

**KINGSBOROUGH COMMUNITY COLLEGE**  
**The City University of New York**

**CURRICULUM TRANSMITTAL COVER PAGE**

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Title Of Course/Degree/Concentration/Certificate: \_\_\_\_\_ (ENG 6700)

**Change(s) Initiated: (Please check)**

- |   |   |
|---|---|
| <input type="checkbox"/> Closing of Degree            | <input type="checkbox"/> Change in Degree or Certificate                              |
| <input type="checkbox"/> Closing of Certificate       | <input type="checkbox"/> Change in Degree: Adding Concentration                       |
| <input type="checkbox"/> New Certificate Proposal     | <input type="checkbox"/> Change in Degree: Deleting Concentration                     |
| <input type="checkbox"/> New Degree Proposal          | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course                   | <input type="checkbox"/> Change in Course Designation                                 |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description                                 |
| <input type="checkbox"/> Deletion of Course(s)        | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours         |
|   | <input type="checkbox"/> Change in Academic Policy                                    |
|   | <input type="checkbox"/> Pathways Submission:   |
|   | <input type="checkbox"/> Life and Physical Science                                    |
|   | <input type="checkbox"/> Math and Quantitative Reasoning                              |
|   | <input type="checkbox"/> A. World Cultures and Global Issues                          |
|   | <input type="checkbox"/> B. U.S. Experience in its Diversity                          |
|   | <input type="checkbox"/> C. Creative Expression                                       |
|   | <input type="checkbox"/> D. Individual and Society                                    |
|   | <input type="checkbox"/> E. Scientific World  |
- Change in Program Learning Outcomes
- Other (please describe): \_\_\_\_\_

**PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES**

**DEPARTMENTAL ACTION**

Action by Department and/or Departmental Committee, if required:

Date Approved: \_\_\_\_\_ Signature, Committee Chairperson: Sara Rutkowski

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

Date Approved: \_\_\_\_\_ Signature, Department Chairperson: \_\_\_\_\_

I have reviewed the attached material/proposal

Signature, Department Chairperson: Don Del Principe

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

<b>College</b>	Kingsborough COmmunity College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	English 67
<b>Course Title</b>	Women Writers
<b>Department(s)</b>	English
<b>Discipline</b>	English
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	English 12
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	This course explores selected themes by women authors drawn from worldwide literature in a range of genres, such as fiction, drama, poetry, and memoir, and includes consideration of how gender intersects with race, ethnicity, sexuality, and/or class to shape women's writing.
<b>Special Features (e.g., linked courses)</b>	N/A
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

current course    revision of current course    a new course being proposed

### CUNY COMMON CORE Location

**Please check below the area of the Common Core for which the course is being submitted. (Select only one.)**

<p>Required Core</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> English Composition</li> <li><input type="checkbox"/> Mathematical and Quantitative Reasoning</li> <li><input type="checkbox"/> Life and Physical Sciences</li> </ul>	<p>Flexible Core</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> World Cultures and Global Issues (A)</li> <li><input type="checkbox"/> US Experience in its Diversity (B)</li> <li><input type="checkbox"/> Creative Expression (C)</li> <li><input type="checkbox"/> Individual and Society (D)</li> <li><input type="checkbox"/> Scientific World (E)</li> </ul>
--	---

## Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

### I. Required Core (12 credits)

#### A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li></ul>  |
|  | <ul style="list-style-type: none"><li>● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li></ul>   |

#### B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li></ul>         |
|  | <ul style="list-style-type: none"><li>● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Represent quantitative problems expressed in natural language in a suitable mathematical format.</li></ul>                          |
|  | <ul style="list-style-type: none"><li>● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li></ul>              |
|  | <ul style="list-style-type: none"><li>● Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li></ul>                |
|  | <ul style="list-style-type: none"><li>● Apply mathematical methods to problems in other fields of study.</li></ul>  |

