

CUNY COMMON CORE Course Submission Form	
<p>Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits/3 contact hours. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.</p> <p>"Submit" or "Resubmit" must be clicked at the bottom of this form in order to complete the course submission process.</p>	
College	KBCC
Please check one of the following	<input checked="" type="radio"/> Initial Submission <input type="radio"/> Revised Submission
Course Prefix and Number (e.g., ANTH 101, if number not assigned enter XXX)	ENG 3000
Course Title	Introduction to Literature
Department(s)	English
Discipline	ENGL
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 1200
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	Close reading of texts in a range of forms, including poetry, fiction, and drama, providing an introduction to the methods and tools of literary studies.
Special features (e.g., linked courses)	
Sample Syllabus (5 pages max recommended)	ENG30_Syllabus.pdf 164.26 KB
Indicate the status of this course being nominated.	<input checked="" type="radio"/> current course <input type="radio"/> revision of current course <input type="radio"/> a new course being proposed
CUNY COMMON CORE Location Please check the area of the Common Core for which the course is being submitted.	<p>Required</p> <p><input type="radio"/> English Composition</p> <p><input type="radio"/> Mathematical and Quantitative Reasoning</p> <p><input type="radio"/> Life and Physical Sciences</p> <p>Flexible</p> <p><input type="radio"/> World Cultures and Global Issues <input type="radio"/> Individual and Society</p> <p><input type="radio"/> US Experience in its Diversity <input type="radio"/> Scientific World</p> <p><input checked="" type="radio"/> Creative Expression</p>
Learning Outcomes	
In the left column explain the course assignments and activities that will address the learning outcomes in the right column.	
<p>Flexible Common Core (18 credits) Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.</p> <p>Creative Expression A Flexible Core course must meet the three learning outcomes in the right column.</p> <p style="margin-left: 40px;">1. Gather, interpret, and assess information from a variety of sources and points of view.</p>	

Assigned readings comprise many different primary literary texts (poems, dramas, and works of prose fiction) by a range of authors. Class discussions of the readings includes an examination of the different contexts, perspectives, and ideas reflected in the various works. Students' reading comprehension is assessed through oral presentations, reading journal entries, several short essays, and a term essay requiring comparison of authors' handling of literary themes; a short essay and the term essay include examination of published literary criticism.

For class discussions, essay exams, journal entries, several short essays, and a term essay, students must show their critical analysis – close examination of the formal features, tone, imagery, and impact of literary texts.

Class discussions and analytical essay assignments require students to identify and examine specific elements of literary form and content – thematic development, descriptive details, imagery – and relevant contextual information to support their interpretations of a work's meaning or account for how a work produces its particular impact.

A course in this area **must meet at least three** of the additional learning outcomes in the right column. A student will:

Class discussions, essay exams, and 6-12 page analytical essays require students to examine literary texts closely and use appropriate concepts (including recognition of major genres, themes, and literary tropes) and technical vocabulary for literary study. A midterm and a final exam will consist of: multiple-choice questions requiring students to identify literary, historical, and cultural details associated with the readings; short-answer questions requiring students to identify, define, and describe literary, critical, and cultural aspects of the texts; and brief essays 3- 5 paragraphs) requiring students to develop and support interpretations of a literary work.

Reading lists comprise works of literature from a range of cultures of the past and present. During class discussions and in 6-12 page analytical essays, students' analyses of the texts must include discussion of influences and comparisons of various cultures' artistic forms. Identification of these foundational elements is required on the midterm and final examination.

In typical essay assignments (including reading journal entries, several response essays of 3-4 pages, and a formal term essay), students articulate the relationship between a literary text's form and meaning, using technical terminology for formal elements. Students also develop the previous essay assignments into a longer analytical term essay. This essay requires students to identify and summarize the major arguments of a literary text; isolate and summarize specific and appropriate ideas in a piece of researched literary criticism that support/refute the students' interpretation; support those ideas with appropriate quotes; explain why and how each idea/quote supports/refutes the students' argument; and connect all arguments to each other into a coherent whole.

In-class discussions, writing assignments, and essays familiarize students with both primary sources (literary texts) and secondary sources (published literary criticism), which students use for information about authors and literary movements and forms. Students write an essay summarizing and explaining ideas from two different works of published literary criticism (articles in critical journals or book chapters) and relating the critical works to their own interpretations. This assignment assesses the ability to conduct meaningful research using library databases and to use the research to develop the students' own literary interpretations. Students then use this research to develop their own literary interpretations.

2. Evaluate evidence and arguments critically or analytically.

3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

4. Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

5. Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.

6. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

7. Demonstrate knowledge of the skills involved in the creative process.

8. Use appropriate technologies to conduct research and to communicate.