

Suzanne Helfman

Office: F31G

Office Hours: MW 2:30 – 3:20; TuTh 12:30 – 1:20 and by appointment.

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Writing and Reading Center (WRC) – ATC 309

Course Description:

ELIT/WMST 21 is a 4-unit literature course focused on the study of literary works by and about women. We'll interpret readings from various genres and styles, including multiple perspectives and experiences of culture, history, race, class, and sexuality. And we'll acknowledge and account for alternate interpretations, noting how the distinctive qualities of each text—plot, character, theme, style, point of view, and related narrative concerns—contribute to our interpretations. Through reading, writing, and talking about how women's lives are represented in these texts, we'll also explore the socio-cultural historical conditions shaping these depictions and consider what this might tell us about our own lives, times, and attitudes.

Recommendation:

You will get the most out of this class if you have already successfully completed EWRT1A.

Requirements:

- Active participation in class discussions.
- Regular attendance.
- Keeping up-to-date on the readings and assignments.
- 1-page response papers due most Mondays (7 required).
- 3 discussion questions on the reading due every Wednesday.
- 4-7 page essay on one of the novels.
- Group project.
- Mid-term.
- Final Exam.

Required Texts:

1. Helfman, ed., Elit/Wmst 21 Course Reader, available from De Anza's Printing Services (buy the voucher in the campus bookstore)
2. Lahiri, Unaccustomed Earth
3. Martin, ed., More Stories We Tell
4. Morrison, Sula
5. Wharton, Summer

Grades:

94-100%=A, 90-93%=A-, 87-89%=B+, 84-86=B, 80-83=B-, 77-79%=C+,
70-76=C, 60-69=D.

1. Essay (4–7 pages)	100
2. Monday response papers	10 points each (7 required for a maximum of 70 points)
3. Wednesday reading questions	5 points each assignment
4. Group project	50
5. Mid-term	50
6. Final	100
7. Class participation	100

You will only earn full points for participation if you attend class regularly and participate actively. Missing more than two classes, coming unprepared, or failing to contribute regularly to class discussions and small-group work will earn you fewer points.

Attendance: You are required to attend class every day. If you miss as many as three classes for any reason, you will have missed too much instruction and I may drop you. You may be dropped from the course on the third absence even if that absence is late in the quarter. Students who are dropped after the eighth week will receive a grade of F. If you do miss a class, it is your responsibility to obtain any handout or assignment I gave out in class and to come to the next session fully prepared. Please exchange contact information with a few classmates so you won't miss any assignments.

Late papers: Typed response papers will be due at the beginning of class on Mondays. You are required to turn in 7 of these—your choice which weeks, but you must do the reading and be fully prepared to discuss it even on weeks you have not done a paper. You must be in class to submit a response paper and I will not accept these late. Discussion questions about the reading will be due most Wednesdays, typed. Again, I will not accept these late and will only accept them from you in class, not via email or campus mail.

Group project: With a group a 3-5 other students, you will be responsible for leading a class discussion on one of the stories from the collection More Stories We Tell. Your group will provide background information on the author, help us understand socio-cultural and historical influences shaping the text, highlight key passages, help us examine literary qualities of the text, and pose questions to guide our discussion of the story. I'll provide more guidelines later in the quarter.

Academic Integrity: I'm interested in *your* ideas about the reading we do. I'll expect that any time you use writing or ideas that are not your own for any of our assignments you will credit your sources. Using others' words or ideas in part or whole without acknowledgment is plagiarism, will certainly result in a failing assignment and could result in failing the course. If you receive a zero on an assignment due to plagiarism, you will *not* be able to rewrite it.

Repeated plagiarism will result in failing the course.

If you feel stuck, or need help at anytime, please come talk to me. Feel free to stop by during my office hours or make an appointment for a time that works better for you. I look forward to working with you this quarter.

ELIT21/WMST 21 Fall 2009

Plan to complete each assigned reading *before* the date it appears here. Each **Monday** I will collect response papers about the reading for that day (a minimum of 1 page, double-spaced). You will complete 7 of these, your choice of which weeks. Each **Wednesday**, write and bring to class 3 discussion questions you would like us to consider about that day's reading. Both Monday and Wednesday's assignments must be typed.

This is a tentative schedule, so if you miss a class please be sure to check with a classmate to see if we've made any adjustments.

	Monday		Wednesday
		9/23	<ul style="list-style-type: none"> • "Girl" class handout. • "Letter to Mateo" class handout • 3 written questions (typed!) on the reading due today and on each of the following Wednesdays.
9/28	<ul style="list-style-type: none"> • "I Stand Here Ironing" Reader page 1-6 • Response paper due today (and on 6 other Mondays of your choice) on the assigned reading (typed, double-spaced, minimum of 1 page). 	19/30	<ul style="list-style-type: none"> • "17 Syllables" Reader 7-13
10/5	<ul style="list-style-type: none"> • "Who's Irish" 167-181 in <i>More Stories We Tell (MSWT)</i> • "Tiny Smiling Daddy" 182-194 in <i>MSWT</i> 	10/7	<ul style="list-style-type: none"> • "The Yellow Wallpaper" Reader 14-23 • <i>Begin Summer</i>

10/12	• <i>Summer</i> 55 - 97	10/14	• <i>Summer</i> 98 - 149
10/19	• <i>Summer</i> 150 - 217	10/21	• <i>Summer</i> 218 - 255
10/26	• <i>Summer</i> 7 - 52 • Review for Midterm	10/28	• Midterm

11/2	• "Red Rose, White Rose" Reader	11/4	• <i>Sula</i> 3 - 66 • Group project preferences due
11/9	• <i>Sula</i> 67- 149	11/11	• <i>Sula</i> 150 - 174
11/16	• <i>Unaccustomed Earth</i> TBA	11/18	• <i>Unaccustomed Earth</i> TBA
11/23	• <i>Unaccustomed Earth</i> TBA	11/25	• TBA
11/30	• Group Project Presentations • Reading in <i>MSWT</i> - TBA	12/2	• Group Project Presentations • Reading in <i>MSWT</i> -TBA • Essay due

FINAL -- 11:30 a.m. - 1:30 p.m. Friday, December 11

Response Papers

Select a passage (a meaty paragraph or more) that you find especially confusing, troubling *or* interesting from the assigned reading for the day. Write down the title of the text, the page number, and the first and last sentence of your passage.

Next, select 1 - 2 of the following questions to answer in some detail. Plan to vary the kinds questions you consider over the quarter so that you explore different ways to respond to the readings.

- What personal associations do you make with this passage, and what ideas or questions does this raise for you? What do these associations help you understand or make you wonder about the text?
- What connections can you make between this passage and the rest of the text?
- How does this passage confirm or challenge beliefs you hold about women's lives?
- What does this passage suggest about the author's perspectives about women? (How?)
- What connections can you make between this passage and other texts **or** events/ideas/conditions in the world?
- What (and how) does this passage suggest about the time and place it was written in and/or the historical period it depicts? (And what does this help you understand about women's lives then or now?)
- What's interesting or confusing about the writing style? How do the literary qualities of this passage contribute to the meaning and influence your response?

Your responses should be typed, double-spaced and between 1 and 1.5 pages. Due on Mondays. Plan to complete 7 of these.

Though this is informal writing, please be sure to spell-check and proofread so that errors do not detract from your good insights. Full insightful responses will earn 10 points. Responses that rely too much on summary, are shorter than a page, or don't include meaningful exploration of the reading will earn less points. You must be in class to submit a response paper; I will not accept these late nor via email nor campus mail.

