### **NEW YORK CITY COLLEGE OF TECHNOLOGY**

### **ENGLISH DEPARTMENT**

### **COURSE SYLLABUS TEMPLATE**

Course Code: ENG 3403

Title: One Major Writer

Writing Intensive, Capstone

3 Hours / 3 Credits

### **COURSE DESCRIPTION:**

### In-depth focus on one English-language author allows for a more nuanced understanding of their style and use of language, legacy, influences and situation within a specific place and time. Interdisciplinary and/or cross-cultural approaches may be incorporated. Authors change each semester and have included Chimamanda Ngozi Adichie, James Baldwin, Emily Dickinson, Flannery O’Connor, Toni Morrison and Mark Twain.

### **COURSE PREREQUISITES:**

ENG 1121 or any 2000-level literature course (AFR, ENG, LATS)

### **COURSE MATERIALS:**

The selection of texts studied in any given semester varies. Each instructor makes an effort to choose exemplary texts that illustrate or encourage discussion around the course theme. In any semester, the selection of texts will influence the emphasis given to sample topics.

### **SAMPLE TOPICS:**

● Chimamanda Ngozi Adichie

● James Baldwin

● Samuel Delaney

● Audre Lorde

● Flannery O’Connor

● Toni Morrison

● Mark Twain

### **SAMPLE SUBJECTS OF STUDY**

● Cultural and political influences surrounding select writers and literature

● Evolution of approaches and reception to the writer over historical time periods.

● Topical treatment in non-print media (such as film, stage play, television, radio, hypertext, graphic novels, comic books, podcasting, and studies in sound)

● Literary analysis (plot, setting, themes, perspective, etc.) and criticism (treatment of secondary literature)

● Social justice and ethical ramifications

● Issues of migration, diaspora, acculturation, and identity formation

**SCOPE OF ASSIGNMENTS and other course requirements**

\*Learning Outcomes in this area may be achieved through a wide variety of methodologies. While all classes will require significant amounts of oral and written communication, instructors may substitute other assignments designed to elicit student responses to the texts and/or to assess student comprehension of texts and topics.

#### READING

* Reading will be assigned for each class meeting. Multiple texts will be assigned throughout the semester, including (but not limited to) poetry, essays, novels, graphic novels, and supplementary non-print media

#### RESEARCH

* Gather critical sources to create annotated bibliographies, to supplement formal essays, and to appropriately contextualize creative projects

#### WRITING – FORMAL AND INFORMAL

#### \*Because this course is designated writing intensive, the total writing assigned will total 15 pages per student, minimum. Instructors may choose from the following formal and informal writing assignments or design other writing assignments that meet the learning objectives.

* Regular Engagement (Written):Individual and group responses to discussion questions, quizzes, reflections, journals, etc.
* Critical Response Blog Posts: Responses to assigned discussion questions posted on course site asking students to reflect on the themes and concepts that they found interesting and/or challenging in the assigned reading and to discuss those thoughts virtually with classmates
* Annotated Bibliography
* Creative Project with Reflection
* 3 Formal Essays (at least 1000-1500 words each) that engage with scholarly critical sources
* Exams (midterm and final)

#### ORAL & CREATIVE

* Regular Engagement (Oral):Students will be expected toorally express ideas and pose questions
* Oral Presentation: Leading class discussion, presenting creative projects, presenting annotated bibliography research, and/or group presentation
* Creative Project: Creative interpretation of the course topic or in response to an assigned text

