

Women & Literature:

Women and Myth

3383-0001



Instructor: Dr. Alexa Doran

Class Time: TTH 9:45 – 11 AM

Class Location: WMS 319

Office Hours: TH 11 AM - 3 PM

Office Location: WMS 428

Instructor Email: aed16e@my.fsu.edu

Course Description

An examination of the representation of women in literature through the lens of women and myth. Through textual analysis, discussion, reading responses, and academic as well as creative essays, students will explore the role of women in literature and the possibility of revamping that role through myth, legend, and fairy tale. The course will focus on poetry and fiction, but students are encouraged to explore any genre they see as connected to the theme of the course.

Course Policies

Attendance

FSU's Composition Program maintains a strict attendance policy to which this course adheres: for fall courses, **students are in danger of failing if they miss more than four classes**. You are required to be an active member of the ENC 1101 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement. You should always inform your instructor ahead of time when you will miss class. Save your absences for when you get sick or for family emergencies. **It is your responsibility to know how many absences you have accrued during the term**. Note, too, that **missing a conference counts as two absences**. I cannot reschedule missed conferences.

If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (644-2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester. Important Note: FSU's Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the "University Policies" section later in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

You must arrive at each scheduled class period on time. Arriving to class after I have begun teaching is disruptive.

Participation & Decorum

Participation

Participation is central to learning in this course, and you are expected to make a meaningful, good-faith contribution to the work being done in class. This work can take the form of group discussions, small group work, workshops, or individual writing. In any case, you are expected to contribute ideas and to analyze the ideas contributed by your peers. During full and small group discussions, you are expected to make thoughtful and substantive contributions. On workshop days, you are expected to provide critical, constructive feedback for your peers.

Facebook, Email, and Homework

We may occasionally send emails, analyze Facebook, or use the internet as part of our coursework and discussions. Using the internet during class time for anything other than class purposes or working on coursework for another course during our class time will result in an absence.

You must arrive each day prepared and with your homework completed. In addition, you must come to class with the materials necessary to participate. At minimum, you must have a notebook for taking notes and the course texts. Coming to class unprepared will result in an absence.

Civility

In this course, we will discuss emotional, controversial, and personal issues. Such conversations can become lively, and while I encourage you to express your ideas, you must *always* **be respectful of your peers**. No disrespectful, profane, abusive, or hateful language will be tolerated. Civility also applies to our treatment of one another in general. *Disrespectful behavior will result in your being asked to leave the class*, which will result in an absence.

Conferences

We will hold individual conferences. These conferences will allow us to discuss the drafts that you are working on and your progress in class. The conferences will be held in lieu of classes during those days and missing a conference will count as two absences.

University Policies

University Attendance Policy

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

Americans with Disabilities Act

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 6449566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu/>

Free Tutoring from FSU

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of oncampus tutoring options at <http://ace.fsu.edu/tutoring> or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Liberal Studies for the 21st Century

The Liberal Studies for the 21st Century Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their

families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the Liberal Studies requirements for English and thus is designed to help you become a clear, creative, and convincing communicator, as well as a critical reader.

Syllabus Change Policy

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change.

Plagiarism

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: “Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own.”

A plagiarism education assignment that further explains this issue will be administered in all ENC 2135 courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

Student Resources

Reading/Writing Center (RWC)

What is the RWC?

Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it is a place to develop and communicate your ideas!

Who uses the RWC?

In short: everyone! The RWC’s clients include a cross-section of the campus: first-year students writing for composition class, upper-level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others.

Where is the RWC located?

As of Fall Semester 2015, the RWC currently has four locations: the newly remodeled Williams 222 location, the gleaming Johnston Ground location, the happening Strozier Library location, and the up-and-coming Dirac Library location. For students who are distance learners, online tutoring is available. Contact Dr. McElroy at smcelroy@fsu.edu for information.

What are the hours?

Hours vary by location. Check the online schedule for availability.

Who works there?

The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC.

What happens in a RWC session?

