

The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: English
2. Name and Number of course: English 121-English Composition I & II  
(Eng 101) in tandem
3.  This course is being withdrawn. (Go to 5)
4.  Course revised. Check appropriate items.
  - Change course number from \_\_\_\_\_ to \_\_\_\_\_
  - Change course title from English Composition I & II in Tandem  
to English Composition & Intro to Literature
  - Change course hours from \_\_\_\_\_ to \_\_\_\_\_ in Tandem
  - Change course credit from \_\_\_\_\_ to \_\_\_\_\_
  - Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_
  - Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_
  - Change course description. Attach a copy of old and new description.
  - Other (Specify): \_\_\_\_\_

5. Reason(s) for change(s): See attached
6. Date effective: 8/2013

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Signatures

1. Joyce Harte 9/24/12  
Department Chairperson or Program Director Date
2. NWist 9/24/12  
Scheduling Officer (Advised as to Course Code) Date
3. Judie Bray 10/2/12  
Dean of Academic Affairs (Advised as to format) Date
4. Dileen Reiff 11/12/12  
Chairperson of Curriculum Committee Date

## **Old Course Description**

### **ENG 121-Composition I & Composition II in Tandem 6 credits/6 hours**

This course combines English 101 and 201 into a one-semester course. It is designed for students with a high level of reading and writing proficiency. Departmental permission is required. Prerequisite: Pass the CATW and CATR tests

## **New Course Description**

### **ENG 121-English Composition & Intro to Lit, in Tandem 6 credits/6 hours**

English 121 combines English 101 and 201 into a one-semester course. It is designed for students with a high level of reading and writing proficiency. Departmental permission is required. The course introduces students to academic writing. Students completing English 121 will have mastered the fundamentals of college-level reading and writing, including developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation. Students are introduced to literary criticism and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and internet research; and they hone their skills as readers and writers. Students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature. Prerequisite: Pass the CATR and CATW tests

## Reasons for Change Request

### English 121

1. The title change from “English Composition I & II in Tandem” to “English Composition & Intro to Literature in Tandem” is requested in order to accommodate the changes in titles for English 101 and English 201.
2. The changes to the course description were made in order to accommodate and reflect the new Student Learning Outcomes provisioned by Pathways and in order to reflect the changes in the course descriptions of English 101 and English 201.

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Department of ENGLISH

Title of Course:	Course Number:	ENG 121
<b>ENGLISH 121: COMPOSITION I&amp;II</b>	Class Hours per Week:	6
	Lab Hours:	0
	Credits:	6

A. Description

English 121 combines English 101 and 201 into a one-semester course. It is designed for students with a high level of reading and writing proficiency. Departmental permission is required.

B. Prerequisites and /or Corequisites

Students are placed in English 121 with permission of the Department. Generally, students must achieve high scores on both the CATW Writing Test and achieve high scores on the ACT Reading Test. Other criteria may be applied if relevant.

C. Student Outcomes

Students will be able to

- attain the skills acquired in English 101 and 201 in a single accelerated course for unusually competent and highly motivated students
- achieve fluency, vocabulary, style, and interpretive skills at a level that will allow them to excel in advanced courses in English and related disciplines
- read and analyze literature at a college level
- master the procedures of research writing
- write many kinds of prose, whether for personal, academic, or career purposes

D. Required Texts and/or Supplementary Materials

Faculty generally assign texts from those recommended by the Composition Coordinator for English 101 and 201. Typically, a teacher will assign an anthology that combines literature with essays and a writing handbook or rhetoric. Some recent possibilities are the following:

*Literature and the Writing Process*, McMahan, Day, Funk (MacMillan)

*Lives through Literature*, Keating and Levy (MacMillan)

*Responding to Literature*, Stanford (Mayfield)

*Concise Handbook*, Troyka (Prentice Hall)

*Prentice Hall Guide to Grammar and Usage*, Harris (Prentice Hall)



## E. Evaluation and Requirements of Students

Students are expected to complete substantial reading assignments and write ten to twelve revised and edited essays varying in content and mode. Some writing assignments will involve analysis and interpretation of literature, and some will involve critical thinking and argumentation. A research project introducing students to the procedures and principles of MLA and APA documentation will be included. Students will receive letter grades, A through F, based on their overall performance in the course, with greatest emphasis on the quality of their writing.

### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

### **Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

### **BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on BMCC's web side, [www.bmcc.cuny.edu](http://www.bmcc.cuny.edu). For further information on integrity and behavior, please consult the college bulletin (also available online).

## F. Outline of Topics

### Weeks 1-3: The Writing Process

- A. The Stages of the Writing Process: Invention, Development, and Revision
- B. Editing and Proofreading
- C. Arranging and Revising Essays: Using Readings to Support a Thesis
- D. Writing and Critical Thinking

### Weeks 4-6: Literature and the Writing Process

- A. Interpreting and Responding to Literature
- B. Analyzing Short Stories and Novels
- C. Problems with Paraphrasing and Quoting
- D. Describing Characters and Setting
- E. Developing a Thesis in Response to a Story

### Weeks 7-9: Complex Writing Modes and Strategies; Interpreting Drama

- A. Planning and Writing Analytical and Interpretive Essays
- B. Writing about Drama; Analyzing Characters and Themes
- C. Writing Comparative Essays

### Weeks 10-12: The Research Paper: Argumentation and Supporting a Thesis with Research

- A. Using the Library; the CUNY+ System
- B. Gathering and Organizing Material
- C. Quoting and Paraphrasing; Using Sources to Support a Thesis
- D. Presenting Material in MLA or APA style

### Weeks 13-14: Completing Research Paper; Interpreting Poetry

- A. Revising and Editing Research Paper
- B. Analyzing and Responding to Poetry; Figurative Language
- C. Evaluating Literature: Style, Emotion, and Meaning



## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

<b>College</b>	BMCC
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	ENG 121
<b>Course Title</b>	ENGLISH COMPOSITION AND INTRODUCTION TO LITERATURE IN TANDEM
<b>Department(s)</b>	ENGLISH
<b>Discipline</b>	
<b>Credits</b>	6
<b>Contact Hours</b>	6
<b>Pre-requisites (if none, enter N/A)</b>	Pass the CATR and CATW tests
<b>Co-requisites (if none, enter N/A)</b>	
<b>Catalogue Description</b>	English 121 combines English 101 and 201 into a one-semester course. It is designed for students with a high level of reading and writing proficiency. Departmental permission is required. The course introduces students to academic writing. Students completing English 121 will have mastered the fundamentals of college-level reading and writing, including developing a thesis-driven response to the writing of others and following the basic conventions of citation and documentation. Students are introduced to literary criticism and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and Internet research; and they hone their skills as readers and writers. Students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	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**

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

**Flexible**

- World Cultures and Global Issues
- Individual and Society
- US Experience in its Diversity
- Scientific World
- Creative Expression

### Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.





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

**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

<p>Students will write thesis driven papers, research papers, blog entries, informal journal entries, oral presentations or Blackboard discussion groups that identify arguments and major assumptions and evaluate supporting evidence and contexts in texts by various writers such as Emerson, Homer, King, Plato, and/or Shakespeare.</p>	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
<p>Students will write four formal essays, thesis driven research papers, blogs entries, informal journal entries and/or blackboard discussion board entries. Students will produce multiple drafts of each required paper. Students will engage in peer review sessions and provide written feedback to others' writings.</p>	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
<p>Students will conduct primary and secondary sources using the library and college on-line databases. Students will write annotated bibliographies evaluating the sources they found and/or write research papers that synthesize the primary and secondary sources they evaluated.</p>	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
<p>Students will write thesis driven papers, research papers, and/or oral presentations that support a thesis with well-reasoned arguments using research and utilizing various technology to support a persuasive argument. For example, a student may write an essay analyzing the use of symbols in Ann Beattie's "Janus" and Charlotte Perkins Gilman's "The Yellow Wallpaper."</p>	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
<p>Students will write thesis driven research papers that support an original thesis about various texts covered in the course. Students will support their arguments using documented and cited primary and secondary sources, utilizing conventions of MLA ethical attribution and citation. For example, a student may write an essay For example, a student may write an essay analyzing the use of symbols in Ann Beattie's "Janus" and Charlotte Perkins Gilman's "The Yellow Wallpaper" that would include, secondary sources, in-text citations and a Works Cited list.</p>	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>



BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Curriculum Proposal

COURSE REVISION

1. Name of Department: English
2. Name and Number of course: Eng 201-Composition II
3.  This course is being withdrawn. (Go to 5)
4.  Course revised. Check appropriate items.
- Change course number from \_\_\_\_\_ to \_\_\_\_\_
- Change course title from English Composition II  
to Introduction to Literature
- Change course hours from \_\_\_\_\_ to \_\_\_\_\_
- Change course credit from \_\_\_\_\_ to \_\_\_\_\_
- Change basic skills requirements from \_\_\_\_\_  
to \_\_\_\_\_
- Change prerequisites from \_\_\_\_\_  
to \_\_\_\_\_
- Change corequisites from \_\_\_\_\_  
to \_\_\_\_\_
- Change course description. Attach a copy of old and new description.
- Other (Specify): \_\_\_\_\_

5. Reason(s) for change(s): See attached
6. Date effective: 8/2013

\*\*\*\*\*

Signatures

- |    |   |                        |
|----|---|------------------------|
| 1. | <u>Joyce Storte</u><br>Department Chairperson or Program Director     | <u>9/24/12</u><br>Date |
| 2. | <u>M. West</u><br>Scheduling Officer (Advised as to Course Code)      | <u>9/24/12</u><br>Date |
| 3. | <u>Arthur Brog</u><br>Dean of Academic Affairs (Advised as to format) | <u>9/28/12</u><br>Date |
| 4. | _____<br>Chairperson of Curriculum Committee                          | _____<br>Date          |

## **Old Course Description**

### **ENG 201-Composition II 3 credits/3 hours**

This course is a continuation of ENG 101. It helps the student further develop composition skills through literary analysis. Students continue to focus on the writing process as they are introduced to a variety of literary genres including the short story, drama, poetry, and/or the novel. Students complete a documented paper based on library, electronic, and field research. Prerequisite: ENG 101

## **New Course Description**

### **ENG 201-Introduction to Literature 3 credits/3 hours**

This is a course that builds upon the skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Students are introduced to literary criticism and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and internet research; and they hone their skills as readers and writers. Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in an independent, documented, thesis-driven, research paper. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature. Prerequisite: ENG 101

## Reasons for Change Request

### English 201

1. The title change from “English Composition II” to “Introduction to Literature” is provisioned by Pathways in order to create uniformity and consistency of transfer within the Required Core.
2. The changes to the course description were made in order to accommodate and reflect the new Student Learning Outcomes provisioned by Pathways.



BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

Department of ENGLISH

Title of Course:	Course Number:	ENG 201
<b>ENGLISH 201: COMPOSITION II</b>	Class Hours per Week:	3
	Lab Hours:	0
	Credits:	3

A. Description

English 201 is a writing course that builds upon the skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Like English 101, it is required of all students at BMCC, no matter what their curriculum. Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in independent research. Students are introduced to literary criticism and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and Internet research; and they hone their skills as readers and writers. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.

B. Prerequisites and/or Corequisites

Satisfactory completion of English 101 or the equivalent from another college.

C. Student Outcomes

(Students will be able to)

- Acquire a critical appreciation of the nuances and complexities of a variety of literary texts
- Define and apply literary terms to analyses of texts within several literary genres
- Write at least four well-developed, thesis-driven argument and analysis essays that use evidence from literary texts and incorporate research, and are comprised of clear, grammatically-correct, effective sentences in well-organized paragraphs
- Frame research questions; plan research strategies; find and evaluate sources using the BMCC Library and the BMCC Library Website; and present the results of research
- Correctly use the conventions of MLA documentation and citation, including a "Works Cited" page

D. Required Texts and/or Supplementary Materials

The Composition Coordinator and Composition Committee maintain a list of recommended texts that is continually evaluated and updated. Most instructors assign a literature anthology or a collection of separate paperback editions of fiction, drama, and poetry. Some instructors also assign a handbook, workbook, or rhetoric, usually one with a good section on research writing. Some currently recommended texts are the following:



*Literature: A Pocket Anthology*, Gwynn (Longman: Penguin Academics)  
*Literature: Options for Reading*, Daiker, Hayes & Wallace (HarperCollins)  
*Heath Introduction to Literature*, Landy (Heath)  
*Literature and Society*, Annas and Rosen (Prentice Hall)  
*Literature and the Writing Process*, McMahon, Day & Funk (MacMillan)

#### E. Evaluation and Requirements of Students

Students must write seven or eight essays of varying length, most of which will be longer than 500 words. One of these will be a research paper that incorporates methods of formal documentation in MLA or APA form. As in English 101, essays will go through a process of planning, writing, and revision. Some drafts may be written in class. Instructors will evaluate students' work on the basis of their writing, class participation, and any quizzes or examinations given by the instructors.

