



CHRISTIAN HERITAGE COLLEGE

**EL275**

## **WOMEN WRITERS**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	EL275
<b>Unit name</b>	Women Writers
<b>Associated higher education awards</b>	Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Advanced
<b>Core/elective</b>	Elective for English teaching area/English major
<b>Weighting</b>	Unit credit points: 10 Course credit points: 320
<b>Delivery mode</b>	Face-to-face on site
<b>Student workload</b>	<p><i>Face-to-face on site</i></p> <p>Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b></p> <p>Students requiring additional English language support are expected to undertake an additional one hour per week.</p>
<b>Prerequisites/ co-requisites/ restrictions</b>	<i>Pre-requisite</i> 20 credit points of 100-level English units
<b>Rationale</b>	<p>The study of women's writing and of women writers, from its beginnings in Classical Greece to its varied forms in the late twentieth century, reveals some basic differences between male and female writers in relation to the subjects they choose and the styles in which they write. Because the disciplines of literary history and literary criticism have been largely male dominated and have in the main failed to recognise women writers and women readers as legitimate participants in the writing and reading processes, feminist literary historians and critics have seen women's writing as a political process because it is affected by both a theory of literature and a theory of society. Feminist criticism has therefore been strident in its defence of women's writing as a form of literature equally as important and as aesthetically skilled as that of men.</p> <p>This unit will provide students with knowledge and understanding of women's writing and of women writers and women readers from historical, literary, philosophical and theological viewpoints. The women writers who will be studied in some depth span the periods from the nineteenth century through to the present, and will include poets and Australasian writers. This unit will give students knowledge not only of what quality texts are available for female readers, but how women write and how their texts appeal (or do not appeal) to different sorts of readers.</p>
<b>Prescribed text(s)</b>	<p>Austen, J <i>Pride and Prejudice</i>, (any edition).</p> <p>Bronte, C <i>Jane Eyre</i> (any edition).</p> <p>Gilbert, S &amp; Gubar, S 1996, <i>The Norton Anthology of Literature by Women: The Traditions in English</i>, 2nd edn, Norton, New York.</p> <p>Franklin, M, <i>My Brilliant Career</i>, (any edition).</p> <p>Grenville, K 1988, <i>Joan Makes History</i>, University of Queensland Press, Brisbane.</p> <p>Sullivan, V &amp; Hatch, J 1974, <i>Plays By and About Women</i> Vintage, New York.</p>

<b>Recommended readings</b>	<p><b>Books</b></p> <p>Byatt, AS &amp; Soder, I 1998, <i>Imagining characters: Conversations about women writers</i>, Vintage, New York.</p> <p>De Beauvoir, S 1953, <i>The second sex</i>, Jonathan Cape, London.</p> <p>Giuffre, G 1991, <i>A writing life: Interviews with Australian women writers</i>, Allen &amp; Unwin, Sydney.</p> <p>Greer, G, Schowalter, E &amp; Sage L 1999, <i>The Cambridge guide to women's writing in English</i>, Cambridge University Press, Cambridge, UK.</p> <p>Irvine, RP 2005, <i>Jane Austin</i>, Routledge, New York.</p> <p>Sayers, DL 1987, <i>The mind of the maker</i>, Harper, San Francisco.</p> <p>Wynne-Davies, M 2007, <i>Women writers and familial discourse in the English Renaissance: Relative values</i>, Palgrave Macmillan, New York.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and many other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<b>Specialist resource requirements</b>	<p>Nil</p>
<b>Content</b>	<ol style="list-style-type: none"> <li>1. The nature and history of women's writing</li> <li>2. Women as Writers and Women as Readers</li> <li>3. 19th century women writers</li> <li>4. Women Poets</li> <li>5. Australian women novelists</li> <li>6. Women playwrights</li> <li>7. Christian women writers</li> </ol>
<b>Learning outcomes</b>	<p>On completion of this unit, preservice teachers will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. discussed the historical development of women's writing in the western world;</li> <li>2. understood the difficulties that women writers and women readers have experienced in the area of literature,</li> <li>3. appreciated the emphases and basic tenets of feminist literary history and criticism, and considered the possibility of a Christian approach to these disciplines;</li> <li>4. discussed significant themes, issues, concerns and approaches among women writers;</li> <li>5. reflected on the contribution of women writers to various genres;</li> <li>6. analysed in some depth the works of specific women writers; and</li> <li>7. written at an appropriate tertiary standard (with special attention to correct grammars, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Short paper</b></p> <p>A paper dealing with the nature of women's writing.</p> <p>Word length/Duration: 1000 words</p> <p>Weighting: 20%</p> <p>Learning Outcomes: 1-5, 7</p> <p>Assessed: Week 4</p>

	<p><b>Task 2: Term Paper</b></p> <p>Topic to be negotiated between the lecturer and student.</p> <p>Word length/Duration: 1500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1, 4, 6-7</p> <p>Assessed: Week 7</p> <p><b>Task 3: Critical Review</b></p> <p>The contributions made by Australian women writers or Christian women writers.</p> <p>Word length/Duration: 2000 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-7</p> <p>Assessed: Week 11</p>
<p><b>Unit summary</b></p>	<p>This unit approaches the subject of women's writing (and, consequently, women's reading) from historical, literary, philosophical and theological viewpoints through an examination of the history of women writers' struggles to gain recognition from the male literary establishment; and through an analysis of women's writing - its genres, styles, plots, themes, characterisations. In addition, it encourages reflection on how the writing of women (and the reading of women) differs from men's writing and reading. At the same time, the students will be expected to reflect on and discuss the dominant philosophy behind today's women's writing (feminism) and to speculate on the formulation of a feminine Christian literary theory.</p>