

Professor Sarah Eron
ENG 260: Women & Literature
Office Hours: Email for Appointment

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Summer 2024
Office Location: Zoom

Women & Literature

This course will focus on women's writing from a variety of national and cultural traditions in a variety of genres including lyric poetry, the essay, the short story, and the novel. Although the women we read come from diverse backgrounds, they share a common interest in the power of voice. These works celebrate storytelling as a vehicle for liberation, social justice, and self-respect. Reading, for these women, is an activity that forges bonds. It allows us to empathize with one another; it cultivates critical thinking and awareness, and it can change historical ideology and the cultural status quo.

There are no prerequisites for this course.

General Education: This course provides general education credit for the following outcomes:

1. Humanities.
2. Writing

Learning Objectives:

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

- *Discuss and make arguments about literary works* (both orally and in writing).
- *Compose convincing interpretations of literary works and their ideas* by applying the skills of close reading, textual analysis, and literary terminology.
- *Examine and appreciate human differences and similarities* by considering the power of language to embrace and celebrate cultural diversity and to free people from states of marginalization or oppression.
- *Practice and improve writing skills* through frequent assignments both formal and informal, submitted to the instructor for regular feedback.
- *Learn basic skills of grammar & style.*

Required Course Texts*:

- *Persuasion* by Jane Austen (Norton Critical Edition)

*NOTE: The above **required** text is available in the bookstore. Readings not included in the above list will be distributed electronically as PDFs on Brightspace in each weekly module.

Student Performance Requirements & Description of Assignments:

This class will require your active participation and a close attention to textual detail. Readings include primary texts such as: poems, journalistic essays, short stories, and a novel. There will also be audiovisual material that you are asked to listen to and watch in Brightspace. You will need to purchase the Norton edition of Jane Austen's *Persuasion*; however, all remaining poems, essays & PDFs will be provided for you in each weekly Brightspace module. To succeed in this course you must be able to keep up with the reading and also with weekly discussion forum posts. Forum posts are heavily weighted. It is important in these posts to answer questions fully.

In addition to these forum posts, the course has other assignments. Essays 1 & 2 are weighted significantly. The Notebook project is a short assignment that assists with your writing, listening, and analytical/perceptual skills. It is important to submit all assignments and take them seriously to pass the course. It is also important to review all content in the writing materials in modules 3 & 5 as these videos and handouts guide you in writing your a quality final paper.

Methods of Evaluation:

Student Deliverables	Module	Weight
5 Discussion Forum Posts	1-5	40%
Essay 1	4	25%
Notebook Assignment	1, 3	10%
Essay 2	5	25%
Short Assignments (Optional Thesis Paragraph Draft)	5	N/A

Office Hours, Email & Instructor Availability:

Please take advantage of office hours! These occur via Zoom. They are scheduled **by appointment only**. Please make this **request via email** (preferably two days prior, or further in advance if it is finals period) to secure an appointment. I will send a link and passcode for our personalized Zoom meeting. Appointments are on a first-*email*, first-serve basis. If you need to cancel an appointment, please do so in advance as there are likely other students on the waitlist who could benefit from my time. No-shows will be given last priority in the future.

Typically, appointments last 15-30 minutes, depending on the reason for the appointment. For final papers, please anticipate 30-45 minute appointments. I may ask you to bring materials to our meeting (a passage from a text, a thesis statement etc.) so that I can better address your needs. I am also available to assist via email, if you prefer this over Zoom. However, please do not leave your inquiries until the last minute! I check email 9:00AM-5 PM M-F.

I am only too happy to work with your schedules and meet with you, so please do not hesitate to take advantage of virtual meetings. I look forward to working with you all one-on-one so as to enhance your educational experience in this course! If students are struggling, I also offer group extra help sessions via Zoom.

Course Schedule

Week 1: START HERE. (Course Introduction & Syllabus).

