: Research Project Peer Review in InfoLab 2 – Half Draft Due</td>
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<tr>
<td>April 28</td>
<td>R: Dr. Christine Butterworth McDermott (reading TBD)</td>
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<tr>
<td>May 3</td>
<td>T: Motherhood in the Movies</td>
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<tr>
<td>May 5</td>
<td>R: Research Project Due</td>
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<tr>
<td></td>
<td>Motherhood in the Movies</td>
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<tr>
<td>Tuesday, May 10, 10:30am-12:30pm</td>
<td>Research Presentations</td>
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ENG 448 Grading Contract

Contract Grade: A
- Participate in both peer reviews
- Turn in 2 project drafts
- Complete “A” specifications for online discourse community analysis and research project
- Complete regular specifications for other major projects
- Complete optional discussion leading assignment
- 2 or fewer unexcused absences*
- 0-1 ignored reading response*
- 0-1 late reading response*

Contract Grade: B
- Participate in both peer reviews
- Turn in 2 project drafts
- Complete regular specifications for all major projects
- 3 unexcused absences*
- 2 ignored reading responses*
- 2 late reading responses*

Contract Grade: C
- Participate in 1 peer review
- Turn in 1 complete project draft
- Complete regular specifications for all major projects
- 4 unexcused absences*
- 3 ignored reading responses*
- 3 late reading responses*

Contract Grade: D
- Participate in 1 peer review
- Turn in 1 project draft
- Complete regular specifications for 4-5 major projects
- 5 unexcused absences*
- 4 ignored reading responses*
- 4-5 late assignments (1 of which might be a major project)*

Contract Grade: F
- Fail to participate in any peer review
- Fail to turn in any project draft
- Complete regular specifications for 3 or fewer major projects
- 6 or more unexcused absences*
- 6 or more ignored assignments (2 or more of which might be a major project)*
- 6 or more late assignments (2 or more of which might be major projects)*
Late Assignments: You will turn in properly and on time all major projects, reading responses, and any additional assigned work. In order for an assignment to be considered a “late assignment,” it STILL must be turned in at least 5 days after its initial due date, and it should be complete and meet all the assignment’s requirements (e.g. if an assignment were due on Thursday, January 28 at 11am, a late assignment must be turned in by Tuesday, February 2 at 11am). Please note that a late assignment may be due on a day when our class is not scheduled to meet. In order to make higher than a D, you cannot have any late major projects.

Ignored Assignments: Any assignments not done, or “ignored,” for whatever reason is put in this category. One of these results in an automatic D; two or more results in an F. Additionally, if any of the major projects become ignored assignments, it constitutes an automatic F.

“Major Projects”: These include interview analysis, online discourse community analysis, research proposal, annotated bibliography, research project, and research project presentation.

*: You are allowed two “freebies” throughout the semester, but only to those parts of the grading contract marked with an asterisk (*). For example, if you complete all specifications for a “B” except that you have 3 late reading responses and 4 unexcused absences, you can still earn a B because that uses your two freebies. However, if you complete all specifications for a “B” except that you have 3 late reading responses and 5 unexcused absences, you will receive a C because you used two freebies for one late reading responses and one unexcused absence and have no freebies left but you took one additional unexcused absence without a freebie available.