#### **College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hour than the number of hours a class meets in one week. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

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## F. Outline of Topics

### Weeks 1-3: Literature and the Writing Process

- A. Review of the Writing Process
- B. Reading and Interpreting Literature
- C. Techniques and Problems in Writing about Literature

### Weeks 4-6: Reading and Interpreting Fiction

- A. The Short Story
- B. The Novel
- C. Analyzing Character, Plot, and Theme

### Weeks 7-9: Reading and Writing about Drama

- A. The Theater and Society
- B. Analyzing Characters and Conflicts
- C. Identifying Themes and Social Issues
- D. Psychological Analysis

### Weeks 10-12: Reading and Writing about Poetry

- A. Poetic Forms and Terms
- B. Reading for Meaning
- C. Poetry and Language: Metaphor, Simile, and Rhythm

### Weeks 13-14: The Research Paper

- A. Using the Library: the CUNY Plus System
- B. Organizing Material
- C. Using Sources: Paraphrasing, Quoting, Bibliography





## CUNY Common Core Course Submission Form

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<b>College</b>	BMCC
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	ENG 201
<b>Course Title</b>	INTRODUCTION TO LITERATURE
<b>Department(s)</b>	ENGLISH
<b>Discipline</b>	
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	ENG 101
<b>Co-requisites (if none, enter N/A)</b>	
<b>Catalogue Description</b>	This is a course that builds upon the skills introduced in English 101. In this course, literature is the field for the development of critical reading, critical thinking, independent research, and writing skills. Students are introduced to literary criticism and acquire basic knowledge necessary for the analysis of texts (including literary terms and some literary theory); they gain proficiency in library and Internet research; and they hone their skills as readers and writers. Assignments move from close readings of literary texts in a variety of genres to analyses that introduce literary terms and broader contexts, culminating in an independent, documented, thesis-driven, research paper. By the conclusion of English 201, students will be prepared for the analytical and research-based writing required in upper-level courses across the curriculum; they will also be prepared for advanced courses in literature.
<b>Special Features (e.g., linked courses)</b>	
<b>Sample Syllabus</b>	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

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Required

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

Flexible

- World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

### Waivers for Math and Science Courses with more than 3 credits and 3 contact hours

Waivers for courses with more than 3 credits and 3 contact hours will only be accepted in the required areas of "Mathematical and Quantitative Reasoning" and "Life and Physical Sciences." Three credit/3-contact hour courses must also be available in these areas.





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**I. Required Core (12 credits)**

**A. English Composition: Six credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

<p>Students will write thesis driven papers, research papers, blog entries, informal journal entries, oral presentations or Blackboard discussion groups that identify arguments and major assumptions and evaluate supporting evidence and contexts in texts by various writers such as Homer, Wordsworth, Dickinson, Baldwin, Faulkner, and Shakespeare</p>	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
<p>Students will write thesis driven papers, research papers, blog entries, informal journal entries and/or blackboard discussion board entries. Students will produce multiple drafts of each required paper. Students will engage in peer review sessions and provide written feedback to others' writings.</p>	<ul style="list-style-type: none"> <li>• Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.</li> </ul>
<p>Students will conduct primary and secondary sources using the library and college on-line databases. Students will write annotated bibliographies evaluating the sources they found and/or write research papers that synthesize the primary and secondary sources they evaluated.</p>	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
<p>Students will write thesis driven papers, research papers, and/or oral presentations that support a thesis with well-reasoned arguments using research and utilizing various technology to support a persuasive argument. For example, a student may write an essay analyzing the use of symbols in Ann Beattie's "Janus" and Charlotte Perkins Gilman's "The Yellow Wallpaper."</p>	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
<p>Students will write thesis driven research papers that support an original thesis about various texts covered in the course. Students will support their arguments using documented and cited primary and secondary sources, utilizing conventions of MLA ethical attribution and citation. For example, a student may write an essay analyzing the use of symbols in Ann Beattie's "Janus" and Charlotte Perkins Gilman's "The Yellow Wallpaper" that would include secondary sources, in-text citations and a Works Cited list.</p>	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>

