



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT
PROGRAM

<http://www.slu.edu/1818>

ENGL 2550: Gender, Identity and Literature (3 credit hours)

<<High School Name>>

<<High School Course Name and Number>>

Course Syllabus

Semester:

<<TERM and YEAR>>

Instructor:

<<Instructor Name>>

Contact Information:

<<Office Address>>

<<E-mail Address>>

<<Phone>>

<<Availability/Office Hours>>

Textbook(s)/Resources:

<<REQUIRED. Please include all texts students are required to read in the course. If you are not using a textbook or longer works of literature (i.e., novels), then please list a sampling of the articles, short stories, and/or poems students will read in the course.>>

SLU Course Description:

This course introduces literary study within the context and theme of Gender and Identity. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing. Cross-listed with WGST 2550.

Additional Description

<<OPTIONAL. Insert HS course description info/additional descriptive info>>

SLU Course Learning Outcomes:

By the end of the course, students will be able to:

- *Generate* engaged and responsive close readings of texts;
- *Describe* and analyze the various ways in which texts reflect and help shape wider cultural conditions; and
- *Construct* clear spoken and written arguments that demonstrate an awareness of purpose and audience.

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes:

<<**OPTIONAL:** insert any high school, district, state or instructor developed outcomes here>>

University Core Course

Ways of Thinking: Aesthetics, History, and Culture

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Ways of Thinking: Aesthetics, History, and Culture is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 2: Integrate knowledge from multiple disciplines to address complex questions

SLO 3: Assess evidence and draw reasoned conclusions

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:

- Demonstrate proficiency in qualitative methods of interpreting cultural products relevant to the period, area or theme of the course
- Analyze primary sources appropriate to the discipline (e.g. literary artifacts, visual art, historical documents, performances, or other cultural products) in order to draw reasoned conclusions
- Develop interpretive claims about how larger social contexts shape cultural products

Identities in Context

Identities in Context is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:

University Core Student Learning Outcomes

The Core SLO(s) that this component is intentionally designed to advance are:

SLO 5: Analyze how diverse identities influence their lives and the lives of others

Additionally, the Core Component-level Student Learning Outcomes are listed below:

Component-level Student Learning Outcomes

Students who complete this course will be able to:



- | |
|--|
| <ul style="list-style-type: none">• Examine interdependent / interrelational qualities of identity categories such as nationality, ethnicity, religion, gender, race, class, ability, and sexual orientation |
| <ul style="list-style-type: none">• Analyze how interdependent / interrelational identities are constructed through and shaped by relations of power |
| <ul style="list-style-type: none">• Assess how other people's social identities and biases shape and are shaped by their interactions within a social context |
| <ul style="list-style-type: none">• Articulate how one's own notions of identity and otherness are contingent on the social contexts in which they develop and which they in turn shape |

Attendance & Late Work Policies:

<<**REQUIRED:** Please list the attendance policy for the class and any negative consequences for lack of attendance (ie. automatic failure, grade reduction, etc) and late work. NOTE we recommend when discussing attendance to not delineate between excused or unexcused just define it as absences>>

Method for Determining Final Grade for Course:

<< **REQUIRED:** insert here (i.e., Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

Course Grading Scale:

<< **REQUIRED:** insert here>>

SLU Grading Information/Scale:

Unless otherwise presented in this section, Saint Louis University has reviewed and approved the above course grading scale to be used by the instructor for the transcribed Saint Louis University college grade.

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C



C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement
F	0	Failure

SLU English Department's Converted Grading Scale

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D 63-69

F 62 or below

Note on SLU Undergraduate Cumulative GPA:

The grades earned through the 1818 Advanced College Credit Program are Saint Louis University grades and will be part of each student's permanent undergraduate SLU academic record and transcript.

Significant Learning Activities / Evaluation Strategies and Approximate Deadlines and/or Calendar:

<< REQUIRED: A course calendar or schedule may best be added to the end of the syllabus and can be a unit-by-unit or month-by-month breakdown of the themes, works covered, and the major assignment/assessment for each unit.

If the calendar is at the end of the syllabus, please add a note to refer to the end of the document..>>

<<REQUIRED: Common assignment for all 2000-level literature courses: Literary Analysis Essay. Please make note of this assignment in your calendar or list of significant learning activities so students are aware this is a required part of the SLU course.>>

Academic Integrity Syllabus Statement



Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [Academic Integrity : SLU](#)

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: [Academic Honesty : SLU](#)

<<OPTIONAL: High School Academic Integrity Policy>>

SLU Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX Statement

1818 students are provided certain protections under SLU Title IX Policies and guidelines. Our policy is available at: [Title IX Sexual Harassment Policy](#)

Saint Louis University 1818 Program Academic Calendar Link

<https://www.slu.edu/registrar/calendars/1818-calendar.php>

Course Calendar (if not included with Significant Learning Activities above)



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT
PROGRAM

<<REQUIRED: A tentative schedule for class plans and topics discussed including due dates for major assignments and projects