

---

# Syllabus

ENGL 3593, version 1.2

Effective: September 09, 2015

---

## ENGL 3593—Survey of Women and Literature

**Course Description:** Significance of gender for the author, the reader and the work itself; connections between texts and society; literary influences and relations between mainstream and nontraditional literature.

### Textbooks and Other Materials

Students enrolling in ODL courses are required to follow the textbook ordering information provided in the syllabus and Getting Started module of the course.

ODL is *not responsible* for student purchases that result in *the receipt of the wrong materials*. It is the responsibility of the student to order the correct textbook materials.

#### Textbooks

Louisa May Alcott. *Little Women*.

Willa Cather. *O Pioneers!*

Sandra Cisneros. *The House on Mango Street*.

Kaye Gibbons. *Ellen Foster*.

Amy Tan. *The Joy Luck Club*.

Alice Walker. *The Color Purple*.

Edith Wharton. *Summer*.

Zitkala-Ša. *American Indian Stories*.

## Syllabus

---

### Ordering Information

Please review the following tips for ordering your course materials:

1. Do not purchase your textbooks until your enrollment is approved. During the processing period, a new section may be opened that could require a different textbook or edition.
2. If you are having problems locating a textbook, contact us at [Answers@outreach.lsu.edu](mailto:Answers@outreach.lsu.edu) for assistance.

---

### Supplemental Materials

**Download and review the [Writing Guide](#)** from the *Getting Started* module in your Moodle course.

The material covered in the Writing Guide provides detailed information required to complete your module assignments. You should print a copy for reference and become familiar with the contents of this document before starting the course.

At the 3000-level of a college course, it is assumed that the student is proficient in the technical aspects of writing, such as grammar and punctuation. Problems in these areas will automatically affect module grades.

You might find it necessary to consult a grammar handbook from time to time. Print sources might include current editions of *The Norton Field Guide to Writing*, the *Harbrace College Handook*, or the *Scott-Foresman Handbook*.

There are many on-line sources available as well, such as [Purdue OWL](#) or [The Writing Center at the University of Wisconsin](#).

---

### Other Materials and Resources

**Software:** MS Word, MS PowerPoint, Web Browser, Adobe Acrobat Reader

It is recommended that you use Mozilla Firefox or Google Chrome as your web browser. Internet Explorer is not compatible with your Moodle course site.

Adobe Acrobat Reader is required to view PDF document files.

**Hardware:** *Web cam with a microphone (built-in or external), headphones or working speakers, and high speed internet*

Proctored exams are completed online and require the hardware listed above. Students are encouraged to review the technical requirements provided on the ProctorU website and to perform a test on their equipment prior to enrolling in this course to make sure they have the necessary resources available. There is a separate charge for each proctored exam.

**Technical Requirements:** <http://www.proctoru.com/tech.php>

**Equipment Test:** <http://www.proctoru.com/testitout/>

## Nature & Purpose of the Course

**Course Outcomes:** Upon completion of this course, students are expected to be able to:

1. Demonstrate a broad knowledge of a sampling of important female authors and their significant texts.
2. Recognize the role of history, culture, race, ethnicity, and class in the assigned texts.
3. Compare and contrast the texts' treatments of themes related to female development, such as moral development, sexual awakening, mother-daughter relationship, etc.
4. Exhibit comprehensive understanding of the assigned texts through written literary analysis in clear and proficient prose.

This is a junior-level literature course, so obviously it requires a significant amount of reading and writing. You need to pace your progress through the course to give yourself time to read the material and write the documents that fulfill the assignments. You will be graded on document format, content, style, and grammar. Documents must be adequate in length and content to fulfill the assignment requirements; brief, quickly written documents rarely satisfy the assignment. In some cases, some research may be required. Give yourself time to prepare, write, and revise your work.

The purpose of English 3593 is to explore the process of female maturation and development as it is depicted in literature written by women. Themes such as moral development, sexual awakening, rebellion against authority, women's roles and identities, and recognition of ethnicity will be explored, and texts will be considered in their historical, social, and cultural contexts. With the exception of the first module, the major texts will be presented in primarily chronological order; however, this course is not intended as a comprehensive and/or historical survey. Rather, the aim is to present a range of fictional representations of "growing up female" from a variety of historical, racial, ethnic, and class perspectives.