Many things! You can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your “practice audience.” They will listen as a reader, and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

How do I make an appointment?

The best way is by using our online scheduling website: <http://fsu.mywconline.com> Instructions for making an appointment can be found here: <http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment>. While we will accept walk-ins if a tutor is available, it is usually best to book ahead.

How much tutoring help can I have?

All FSU students can have 1.5 hours of tutoring a week FOR FREE! This includes all locations, i.e., NOT 1.5 hours in Williams, 1.5 hours in Strozier, etc. Students who opt to register for ENC 1905, REA 1905, or ENG 5998 may have more time depending on the number of credits they choose to take. Appointments are limited to 60 minutes/day.

The Digital Studio

What is the Digital Studio?

The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, Windows Movie Maker, iMovie, and more!

Who uses the DS?

Any FSU students who want to complete digital class assignments (e.g., for FYC or WEPO) or to improve overall capabilities in digital communication. Students also use the DS to make Prezis, business cards, flyers for their own student organizations, and more!

Where is the DS?

There are two DS locations: Williams 222 and Johnston Ground.

What happens in a DS session?

Like the RWC, think of the DS as an idea lab, only it is a place to explore ideas in digital texts and to learn new technologies to communicate ideas in those mediums.

How do I make an appointment?

The best way is by using our online scheduling website: <http://fsu.mywconline.com> The DS does accept walk-ins, but the DS gets booked by large groups and is very busy at the end of the semester, so it is best to plan ahead.

How much tutoring can I have?

You can use the DS as much as you'd like!

Grade Breakdown

| | |
|----------------------------|-----|
| Essay 1: Literary Analysis | 30% |
| Essay 2: Creative Project | 30% |
| Book Review | 15% |
| Homework and Classwork: | 25% |

Final Grades

| | | | |
|----|----------|----|---------|
| A | 93 – 100 | C | 73 – 76 |
| A- | 90 – 92 | C- | 70 – 72 |
| B+ | 87 – 89 | D+ | 67 – 69 |
| | 83 – 86 | D | 63 – 66 |
| | 80 – 82 | D- | 60 – 62 |
| C+ | 77 – 79 | F | 0 – 59 |

Projects for Women and Myth

Guidelines Essay 1: Literary Analysis 6-8 Pages

Choose any media which mythologizes women and analyze the text through the lens of women and myth. The media you choose can be any genre – a video game, a movie, a collection of poems, a docuseries, a painting etc.

How will I be graded?

20 points Thesis

Example thesis: “*Sabrina the Teenage Witch* is a revamping of traditional myth due to its use of magical elements, a female protagonist, and focus on women’s issues such as the beauty myth and objectification of women”

You should build a strong, one sentence thesis statement which lists the specific factors that qualify the selected source as a revamping of traditional myth in the order in which you will discuss them in the essay,

20 points Background/Summary

You should provide enough background information about the source that the analysis still makes sense without your reader having to have read the source in question

40 points A thoughtful discussion of the following questions, using examples from the media to support your points.

In what ways does the author transform traditionally feminine images?

In what ways does the author challenge female stereotypes and tropes?

In what ways does the author incorporate or change the traditional elements of myth (proto-world, journey, magical elements etc.)?

In what way's does the author address sexuality? gender? motherhood? social issues?

In what ways does the author fail to envision a new female myth?

How does the author treat male figures?

How does the author use form to re-vision myth?

10 points Conclusion

Your conclusion should move the paper forward in some way. It should not merely repeat your thesis. Ask a question, make a suggestion about another similar source or make a call to action: what can your reader do based on the information you have provided them. **10 points Works Cited,**

Proper in-text citations

Guidelines Essay 2: Creative Project 10-12 Pages

This can be a short story, poem, play, or mixed genre project. You may incorporate visuals if you would like. In this creative text you will create a revamped myth, using as example all of the myths we have studied this semester.

How will I be graded?

10 points Attention to Imagery

Throughout the semester we have looked at several text which use significant imagery and symbolism. Your work should incorporate these elements.