**B. Mathematical and Quantitative Reasoning: Three credits**

A course in this area must meet all the learning outcomes in the right column. A student will:

	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>



## MINUTES OF ENGLISH DEPARTMENT FACULTY MEETING

DATE: 12 SEPTEMBER 2012

**Full-Time Faculty Members:** Joyce Harte, Department Chair; Veronica Alfano, David Bahr, Christa Baiada, Margaret Barrow, Steve Belluscio, Laurence Berkley, Elizabeth Berlinger, Catherine Cammilleri, Julie Cassidy, Page Delano, Miriam Delgado, Dolores DeLuise, Maria DeVasconcelos, Francis Elmi, Cheryl Fish, Jeffrey Gonzalez, Racquel Goodison, Dexter Jeffries, Rolando Jorif, Tim Keane, Jungah Kim, Geoff Klock, Adele Kudish, Robert Lapides, Andrew Levy, Robert Masterson, Holly Messitt, Chamutal Noimann, Stephanie Oppenheim, Claire Pamplin, Caroline Pari, Elizabeth Primamore, Aimee Record, Marguerite Rivas, Ivelisse Rodriguez, Kelly Secovnie, Diane Simmons, Jan Stahl, Lara Stapleton, Manya Steinkoler, James Tolan, Jaime Weida, Rebecca Weiner, William Wright, Zhanna Yablokova, and Robert Zweig.

**Substitute Full-Time Faculty:** Carol Telpha and Karen Thornhill.

**Adjunct Faculty:** April Andres, Anastasiya Andrianova, Roy Benjamin, Richard Bolte, Nicholas Marino, Adam Resnick, Susan Saiter, and Patrick Scanlon

**Faculty Not Present:** Milton Baxter, Charles DePaolo, Bernardo Pace, and Jill Richardson

**Faculty on Leave:** Joseph Bisz, Francesco Crocco, Carlos Hernandez, Rochelle Rives, and Joyce Zonana

### Approval of Minutes

The Chair called the meeting to order at approximately 2:00 PM. She asked for and received the approval of last May's minutes. She also welcomed everyone back for the new semester and extended an especial welcome to the adjuncts present. She noted there were several new faculty members this year (Profs. Veronica Alfano, David Bahr, Jeffrey Gonzalez, Jungah Kim, and Adele Kudish) and asked them to introduce themselves. She also welcomed back the full-time subs Profs. Karen Thornhill and Carol Telpha. She noted that the committee request forms had gone out but she had received some late requests so there would be a revised list distributed. She also asked that anyone who had not submitted a request to please do so but noted that the Writing and Literature committee was closed.

### Registration – Prof. Zhanna Yablokova

Prof. Yablokova noted that registration went well and the registrar's office closed registration on August 31<sup>st</sup>. She noted that more than 50% of the ENG088 classes had been lost and next semester there would be significantly fewer ENG088 classes offered than usual. The Chair noted that this might be because of the increased number of student interventions like CUNY Start; students were entering BMCC with less need for developmental classes. Moreover, there had been three immersion programs during the summer rather than the usual two. She also noted that the cutoff score for the CATW might change, which would also affect student course distribution. Prof. Margaret



Barrow seconded these thoughts and noted this may lead to changes in ENG101. Prof. Yablokova noted some sections of ENG095 were lost as well, especially evening sections, which she urged faculty to consider when submitting next semester's course requests. She also said that many of next semester's classes would take place in Fiterman Hall. Prof. Jan Stahl added that she hired 19 new adjunct faculty members this semester to teach ENG101 and ENG201 and thanked those adjunct faculty members who were present at the meeting. The Chair thanked the Deputy Chairs for their hard work at the beginning of the semester and in taking care of last-minute duties.

### **Elections**

The Chair noted that this was an election year and in May the department would have general elections for Chair, P&B, Faculty Senate representative, and other positions. She said that Prof. Joyce Zonana, a P&B member, was on sabbatical and the department thus needed a replacement. Prof. Rochelle Rives, the department representative to the Faculty Senate, was also on sabbatical and a replacement for her was also needed. The Chair noted that at present all P&B members were tenured department members but there could be one untenured member on the P&B committee. She opened the floor for nominations and requested Profs. James Tolan and Laurence Berkley take charge of the nomination and voting process. The Chair noted that only full-timer faculty (including substitute faculty) could vote and asked the nominees to say a few words to introduce themselves to new department members.