### Working with the Course Materials

Remember, this course covers an entire semester of work or the equivalent of a classroom course lasting 15 weeks. That means that each module in this course equals nearly a week of course work and will require the same time and effort on your part. *Do not expect to complete each module in a single study session. Understand, too, that if you choose to submit assignments at a very high pace, your instructor may not be able to grade your work at the same rate.*

Each module contains information, activities, and assignments organized under a consistent series of headings. Get familiar with how the module is organized. Each module in this course is organized into the following sections: the Module Learning Objectives, the Module Lecture, the Module Reading Assignment, and the graded Module Writing Assignment. You should work through these parts of the module in order. Specific recommendations are provided in a link to the course module instructions, which you should review before beginning the first module.

The following steps provide a recommended sequence for students to follow as they work through each module:

1. Read the *Module Learning Objectives* and keep them in mind as you work through the module content. They will provide you with information to help focus you on the important concepts covered and provide a guide as you study for your exams.
2. Read the *Module Lecture Material*. It will contain additional resource information and specifics on the reading assignments.
3. Locate the assigned text readings provided in the lecture material.
4. Review the module "Questions and Considerations," keeping them in mind as you read the texts.
5. Complete the *Reading Assignments*.
6. Prepare the written assignment (in Word) from the instructions provided and click the *Submit Module Assignment* link. Be sure to follow the instructions for *Preparation of Module Written Assignments* in the course syllabus and the *Writing Guide*.
7. When you are ready, upload and submit your *Module Assignment*.

---

## Documentation

Since students in the course will be using texts from a variety of sources, some without standard page numbers, in-text citations will be varied. Please see "Using Sources" in the [Writing Guide](#).

No matter which texts you use for a module, you do *not* need to prepare and submit a works cited page or bibliography.

---

## Suggested Study Techniques

1. Carefully review the module objectives to help you focus on the information that will be covered on the exams.
2. Concentrate on the reading assignments, the module lecture material, and any additional resources provided. This review should include a detailed examination of any illustrative problems and examples. After an assignment has been completed, a rapid re-reading of the related text and other materials is strongly recommended.
3. Put yourself on a definite schedule. Set aside a certain block of hours per day or week for this course and work in a place where distractions are minimal.
4. Try to submit one assignment each week or at least every two weeks. Delays in submitting assignments usually result in lagging interest and the inability to complete the course.
5. Review your module assignments after they have been graded and returned to you, paying special attention to any instructor feedback provided. (We suggest that you wait for assignment feedback before you submit subsequent assignments.)
6. Regardless of how you complete your graded assignments, keep in mind that module completion should not be your sole preparation for your exams. As with any college course, you should study for your exams.

## Reading Assignments

### Reading and Understanding the Module Reading Assignments

Most modules will begin with an introduction that includes background information that is relevant to the specific work assigned.

In addition to the assigned readings required for each module, you are also given "Questions and Considerations." Use these to help focus your understanding and interpretation of the material. Although you may wish to jot down brief responses as you read as an aid to your comprehension, you will not be submitting responses to *all* of these questions for grading. (See "Preparation of Module Writing Assignments.")

## Syllabus

---

“Questions and Considerations” are meant to serve as detailed study guides and to simulate, to the degree possible, the kinds of questions and comments that would emerge from a classroom discussion. These questions and comments will be helpful for you as you read the texts and as you complete the module assignments.

No outside secondary research is necessary or required for the completion of this course. See “Preparation of Module Writing Assignments.”

### Topic Outline

This course covers the following specific topics:

Module	Topic
01	Growing Up Female—An Introduction
02	Submission or Subversion— <i>Little Women</i> , Part I
03	Submission or Subversion— <i>Little Women</i> , Part II
04	Between Two Cultures— <i>American Indian Stories</i>
05	The Motherless Daughter— <i>Summer</i> , Part I
06	The Motherless Daughter— <i>Summer</i> , Part II
07	A Woman and the Land— <i>O Pioneers!</i> Part I
08	A Woman and the Land— <i>O Pioneers!</i> Part II Preparing for the Mid-Course Exam <b>Mid-Course Examination</b>
09	A House of Her Own— <i>The House on Mango Street</i> , Part I
10	A House of Her Own— <i>The House on Mango Street</i> , Part II
11	The Community of Women— <i>The Color Purple</i> , Part I
12	The Community of Women— <i>The Color Purple</i> , Part II
13	Knowing the Mother’s Story by Heart— <i>The Joy Luck Club</i> , Part I
14	Knowing the Mother’s Story by Heart— <i>The Joy Luck Club</i> , Part II
15	Finding a Family— <i>Ellen Foster</i> Preparing for the Final Exam <b>Final Examination</b>

---

## Module Assignments

### Preparation of Module Writing Assignments

In general, the module assignments ask for two kinds of writing: short focused answers, which are one- to three-paragraphs long, and fully developed essays, which are seven- to ten-paragraphs long and a minimum of 1,000 words.

