


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

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**Brief Course Outline\***

*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*

*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.*

**UNIT ONE: Histories and Foundations (9 hours)**

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><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> <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>

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