

**Central Oregon Community College**  
**Eng 260: (CRN 23486) Introduction to Women Writers, or**  
**BOOKS THAT COOK**  
 Mon/Wed 10:15-12:05 in Deschutes 1  
 Spring 2018



**Instructor:** Stacey Donohue, Ph.D.

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**Course Description:**

Eng 260: Introduction to Women Writers focuses on the achievements and perspectives of women writers through critical analysis of their literary works and literary strategies. This term, we will use a thematic approach: the theme is BOOKS THAT COOK, or, food and cooking as metaphors in contemporary fiction by women writers.

**Recommended Prerequisites:**

College entry-level reading and writing skills (placement into or completion of WR 121 or WR 121 plus Seminar usually indicates college entry-level skills)

***NOTE: During the term we will be reading contemporary novels and watching contemporary movies that contain adult themes, including sexuality. So if you uncomfortable or opposed to such content, you may wish to take another class this term.***

**Recommended Companion Course**

**Dr. Amy Harper is teaching Anthropology 250: Food and Culture in this classroom immediately following this class (at 12:45). Students who are able to take both classes are encouraged to since the readings from each class inform the other.**

**Required Texts:**

The following novels are available at the college bookstore—or any bookstore.

- *Like Water for Chocolate* by Laura Esquivel (Anchor Books)
- *Dinner at the Homesick Restaurant* by Anne Tyler (Ballantine)
- *Crescent* by Diana Abu Jaber (Norton)

The following short text is available in Blackboard: “Babette’s Feast” by Isak Dinesen

- Eng 260 handouts—either distributed in class or posted in Blackboard.

### ***Outcomes for Eng 260***

Students will....

1. Demonstrate a critical understanding about recurrent themes and issues in the literature by women and understand the impact of gender on literature.
2. Analyze practices of literary canonization to determine how they have affected the valuation of literature by women
3. Analyze the relationship between literature and society.
4. Analyze the significance of social class, religion, sexuality, geography, historical context, culture and ethnicity in literature by women.
5. Analyze the effects of gender expectations, marginalization, publication practices, and political ideologies on the development and reputation of women writers
6. Apply a range of reading strategies to analyze and interpret a variety of literary texts within their historical and literary contexts.
7. Use informal and formal writing to analyze and interpret literary works integrating textual evidence following MLA guidelines.

### **AAOT Arts and Letters Outcomes:**

- Interpret and engage in the Arts & Letters, making use of the creative process to enrich the quality of life; and
- Critically analyze values and ethics within a range of human experience and expression to engage more fully in local and global issues.

### **Assignments and Grading: the following assignments are designed to address the outcomes:**

#### ➤ **25% In class work (informal writing, group work, quizzes—worth about 1-2% each)**

These in class writing assignments and quizzes will be completed in class most days throughout the term, thus missing too many classes will affect your overall grade. **In-class work cannot be made up; however, two missing or the two lowest graded assignments will be dropped.**

#### ➤ **40% Reader Responses—short essay(typed and submitted online—worth 10% each)**

There are four Reader Responses (900 word essays) due this term, one for each of the major works we will read. There will be a choice of topics. **Late Reader Responses will receive a one letter grade penalty for each week it is late. You have the option to revising one Reader Response that is submitted on time.**

➤ **15%: Literary Analysis Class Presentation**

You will choose a published critical analysis essay on one of the novels we are reading this term, and present a summary of the main ideas to your classmates in a form of your choosing (can be a Prezi, PowerPoint, handout, etc.). You will also offer your own response to those main ideas from the article. **You may reschedule your presentation date once, with a week's notice. Presentations and handouts must be posted in Blackboard by the night before your presentation.**

➤ **20% : Group Digital Publication**

(Newspaper, Cookbook, Women's Magazine related to one of the novels from this term).

Groups will be created early in the term with rolling deadlines throughout the term. Students will be graded on their individual contributions, with a portion of the grade based on the overall final publication. **Publications are due at the final exam, with several progress reports due during the term. Late publication presentations are not accepted.**

**NOTE: I grade on percentages, NOT points. Blackboard's gradebook may call them "points" but they are percentages. The percentages are tied to numbers in the following chart:**

**The following Grading Scale will be used in this course**

A+	97-100	Outstanding performance [Note: this grade is not recognized by the college]
A	93-96	Exceptional
A-	90-92	Superior
B+	87-89	Excellent
B	83-86	Very good
B-	80-82	Good
C+	77-79	Better than satisfactory
C	70-76	Satisfactory
D	65-69	Passing
F	0-64	Not passing

*Please see me at the beginning of the quarter if you have any questions about the course requirements. Also, if you have any questions during the course of the quarter, please see me during office hours or by appointment.*

