

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

Instructor Name: Ms. Amanda Barnett

Semester/Year: Spring 2018

Class location: Reed 417

Class Meeting time(s): T/Th 3:30-4:50

Office: Reed 414B

Office Hours: T/Th 2-3:20

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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.

Course Policies

Late Work

Work will be due by the beginning of class and will be considered late thereafter. If you know you will be missing a class, you must submit the assignment ahead of time to receive credit. If for any reason the technology (TCU online) is not working, email me the assignment with an explanation before the time it is due. **I will not accept late work without agreement between myself and the student at least 24 hours before the work is due.**

Office Hours

During my office hours I will be available to talk with you about any questions, comments, or concerns you have about the course. Please stop by and see me during these hours—that time is yours. If these hours don't work for you, please email me and make an appointment.

Discussions about Grades/Comments

I am happy to discuss my comments on your assignments with you. However, you must wait at least 24 hours after receiving the grade and you must come in to my office (during office hours or by appointment) to discuss them. **I will not discuss grades before or after class or over email.**

Email Policy

Emails should be formatted respectfully and appropriately with a greeting, body, and signature. I will respond to your emails within 24 hours during the week. I rarely check email on the weekend. This means that I may not see your email until Monday morning so keep this in mind when timing your email requests/questions.

Technology Policy

I will be using TCU Online to convey information and you will turn in assignments that way. We will often use our computers in class so you should bring it every day. However, you should not have your computers open unless specifically told to use it. Otherwise we will be discussing or watching presentations, and to reduce distractions and to foster respect for those in front of you we will not use computers during that time. Phones should NOT be out during class unless you are specifically instructed to

use them. If I see you off task due to technology I will give a warning and then will mark you absent for the day.

Attendance

Regular attendance is necessary to your success in this course. Only official university absences are excused. Students representing TCU in a university-mandated activity that requires missing class should provide official documentation of schedules beforehand and turn in work *in advance*.

Tardiness is distracting to the class and in-class work cannot be made up.

I do not accept doctor's notes; everyone gets sick so I suggest saving the absences for when you really need them.

Three weeks (6 days) of unexcused absences may constitute grounds for failure of the course. Students whose absences are due to circumstances beyond their control should contact me right away.

SCHOOL-WIDE POLICIES

Statement of Disability Services at TCU

Disability Statement approved Fall 2007 by the Undergraduate Council / Revised Summer 2011

Disabilities Statement: Texas Christian University complies with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973 regarding students with disabilities. Eligible students seeking accommodations should contact the Coordinator of Student Disabilities Services in the Center for Academic Services located in Sadler Hall, 1010. Accommodations are not retroactive, therefore, students should contact the Coordinator as soon as possible in the term for which they are seeking accommodations. Further information can be obtained from the Center for Academic Services, TCU Box 297710, Fort Worth, TX 76129, or at (817) 257-6567.

Adequate time must be allowed to arrange accommodations and accommodations are not retroactive; therefore, students should contact the Coordinator as soon as possible in the academic term for which they are seeking accommodations. *Each eligible student is responsible for presenting relevant, verifiable, professional documentation and/or assessment reports to the Coordinator.* Guidelines for documentation may be found at http://www.acs.tcu.edu/disability_documentation.asp.

Academic Misconduct:

Academic Misconduct (Sec. 3.4 from the Student Handbook) –Any act that violates the academic integrity of the institution is considered academic misconduct. The procedures used to resolve suspected acts of academic misconduct are available in the offices of Academic Deans and the Office of Campus Life and are listed in detail in the

Undergraduate Catalog (Student Policies>Academic Conduct Policy Details; <http://tcu.smartcatalogiq.com/en/current/Undergraduate-Catalog/Student-Policies/Academic-Conduct-Policy-Details>). Specific examples include, but are not limited to:

- Cheating: Copying from another student's test paper, laboratory report, other report, or computer files and listings; using, during any academic exercise, material and/or devices not authorized by the person in charge of the test; collaborating with or seeking aid from another student during a test or laboratory without permission; knowingly using, buying, selling, stealing, transporting, or soliciting in its entirety or in part, the contents of a test or other assignment unauthorized for release; substituting for another student or permitting another student to substitute for oneself.
- Plagiarism: The appropriation, theft, purchase or obtaining by any means another's work, and the unacknowledged submission or incorporation of that work as one's own offered for credit. Appropriation includes the quoting or paraphrasing of another's work without giving credit therefore.
- Collusion: The unauthorized collaboration with another in preparing work offered for credit.

TCU Campus Resources for Students

Many resources exist on the TCU campus that may be helpful to students: Mary Coats Burnett Library (257-7117); Center for Academic Services (257-7486, Sadler Hall. 1022); the William L. Adams Writing Center (257-7221, Reed Hall 419); Student Development Services (257-7855, BLUU 2003); and Office of Religious & Spiritual Life (257-7830, Jarvis Hall), Campus Life (257-7926, Sadler Hall 2006), and the Counseling, Testing, and Mental Health Center (257-7863, Samuelson Hall).

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		