

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

KCP2015SEP1916PM 3:25

Department: English Date: 19 Sept 2016
Title Of Course Or Degree: Eng 6700

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate Requirements |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree Requirements (adding concentration) |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Pre/Co-Requisite |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> New 82 Course | <input type="checkbox"/> Change in Course Title, Numbers Credit and/or Hour |
| <input type="checkbox"/> Deletion of Course | <input type="checkbox"/> Change in Academic Policy |
| | <input checked="" type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input checked="" type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |

Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: 19 Sept 2016 Signature, Committee Chairperson: John W. Kern

I have reviewed the attached material/proposal

Signature, Department Chairperson: Eileen Ferrante

CUNY Common Core Course Submission Form

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. 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.

College	Kingsborough Community College
Course Prefix and Number	ENG 6700
Course Title	Women in Literature
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites	ENG 1200
Co-requisites	N/A
Catalogue Description	An exploration of selected themes in writings by women drawn from worldwide literature, and including a range of genres, as well as different forms such as fiction, drama, poetry and creative non-fiction.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

current course
 revision of current course
 a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

Required Core

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible Core

- World Cultures and Global Issues (A)
- US Experience in its Diversity (B)
- Creative Expression (C)
- Individual and Society (D)
- Scientific World (E)

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

II. Flexible 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.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

Readings for English 6700 consist of multiple literary works (poetry, fiction, novels, and drama) by women authors representing a range of cultures, genres, and eras; discussion of the readings includes examination of the different contexts, perspectives, and ideas reflected in the various works. In analyzing these works, students must also locate and apply valid scholarly information about conceptions of gender and gender performance in past eras and different cultures.

- Gather, interpret, and assess information from a variety of sources and points of view.

Critical analysis of primary sources – close examination of the formal features, tone, imagery, and impact of literary texts – is required in seminar discussion, response journals for each reading, two brief essays, and a research essay of 8-10 pages; students must evaluate their own interpretations in relation to the details of the literary texts, and must evaluate the relevance and value of secondary sources.

- Evaluate evidence and arguments critically or analytically.

Seminar discussions and require students to support interpretations through specific elements of literary form and content – thematic development, descriptive details, imagery – and valid contextual information. Essays must state interpretations clearly and organize support according to the norms of academic literary criticism.

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

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

Seminar discussions (20% of final grade), reading response journals (20% of final grade), two brief essays (20% of final grade), a documented research essay of 8-10 pages (30% of final grade), and a midterm and final exam (20 % of the final grade) require students to recognize and make use of the vocabulary and methodologies of literary studies, cultural studies, and gender studies. Essential concepts include literary genre, voice, imagery, lexis, and gender performance.

- 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.

A research essay asks students to examine how conceptions of gender have been reflected and/or challenged by particular literary texts, supporting interpretations through discussion of specific formal features of the texts (such as imagery, language, characterization, tone, and construction); statements about cultural conceptions of gender from a particular place and/or time must be supported with valid sources of sociological or historical information.

- 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.

Students consider the similarities among and differences between authors' expressive techniques in various creative media, including poetry, drama, prose fiction, and literary nonfiction. Midterm and final examinations ask students to draw inferences about the relationships between themes and literary forms.

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

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

- Use appropriate technologies to conduct research and to communicate.

English 67, Section 1: Women & Literature (WS, WI)

Mon from 1:50 – 2:50 in Room XXX

Tues from 1:50 – 2:50 in Room XXX

Thurs from 1:50 – 2:50 in Room XXX

Dr. _____

e-mail: professor@kingsborough.edu

Office: XXX / Phone: 718.368.NNNN

Office Hours: 10:30 – 12:30 Thursdays & By Appt.

COURSE SYLLABUS: English 6700: Women and Literature (WS, WI, Honors Option)

You write in order to change the world, knowing perfectly well that you probably can't, but also knowing that literature is indispensable to the world... The world changes according to the way people see it, and if you alter, even but a millimeter the way people look at reality, then you can change it. ~James Baldwin

REQUIRED TEXTS & MATERIALS:

REQUIRED TEXTS are available at the Kingsborough Bookstore:

- **PLAY:** Lorraine Hansberry, *A Raisin in the Sun*. (Vintage 2004 -- ISBN-10: 0679755330)
- **SHORT STORIES:** Jhumpa Lahiri, *Unaccustomed Earth*. (Vintage 2009 -- ISBN-10: 0307455912)
- **NOVEL:** Ruth Ozeki, *My Year of Meats*. (Penguin 1999 – ISBN-10: 0140280464)
- **MEMOIR:** Lucy Grealy, *Autobiography of a Face*. (Harper Perennial 2003 -- ISBN-10: 0060569662)

REQUIRED VIEWING provided for you:

- **FILM:** Ava DuVernay, *Selma*. Perf. David Oyelowo, Tom Wilkinson, Carmen Ojogo. Paramount Pictures, 2014.
- **FILM:** Isabel Coixet, dir. *My Life Without Me*. Perf. Sarah Polley, Scott Speedman, Mark Ruffalo. Sony Pictures, 2003.

