

20623: Introduction to Women's Writing: Representations of Professional Women

Course Description

Welcome! In this course we will be discovering representations of professional women in a variety of fields through a wide range of texts. We will hear from a multiplicity of voices across time, race, ethnicity, genre, and class in order to discuss both the women written in the texts and the women who wrote them.

Required texts: You may purchase them from the book store or online or wherever you please. However, you MUST have a hard copy to use in class and you MUST buy the edition listed.

- Sara Sue Hoklotubbe: *Deception on All Accounts* (A Sadie Walela Mystery), **ISBN-13:** 978-0816523115
- A'Lelia Bundles: *On Her Own Ground: The Life and Times of Madam C.J. Walker*, **ISBN-13:** 978-0743431729
- Margot Shetterly: *Hidden Figures: The American Dream and the Untold Story of the Black Women Mathematicians Who Helped Win the Space Race*, **ISBN-13:** 978-0062363602
- Weike Wang: *Chemistry: A novel*, **ISBN-13:** 978-1524731748
- Agatha Christie: *Third Girl*, **ISBN-13:** 978-0425174715
- Sandra Cisneros: *A House of My Own: Stories from my Life*, **ISBN #** 038535133X
- One small spiral notebook for your participation journal (A ONE SUBJECT notebook or smaller)

***Note: If the bookstore does not have these texts at the beginning of the semester, DO NOT wait for them to get them in (they probably won't in time). Instead, you can get all of these pretty cheaply online.

Instructional Methods

In this course we will use discussion as our main learning tool. This means that you will be expected to come to class each day having read the text thoughtfully. We will talk about how to write discussion questions and how to take useful notes while reading. Other modes of teaching will include group activities and short lectures (by myself and your classmates). I expect you to pay respectful attention while the presenters are

speaking and to actively engage in lectures in whatever way you are asked to do so. Our classroom is a place for the free exchange of ideas in an environment of mutual respect. Students whose behavior distracts or disrespects others will be asked to leave and will be counted absent.

Grading and Requirements

Grading

Simply fulfilling the minimum requirements of the course warrants an average grade (*i.e.*, C). Coming to class every day and completing assignments is not something that earns extra credit or an outstanding grade; it is a basic expectation for coursework.

A higher than average grade will be based on:

- 1) the development of your work
- 2) consistently demonstrating critical and creative thinking
- 3) a willingness to take risks by exploring new subjects, genres, and techniques.

Final Grade Elements:

Context Website Project	45%
Discussion Leading	15%
Class Preparation/Journal	20%
Reading Quizzes	15%
Final Evaluation	5%
TOTAL	100%

Final Numerical Grade Calculation (+/-):

Grade	Score		
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	0-59

Requirements

Context Website Project: This project will be completed in steps throughout the semester in pairs or groups of three. You will be creating a webpage that introduces, contextualizes, and analyzes a text that features a representation of professional women. The requirements for this project will include 1) a summary of the text, 2) an annotated bibliography, 3) biographical sketch and historical context piece, 4) draft of

reviews and connections, 5) draft of webpage. A detailed assignment sheet can be found on TCU Online.

Groups: in the second week of class I will be dividing you into groups of two or three which you will stay in throughout the semester to complete the context website project. The group project has an individual component and, although this is rarely necessary, I reserve the right to lower or raise the grade of group members who do not contribute (or who pick up the slack from their partners).

Discussion Leading: For this assignment you will be in charge of creating and leading a discussion activity for the class which lasts between 15 and 25 minutes. In the second week of class you will have the opportunity to choose the day for your leading. On days when there are multiple leaders, I will divide the day's reading between you and each will be in charge of a part. In class we will discuss how to write discussion questions and I will give you examples of possible activities. A more detailed instruction sheet can be found on TCU Online.

Participation Journal: This journal is designed to house the warm ups and cool downs we will do each day. We will start on the second week of class. I will collect the journals at the end of each unit. **Your journal must be no larger than a 1 subject spiral and must be dedicated to this class alone.** A sample journal page looks like:

8/10/16

Warm-up:

Cool- down:

8/12/16

Absent

8/17/16

Warm- Up:

Cool- down:

Etc...

Quizzes: I will occasionally give quizzes instead of warm-up activities. These will be multiple choice and mainly checking for plot/character knowledge and basic comprehension. Please note: There will be no make-up quizzes administered under any circumstances except for emergencies documented through Campus Life or because of an officially sanctioned absence.

Final Evaluation: This will be a sharing of our web pages during the final exam time. Please be sure to schedule any travel with the final in mind as you must be present to receive credit.

TTH Schedule
(if necessary, this is subject to change)

Note: It is your responsibility to keep track of due dates. Please use your planner, cell phone calendar, or notebook to write down important due dates, daily assignments, and course work.

YOU MUST BRING THE HARD COPY OF THE BOOK WE ARE READING EACH DAY TO CLASS.
DL= discussion leading (the number indicates how many students can lead that day)

Date	In Class Activities	Reading Due	Assignments Due
Week 1			
T 1/16	Intro to class, syllabus, D2L	-----	-----
Th 1/18		https://thenewinquiry.com/blog/the-personal-in-the-professional-or-a-19th-century-hangover/	
Week 2			
Unit 1: Authors			
T 1/23	Put groups together	Cisneros 3-90	
Th 1/25	DL 1	Cisneros 91-159	
Week 3			
T 1/30	DL 2	Cisneros 160-244	
Th 2/1	DL 1	Cisneros 245-374	Choose a text
Week 4			
T 2/6	DL 2	Christie Chapter 1-8	
Th 2/8	DL 1	Christie Chapter 9-12	Summary of the text
Week 5			
T 2/13	DL 2	Christie Chapter 13-19	
Th 2/15	DL 1	Christie Chapter 20-25	JOURNAL
Week 6			
Unit 2: Scientists			
T 2/20	DL 2	Shetterly Chapter 1-7	
Th 2/22	DL 1	Shetterly Chapter 8-12	annotated bibliography
Week 7			
T 2/27	DL 3	Shetterly Chapter 13-18	
Th 3/1		Shetterly Chapter 19-23 and epilogue	
Week 8			

	T 3/6	DL 2	Wang page 1-top of 66	biographical sketch and historical context piece
	Th 3/8		Wang page 66-top of 106	
	Week 9	SPRING BREAK NO CLASSES		
	Week 10			
	T 3/20	DL 2	Wang page 106-166	
	Th 3/22	DL 1	Wang page 167-211	Journal
	Week 11	Unit 3: Business		
	T 3/27	DL 2	Bundles Chapter 1-6	
	Th 3/29	DL 1	Bundles Chapter 7-10	Draft of reviews and connections
	Week 12			
	T 4/3	DL 2	Bundles Chapter 11-14	
	Th 4/5	DL 1	Bundles Chapter 15-17	
	Week 13			
	T 4/10	DL 2	Bundles Chapter 18-21	
	Th 4/12	DL 1	Hoklotubbe Prologue and Chapter 1-4	Draft of Website
	Week 14			
	T 4/17	DL 2	Hoklotubbe Chapter 5-12	
	Th 4/19	DL 1	Hoklotubbe Chapter 13-17	
	Week 15			
	T 4/24	DL 2	Hoklotubbe Chapter 18-25	Journal
	Th 4/26			
	Week 16			
	T 5/1	Last day of class Work Day		Final Webpages at 6pm
	Finals			
	Tues 5/8 2-4:30	FINAL		