10 points Attention to Form

Throughout the semester we have looked at how several authors have used form to convey meaning. Your work should use form to convey meaning.

10 points Attention to Show not Tell/Detail

Your work should aim to show rather than tell via dialogue, imagery, facial expressions, body language, etc.

70 points Attention to the Conventions of Myth

Your work should incorporate the conventions of myth discussed in this class.

Revamps of:

Quest

Magical Elements

Proto world

Family issues/family

Sexuality

Attention to social issues

Damsel-in-distress - Hero

Romantic Relationships

Presence of Dichotomies

Happy Endings

Book Review 4-5 pages

Choose any of the books we read in this class and write a book review. We will read some professional examples in class.

How will I be graded?

20 points Background Information: Readers often read book reviews to decide if they want to read a book. You need to give your read enough background information about the book so that they won't be confused, but not so much information that it seems pointless for them to buy the book.

20 points Discuss the Book in a Larger Context: Whether you discuss the book as part of the author's overall oeuvre or in comparison to other books in the genre, readers should understand where this book falls within a larger context.

20 points Incorporate Quotes. No matter how well we describe a book we can never quite convey the author's voice without using quoted material. Your book review should incorporate 2-3 properly formatted, integrated quotes from the source material.

20 points Discuss strengths. These can range from a consistent and compelling voice, to intriguing imagery, to displaying social awareness etc. The list of possible qualities is endless so just be sure you back up your claims with examples.

20 points Discuss weaknesses. These can range from an inconsistent voice, to vague imagery, to displaying a lack of social awareness etc. The list of possible weaknesses is endless so just be sure you back up your claims with examples.

*for all assignments a moderate to severe amount of proofreading, spelling, and grammatical errors will result in a point reduction

Reading Responses:

Almost all readings will be accompanied by written responses. Responses should be around 250-300 words each. Below are several prompts to help inspire your responses. You can answer one, some, or all of these questions in your responses. **Responses should be submitted prior to the beginning of class** so that they can help form the basis for discussion. You are welcome to have a print or digital copy of your response with you during class to help aid discussion.

Reading Response Questions:

In what ways does the text revamp typical mythic structures (such as the quest or presence of non-human characters)? In what ways is the author replicating, rather than refuting, typical mythic structures? How does the text handle typical female tropes such as the damsel in distress or the virgin/whore dichotomy? Based on textual evidence, what are some of the messages or themes present in this text? In what ways is form being used to communicate the messages/themes? What questions does this text bring to the surface? What did you find confusing, offensive, or weakly crafted? How does the text in question compare to other texts we have discussed in class? How does the text in question relate to texts, movies, etc. you have seen outside class? How does the text in question reflect our current social climate?

Tentative Course Schedule

Week 1

24 August:

In Class: Brief syllabus review; [Ada Limon Poem](#), In-Class Writing Response

Homework: None today

26 August:

In Class: Attendance Activity; Watch "[Evil Demon Seductress Tropes](#)" (3:42); Watch "[Damsel in Distress Tropes](#)" (9:38), Read [Tropes Essay](#), Read [Achilles](#), Elements of Myth List Powerpoint

Homework: Read Alicia Ostriker's [The Thieves of Language: Women Poets and Revisionist Mythmaking](#)

Week 2**31 August:**

In Class: Attendance Activity; Ostriker Powerpoint; Ostriker discussion.

Homework: None today

2 September:

In Class: Attendance Activity, Plath Powerpoint, Read and discuss 'Lady Lazarus'

Homework: Read Anne Sexton's *Transformations* 'The Gold Key' through 'The Cinderella' (9 poems), Reading Response 1

Week 3**7 September**

In Class: Attendance Activity; Sexton Powerpoint; *Transformations* Discussion

Homework: Read 'One Eye, Two Eye, Three Eyes' through 'Briar Rose' (8 poems), Reading Response 2