**C. Life and Physical Sciences: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"><li>● Identify and apply the fundamental concepts and methods of a life or physical science.</li></ul>
	<ul style="list-style-type: none"><li>● Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</li></ul>
	<ul style="list-style-type: none"><li>● Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</li></ul>
	<ul style="list-style-type: none"><li>● Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</li></ul>
	<ul style="list-style-type: none"><li>● Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</li></ul>

**II. Flexible Core (18 credits)**

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

**A. World Cultures and Global Issues**

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none"><li>● Gather, interpret, and assess information from a variety of sources and points of view.</li></ul>
	<ul style="list-style-type: none"><li>● Evaluate evidence and arguments critically or analytically.</li></ul>
	<ul style="list-style-type: none"><li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"><li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze the historical development of one or more non-U.S. societies.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</li></ul>
	<ul style="list-style-type: none"><li>● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>

**B. U.S. Experience in its Diversity**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>   |

**C. Creative Expression**

A Flexible Core course must meet the three learning outcomes in the right column.

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>                             |
|  | <ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>  |

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Demonstrate knowledge of the skills involved in the creative process.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Use appropriate technologies to conduct research and to communicate.</li> </ul>   |

## D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

*The following five major assignments of the term map onto the Pathways Learning Outcomes and (D) Individual and Society Learning Outcomes. See the sample syllabus for assignment details.*

### A. Annotations on Hypothes.is

### B. Blog Posts and Responses

### C. Midterm Presentation: Business of Women's Fiction

### D. Drafted Essay: Applying Feminisms

### E. Final In-Class Essay - Feminist Ethics

**B. Blog Posts and Responses** require students to interrogate readings by a number of women authors to draw conclusions and make connections. *(Weekly assignment; 300 word Blog Post and 100 Responses to Peers.)*

**D. Drafted Essay: Applying Feminisms** asks students to read different genres (fictional, peer reviewed, and current events) to make a claim about the fiction they have read. *(First draft 3 pages; Second draft 5 or more pages)*

**E. Final In-Class Essay - Feminist Ethics** asks students to examine the various texts they read and consider their underlying societal message. *(In-class, end-of-term essay; handwritten)*

- Gather, interpret, and assess information from a variety of sources and points of view.

**A. Annotations on Hypothes.is** ask students to engage their readings by women authors, and critically evaluate what they read. *(Weekly assignment; 3-4 annotations on each page of the reading.)*

**B. Blog Posts and Responses** ask students to comment on the class readings about women authors with their personal perspectives; in addition, students must evaluate and comment on their peers' ideas. *(Weekly assignment; 300 word Blog Post and 100 Responses to Peers.)*

**C. Midterm Presentation: Business of Women's Fiction** asks students to examine how texts by men and women are marketed differently and the larger economic and societal implications of these decisions. *(Midterm researched presentation including 7 slides)*

**E. Final In-Class Essay - Feminist Ethics** asks students to critically analyze the readings of the term and determine the extent to which texts by women work to influence their status in society. *(In-class, end-of-term essay; handwritten)*

- Evaluate evidence and arguments critically or analytically.

**A. Annotations on Hypothes.is** ask students to make logical notes about both the class readings **and** their peers' ideas. *(Weekly assignment; 3-4 annotations on each page of the reading.)*

**B. Blog Posts and Responses** asks students to make informed short-form arguments about both the class readings **and** their peers' writing. *(Weekly assignment; 300 word Blog Post and 100 Responses to Peers.)*

**C. Presentation: Business of Women's Fiction** asks students to make a presentation about the marketing and reception of women's fiction today using real-world examples. *(Midterm researched presentation including 7 slides)*

