

# ENGL 225 Introduction to Literature by Women-DEAdd-2018-12-20

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word DRAFT is in yellow at the top of the proposal

**Fourth Step:** Click on “EDIT CONTENTS” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

|                                   |                  |                        |                |
|-----------------------------------|------------------|------------------------|----------------|
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| <b>Contact Person*</b>            | Dr. Chauna Craig | <b>Contact Email*</b>  | ccraig@iup.edu |
| <b>Proposing Department/Unit*</b> | English          | <b>Contact Phone*</b>  | (724) 357-2262 |

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|----------------------|---------------------|
| <b>Course Level*</b> | undergraduate-level |
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## Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course - If adding to an Existing Course - please check to see if it has already been approved [HERE](#) (On Documents Page) - **before** completing the form

**NOTE** - if already approved - a new proposal **DOES NOT NEED TO BE COMPLETED**

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| <b>Course Prefix /Number*</b> | ENGL 225                                      |
| <b>Course Title*</b>          | Introduction to Literature by Women           |
| <b>Type of Proposal*</b>      | See CBA, Art. 42.D.1 for Definition<br>online |

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| <p><b>Brief Course Outline*</b></p>  | <p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>UNIT ONE: Histories and Foundations (9 hours)</p> <p>Course introduction: Why a course in Literature by Women? A beginning take on the history and evolution thereof. What's literature? Why "literature by women"? What does it mean to write in the 21<sup>st</sup> century? What does it mean to read? What does it matter who is writing? What does it matter who is reading?</p> <p>What do women need in order to write? i.e. "If Shakespeare had a sister..." (Virginia Woolf, Adrienne Rich, bell hooks)</p> <p>Sexuality, privacy, public selves, policing: what outcomes and endings are imaginable for women (when and where?)</p> <p>The Cultural Phenomenon of the Woman Writer in Britain, the U.S. and elsewhere</p> <p>UNIT TWO: Critical Theories and Interpretation (9 hours)</p> <p>What is feminist criticism? How do feminist theories illuminate the meaning, value and constraints of women's writing?</p> <p>What is intersectionality and why does it matter to women's writing?</p> <p>UNIT THREE: Categories and Hierarchies and the Roles of Women (12 hours)</p> <p>Race and Gender and the Woman Writer; Women Writers Rethinking Motherhood, Sisterhood, Sexuality, Sexual Hierarchies; From Inverts to Transwomen: Rethinking the category of "woman" in literature</p> <p>UNIT FOUR: Gender(s) and Genre(s) (12 hours + final exam)</p> <p>The Feminization of Poetry, "Confessional" forms of autobiography; Popular novels and the "scribbling" women; blurring genres</p> |
| <p><b>Rationale for Proposal (Required Questions from CBA)</b></p>   |  |
| <p><b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?*</b></p> | <p>Dr. Craig has completed D2L training workshops and a departmental series of workshops for online majors courses. She regularly teaches ENGL 121 and ENGL 342 online during the semester and winter sessions, and she uses D2L in all of her face-to-face classes.</p> <p>A former director of Women's and Gender Studies at IUP, Dr. Craig has experience teaching literature by women and expertise in contemporary feminist theory.</p>   |

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| <p><b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.*</b></p> | <p>Upon completing this course students should be able to:</p> <p><b>1. Demonstrate familiarity and facility with fundamental texts, terminology, and critical concepts in the study of literature by women.</b></p> <p>This outcome can be met through DE by evaluating responses to discussion forum posts and by using short reading journals and possibly quizzes.</p> <p><b>2. Evaluate sources and arguments related to literature written by and about women.</b></p> <p>This outcome can be met through DE using student discussion forum posts and short papers.</p> <p><b>3. Analyze how gender and other categories of identity and experience (e.g. sexuality, race, class, ethnicity, age, etc.) intersect in theories and in literature by and about women</b></p> <p>This outcome can be met through DE using the discussion forum posts and papers and essay tests.</p>  |
| <p><b>How will the instructor-student and student-student interaction take place?*</b><br/><b>(if applicable)</b></p>           | <p>Instructor/student and student/student interactions will take place through discussion forums and, in the case of paper drafts and feedback, through the assignments comment area. Email within and outside of D2L will also help ensure adequate interaction between instructor and student.</p>   |
| <p><b>How will student achievement be evaluated?</b></p>  | <p>Student achievement will be evaluated primarily through written assignments and rubrics to evaluate the success of essay assignments and the quality of forum discussion posts.</p>   |
| <p><b>How will academic honesty for tests and assignments be addressed?*</b></p>  | <p>As with all her syllabi, Dr. Craig provides a description of IUP's academic dishonest policy and a link to its location on the IUP website and informs students of what constitutes cheating (especially with online quizzes) and plagiarism. She outlines consequences and follows through with the Provost's Office.</p> <p>Specific to online courses, Dr. Craig uses TurnItIn to evaluate uploaded papers and conducts online Google searches for unusual phrases or particular interpretations likely to come from online summaries and analyses like SparkNotes and other "grade saver" sites. Further, in the case where students give similar (but unusual and incorrect) short answers on quizzes, Dr. Craig looks at the times students take their quizzes and how long they spend completing them in order to determine if students possibly took the exam together or with assistance. Though cheating will never be eradicated, this professor gives due diligence to following up in suspected cases.</p> |

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>