**Weekly Course Schedule**

**Subject to Change: Please check your COCC email and/or Blackboard regularly for any changes.**

Week	SUNDAYS, MIDNIGHT		
1		<p><b><u>Mon. April 2:</u></b> Introduction to the course:</p> <ul style="list-style-type: none"> <li>• Theme: Books That Cook</li> <li>• Are women writers different from men writers?</li> <li>• Literary vs. Popular Fiction: a false distinction?</li> </ul>	<p><b><u>Wed. April 4:</u></b> Read: (in Blackboard/Readings and Assignments)</p> <ul style="list-style-type: none"> <li>• “Babette’s Feast” pp. 1-8</li> <li>• How to read fiction like an English Major</li> <li>• Writing Assignments this term</li> </ul> <p>To Discuss:</p> <ul style="list-style-type: none"> <li>• Writing Assignments this term including the Literary Analysis Presentations---sign up today</li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• The Start of the film version of “Babette’s Feast”</li> </ul>
2		<p><b><u>Mon April 9: Note:</u></b> <b><u>April 10<sup>th</sup> is Equal Pay Day!</u></b></p> <p>To Read:</p> <ul style="list-style-type: none"> <li>• Finish reading “Babette’s Feast”</li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• More of the film version of “Babette’s Feast”</li> </ul> <p>To Discuss:</p> <ul style="list-style-type: none"> <li>• Reader Response assignments: criteria and topics</li> </ul>	<p><b><u>Wed. April 11</u></b></p> <p>To Read in Blackboard:</p> <ul style="list-style-type: none"> <li>• “On Women Writers” which can be found in Readings and Assignments: choose one essay to read and report on in class—so bring a list of key ideas to class</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Introduction to <i>Like Water for Chocolate</i></li> </ul> <p>Literary Analysis Presentations:</p> <ul style="list-style-type: none"> <li>• tbd</li> </ul>
3	<p><b><u>By Sunday. April 15<sup>th</sup>, midnight: Reader Response #1 posted in Blackboard</u></b></p>	<p><b><u>Mon April 16:</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Like Water For Chocolate</i> pp. 1-101</li> </ul>	<p><b><u>Wed April 18:</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Like Water For Chocolate</i> pp. 102-139</li> </ul> <p>Discuss:</p> <ul style="list-style-type: none"> <li>• Debrief on the first Reader Response</li> </ul>

Week	SUNDAYS, MIDNIGHT		
4		<p><b><u>Mon April 23:</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Like Water For Chocolate</i> pp. 140-end</li> </ul> <p>View: Select scenes from the film version</p>	<p><b><u>Wed., April 25:</u></b> Discuss:</p> <ul style="list-style-type: none"> <li>• Finish discussion of Esquivel: comparison with “Babette’s Feast”</li> </ul> <p>Literary Analysis Presentations:</p> <ul style="list-style-type: none"> <li>• tbd</li> </ul>
5	<p><b><u>By Sunday, April 29th midnight:</u></b> <b>Reader Response #2 should be posted in Blackboard</b></p>	<p><b><u>Mon April 30:</u></b> Read</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 3-30</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Discuss the group digital project and start planning</li> <li>• Introduction to Anne Tyler</li> </ul>	<p><b><u>Wed May 2:</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 30-82</li> </ul> <p>Planning time:</p> <ul style="list-style-type: none"> <li>• Digital Project</li> </ul>
6		<p><b><u>Mon May 7</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 82-183</li> </ul>	<p><b><u>Wed May 9</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 183-214</li> </ul> <p>Planning time: Digital Project</p>
7		<p><b><u>Mon May 14</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 215-end</li> </ul> <p>Literary Analysis Presentations:</p> <ul style="list-style-type: none"> <li>• tbd</li> </ul>	<p><b><u>Wed May 16</u></b> Discuss:</p> <ul style="list-style-type: none"> <li>• Digital Projects: Progress Report due</li> <li>• Introduction to <i>Crescent</i></li> </ul> <p>Read:</p> <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp.15-37</li> </ul>