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p><b>D. Drafted Essay: Applying Feminisms</b> asks students to use wide-ranging textual evidence to make a central claim. <i>(First draft 3 pages; Second draft 5 or more pages)</i></p> <p><b>E. Final In-Class Essay - Feminist Ethics</b> asks students to draw from the class readings to craft an argument about the texts they have read. <i>(In-class, end-of-term essay; handwritten)</i></p>	
<p>A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p><b>C. Midterm Presentation: Business of Women's Fiction</b> asks students to apply a general feminist lens to analyze the contemporary literary marketplace. <i>(Midterm researched presentation including 7 slides)</i></p> <p><b>D. Drafted Essay: Applying Feminisms</b> asks students to apply a particular feminist lens (for example, liberal feminism, radical feminism, socialist feminism, transfeminism, intersectional feminism) to their reading and apply this disciplinary lens to both the reading and a contemporary issue. <i>(First draft 3 pages; Second draft 5 or more pages)</i></p> <p><b>E. Final In-Class Essay - Feminist Ethics</b> asks students to reflect on representations of women in literature by women and how these representations comment on their role in society (for example, privilege or societal inequality) <i>(In-class, end-of-term essay; handwritten)</i></p>	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</li> </ul>
<p><b>A. Annotations on Hypothesis</b> require students to <i>comment on</i> women's role in society as depicted in a range of literary texts. <i>(Weekly assignment; 3-4 annotations on each page of the reading.)</i></p> <p><b>B. Blog Posts and Responses</b> require students to <i>interpret</i> women's role in society as depicted in a range of literary texts. <i>(Weekly assignment; 300 word Blog Post and 100 Responses to Peers.)</i></p> <p><b>C. Presentation: Business of Women's Fiction</b> asks students to determine the extent to which literature written by men and women contributes to the perpetuation of gender-based literary stereotypes. <i>(Midterm researched presentation including 7 slides)</i></p> <p><b>D. Drafted Essay: Applying Feminisms</b> asks students to determine how the fictional landscape of the semester's readings provides a larger commentary on how gender functions in society. <i>(First draft 3 pages; Second draft 5 or more pages)</i></p>	<ul style="list-style-type: none"> <li>● Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
<p><b>C. Presentation: Business of Women's Fiction</b> asks students to take a position about how women are perceived in the literary marketplace and what this determination reveals about societal values in regards to gender. <i>(Midterm researched presentation including 7 slides)</i></p> <p><b>E. Final In-Class Essay - Feminist Ethics</b> asks students to determine how literary texts by women function to shape societal perspectives, for example, whether they provide a moral corrective to gender inequality. <i>(In-class, end-of-term essay; handwritten)</i></p>	<ul style="list-style-type: none"> <li>● Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>
<p><b>E. Scientific World</b></p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>

	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</li> </ul>
	<ul style="list-style-type: none"> <li>● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

## Kingsborough Community College | Department of English

### ***English 6700: Women Writers***

Section XX/ CF# XXXXX; 3 credits/3 hours

Class meeting days; Class times; Room: TBD

Professor Name; [lastname.firstname@kbcc.cuny.edu](mailto:lastname.firstname@kbcc.cuny.edu); 718-368-XXXX

Office hours: time and location

#### **COURSE DESCRIPTION:**

This course explores selected themes by women authors drawn from worldwide literature in a range of genres, such as fiction, drama, poetry, and memoir, and includes consideration of how gender intersects with race, ethnicity, sexuality, and/or class to shape women's writing.

#### **REQUIRED TEXTS**

These are available via the Kingsborough Bookstore:

**PLAY:** Lorraine Hansberry, *A Raisin in the Sun* (Vintage 2004 ISBN-10: 0679755330)

**SHORT STORIES:** Jhumpa Lahiri, *Unaccustomed Earth* (Vintage 2009 ISBN-10: 0307455912)

**NOVEL:** Ruth Ozeki, *My Year of Meats* (Penguin 1999 ISBN-10: 0140280464)

**MEMOIR:** Lucy Grealy, *Autobiography of a Face* (Harper Perennial 2003 ISBN-10: 0060569662)

I will also provide you with a packet of readings that include a selection of poems by women, essays in feminist theory, and other short readings.

#### **REQUIRED VIEWING:**

I will provide these for you.

