

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 3200
Course Title	World 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	The diverse body of literature written by authors around the globe, including works written in the twentieth and twenty-first centuries from the Far East and Africa as well as from Europe and the Americas.
Special features (e.g., linked courses)	
Sample Syllabus (5 pages max recommended)	ENG32_Syllabus.pdf 71.07 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 checked="" 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 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>World Cultures and Global Issues 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>	

Readings consist of multiple literary works from a wide range of cultures and published literary criticism; discussion of the readings includes examination of the different contexts, perspectives, and ideas reflected in the various works. Authors may include Salman Rushdie, J. Nozipo Maraire, Theresa Hak Kyung Cha, W. E. B. Dubois, and Homi K. Bhabha. Reading comprehension and interpretation are assessed through two oral presentations, reading journals, and three formal graded essays.

During class discussions, students critically analyze formal features, tone, imagery, and their effect on readers' responses. Students write graded essays (two 4-pages essays, one 8-10 page essay), in which they present a thesis positing the meaning or significance of a literary text, and present and explain evidence to support the thesis from the text.

In graded essays, students are required to develop unified, logical ideas about literary works, which are supported using relevant contextual information and specific elements of form and content (e.g., thematic development, descriptive details, imagery). Students also make one individual presentation discussing a published piece of literary criticism and a panel presentation contrasting peers' interpretations.

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

In readings and class discussions, students will examine literary conventions including genre and imagery. Students will also examine concepts and vocabulary drawn from comparative literature and cultural studies, including double consciousness, cultural hybridity, colonialism and post-colonialism, "Orientalism," Borderlands, mestiza consciousness, and fragmentation. Readings are selected from recent or contemporary works of literature from East Asia, Southeast Asia, Central Asia, Africa, Europe, and North and South America. Students apply these concepts in two 4-page analytical essays, an 8-10 page analytical essay, and a final exam.

Students participate in panel presentations to contrast several students' interpretations of a literary text. The 8-10 page analytical essay and the final exam require students to choose from several different major pieces of postcolonial theory and apply it to interpretation of one or more works of literature.

Class discussions, three graded essays, and the final exam examine major themes, including mobility, alienation, tradition and assimilation, acculturation, and "otherness" in current world literatures. The final exam essay topics ask students to identify cultural traditions and historical trends (e.g. increasing global mobility, economic globalization) and challenge "stagist" readings of history in relation to the literary texts.

In assigned readings, students examine varied and sometimes conflicting conceptions of ethnicity, gender, sexuality, religion, and identity as voiced in and challenged by world literature, and as analyzed by theorists including Gayatri Spivak, Homi K. Bhabha, Edward Said, and W. E. B. Dubois.

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 world cultures or global issues, including, but not limited to, anthropology, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

5. Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.

6. Analyze the historical development of one or more non-U.S. societies.

7. Analyze the significance of one or more major movements that have shaped the world's societies.

8. Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.

9. Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

Note: A draft of this form cannot be saved. Clicking "close" will result in exiting this form and losing any information that has been entered. "Submit" or Resubmit" must be clicked in order to complete the course submission process.

Close