Module Reading Assignments include:

bell hooks, “On critical Thinking”, “Practical Wisdom”; *All About Love* (Selections)
Joan Didion “On Keeping a Notebook”
Chimamanda Ngozi Adichie, “We Should All be Feminists” (Watch TED Talk)
Chimamanda Ngozi Adichie, “The Danger of a Single Story” (Watch TED Talk)

Submit:

Introductory Activity (by Tuesday)
Discussion Forum Post 1: (by Friday)
Notebook Assignment: (by Sunday)

Week 2:

Module Reading Assignments include:

Louise Erdrich, “Matchimanito”
Sandra Cisneros, “Woman Hollering Creek”
Zadie Smith, “Lazy River”
Watch: Jamaica Kincaid reading, *Girl*

Submit:

Discussion Forum Post 2: (by Thursday)
Discussion Forum Post 3 (by Sunday)

Week 3:

Module Reading Assignments include:

Patterns of Poetry, selections
Audre Lorde, “Coal”
*Rita Dove, “Canary” “American Smooth”
*Gwendolyn Brooks, “We Real Cool”
Emily Dickinson, “After great pain, a formal feeling comes—” “Because I could not stop for death—”
Sylvia Curbelo, “Listening to a White Man Play the Blues”
Jorie Graham, “San Sepolcro”

Sylvia Plath, “Metaphors”

*Watch: Rita Dove & Gwendolyn Brooks read their work aloud! ☺

Watch: Video “Close Reading in English Papers” in “Writing Materials” Module

Submit:

Short Close Reading Essay (3 pages by Sunday)

Week 4:

Module Reading Assignments include:

Jane Austen, *Persuasion*, Chapters I-XIV (pp. 3-96)

Watch: Video Lectures on *Persuasion*

Submit:

Discussion Post (by Friday)

Week 5:

Module Reading Assignments include:

Jane Austen, *Persuasion*, Chapters XV-XXIV (pp. 96-176)

Watch: Video Lectures on *Persuasion*

In “Writing Materials” module:

Watch: Video Content, “Introductions, Thesis Statements & Topic Sentences

Review Handouts on Writing & Revising Thesis Statements

Submit:

Thesis Paragraph Draft (by Email to Instructor by Wednesday; Optional)

Discussion Post (by Friday)

Essay #2 (5 pages, by Sunday)

Essays:

All essays must meet the length requirement or they will not be accepted. All papers must be formatted as follows:

- word-processed with numbered pages and submitted as a word file (no PDFs!)
- double-spaced
- submitted in Times New Roman, 12-point, black font, with 1 inch margins on all sides
- formatted with your name, course number, assignment number, date, and **essay title**

Should you require an **extension** for a paper, it is expected that you will submit your request via **email** at least **two days prior** to the date on which the paper is due. Please note: *there will be no extensions granted for final papers (Essay 2).*

Plagiarism & Professional Conduct

Cheating and plagiarism are serious academic offenses, which are dealt with firmly by the College and University. Scholastic integrity presumes that students are honest in all academic work. **Cheating** is the failure to give credit for work not done independently (i.e., submitting a paper written by someone other than yourself), unauthorized communication during an examination, or the claiming of credit for work not done (i.e., falsifying information).

Plagiarism is the failure to give credit for another person's written or oral statement, thereby falsely presuming that such work is originally and solely your own.

If you have any doubt about what constitutes plagiarism, visit the following website: <https://honorcouncil.georgetown.edu/whatisplagiarism>, the URI Student Handbook, and University Manual sections on plagiarism and cheating at <http://web.uri.edu/studentconduct/student-handbook/>.

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty:

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Use of AI
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the Instructor.

Please note the following section from the University Manual:

8.27.17. Instructors shall have the explicit duty to take action in known cases of cheating or plagiarism. The instructor shall have the right to fail a student on the assignment on which the instructor has determined that a student has cheated or plagiarized. The circumstances of this failure shall be reported to the student’s academic dean, the instructor’s dean, and the Office of Student Life. The student may appeal the matter to the instructor’s dean, and the decision by the dean shall be expeditious and final. Such action will be initiated by the instructor if it is determined that any written assignment is copied or falsified or inappropriately referenced.

In this course, you will not be asked to do outside research. Do not search for information outside of the course (including Google or Wikipedia) unless instructed to do so by the professor.

Please note: Students are responsible for being familiar with and adhering to the published “**Community Standards of Behavior: University Policies and Regulations**” which can be accessed in the **University Student Handbook**.

Technology Requirements:

To successfully complete this course, you will need access to a computer with reliable, high-speed Internet access and appropriate system and software to support the Brightspace learning platform. Typical technical requirements for users are:

Windows 7 (XP or Vista) 64 MB Ram 28.8 kbps modem (56k or higher recommended) External headphones with built-in microphone Mozilla Firefox 9.0 or higher Word 2007 (PC) 2011 (MAC) Adobe Acrobat Reader	Mac OS X or higher 32 MB Ram 28.8 kbps modem (56k or higher recommended) External headphones with built-in microphone Mozilla Firefox 9.0 or higher; Safari 5.0 or higher Word 2007 (PC) 2011 (MAC) Adobe Acrobat Reader
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Brightspace Help:

Here is the link to access Brightspace <https://brightspace.uri.edu> as well as the Brightspace resource page <https://web.uri.edu/brightspace/>.