REQUIRED READING provided for you:

- **POETRY:** A reading PACKET of poems by women, of essays in feminist theory and other short readings.
- **HONORS REQ.:** The Kingsborough Reads selection for the semester.

Also needed: A notebook ONLY for this class. Bring it to every class, along with whatever text we are reading.

REQUIREMENTS & GUIDELINES:

PATHWAYS LEARNING OUTCOMES:

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.
- 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.
- 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.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.

WRITING INTENSIVE REQ: This course meets the college's writing intensive requirement. You will write informally and formally (in drafts with feedback) and the writing comprises a major portion of the final grade for this course.

HONORS CREDIT OPTION: This is a course for which you may receive "honors" credit if you choose to. If you complete an HEC request form, receive a B+ or higher as a final grade, and do the work required for honors credit, you will receive honors credit for this class. I will give you the forms as well as the assignment guidelines for honors credit. For Honors credit, students will read the KCC Reads book for the year and participate in a substantive way in the KCC Student Programs event this semester.

FORMAT: This course will be conducted as a **seminar** involving large- and small-group **discussions**. As an active class participant, you should be prepared to share your responses to and reflections on each reading assignment and to participate in class discussions in constructive, active, respectful and helpful ways.

READING: A fundamental requirement of this and any literature class is that you read, in full, all of the required readings (see schedule).

JOURNALS: Students will keep a **Class Journal** in which they write **weekly** entries on Blackboard. These Blackboard posts are informal, reflective responses to our readings—about your thoughts on them and on our general theme of women, women’s equality and feminism—in any style or genre you choose to write them in, including visual art, photography, poetry, and so on. This is a “bank” you draw from in formulating your formal essays.

WRITING & RESEARCH: Apart from the journals and in-class writing, you will complete one short essay, a midterm and final in class essay exam, and your major project: research and a research paper you will complete in steps. The research essay will include discussion of contextual information relevant to interpretation of the literary text you are analyzing, and will also include some discussion of literary critics’ responses to the literary text. See due dates on class schedule. **Points to keep in mind:**

- All assignments are **due on assigned dates**. If an essay is **late**, **penalties apply**: one class period late, essay loses one letter grade; two class periods, two letter grades; three class periods, three letter grades; four or more class periods, the grade is an F. Even if the paper will receive an F, in order to pass, it must be turned in.
- All written work **must follow MLA guidelines** and must have been written for **this** class.
- All sources must be documented correctly.
- **Papers are not accepted on e-mail**; stapled hardcopy is due in class on the due date.

PARTICIPATION: Participation and preparedness are important. In order to *participate*, you must be *prepared* by having done the homework and by bringing the readings for each day to class. Students are to take part in all classroom activities, sharing thoughtful comments, taking notes and taking the work seriously. **In addition**, showing respect for the opinions and backgrounds of everyone in the room is essential; if we disagree, we remain courteous and respectful. Any kind of harassment or derogatory speech will not be permitted.

ATTENDANCE: Attendance and punctuality are key parts of your grading and your ability to pass the class:

- **Be on time for class: If you are more than 10 minutes late, you are absent.**
- **Any more than 6 HOURS OF MISSED CLASS will cause you to fail the course.** Once you go beyond 6 hours of absence, you have earned a “WU” for this course. And, there is no “excused” absence. All absences are counted as absences.

HONESTY REQUIREMENT: Academic dishonesty, also known as plagiarism, is a serious offense. Plagiarism is: 1) presenting writing you did not compose as if you did; 2) presenting ideas that are not yours as if they are; 3) using outside information without indicating the source; and/or 4) turning in work written for another class. Academic honesty is required 100% of the time: on official papers, exams, journals/diaries, in class discussion, etc. You must always be clear about which sentences or ideas you are the author of and which belong to someone else. When you get “credit” for a class, this means you gained skills and knowledge and that you did “original” work for that class. College credits are valuable and they must be meaningful. The credit you receive for each class appears on your transcript (a symbolic “representation” of what you have learned and what you know) and are “portable,” transferable to senior college.

Plagiarism is not permissible: if you commit plagiarism, you will fail this class.

TECHNOLOGY POLICY: You must turn your cell phone OFF before entering class. If you use your cell phone during class, you will be dismissed, counted absent and may be subject to failure of the class. This includes **laptops** and **ipads**: they are not allowed during class unless every student has one; and every student doesn’t have one.

