

**English 285                      Gender in Literature**

**Credit Hours:** 3

**Scheduled hours per week**

Lecture: 3

Lab: NA

Other: NA

**Catalog Course Description:** Exploration of multiple definitions and understandings of gender roles and labels, often accompanied by stereotypes, as portrayed in a variety of literary genres, films, and other materials. How personal and cultural assumptions interact with individual interpretation and perception of what are often considered archetypal roles

**Pre-requisites:** Grade of C or better in ENGL 101 or 107

**Co-requisites:** NA

<b>Relationship of Course to Program or Discipline Learning Outcomes</b> (Instructor may choose to incorporate additional outcomes not listed below.)	
1. Students will identify the distinguishing elements of different genres.	X
2. Students will apply literary terms and definitions appropriately.	X
3. Students will use the technique of close reading in the analysis of literature <ul style="list-style-type: none"> <li>• to differentiate between facts and inferences</li> <li>• to read inferences out of the literature, rather than into literature</li> <li>• to apply elements of literature to an active reading of literature</li> </ul>	X
4. Students will demonstrate knowledge of different literary periods, their historical and social backgrounds, individual authors and their creative process, stylistic trends, and/or influence on later authors and literary periods. <ul style="list-style-type: none"> <li>• Students will use gender as a focus point for writing about the diversity in human experience.</li> <li>• Students will use literature to discuss diversity in human experience that exists beyond cultural assumptions and stereotypes.</li> <li>• Students will discuss notions of gender roles as portrayed in literature, film, and other materials.</li> </ul>	X
5. Students will explore the value, timelessness, universal truths, and/or global nature of literature past and present.	X
5. Students will examine literature through established theories and/or critical frameworks and interdisciplinary lenses where appropriate.	
7. Students will write coherently about literature, providing information from the text(s) to support their reasoning. <ul style="list-style-type: none"> <li>• Students will clearly define and support with consistent evidence each inference within an essay.</li> <li>• Students will present ideas in a coherent and logical order.</li> <li>• Students will compose essay responses with precise vocabulary and standard grammar and mechanics.</li> <li>• Students will synthesize information from the literature, class discussion, and secondary readings.</li> </ul>	X
<b>January 2022</b>	

**CLO Assessment Methods:** Instructors will choose from assignments that will include a combination of writing, tests, presentations, and class participation.

**Topics to be studied:**

- Diversity in human experience as relates to expression and understanding of notions of gender.
- Intersectionality of multilevel oppression and cultural misunderstanding

**Relationship of Course to Institutional Learning Outcomes:**

**Aesthetics, Creativity, and Appreciation Category Outcome:** Demonstrate knowledge of the elements, terminology, and genres and/or styles involved in the creative expression of the Fine or Performing Arts and develop, apply, and combine skills in order to describe, analyze, produce, or perform a body of aesthetic work.

- Students will identify the distinguishing elements of different genres.
- Students will identify and apply literary terms and definitions appropriately.
- Students will use the technique of close reading in the analysis of literature.
- Students will demonstrate knowledge of different literary periods, their historical and social backgrounds, individual authors and their creative process, stylistic trends, and/or influence on later authors and literary periods.
- Students will explore the value, timelessness, universal truths, and/or global nature of literature past and present.
- Students will write coherently about literature, providing information from the text(s) to support their reasoning.

Check if approved as:  Foundational Learning Course

**Special requirements of the course:**

(If a program assessment is required in this course, indicate it here.)

**Additional information:**

(Anything else that may be useful.)

**Prepared by:** The English Faculty

**Date:** January 7, 2022