

**Central Oregon Community College**  
**Eng 260W: (CRN 22186) Introduction to Women Writers, or, BOOKS THAT COOK**  
**Mon/Wed 12:45-2:25 in Deschutes 1**  
**Spring 2013**

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

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

**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.

***NOTE: During the term we will be reading contemporary novels and watching contemporary movies that contain adult themes, including sexuality. So if you are shy, easily offended, or in some way opposed to such content, you may wish to re-think taking this course this term.***

**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 texts are available in Blackboard: see the end of this syllabus for instructions for accessing 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.

### WIC Program Learning Outcomes

This course is designated a “writing intensive course” because writing will be the predominant mode through which you will encounter this literature and express your understanding (through analysis and interpretation) about it. COCC students who successfully complete a "WIC" course will demonstrate the ability to:

**Outcome 1.** Use informal and formal writing to learn course content in the discipline of the WIC course.

**Outcome 2.** Adapt general writing skills learned in foundational writing [i.e. WR-prefixed] courses to WIC course writing projects.

**Outcome 3:** Write at least one paper integrating information from at least two sources employing the appropriate documentation style for the discipline represented by the course.

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

- **15% In class work (informal writing, group work, quizzes—worth about 1.5% each)**  
These in class writing assignments will be done throughout the term. **In-class work cannot be made up; however, two missing or the two lowest graded assignments will be dropped.**
- **35% Reading Journals (typed and submitted online—worth 5% each)**  
Each Wednesday, I will distribute a list of topics for you to write about at home either while you are doing the reading or immediately after the reading. These journal entries are due at the START of class. Late journals will receive a one letter grade penalty, but will be accepted up to 1 week late. **The lowest graded reading journal will be dropped automatically by Blackboard at the end of the term (you may choose to “miss” one reading journal during the term—that would be the one that is dropped if you choose to do it that way)**
- **15%: Presentation on a woman author**  
YOU will choose an author from a list and create a Word document, webpage, Power Point, Tumblr or Prezi on that author (biography, photos, overview of his/her work, links to websites and articles about the writer) to show to the class. You must also write a 3-source annotated bibliography on your author: this portion of the assignment must be submitted to me. The presentations are due throughout the term: you will sign up during week 2. **Missing presentations are docked one letter grade and cannot be made up after 1 week late; however, if there is room in the schedule, you can reschedule your project for later in the term.**
- **35%: Exams (15% for the midterm; 20% for the final):**

A midterm and a final exam: both are take home and must be submitted to the Assignment Dropbox in Blackboard. **Late midterm exam will receive a 1 letter grade penalty and will not be accepted after 1 week. Late final exams 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

**Policies:**

***Academic Dishonesty/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 handbook available at:

<http://studentlife.cocc.edu/Resources/Policies/default.aspx>

***ADA 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:***

It is the policy of the [Central Oregon Community College](#) Board of Directors that there will be no discrimination or harassment on the basis of age, disability, gender, marital status, national origin, color, race, religion, sexual orientation or veteran status in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Equal Employment Officer, c/o COCC's Human Resources office, (541) 383-7216.

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	Tuesday	Thursday
1	<p><b><u>Mon, April 1:</u></b> Introduction to the course:</p> <ul style="list-style-type: none"> <li>• Theme: Books That Cook</li> <li>• Are women writers different than men writers?</li> <li>• Literary vs. Popular Fiction: a false distinction?</li> <li>• How to use Blackboard</li> </ul>	<p><b><u>Wed, April 3:</u></b> Read:</p> <ul style="list-style-type: none"> <li>• “Babette’s Feast” pp.146-153</li> <li>• See Blackboard for additional readings due today (How to Read Fiction, etc).</li> </ul> <p>Discussion:</p> <ul style="list-style-type: none"> <li>• Writing Assignments this term</li> <li>• “Babette’s Feast”</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 8:</u></b> To Read:</p> <ul style="list-style-type: none"> <li>• Finish reading “Babette’s Feast”</li> </ul> <p><b>What’s due?</b></p> <ul style="list-style-type: none"> <li>• <b>Reading Journal #1</b></li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• More of the film version of “Babette’s Feast”</li> </ul>	<p><b><u>Wed, April 10</u></b> To Read in Blackboard:</p> <ul style="list-style-type: none"> <li>• See Blackboard for a selection of essays on food fiction to read.</li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• Finish viewing the film: “Babette’s Feast”</li> </ul> <p><b>Sign up for presentations today</b> <b>Discuss the presentation project</b></p>
3	<p><b><u>Mon April 15:</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>What’s due?:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading Journal #2</b></li> </ul>	<p><b><u>Wed April 17:</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Like Water For Chocolate</i> pp. 102-139</li> <li>• <u>Read in Blackboard:</u> “<i>You Look Good Enough to Eat: Love, Madness and the Food Analogy</i>” by George Dunn</li> </ul>
4	<p><b><u>Mon April 22:</u></b> Read:</p> <ul style="list-style-type: none"> <li>• <i>Like Water For Chocolate</i> pp. 140-end</li> </ul> <p><b><u>What’s due?:</u></b> <b>Reading Journal #3</b></p>	<p><b><u>Wed., April 24:</u></b> Discuss:</p> <ul style="list-style-type: none"> <li>• Finish discussion of Esquivel: comparison with “Babette’s Feast”</li> <li>• Midterm distributed</li> </ul> <p>View:</p> <ul style="list-style-type: none"> <li>• Select scenes from the film version</li> </ul>

