COMMON COURSE OUTLINE: Course discipline/number/title: ENGL 1125: Women’s Perspectives

A. CATALOG DESCRIPTION
1. Credits: 3
2. Hours/Week: 3
3. Prerequisites (Course discipline/number): College level reading and writing skills.
4. Co-requisites (Course discipline/number): None

The focus of this course is on women’s autobiography as a genre. Students will analyze autobiographical accounts of women from developing countries as well as the developed world that have used the various forms of autobiography to shape their own life stories and in doing so preserved their history and culture. This class is writing intensive.

B. DATE LAST REVISED (Month, year): January, 2012

C. OUTLINE OF MAJOR CONTENT AREAS:
1. Autobiographies focusing on major events and world cultures
2. Theories of autobiography
3. Literary elements of autobiography
4. Use of women’s own stories to analyze how religion, politics, historical events, and cultural norms shape women’s lives.

D. LEARNING OUTCOMES (GENERAL): The student will be able to:
1. Examine the commonality of experience peculiar to women and connect one’s personal experiences to them.
2. Construct an historical framework based on the facts and perspectives of women’s lives.
3. Analyze women’s lives in the context of the historical factors that shaped them and compare these factors with those shaping the lives of women today.
4. Analyze, synthesize, and evaluate the stories of courageous women through the genre of autobiography.
5. Acknowledge the creative and humanitarian contributions of women.
6. Question the role of various institutions, governments, policies, etc., in shaping the lives of women.
7. Ask questions, including those that are unanswerable.

E. LEARNING OUTCOMES (MNTC):
Goal 2/Critical Thinking: The student will be able to:
1. Gather factual information and apply it to a given problem in a manner that is relevant, clear, comprehensive, and conscious of possible bias in the information selected.
2. Imagine and seek out a variety of possible goals, assumptions, interpretations, or perspectives, which can give alternative meanings or solutions to given situations or problems.
3. Analyze the logical connections among the facts, goals, and implicit assumptions relevant to a problem or claim; generate and evaluate implications that follow from them.
4. Recognize and articulate the value assumptions, which underlie and affect decisions, interpretations, analyses, and evaluations made by ourselves and others.

Goal 6/The Humanities and Fine Arts: The student will be able to:
1. Understand those works as expressions of individual and human values within an historical and social context.
2. Respond critically to works in the arts and humanities.
3. Articulate an informed personal reaction to works in the arts and humanities.

Goal 8/Global Perspective: The student will be able to:
1. Describe political, economic and cultural elements, which influence relations of states and societies in their historical and contemporary dimensions.
2. Demonstrate knowledge of and sensitivity to cultural, social, religious, and linguistic differences.
3. Analyze specific international problems, illustrating the cultural, economic, and political differences that affect their solution.
F. METHODS FOR EVALUATION OF STUDENT LEARNING:
1. Essay exams/quizzes
2. Research papers/essays
3. Written responses to readings
4. Small group projects
5. Oral presentations
6. Or any other deemed appropriate by an individual instructor

G. RCTC CORE OUTCOME(S) ADDRESSED:
- Communication
- Critical Thinking
- Global Awareness/Diversity
- Civic Responsibility
- Personal/Professional Accountability
- Aesthetic Response

H. SPECIAL INFORMATION (if any): None