**FILM:** Ava DuVernay, *Selma*. Perf. David Oyelowo, Tom Wilkinson, Carmen Ojogo. Paramount Pictures, 2014.

**FILM:** Isabel Coixet, dir. *My Life Without Me*. Perf. Sarah Polley, Scott Speedman, Mark Ruffalo. Sony Pictures, 2003.

#### **LEARNING OUTCOMES:**

1. Recognize and describe tropes, themes, and motifs in literature by women across a range of periods and genres.

2. Identify the social, economic, and historical forces that influence the production and reception of writing by women.
3. Critically analyze and discuss literature written by women, and the intersection of gender with race, ethnicity, sexuality, and/or class.
4. Write persuasively, employing appropriate evidence and rhetorical strategies, to produce effective arguments and communicate your point of view

### CLASS POLICIES:

**Due Dates:** All assignments are **due on assigned dates**. If an essay is submitted after the deadline, two points will be deducted for each day it is late.

**Participation:** Participation and preparedness are important. In order to *participate*, you must be *prepared* by having done the homework and by bringing the readings assigned to class. Students are to take part in all classroom activities, sharing thoughtful comments, taking notes and taking the work seriously. Showing respect for the opinions and backgrounds of everyone in the room is essential; if we disagree, we remain courteous and respectful. Any kind of harassment or derogatory speech will not be permitted.

**Attendance:** Attendance and punctuality are key parts of your grading and your ability to pass the class. There is no "excused" absence. All absences are counted as absences.

### ACADEMIC INTEGRITY:

This course will include instruction on giving credit to your sources. If you copy other people's ideas/phrases/paragraphs/words into your assignments without giving credit, you will be asked to revise your work to earn a grade. Trust your own ideas, beliefs, and thoughts; do your own work!

Please see the college policy on academic integrity for further information about what constitutes academic dishonesty.

[https://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/academic\\_integrity.html](https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html).

### GRADING BREAKDOWN:

	Assignment	Point Value
A	Annotations of class readings on Hypothes.is	20

B	Class Blog Posts and Responses	20
C	Midterm Presentation	15
D	Applying Feminisms Essay: Proposal, draft and final version	25
E	Final Exam: In-Class Essay - Feminist Ethics	20
	Total	100%

## ASSIGNMENTS:

### A. Annotations on Hypothes.is

To encourage deep reading and collaboration, we will be using Hypothes.is, an online annotation platform. If you have a question or information to share about the reading, highlight the text and type in a comment. You can respond to classmates' annotations in threads, like on social media, or give a reaction to comments you find helpful. You can even mention classmates and they will be notified you interacted with their comment.

To get full credit, you are expected to read the text and make **3-4 annotations on each page** of the reading. These annotations can include:

- responses to your peers
- questions
- points of agreement or disagreement
- observations
- personal connections
- definitions
- ideas to use in your essay

In your annotations:

- Make 3-4 annotations on each page of the reading.
- Your annotations should encourage discussion, explain your thought processes, draw attention to key passages, and/or respond to your peers.

### B. Blog Posts and Responses

Each week you will write one 300 (or more) word Blog Post in response to the readings.

Your reflection should advance a point of view about what you read and demonstrate your critical thinking about the reading. **To earn full credit, the blog should include at least one close reading of a passage from the text.** You may use personal examples as long as they contribute to your argument and do not detract from your close reading of the text.

These blog posts should be reflective responses to the situations faced by the characters in the readings as well your thoughts on the general theme of women, women's equality and feminism. **These Posts can serve as a "bank" you draw from in formulating your essays.**

You are also expected to make **two Responses** to your peers' Posts. Blogs are a public form of writing -- your audience is the whole class!

In your Blog Posts and Responses:

- Use relevant textual evidence, including quotations and paraphrases.
- Give credit to the source.
- Do more than summarize the text. Interact with/make a point about what you read.
- Include at least one close reading of a passage from the text.
- Write **one** Blog Post of 300 words or more and **two** Responses of 100 words or more each to at least TWO of your classmates' posts

### C. Midterm Presentation

This semester we will discuss the business of fiction and how the marketplace affects the kinds of books women publish.

