

Bullitt East High School Women in Literature Syllabus 2018-2019

**Teacher:** Ms. Smythe

**Contact:** Laura.Smythe@bullitt.kyschools.us

**Planning:** 6th Period

**Website:** MsSmytheEnglish.weebly.com

**Overview:** Welcome to Women in Literature! This course is organized in a chronological fashion, with a focus primarily on the struggles, roles, experiences, perspectives, transitions, and contributions of 19th, 20th, and 21st Century women. Throughout each unit, we will examine women's literature through various thematic lenses: Women and Politics, The Body, Marriage and Motherhood, and Race, Class, and Ethnicity. I have selected images of women as presented by female authors in selected novels, dramas, short stories, and poetry from diverse historical periods and cultures. Focusing on the social construction of gender and its influence on writers, characters, and readers, the course will explore commonalities and diversity in the lived experience of women. This course will also examine societal expectations of women and the roles they have been assigned both historically and today. How do such expectations affect women's involvement in their own lives as well as the lives of their communities? This is a reading intensive course. Emphasis is placed on close textual analysis, class discussions, collaborative projects, and synthesis of course experiences through oral and written reflection, exposition, persuasion, and narration. You should be prepared to share your opinions and work through your difficulties with each text. Participation is vital!

**Objectives:**

- 1) **EXPOSURE:** to form and express critical opinions about American traditions of literature by women;
- 2) **MAKE CONNECTIONS:** to demonstrate a critical understanding about recurrent themes and issues in literature by women; or, in other words, to understand the impact of gender on literature;
- 3) **QUESTION STANDARDS:** for students to question notions of literary value based on timeless universals and/or historical specifics; or, in other words, to understand the impact of gender on literary criticism;
- 4) **UNDERSTAND DIFFERENCE:** for students to become aware of and to think critically about the variety of literary responses by women who occupy differing subject positions; or, in other words, to become aware of the differences that culture, ethnicity, class, sexuality and religion have on women's writing;
- 5) **EXPRESSION:** for students to develop original, creative and critical thought through writing

**Expectations:**

1. **Respect:** Respect each other, personal property, space, and beliefs.
2. **Listen:** When others are talking, have open ears and a closed mouth.
3. **Learn:** Participate in class activities.
4. **Prepare:** Bring required materials to class and sit correctly in your seat.
5. **Enjoy:** Have a positive attitude.

**Materials:**

- 1 Subject Spiral Notebook
- Writing Utensil
- *The Awakening* - Kate Chopin (\*)
- *House on Mango Street* - Sandra Cisneros (\*)
- 2 Pocket Folder
- Box of Tissues
- *The Bluest Eye* - Toni Morrison (\*)
- *The Handmaid's Tale* - Margaret Atwood

Students are expected to keep a working notebook and folder. Their folder will contain their classwork and homework; their notebook will contain their class notes. Students are also expected to come to class prepared with a sharpened pencil or a pen. Unprepared students may write their names on the board for a pencil. **DO NOT** make this a habit! Please donate a box of tissues. We run through them quickly!

Students are also expected to dedicate enough time to each reading so as to allow the ability to sit and think about what was read. Reading, supplemented with classroom activities, will result in understanding. One cannot remove either of these elements and still attain the same level of understanding as with them both.

\* I have PDF versions available for both all of the class texts besides *The Handmaid's Tale*, so it is not required for you to purchase these texts. Nevertheless, if you do not prefer to read on your Chromebook, please purchase physical copies of the texts.

**Policies:**

1. **Chromebook:** Students' Chromebooks should be fully charged each day & used appropriately for classroom activities ONLY.
2. **Bell Ringers/Exit Slips:** The beginning and end of class every day will be designated for students to complete their bell ringers/exit slips on their Chromebooks. Absent students will receive the bell ringer/exit slip grade that they earned the day before for the day that they missed.
3. **Late Work:** I WILL assign reading for homework! Reading assignments are to be completed by the due date. Assignments that are not completed during class time will also be considered homework. The potential point value of a late assignment will drop a letter grade for every day that it is late.
4. **Make Up Work:** If a student is absent, it is his or her responsibility to get make-up work from the class folder. Make up work must be completed in a timely manner (see BEHS handbook). Make up tests will be completed after school in my classroom. Absent students will have one week to stay after school to make it up.
5. **Organization:** Students should keep all work in their class folders. All classwork and homework will assist in preparing them for a cumulative final exam or project at the end of the semester.
6. **Academics:** Academic detention or lunch RTI will be assigned if a student is failing to turn their work in, sleeping in class, or failing the class. Failure to attend academic detention or lunch RTI will result in ISAP.
7. **Plagiarism:** DON'T CHEAT! Students will earn a zero for any assignment that is copied from another student, the internet, or any other source. Students will also earn a zero if they allow another student to copy their work.
8. **Bathroom:** Students will have 2 bathroom passes that they may use any time during the semester. Once their passes have been used, they may no longer take bathroom breaks during class time.
9. **Phone Use:** I do not allow phones to be out during class time under any circumstances. I have a designated safe place for students to store their phones every day. Students may use their Chromebooks for research, note taking, etc.
10. **Earbuds:** Students may listen to music during independent work, but earbuds should be put away at all other times.

**Units of Study:**

1. Intro to Gender Theory / 1st & 2nd Wave / *The Awakening*
2. Stereotypes / Tropes in Entertainment / *Miss Representation*
3. Intersectionality / *House on Mango Street* / *Bluest Eye*
4. Looking Forward / *The Handmaid's Tale*

**Google Classroom codes, Remind codes, and lesson plans are all available on my website.**