### SUGGESTED GRADE SCALE

Formal Writing 50%

Oral Presentations and Creative Work 20%

Critical Response Blogs 10%

Active Participation 10%

Exams 10%

Total 100%

### **COURSE LEARNING OBJECTIVES and ASSESSMENT METHODS**

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| **LEARNING OBJECTIVES** For the successful completion of this course, students should be able to: | **ASSESSMENT METHODS** Instructional activity and evaluation methods: |
| Analyze and assess the influence of social, cultural and political developments on the writer’s work, as well as the writer’s influence on other significant writers and on other elements of local, national and global society and culture. | Evaluation of class participation, written assignments, and presentations (e.g. quizzes, critical response blogs, exams, presentations, creative project). |
| Critique texts both as examples of an individual artistic voice and as part of the collective literary voice of a period, region, generation, culture, and/or gender. | Evaluation of formal and informal written assignments (e.g. critical response blogs, essays, in-class writing) and oral participation (e.g. class discussion, asking and answering questions, expressing ideas) |
| Analyze and assess the treatment of the writer’s work in non-print media such as film, stage play, television, radio, hypertext, and graphic novels or comic books. | Evaluation of comparative analysis in class discussion, oral presentations, and formal and informal written assignments (e.g. critical response blogs, class discussions, presentation). |
| Assess the critical and popular reception of the writer’s work in historical context. | Evaluation of exploration in oral and written participation (e.g. class discussion, critical response blogs) |
| Incorporate the study of critical, biographical, or historical information into essays and exams, following the principles of good  writing presented in ENG 1101 and ENG 1121, including use of the MLA New Style format. | Evaluation of examination in oral participation, creative project, and formal and informal writing (e.g. class discussion, in-class writing, critical response blogs, essays, creative project) |
| Analyze aspects of language, including figures of speech, to show how they enrich the meaning and/or literary merit of the writer's work, and how the writer's language reflects the concerns of his or her society. | Evaluation of research in formal writing (e.g. essays, annotated bibliography, and reflection on creative project). |

### **GENERAL EDUCATION LEARNING OBJECTIVES and ASSESSMENT METHODS**

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| **LEARNING OBJECTIVES** For the successful completion of this course, students should be able to: | **ASSESSMENT METHODS** Instructional activity and evaluation methods. |
| **KNOWLEDGE: Breadth of Knowledge**   * Demonstrate familiarity with a variety of works from the course topic and authors. * Analyze the elements and influences surrounding the course topic. * Describe the influences on the course topic as well as its cultural implications. | Students will complete written and oral assignments designed to evaluate the depth and breadth of their knowledge and thinking. |
| **SKILLS: Communication**   * Communicate ideas in writing. * Communicate ideas orally. * Use textual evidence to support conclusions. * Research information effectively and document it using standard bibliographic style. | Students will complete informal and formal writing assignments. Students will give oral presentations and participate in class discussion. Students will be called upon to support their observations, assertions, and theories with examples. Formal bibliographies will be submitted with formal papers that include research components. |
| **INTEGRATION: Information Literacies**   * Gather information from a wide variety of sources and media, including print, visual, and audio. * Use and evaluate internet sources critically. * Interpret and apply research from a variety of sources in discussion, presentations, as well as in formal and informal writing settings. * Use analogue and digital interfaces to increase and learning. * Compose bibliographies for both formal and informal writing assignments. | Students will demonstrate research skills through informal writing assignments, bibliographies, and the effective integration of secondary sources into written assignments and oral and visual presentations.    Students will reflect and explain their methodological choices in integrating secondary sources in their projects. |
| **VALUES, ETHICS, AND RELATIONSHIPS: Community/Civic Engagement:**   * Develop a heightened awareness of groups and/or individuals who differ from oneself in any significant respect. * Develop insight regarding public attitudes and beliefs concerning the course topic. * Develop increased understanding of the social and political implications of the literature. * Demonstrate increased aesthetic and emotional appreciation. | Students will identify and analyze the manner in which members of various groups are represented in the literature. Through research, and in discussion and written work, students will explore the impact of such representations.    Students will demonstrate their understanding of public attitudes and reception concerning the course materials.    Students will discuss the aesthetic merits of various works as well as their emotional components.    Students will demonstrate knowledge in discussion, writing, and exams of the social and political reception of the literature. |

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