#### BACKGROUND:

In "The Second Shelf" Meg Wolitzer examines the literary marketplace and determines that fiction written by men is framed as more serious literary fiction than similar books written by women. In discussing Amazon's category of "Women's Fiction," she says,

*But any lumping together of disparate writers by gender or perceived female subject matter separates the women from the men. And it subtly keeps female writers from finding a coed audience, not to mention from entering the larger, more influential playing field. It's done all the time, and not just by strangers at parties or by various booksellers that have no trouble calling interesting, complex novels by women "Women's Fiction," as if men should have nothing to do with them. [ . . . ]*

*Look at some of the jackets of novels by women. Laundry hanging on a line. A little girl in a field of wildflowers. A pair of shoes on a beach. An empty swing on the porch of an old yellow house.*

*Compare these with the typeface-only jacket of Chad Harbach's novel, "The Art of Fielding," or the jumbo lettering on "The Corrections." Such covers, according to a book publicist I spoke to, tell the readers, "This book is an event."*

You will test out Wolitzer's theory and make your own claim about whether literature by women is indeed taken less seriously than those written by men. Take a position about how the design and marketing strategies of literature contribute to the perpetuation of gender-based stereotypes.

To develop your point, create a PowerPoint presentation that expresses your point of view and supports it by giving examples found either in our class readings or from booksellers (online or retail stores).

In your presentation, you will:

- Include a title slide with the name of your presentation and your name.
- Include one slide that interprets Wolitzer's point of view in your own words.
- Include one slide that states your perspective. To what extent is Wolitzer's claim correct?
- Include 4 or more slides that provide examples of book covers and publishers' blurbs that support your point of view.

#### **D. Drafted Essay: Applying Feminisms**

In your major essay of the term, you will apply a feminist lens (for example, liberal feminism, radical feminism, socialist feminism, transfeminism, intersectional feminism) to expand one of your Blog Posts or Responses.

In addition to a close reading of one of the texts, you should also link one situation experienced by the characters to a contemporary issue in current events.

In your paper, you will directly cite

- your chosen text from amongst the in-class readings
- a peer-reviewed journal article about your topic
- a relevant contemporary news item related to an issue expressed in the text

**Draft 1 Requirements:**

[Click here to open an MLA template for this paper. This is how your essay should be formatted.](#)

**Citation:**

Engage your sources with care.

List your sources at the end of the paper under the heading: Works Cited.

**Expanding on your previous writing:**

Expand one of your Blog Posts or Responses.

Just don't copy and paste your work without revision. Adapt and build upon your writing, based on your feedback from peers and me as well as your understanding of the text.

**Proofread** your work.

**Academic Integrity:** Write your own work.

If you refer to a source, cite it! Don't simply adapt something you read online to write this assignment.

**Length:** 850 words, minimum (3 pages).

**Draft 2 requirements include all of the above and . . .****Revision:**

Revision is more than proofreading, though that is one step to take.

These tasks might include:

- +Improving your argument.
- +Expanding your analysis.
- +Considering how to organize ideas and group paragraphs.
- +Revising the essay hook so it truly invites readers to continue reading.
- +Checking that all sources are introduced fully in the text and included in the Works Cited page.
- +Citing the text and commenting on the material you cite.
- +Ensuring your conclusion leaves readers with some ideas to consider.

**Length:** 1200 words (5 pages).

**E. Final Exam: In-Class Essay- Feminist Ethics**

In the final, in-class essay, you will consider all the reading and writing you have completed this semester and comment on the extent to which literature by and about women serves as a corrective to gender-based inequities.

You might consider a number of societal and ethical issues related to gender in society including privilege, societal inequality, and/or the limitations of binary views of gender.

In your paper you will:

- Take a position on the question posed.
- Support your answer with examples from the text we have read.
- Prepare notes and a working outline ahead of the in-class exam date.

