



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number
ENG 232

Course Title
Post-Colonial Women Writers

Credits
3

Hours: Lecture: 3

Pre-requisite: Minimum grade of "C" in ENG 102

**Implementation
Semester & Year:
Spring 2023**

Catalog description:

Examines works written in English by women of color in Asia, Africa, the Americas, and Australia. Explores contributions of the writers to the body of modern world literature – poetry, fiction, drama – along with aspects of the writers’ politics and the social milieus that form their works.

General Education Category:
Goal 8: Diversity and Global
Perspective

Course coordinator: Sharmila Sen, sens@mccc.edu, LA 115,609-570-3733.

Required texts & Other materials:

Supplied by the instructor.

Course Student Learning Outcomes (SLO):

Upon successful completion of this course, the student will be able to:

1. Research the background, the history and the cultural context of the authors and analyze the social conditions the shared histories that shaped their writing; **[Supports ILG 1, 6, 8; PLO 1, 3]**
2. Combine and apply the informative and analytical skills acquired in this course in a final, comprehensive 10 to12 page research paper using credible reference/literary resources; **[Supports ILG 1, 6, 8, 9; PLO 1]**
3. Write fresh interpretations of texts and/or issues in literary studies in which she/he will perform a reasonable close reading by analyzing relevant literary elements techniques, and themes, **[Supports ILG 1, 4, 6, 10, 11; PLO 2, 3, 4]**
4. Identify the political and social aims of postcolonial authors and determine the role of literature and culture in the pursuit of these goals; **[Supports ILG 1, 6, 8, 9, 10, 11; PLO 3]**
5. Trace the relationship between contemporary postcolonial texts and earlier ones in order to find the literary and ideological connections as well as divides between different generations of writers. **[Supports ILG 1, 6, 7, 8, 9, 10, 11; PLO 1]**
6. Documentation of Sources: use correct MLA documentation format for citing literature **[Supports ILG 1, 4, 10; PLO 2]**

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 1. Written and Oral Communication in English. Students will communicate effectively in both speech and writing.

Institutional Learning Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

Institutional Learning Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Institutional Learning Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Institutional Learning Goal 8. Diversity and Global Perspective: Students will understand the importance of a global perspective and culturally diverse peoples

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 10. Information Literacy: Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills to understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Liberal Arts AA (PLO)

1. **Concept Knowledge.** Understand the vocabulary, methods, and major concepts presented in the humanities, social sciences, and the natural sciences.
2. **Communication.** Articulate complex ideas clearly and effectively, both verbally and in writing.
3. **Critical Thinking.** Perform a series of thinking tasks including speculation, analysis, and synthesis (i.e., abstract reasoning).
4. **Research Methods.** Utilize research materials and methodologies.

Units of study in detail – Unit Student Learning Outcomes:

Unit I [Communication] Students will communicate effectively in both speech and writing.

[Supports Course SLO # 1 and 2]

Learning Objectives

The student will be able to:

- Research the background, the history and the cultural context of the authors and analyze the social conditions the shared histories that shaped their writing

Unit II [Analysis and Interpretation] [Supports Course SLOs # 3]

Learning Objectives

The student will be able to:

- Write fresh interpretations of texts and/or issues in literary studies in which she/he will perform a reasonable close reading by analyzing relevant literary elements techniques, and themes.

Unit III [Historical Context] [Supports Course SLOs # 4]

Learning Objectives

The student will be able to:

- Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples

Unit IV [Research and Writing] [Supports Course SLOs # 6]

Learning Objectives

The student will be able to:

- Documentation of Sources: use correct MLA documentation format for citing

Unit V [Understanding the value of critical review] [Supports Course SLOs#5]

Learning Objectives

The student will be able to:

- appreciate literary criticism

Evaluation of student learning

- **CLASS PARTICIPATION: 10%**
This will include quizzes, presentations, and active engagement in class.
- **ANALYTICAL PAPER: 15%**
You will write one three-page essay which will take the form of polished, analytical and proofread response to the texts we read this semester. The paper response will consider a novel and a shorter work, and work towards presenting a single, cohesive argument about the texts.
- **FILM RESPONSES (2 X 15%): 30%**
For each of the films we watch, you will write a 1-page response, focusing on a single issue, character, or theme you noticed in the film. As with the other essays, your response will be polished and formal, and center itself around an argument.
- **TEAM PRESENTATION: 15%**
By the end of the first couple of weeks of class, you will get into groups of three or four and sign-up for a presentation on a novel that we've read. The presentation will include some biographical information on the writer as well as an analytical comparison with a different, shorter work.
- **RESEARCH PAPER: 30%**
 - **Presentation- 10 %**
 - **Paper- 20%**