9 September

In Class: Attendance Activity; *Transformations* Discussion

Homework: Read *The Descent of Alette* Book 1 and 2, Reading Response 3

Week 4**14 September**

In Class: Attendance Activity, Notley Powerpoint, *Alette* discussion

Homework: Read *The Descent of Alette* Book 3 and 4, Reading Response 4

16 September

In Class: Attendance Activity, *Alette* discussion, Guidelines Essay 1

Homework: Proposal for Essay 1

Week 5**21 September**

In Class: Attendance Activity, Proposals due by beginning of class, Brief MLA Review, Time to work on Essay 1 in class (bring laptops today)

Homework: Work on Essay 1 Draft 1

23 September

In Class: Attendance Activity; Peer Review DRAFT 1 ESSAY 1 (3-4 pages)

Week 6

28 September CONFERENCES – NO CLASS – Essay 1 Draft 2 (4-5) pages)

30 September CONFERENCES – NO CLASS – Essay 1 Draft 2 (4-5) pages)

Week 7

*FINAL DRAFT **ESSAY 1 DUE MONDAY, OCTOBER 4th** by MIDNIGHT*

5 October:

In Class: Attendance Activity; Finch Powerpoint, Anatomy of a Book Review, Book Review Guidelines

Homework: Read Annie Finch's *Among the Goddesses* (9-36), Reading Response 5

7 October:

In Class: Attendance Activity; Finch Discussion

Homework: Read *Among the Goddesses* (37 – 86), Reading Response 6

Week 8**12 October:**

In Class: Attendance Activity; Finch Discussion

Homework: Read Anne Carson's *Autobiography of Red* (3-59), Reading Response 7

14 October:

In Class: Attendance Activity; Carson Powerpoint; Carson discussion

Homework: Read *Autobiography* (60-149), Reading Response 8

Week 9

19 October:

In Class Attendance Activity; Carson discussion

Homework: Read Toni Morrison's *Sula* (2-51), Reading Response 9

21 October:

In Class: Attendance Activity; Morrison Powerpoint; *Sula* Discussion

Homework: Read *Sula* (52-105), Work on Draft 1 of Book Review

Week 10

26 October:

In Class: Attendance Activity; *Sula* Discussion, Peer Review Draft 1 Book Review

Homework: Read *Sula* (105-162), Reading Response 10, Work on Draft 2 Book Review

28 October:

In Class: Attendance Activity; Morrison Discussion

Homework: Submit Draft 2 Book Review by Sunday, October 31st at Midnight

Week 11

2 November:

In Class: Attendance Activity; Watch Beyoncé's *Homecoming*

Homework: Reading Response 11, Work on Book Review

FINAL DRAFT BOOK REVIEW DUE WEDNESDAY, November 3rd by MIDNIGHT

4 November:

In Class: Attendance Activity; *Homecoming*, Guidelines Essay 2

Homework: Work on Essay 2

Week 12

9 November: Attendance Activity; *Homecoming* Discussion

11 November: NO CLASS. VETERAN'S DAY.

Week 13

16 November: CONFERENCES – NO CLASS – DRAFT 1 ESSAY 2

18 November: CONFERENCES – NO CLASS – DRAFT 1 ESSAY 2

Week 14

22 November:

In Class: Attendance Activity; FOCUS GROUPS Essay 2

Homework: Work on Essay 2

24 November: NO CLASS. HAPPY THANKSGIVING

Week 15

30 November:

In Class: Attendance Poem. CLASS READING – LET'S CELEBRATE YOUR WORK. Choose which Essay you are most proud of and share 2 pages with the class.

Homework: Revise as needed.

*FINAL DRAFT **ESSAY 2 DUE WEDNESDAY, December 1st** by MIDNIGHT*

2 December:

In Class: Attendance Poem. CLASS READING – LET'S CELEBRATE YOUR WORK. Choose which Essay you are most proud of and share 2 pages with the class.

REVISIONS MUST BE TURNED IN BY MIDNIGHT WEDNESDAY DECEMBER 8th

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The policies and information in this course policy sheet are subject to change. In the event that the course policy sheet is revised, you will be notified and will be provided with a new, updated copy.