Week	SUNDAYS, MIDNIGHT		
8	<b><u>By Sunday, May 13<sup>th</sup>, midnight:</u></b> <b>Reader Response #3 posted in Blackboard</b>	<b><u>Mon May 21</u></b> Read: <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp. 38-135</li> </ul>	<b><u>Wed., May 23</u></b> Read: <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp. 136-183</li> </ul>
9		<b><u>Mon May 28 MEMORIAL DAY</u></b> College is closed	<b><u>Wed May 30:</u></b> Read: <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp. 184-319</li> </ul>
10		<b><u>Mon June 4:</u></b> <b><u>Read</u></b> <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp. 320-end</li> </ul>	<b><u>Wed Jun 6:</u></b> Literary Analysis Presentations: <ul style="list-style-type: none"> <li>• Tbd</li> </ul> <p>Due this Sunday:</p> <ul style="list-style-type: none"> <li>• <b>Reader Response #4 is due by or before Sunday, June 10<sup>th</sup>, midnight, posted in Blackboard</b></li> </ul> <p><b>Group digital projects to finalize:</b></p> <ul style="list-style-type: none"> <li>• Digital Project updates and self-evaluation due final</li> <li>• Group time to finalized digital projects for the final</li> </ul>
Final Exam Week	Due Sunday, June 10 <sup>th</sup> : Midnight: <b>Reader Response #4, posted in Blackboard</b>	<b>Our Final is Wed, Jun 13th, 10:15-12:15: Digital Publications will be presented and food will be served (pot luck)</b>	<b>Be prepared with food from your group and a presentation by your group</b>

### COCC Policies:

**Plagiarism Statement:** Proper citations and documentation of any sources that you quote, paraphrase, and/or summarize in your writing are required whenever you borrow the words, facts, and/or ideas of others. In general, putting others' ideas into your own words still means you are borrowing, and to avoid plagiarism, the source must be cited and documented, both (a) at the point in your essay where there borrowing occurs (parenthetical citations for most academic documentation systems), and (b) in a list of all sources cited given at the end of your essay. Plagiarism—intended or not—is considered a serious academic violation of intellectual property rights, and may earn your written assignment an automatic “F.”

**Students Rights and Responsibilities:** Please read the [Students Rights and Responsibilities](https://www.cocc.edu/policies/general-policy-manual/student/student-rights-and-responsibilities.aspx) (<https://www.cocc.edu/policies/general-policy-manual/student/student-rights-and-responsibilities.aspx>) handbook.

**PLEASE NOTE: Resubmitting an assignment from another class is a form of cheating. All work you do for this class must be original, not recycled from another class. If you submit an assignment that was also submitted for another class, you will earn an “F” on that assignment.**

**Americans with Disabilities Statement:** Any student with a **documented disability** (physical, learning, psychological, vision, hearing) who needs to arrange reasonable accommodations must inform the College and Stacey as soon as possible. If you require any assistance related to a disability, contact the Disability Services Office located in Boyle Education Center: call **(541) 383-7583** or email [DisabilityServices@cocc.edu](mailto:DisabilityServices@cocc.edu)

### COCC Non-Discrimination Policy:

The goal of Central Oregon Community College is to provide an atmosphere that encourages our faculty, staff and students to realize their full potential. In support of this goal, it is the policy of the Central Oregon Community College that there will be no discrimination or harassment on the basis of age, disability, sex, marital status, national origin, ethnicity, color, race, religion, sexual orientation, gender identity, genetic information, citizenship status, veteran status or any other classes protected under Federal and State statues in any education program, activities or employment. Persons having questions about equal opportunity and non-discrimination may contact Human Resources for referral to the appropriate personnel, 541-383-7236.

### Title IX Statement:

Title IX protects people from discrimination based on sex in education programs and activities. This includes conduct such as: gender discrimination (includes males, females, transgender, gender identity, etc.), sexual harassment, sexual assault, stalking, intimate partner/relationship violence, bullying and cyberbullying, retaliation, the failure to provide equal opportunity in athletics and discrimination based on pregnancy. Persons having questions about Title IX should contact Diane Ross, Title IX Officer, 541-383-7218, x7218, [dross3@cocc.edu](mailto:dross3@cocc.edu).

***Personal Counseling:*** COCC offers free, confidential personal counseling to students, provided by licensed, professional counselors: it is intended to help students address any sort of personal issue that is getting in your way. Call CAP Services on the Bend campus at (541)-383-7200 to find out more or to make an appointment.

***Academic Advising:*** Please know that if you have questions about anything related to your coursework at COCC, you should consult first with your instructor, who is here to help you. Your academic advisor can also be a useful resource for more long term college and career plans. And COCC provides free Writing Center tutoring, “live” and online, for all students. Those tutors are here to help you!

***Incompletes and Withdrawals:*** A request for an incomplete will only be given if the student has successfully attempted and completed at least 75% of the coursework. If you cannot finish the class and have not completed at least 75% of the coursework, you should withdraw from the class before the Wednesday of week 10. Withdrawals are the responsibility of the student: I cannot withdraw you from the class after week 1 of the term. However, you do need my permission to withdraw after week 7.

***Important Enrollment Deadlines:***

- 5pm Friday of 2<sup>nd</sup> week of the term: Last day to drop with a full refund.
- 5pm Friday of 7<sup>th</sup> week of term: Last day to drop with no grade on transcript: instructor approval not required.
- 6pm Wednesday of 10<sup>th</sup> week of term: Last day to drop, requires instructor approval and shows as a “W” on your transcript.