#### P&B Votes

Andrew Levy	15
Page Delano	25
Raquel Goodinson	8

Since 26 votes are required to elect a member, a re-vote was necessary.

#### P&B Votes (second round of voting)

Andrew Levy	14
Page Delano	26 (winner)
Raquel Goodinson	4

Prof. Robert Lapides requested that senior faculty members run for faculty senate. Prof. Tolan called for brief speeches as in the previous election.

#### Faculty Senate Votes

Andrew Levy	13
Dolores DeLuise	20
Kelley Secovnie	8
Geoff Klock	8

Profs. Geoff Klock and Kelly Secovnie both stepped down from the election.

#### Faculty Senate Votes (second round of voting)

Andrew Levy	25
Dolores DeLuise	23

Faculty Senate Votes (third round of voting)

Andrew Levy	32
Dolores DeLuise	16

The Chair thanked Profs. Tolan and Berkley and congratulated the winners.

**Intensive Writing – Prof. Caroline Pari**

Prof. Pari noted that she sent out info about the CATW certification workshops by email last night and requested that anyone who was interested contact Marilyn Maiz directly. The workshops will take place on October 13 and 14 at John Jay College and attendees will be compensated. She noted that this is especially important for faculty teaching ENG095 and requested everyone send their requests ASAP as the workshops fill up quickly. She also addressed the CATW exams: the 15<sup>th</sup> week exams will take place from Dec. 9-12. The 10<sup>th</sup> week test dates were not available yet. Two readers were developed for ENG088 based on the ongoing 2-year project to come up with a low-cost reader for ENG088 to make the class more coherent. Prof. Pari noted that her book from Cengage Publishing is \$18 if ordered directly and Prof. Dolores DeLuise's book is \$21 if ordered directly. She noted that these books are still works in progress and asked people to try them out and provide feedback and input. She also asked that anyone who is currently using the books please provide feedback; she noted that the books might be expanded as ENG088/ENG095 readers. Prof. Berkley announced that his ENG095 prep guide is available, he has copies in his office, and it is very low-cost (\$9). Prof. Pari noted that tomorrow Thursday 9/13 there would be a workshop/roundtable with Profs. Berkley and Klock from 12-2 in S751. Prof. Berkley added that there would be future workshops over the course of the semester.

**Pathways – Prof. Chamutal Noimann, Holly Messitt, and James Tolan**

The Chair announced that Profs Messitt, Noimann, Tolan, and Zonana had been working all summer on the Pathways program and the changes to the Writing and Literature major and composition courses. Prof. Noimann reported that the material she was presenting was a continuation from last semester and reminded the department that they had decided only to submit composition courses rather than all electives.

She started with ENG201 and said the only major change is that it is now called "Introduction to Literature;" previously it had been rejected by some colleges because of the course title. She noted that the descriptions on the handouts combined the official description with that sent to Middle States. She pointed out a typographical error: the department would not be asking for a fourth hour for the class so ENG201 would remain a 3/3 class. She noted that most colleges do not have a fourth hour for ENG201 and there is no extra content added to ENG201 under Pathways (as opposed to ENG101). She remarked that these changes will not affect the ENG201 component of ENG121.



The question was raised of how the proposed extra fourth hour for ENG101 would affect adjunct teaching loads and allowed teaching hours. Prof. Noimann noted that she was still compiling a defense for a fourth hour for ENG101 and that other CUNY colleges had four hour comparable courses. She offered to share her list of arguments for the fourth hour and solicited additional suggestions. She noted the extra hour is listed as a conference hour in order to circumvent problems about classroom scheduling and space; the fourth hour could be made up of online sessions, small group work, or anything else required as part of the curriculum. She also reported that most colleges call it 3+1, not 4, because it means three hours in the classroom plus an extra hour outside the classroom.

Prof. Tolan called the question to vote to approve all changes to ENG101, ENG121, and ENG201. Prof. Page Delano noted that after our vote this has to go to the Curriculum Committee and the Faculty Senate as well.

Yes	36
No	1
Abstain	4

The measure was approved to be sent on to the Curriculum Committee for further approval.