Week	Tuesday	Thursday
5	<p><b><u>Mon April 29:</u></b>  <b><u>What's due?:</u></b></p> <ul style="list-style-type: none"> <li>• Midterm is due submitted to Blackboard's Assignment Dropbox by the start of class. Midterms posted after class begins are considered late—but late midterms are accepted until Feb. 12<sup>th</sup>, with a letter grade late penalty no matter how late (1 minute or 1 week), so skipping class to work on the midterm is NOT advised.</li> </ul> <p>In class:</p> <ul style="list-style-type: none"> <li>• Close reading activity</li> <li>• Introduction to Tyler</li> </ul>	<p><b><u>Wed May 1:</u></b>  <b><u>NO CLASS TODAY</u></b></p>
6	<p><b><u>Mon May 6</u></b>  Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 3-130</li> </ul> <p><b><u>What's due?:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Journal #4</li> </ul>	<p><b><u>Wed May 8</u></b>  Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 130-166</li> </ul>
7	<p><b><u>Mon May 13</u></b>  Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 167-278</li> </ul> <p><b><u>What's due?:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Journal #5</li> </ul>	<p><b><u>Wed May 15</u></b>  Read:</p> <ul style="list-style-type: none"> <li>• <i>Dinner at the Homesick Restaurant</i> pp. 27 end</li> </ul>
	<p><b><u>Mon May 20</u></b>  Read:</p> <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp. 15-135</li> </ul> <p><b><u>What's due?:</u></b></p> <ul style="list-style-type: none"> <li>• Reading Journal #6</li> </ul>	<p><b><u>Wed., May 22</u></b>  Read:</p> <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp. 136-183</li> </ul>
9	<p><b><u>Mon May 27: MEMORIAL DAY</u></b>  College is closed</p>	<p><b><u>Wed May 29:</u></b>  Read:</p> <ul style="list-style-type: none"> <li>• <i>Crescent</i> pp. 184-319</li> </ul>

Week	Tuesday	Thursday
10	<p><b><u>Mon June 3:</u></b>  <b><u>Read</u></b></p> <ul style="list-style-type: none"> <li>• <u>Crescent</u> pp. 320-end</li> </ul> <p><b><u>What's due?:</u></b></p> <ul style="list-style-type: none"> <li>• <b>Reading Journal #7</b></li> </ul>	<p><b><u>Wed Jun 5:</u></b></p> <ul style="list-style-type: none"> <li>• Food day: bring in a food item connected to the author/work you chose for your presentation. Include a poster/sign explaining the connection to put next to your food.</li> <li>• Final exam distributed</li> </ul>

Final Exam	<p><b>Our Final is Wed, Jun 12th, 1-3pm</b></p> <ul style="list-style-type: none"> <li>• Take home final due by 3pm</li> </ul>
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### **Instructions for Accessing Blackboard**

To access Blackboard, please go to <https://bb.cocc.edu/> . Click on the "Login" button. You will be taken to a screen where you will enter your User Name and Password.

**User Name:** A COCC student user name is your COCC ID number (e.g., 820012345)

**Password:** A COCC Student password is made up of the first initial of first name, first initial of last name (both initials will be in upper-case format), followed by the six digits of your date of birth (e.g., BK010364).

Once you are logged into Blackboard, you will be taken to your own, personal location within Blackboard. You will see two tabs at the top of the Blackboard screen. One is **My COCC** and the other is **My Courses**. Both of these tabs will have hyperlinks to courses you are taking which will be using Blackboard tools. Click on any of the hyperlinks to your courses and explore what your instructor(s) have made available to you on the Web.