## **COLLEGE STATEMENTS**

### **Civility:**

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed, though courteous behavior and responses are still expected. Therefore, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have the right to be in a safe, civil environment, free of disturbance.

### **Inclusivity and Safety:**

The administration, faculty, staff, and students at Kingsborough Community College believe that the college is best served by having a campus that is truly diverse. We strive to create a campus where the voices, talents, and skills of all members of the college are valued and respected, and where all members of the college community can thrive. We maintain that a student body, faculty, staff, and administration that reflect the diversity of New York City is vital for the success of our community, allowing opportunities for people with different perspectives, abilities, and backgrounds to interact with and learn from each other. We at Kingsborough Community College believe that a focus on inclusive excellence – the proactive fostering of greater diversity, inclusion, and ultimately equity at every level of college life – will maximize success for all members of the college community.

**Preferred Gender and Pronoun Name:**

I affirm all forms of gender expressions and identities. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.

**CLASS SCHEDULE:**

*Read and annotate the texts on the indicated due date.*

<b><u>Week 1:</u></b>	Course Introduction Syllabus Review The Poetry Packet Begin discussing "Reading and Writing about Literature" Blog Posts and Responses due
<b><u>Week 2:</u></b>	Packet on "Reading and Writing about Literature." Continued work on "Reading and Writing about Literature" Jhumpa Lahiri, "Hell Heaven" Blog Posts and Responses due
<b><u>Week 3:</u></b>	Jhumpa Lahiri, "A Choice of Accommodations" Jhumpa Lahiri, "Only Goodness" Jhumpa Lahiri, "Nobody's Business" Blog Posts and Responses due
<b><u>Week 4:</u></b>	<i>Autobiography of a Face</i> Introduction and Chapter 1 <i>Autobiography of a Face</i> Chapter 2 and 3 Watch <i>A Raisin in the Sun</i> in class (part 1). Blog Posts and Responses due Drafted essay: Feminisms <b>PROPOSAL</b> due
<b><u>Week 5:</u></b>	Watch <i>A Raisin in the Sun</i> in class (part 2) <i>Autobiography of a Face</i> Chapters 3 and 4 <i>Autobiography of a Face</i> Chapters 5 and 6 Blog posts and responses due

<b><u>Week 6:</u></b>	Midterm Presentations (and discussion) Midterm Presentations (and discussion) Midterm Presentations (and discussion) <i>Autobiography of a Face</i> Chapters 7, 8, and 9 Blog Posts and Responses due
<b><u>Week 7:</u></b>	<i>Autobiography of a Face</i> Chapters 10, 11, and 12 Continued work on <i>Autobiography of a Face</i> <i>Autobiography of a Face</i> Afterwords Blog Posts and Responses due
<b><u>Week 8:</u></b>	Continued work on <i>Autobiography of a Face</i> Continued work on <i>Autobiography of a Face</i> Continued work on <i>Autobiography of a Face</i> . Blog Posts and Responses due
<b><u>Week 9:</u></b>	<b>Applying Feminisms Essay DRAFT 1 due</b> Peer Review and discussion. Conferences Meet in Computer Lab (room TBA) Blog Posts and Responses due
<b><u>Week 10:</u></b>	<b>Applying Feminisms Essay DRAFT 2 due</b> Peer Review and discussion <i>My Year of Meats</i> Chapters 1, 2, and 3 <i>My Year of Meats</i> Chapters 4 and 5 Blog Posts and Responses due
<b><u>Week 11:</u></b>	<i>My Year of Meats</i> Chapters 6 and 7 <i>My Year of Meats</i> Chapters 8 and 9 <i>My Year of Meats</i> Chapters 10 and 11 Blog Posts and Responses due
<b><u>Week 12:</u></b>	<i>My Year of Meats</i> chapter 12 and Epilogue Work on Drafts Review for final, in-class essay
<b><u>Finals Week:</u></b>	<b>Date TBA     In-Class Essay- Feminist Ethics</b>