Sometimes, but not always, your responses to a selected number of the “Questions and Considerations” will be submitted as the module assignment. Be sure to read the entire reading assignment and the specific module assignment instructions at the end of each module before you begin creating the assignment document.

Read the Writing Guide for a full description of the writing requirements for this course before you begin the first module, and refer to it throughout the course.

In general, it is imperative that you support a specific and well-phrased argument or thesis with a balance of interpretation (your ideas) and evidence (references to the texts). It goes without saying that your answers should be written in clear, grammatically correct, error-free English appropriate to the level of this college course.

You might choose to consult secondary sources for general information about an author’s life, a literary genre, or a historical period. However, none of this information is needed to understand the module reading assignments and none of it should be used in the module writing assignments. To quote, paraphrase, or summarize from any sources without properly citing that source in your writing, whether done inadvertently or intentionally, is plagiarism. Please be aware that although the Internet has made plagiarism “easier” for students, it has also made detecting plagiarism easier for teachers to detect. For information regarding the consequences of academic dishonesty, see the *Academic Integrity* section of this syllabus.

---

### Submission of Module Writing Assignments

You must completely type each question before each answer in your response. Only copy out the questions to which you are responding. Do *not* create a title page for your essays, although essay titles are welcome.

You should submit each module assignment as soon as it is completed. Some courses have restrictions that require that a grade be received before you can submit additional assignments. Specific information on assignment submission is included in the Module Instructions. Please be sure to follow these instructions.

Use the following naming convention for documents to be uploaded:

## Syllabus

---

CourseNumber\_Version\_Section\_LastName\_FirstName\_ModuleNumber  
(**Example:** ENGL3593\_1.2\_jones\_sam\_M01)

Once you *submit* an assignment, you cannot revise it, so be sure to check your work. Your instructor will normally post a grade for your assignment within *seven calendar days*. Understand that occasional delays will occur, such as during holidays and semester breaks or if you submit several module assignments within the same week.

Do not rely too heavily on your textbooks or other resource material when preparing your assignments. If you do, you may not realize until exam time that the perfect response you prepared for an assignment was only possible because you referred to resource material without really learning or understanding the material and concepts. Therefore, *you should attempt each assignment without referring to the resource material*, and if you find it necessary to look up an answer, be sure you have actually learned the concept and material rather than merely reflecting it in the answer.

## Academic Integrity

Students in Online Distance Learning (ODL) courses must comply with the *LSU Code of Student Conduct*. Suspected violations of the academic integrity policy may be referred to LSU Student Advocacy & Accountability (SAA), a unit of the Dean of Students. If found responsible of a violation, you will then be subject to whatever penalty SAA determines and will forfeit all course tuition and fees.

### Plagiarism

Students are responsible for completing and submitting their own course work and preparing their own modules. All work submitted in the course modules must be the students own work unless outside work is appropriate to the assignment; all outside material must be properly acknowledged. It is also unacceptable to copy directly from your textbook or to use published answer keys or the teacher's edition of a textbook.

For course-specific guidelines about source and plagiarism, please see the [Writing Guide](#).

### Collaboration

Unauthorized collaboration constitutes plagiarism. Collaborative efforts that extend beyond the limits approved by the instructor are violations of the academic integrity policy. Students who study together are expected to prepare and write their own individual work for submission and grading.

For more information and links to the *LSU Code of Student Conduct* and the SAA website, go to the [ODL Academic Integrity](#) policy on our website.

---

## Examinations and Grading Policy

There will be two exams, which will consist of essay questions only.

For the mid-course exam, you will be given five questions and you will choose three to answer. The mid-course exam follows Module 08.

For the final exam, you will be given five essay questions: one mandatory comprehensive question covering the entire semester, and four additional questions from which you will choose two to answer, for a total of three essays. The final exam follows Module 15 and completion of the mid-course exam and all course modules.

For the exams, you may choose to bring and use the following: the assigned texts for the course (see note below), and a dictionary, if needed.

**Note:** The exams are all “open book.” While you are free to use online texts in the preparation of the modules, *no electronic devices, links or documents can be used in the exams*. Therefore, you will need to bring your text books or printed versions of the texts to the exam if you wish to refer to any of the assigned reading materials. Notice, your text books will be checked by the proctor before or after your exam.