FINAL GRADE: You will be eligible to pass and earn credit for this course if you attend class; convey your knowledge of the readings and consistent engagement with the course material; participate respectfully and constructively; and complete all assignments on time demonstrating careful thought, proficiency and adherence to guidelines. Individual improvement and commitment are also considerations. Your grade will be calculated as follows: Class participation: 20%. Class journal on Blackboard and other informal writing: 10%; Two essays, 1000-1250 words each (and all drafts): 20%; Research essay, 2000-2500 words (and all drafts): 30%; Midterm and final exams: 20%.

SINGLE STOP: KCC provides support for students of various kinds—legal, financial, food, and other types of help—through the Single Stop Office. To learn about their services or get help, visit the office in Room V-231.

STUDENTS WITH DISABILITIES: KCC provides accommodations for students with disabilities. Any student with a documented disability who needs supplemental support is encouraged to contact **Access-Ability Services** as early in the semester as possible. They are in office D-205 and their phone number: 718.368.5175.

CLASS SCHEDULE: Women and Literature (WS, WI, Honors Option)

Week 1:	Mon.	Course Introduction, Syllabus Review & Introductions
	Tues.	Read & annotate: The Poetry Packet
	Thurs.	Continued work on Poetry. Begin discussing Reading and Writing about Literature. Journals due on Blackboard.
Week 2:	Mon.	Read & annotate: The Packet on Reading and Writing about Literature.
	Tues.	Continued work on Reading and Writing about Literature.
	Thurs.	Read & annotate: Jhumpa Lahiri, "Hell Heaven." Journals due on Blackboard.
Week 3:	Mon.	Read & annotate: Jhumpa Lahiri, "A Choice of Accommodations"
	Tues.	Read & annotate: Jhumpa Lahiri, "Only Goodness"
	Thurs.	Read & annotate: Jhumpa Lahiri, "Nobody's Business." Journals due on Blackboard.
Week 4:	Mon.	Autobiography of a Face Introduction and Chapter 1
	Tues.	Autobiography of a Face Chapter 2 and 3
	Thurs.	DUE: Draft of Essay 1 We'll watch <i>A Raisin in the Sun</i> in class (part 1). Journals due on Blackboard.
Week 5:	Mon.	Watch <i>A Raisin in the Sun</i> in class (part 2)
	Tues.	Autobiography of a Face Chapter 3 and 4
	Thurs.	Autobiography of a Face Chapter Five and Six. Journals due on Blackboard.
Week 6:	Mon.	DUE: Revised Essay 1 Prepare for tomorrow's midterm
	Tues.	The Midterm Exam is written today in class.
	Thurs.	Edit Yesterday's Midterms Read & annotate: Chapters Seven, Eight and Nine of Autobiography of a Face . Journals due on Blackboard.
Week 7:	Mon.	Read & annotate: Chapters Ten, Eleven and Twelve of Autobiography of a Face
	Tues.	Continued work on Autobiography of a Face
	Thurs.	Read & annotate: Afterword to Autobiography of a Face . Journals due on Blackboard.
Week 8:	Mon.	Continued work on Autobiography of a Face
	Tues.	Continued work on Autobiography of a Face
	Thurs.	Continued work on Autobiography of a Face . Journals due on Blackboard.

Week 9:	<p>Mon. DUE: Draft of Essay 2 Prepare for Thursday's event today. Work on Drafts.</p> <p>Tues. Individual Meetings with Professor.</p> <p>Thurs. Go to the MAC Rotunda today for the KCC Reads conference (M-240). Journals due on Blackboard.</p> <p>Note: You are reading <i>My Year of Meats</i> all this week; you should get through the Prologue and Chapters One, Two and Three this week</p>	
Week 10:	<p>Mon. DUE: Revised Essay 2 Read & annotate: Chapters Four and Five of <i>My Year of Meats</i></p> <p>Tues. Read & annotate: Chapters Six and Seven of <i>My Year of Meats</i></p> <p>Thurs. Read & annotate: Chapters Eight, Nine and Ten of <i>My Year of Meats</i>. Journals due on Blackboard.</p>	
Week 11:	<p>Mon. Read & annotate: Chapter Eleven of <i>My Year of Meats</i></p> <p>Tues. DUE: Rough Draft of Research Essay</p> <p>Thurs. Read & annotate: Chapter Twelve and the Epilogue of <i>My Year of Meats</i> (finish the book today). Journals due on Blackboard.</p>	
Week 12	<p>Mon. Continued work on <i>My Year of Meats</i> Work on Drafts</p> <p>Tues. Work on Drafts</p> <p>Thurs. LAST CLASS DUE: Third Revision of Research Essay</p>	
FINAL EXAMS:		Final Exam as scheduled