Prof. Messitt presented changes to the Writing and Literature program and noted that she, Prof. Noimann, and Prof. Zonana were charged with reorganizing the major under Pathways. She noted that the department cannot change the core curriculum as it is set under Pathways. The department has to add a new course, Introduction to Literary Studies. The limit for students to transfer to senior colleges is 18 credits. She turned to the class categories and noted that transnational/multi-ethnic literature was constructed with a global perspective. The question was also raised of why the Short Story class (ENG333) was taken off the list and Prof. Messitt noted that the course was taken extensively by majors and non-majors. The question of putting courses in multiple categories was raised and Profs. Messitt and Noimann remarked that could lead to confusion when the registrar's office was assessing students' completed courses. Prof. Noimann noted that the primary consideration when compiling these categories was to have electives transfer to senior colleges. She said that they were following the way that senior colleges broke down their majors in order to make the transfer process easier for the students. The question of moving Asian American literature (ENG339) and Latino/a Literature in the U.S. (ENG338) into the transnational category was also raised. Prof. Tolan moved to accept with the changes that multi-ethnic literature would be added to comparative literature, the Short Story (ENG333), be included, add the short story class, and all ethnic-American classes be moved to American literature.

Yes	41
No	1
Abstain	0

The motion was carried with the proposed changes.



### **Writing Center – Jason Schneiderman**

Mr. Schneiderman reported that he was approached by the English department to work together on student tutoring. He will be running a program called “The Long Night Against Procrastination,” which will take place on November 1<sup>st</sup> from 3:30 PM – 10:00 PM in the Richard Harris Terrace. This will be a workshop staffed with faculty volunteers; professors can send their students. Professor Manya Steinkoler noted that she would send out an email asking professors to volunteer and reminding them to send their students to this program. Mr. Schneiderman noted that while the Writing Center works exclusively with ENG300-level students, this event will be open to all English students.

### **Announcements**

- Prof. Maria DeVasconcelos announced that she was looking for faculty for the Honors Project. Interested professors need to get the contract form; the honors student has to be attending class, have completed all developmental classes, have a minimum 3.0 GPA, have completed 12 credits, have at least a B in their current English classes, and demonstrate fluency in English. She noted the deadline was the fifth week of classes and asked all interested faculty to see her with questions.
- Prof. April Andres strongly urged all faculty members who teach in Fiterman Hall to locate exits from the building. She noted that spiral stairway between floors ends on the fourth floor and reported that this caused confusion during the fire alarm on the first day of classes.
- Prof. Diane Simmons greeted new faculty and noted she chairs the PSC-CUNY Creative Writing award panel and the application deadline is in December. She reported that last year there were not many applications and encouraged people to apply. She invited all interested faculty to come to her for information on how to get grants for writing or scholarship.
- Deputy Chair Margaret Barrow reported that the BMCC conference in the spring was a great success and the book of conference proceedings, compiled by her and Prof. Steinkoler, was coming out in December. Prof. Barrow noted that organizational meetings were starting for the 2014 conference and asked that anyone who was interested please email her or Prof. Steinkoler. In regards to faculty observations, she also announced that it was very important that all faculty members contact their observees and make appointments to observe classes right away. She noted that adjunct faculty members need reappointment letters, which depend upon observation reports; observations need to be in on time. She asked that all faculty members please be aware of all deadlines and get observations done and submitted ASAP. She also reported that she and Prof. Steinkoler met with the coordinators in the department to put together the semester workshop schedule early so that all faculty could know about upcoming workshops. She announced that the event “How to Improve the Writing and Literature Community,” which builds community by faculty having brown-bag lunches with students, would take place on September 27 from 12:00 PM – 2:00 PM. She asked that advisors email their advisees about this event and that she will email the announcement and theme for each such meeting. The Chair noted that she will also speak to the Writing and Literature Committee about spreading the word



among students. To get students there, invite advisees – will email letter and theme for each meeting.

- Prof. Lapidés asked that anyone who wants to be added to the English department listserv please let him know.
- Prof. Rebecca Weiner noted she observed that a disabled student had difficulty in evacuating Fiterman Hall during yesterday's fire alarm. She urged all faculty members to be aware of this situation and keep school and security informed of any continuing difficulties.

With no remaining items, the Chair called for a motion to adjourn. The meeting adjourned at approximately 4:00 PM.

The minutes are respectfully submitted by Professor Jaime Weida.