Netiquette for Online Courses & Brightspace

- Be polite and **respectful** of one another.
- **Please refrain from any comments that may be construed as racist, sexist, homophobic or ableist.** Although you are entitled to your own political beliefs, hate

speech will not be tolerated in my class. I seek to foster a learning environment of inclusivity that embraces our diverse backgrounds and perspectives, since this is indeed how we learn best from one another. Ideas grow out of the conversations we have with one another. Always remember the immense power of language before using it.

- Be helpful and share your expertise. Foster communication and collaboration.
- Contribute constructively and completely to any online discussions. Avoid short repetitive “I agree” responses; these do not count. Be sure that you have completed all required reading associated with any assignments before submitting.
- Consider carefully what you write. Re-read. **Save all your work to your desktop before submitting.**
- Respect privacy. Don’t forward a personal message without permission.
- Cite references. Include web addresses, authors, names of articles, date of publication, etc.

Classroom Protocol:

For this online course, Brightspace is our “classroom.” Please refer to the [Brightspace YouTube video tutorials](#) before you get started and refer back to them as a resource as needed while you complete this course.

In the online learning environment, “attendance” is measured by your *presence* in the site as well as your *contributions* to the site. The importance of regular log-ins and active participation cannot be overstated. Brightspace tracks this automatically for the instructor.

Attendance Policy

- Monday of each week is considered the first day of class for online asynchronous instruction. Every Monday, begin reading the content in the Brightspace module for that week. There will be a “TO DO” list at the end of each weekly module reminding you of due dates for all assignments or discussion posts to submitted that week.
- “Attendance” in an online course signifies your timely participation in all discussion forums and your timely submission of assignments. Short extensions may be granted, but please see my policy regarding extensions in the “essays” section of this syllabus. In the event that an assignment is submitted late, no grade deduction will be applied, but nor will you receive feedback on this work. In URI summer classes, it is very important to keep up with assignments so as to complete the course!
- Regular online attendance/participation is expected for student success. (Note this can be tracked by the instructor in Brightspace.) Students who miss more than one discussion post or assignment discuss Instructors may accommodate students under extraordinary circumstances.

Grade Scale:

A	94-100
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	64-69
D	60-63

Note: URI *does not use* A+ or D- grades

Academic Support Services

Office of Disability Access and Inclusion

Any student with a documented disability should contact me at the very start of the semester so that we may work out reasonable accommodations to support your success in this course. Students should also contact Disability Access and Inclusion services, Office of Student Life, 330 Memorial Union, 401-874-2098. **Important:** If you are not sure if you have a disability or if you qualify for accommodations, please reach out to Disability Access and Inclusion services. Your **confidentiality** will be respected (legally!).

Americans With Disabilities Act Statement

Any personal learning accommodations that may be needed by a student covered by the “Americans with Disabilities Act” must be made known to the university as soon as possible. This is the student's responsibility. Information about services, academic modifications and documentation requirements can be obtained from The Office of Affirmative Action, Equal Opportunity and Diversity (AAEOD). <https://web.uri.edu/affirmativeaction/>

From the University Manual: 6.40.10 and 6.40.11 Accommodations for Qualified Students With Disabilities.

Students are expected to notify faculty at the onset of the semester if any special considerations are required in the classroom. If any special considerations are required for examinations, it is expected the student will notify the faculty a week before the examination with the appropriate paperwork.

URI Online Library Resources:

<https://web.uri.edu/library/>

URI Writing Center Resources:

<https://web.uri.edu/aec/writing/>

URI Academic Skills (& Time Management) Resources:

[uri.edu/aec/academic-skills](https://web.uri.edu/aec/academic-skills)

Land Acknowledgement

We acknowledge that we gather as the University of Rhode Island on the traditional land of the Niantic and Narragansett peoples in past and present, and honor with gratitude the land itself and the people who have stewarded it throughout the generations.

This class meets on the traditional homelands of the Narragansett people. What is now the state of Rhode Island occupies the traditional homelands and waterways of the Narragansett, Wampanoag, Pequot, Nimuc, Niantic and other Algonquin speaking peoples. Let us honor and respect the enduring relationship between this land and these peoples—let us also acknowledge the acts of violence and dispossession endured by these peoples.