Please be aware that even though you may use the texts during the exams, failing to prepare for the exams or referring too frequently to the texts during the completion of the exam will seriously affect the quality of your answers. I strongly advise that you carefully prepare a page of notes (which might consist of key thematic ideas, page numbers of key scenes, etc.) to avoid wasting time in the exam. Be sure to review the [Writing Guide](#) on Moodle, especially those pages about balancing interpretation and evidence, thesis formation, and comparison and contrast essays. Before scheduling your exams, be sure to review all the information contained in the mid-course examination module (follows module 06) and the final examination module (follows Module 15). These exam modules contain detailed instructions about what is on the exams, their format, and what is permitted for use during the examinations. You will also find information required for scheduling your exam and special hardware and software required for online testing.

## Syllabus

---

Also, when taking the exam, be sure to read the actual exam instructions and questions carefully.

You will have a maximum of *three* hours to complete the exam.

- Module assignments earn a letter grade.
- Exams are 100 points each and given a numerical score.
- Course grade = average of module assignments (using point equivalents for letter grades) + exam scores. Each component is weighted by the percentages indicated below.

For the grades assigned to the module assignments, the following point equivalents will be used to compute the course grade:

A+ 100	B+ 88	C+ 78	D+ 68	F 55
A 95	B 85	C 75	D 65	
A- 92	B- 82	C- 72	D- 62	

Course grade =

Component	Weight (%)
Average of Module Assignments	60%
Mid-Course Exam	15%
Final Exam	25%

The following grading scale applies for students who complete the course on or after October 15, 2015. Prior to that date, the scale will be the same, except that pluses and minuses will be dropped from the grade posted in the student's permanent record and transcript.

97%–100%	=	A+
93%–96%	=	A
90%–92%	=	A-
87%–89%	=	B+
83%–86%	=	B
80%–82%	=	B-
77%–79%	=	C+
73%–76%	=	C
70%–72%	=	C-
67%–69%	=	D+
63%–66%	=	D
60%–62%	=	D-
0%–59%	=	F

**YOU MUST EARN A PASSING AVERAGE ON THE EXAMINATIONS IN ORDER TO PASS THE COURSE.**

**IMPORTANT:** The final exam cannot be taken until you meet the following requirements. Under no circumstances may the final exam be taken earlier.

1. You must have been enrolled in the course for *at least three weeks*, regardless of when the modules and other exams are completed.
2. **You must have a grade posted in the Moodle grade book for Module 15 in order to unlock access to the final exam.** Please allow at least **seven days** for the final assignment to be posted in the gradebook. During busy seasons, it may take longer for grades to be posted. It is recommended that you do not schedule your final Exam until your grade has been posted.

To read the full exam policy and other policy statements, visit <http://cms.outreach.lsu.edu/cms/CEHomePage.aspx>. Click on *Extended Campus*, select *Online Distance Learning*, and then click the link for *Policies*.

## Taking Your Examinations

You are *required* to create an Louisiana State University ODL ProctorU account and to take your examinations through ProctorU, a remote proctoring service that allows you to take exams anywhere with internet access. Information on creating your ProctorU account can be found in the *Getting Started* module. You cannot use an account created through another university, so if you already have an account, you will still need to create an account associated with LSU Online Distance Learning (ODL).

The ProctorU website provides links you can use to find out how ProctorU works and to check your computer to see that it meets the technical requirements. In addition, to test using ProctorU, you need *access to a web cam with a microphone (built-in or external), headphones or working speakers, and high speed internet* to use this service. A complete list of technical requirements is available from the ProcturU website.

You should schedule your exams about a week before you are ready to take them in order to avoid any additional charges.

## Transcript Information

After you have completed this course, your grade will be filed with the Office of the University Registrar. If a transcript is needed, it is your responsibility to make a request to the registrar. If you would like to order a transcript, visit the Office of the University Registrar Transcript Requests page to view your options (<http://sites01.lsu.edu/wp/registraroffice/student-services/transcript-request/>).

**Copyright**

ENGL 3593—Survey of Women and Literature  
Copyright © 2015 LOUISIANA STATE UNIVERSITY  
BATON ROUGE, LOUISIANA

Jean M. Rohloff, PhD  
English Instructor  
English Department  
Louisiana State University

All rights reserved. No part of this material may be used or reproduced without written permission of the LSU Continuing Education Online Distance Learning program. Created in the United States of America.

MLM