

## ENG/PHL 100 Level

### Course Descriptions and Learning Outcomes

Course	Course Name	Course Description	Course Learning Outcome
ENG 101	College Composition	<p>A course emphasizing college-level, source-based writing (summary, analysis, synthesis, research), with special attention to critical reading and thinking skills. Students will draft, revise, and edit multiple thesis-driven essays. They will also study and practice argument and persuasion. (ENG 101 or ENG 200 satisfy the composition requirement for graduation.) Three class hours. (SUNY-BC) 3 Credits.</p> <p><b>Prerequisites:</b> Most students will receive placements based on their academic record. This includes high school transcripts, college transcripts, and/or TASC/GED scores. You may see your placement in Degree Works. Those students with GPAs that can be verified on an official high school transcript will be placed as follows: 80 HS GPA or higher: ENG 101; 71-79 HS GPA: TRS 099/ ENG 101 If you have questions about your placement, please email your advisor. In person testing is scheduled by appointment.</p>	<ul style="list-style-type: none"> <li>Summarize sophisticated texts.</li> <li>Analyze and critique persuasive texts.</li> <li>Support a well-articulated thesis statement by integrating information from source material.</li> <li>Locate and evaluate a variety of sources as potential support material in a written essay.</li> <li>Use standard documentation style for source-based writing.</li> <li>Exhibit proficiency in practices of standard written English (such as grammar, mechanics, and style).</li> <li>Identify areas of weakness in their own written work, and revise for improvement.</li> <li>Demonstrate basic oral communication skills</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
<b>ENG 105</b>	<b>Introduction to Literature</b>	An introduction to reading and analyzing these primary genres of literature: fiction, poetry, and drama. The course may also include creative nonfiction. Students will respond critically to readings of different historical and cultural contexts through class discussion and written work. These contexts may include different world views, politics, classes, ethnicity, races, genders, and sexual orientations.	<ul style="list-style-type: none"> <li>• Write thesis-driven, evidence-based literary arguments, using literature as a primary source and relying on textual support.</li> <li>• Analyze various genres of literature, including but not limited to poetry, fiction, or drama.</li> <li>• Analyze works by authors who represent diverse world cultures, including non-western perspectives and values.</li> <li>• Discuss the connections between literature and its historical, cultural, ethical, or political content.</li> <li>• Critique literature using key literary terminology.</li> <li>• Apply appropriate formal conventions when writing about literature.</li> </ul>
<b>ENG 108</b>	<b>Literature of the Holocaust</b>	A study of the Holocaust through a variety of genres, including poetry, novels, short stories, plays, memoirs, and children's literature, in order to gain a better understanding of the ideas presented by the Holocaust as a significant event in world history. Students will study the origins and development of the Holocaust and its political, cultural, economic, and social implications through the lens of a variety of writers.	<ul style="list-style-type: none"> <li>• Examine the implications of the Holocaust as a significant event in world history.</li> <li>• Discuss Holocaust related themes.</li> <li>• Interpret events/trends in the contemporary world through the lens of the Holocaust.</li> <li>• Explain historical aspects of the Holocaust.</li> <li>• Evaluate ideas from diverse literary genres that discuss the Holocaust.</li> <li>• Write a thesis-driven essay using literature as a primary source.</li> <li>• Apply appropriate formal conventions when writing about literature.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
ENG 109	Detective Fiction	<p>A study of classic and contemporary short stories and novels in sub-genres including classic, hard-boiled, and police procedural by such authors as Christie, Chandler, Conan Doyle, Xialong, Sigurdardottir, and Nakamura. Students will study the origins and development of genre as a vehicle to examine historical, social, political, intellectual, and cultural contexts. 3 Credits</p> <p><b>Prerequisite(s):</b> ENG 101; or equivalent; or instructor permission (ENG 101 can be taken as a co-requisite)</p> <p><b>Learning Attributes:</b> WR</p> <p><b>SUNY General Education:</b> SUNY-H - Humanities (SHUM)</p> <p><b>MCC General Education:</b> MCC-AH - Arts and Humanities (MAH)</p>	<ul style="list-style-type: none"> <li>• Describe the origins and development of the genre.</li> <li>• Identify common sub-genres of crime fiction.</li> <li>• Describe common conventions of the genre.</li> <li>• Analyze crime fiction in written assignments.</li> <li>• Analyze crime fiction in discussion.</li> <li>• Explain crime fiction's relationship to culture.</li> <li>• Write a thesis-driven essay using literature as a primary source.</li> <li>• Apply appropriate formal conventions when writing about literature.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
<b>ENG 113</b>	<b>Introduction to Creative Writing</b>	An introductory, skill-building workshop to help students develop techniques that will prepare them to write the short fiction, poetry, creative nonfiction, and/or drama expected in ENG 213 Creative Writing. Emphasis is on developing observation skills, imaginative leaps, and formal techniques such as image, metaphor, symbol, character, conflict, dialogue, the poetic line, and setting/stage directions.	<ul style="list-style-type: none"> <li>• Research and describe with a writer’s precision and insight small details from the real world.</li> <li>• Construct coherent fictional details that have their roots in observed and/or researched details.</li> <li>• Construct a variety of literary devices including but not limited to imagery, metaphor, symbol, character, conflict, dialogue, the poetic line, and setting/staging.</li> <li>• Generate ideas that can be used towards the future construction of short fiction, poetry, and drama.</li> <li>• Participate constructively in a workshop environment.</li> <li>• Create the equivalent of a writer’s journal that can record ideas as opposed to finished products.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
ENG 114	The Young Adult Novel	<p>The course will use various critical literary approaches to explore novels from the first Golden Age of children’s literature to its contemporary incarnation in the 21st century as a way to consider the transformation from child to adult and the global socio-cultural concept of the young adult. A variety of subgenres such as Realistic/Historical Fiction, Fantastic/Speculative Fiction, Mystery/Detective, Romance and Creative Nonfiction will be covered with attention given to motifs, archetypes, and themes in such literature. While the course will emphasize the traditional novel, the dominant genre in YA literature, additional genres such as the graphic novel, poetry, drama, and non-fiction will also be explored to properly contextualize the novel within Young Adult Literature as a whole. This course will center on written texts but may also include occasional references to films and other media. (SUNY-H). 3 Credits.</p> <p><b>Prerequisite(s):</b> Waiver of Accuplacer Reading and sentence level tests; score of 71 or higher on reading test and 82 or higher on sentence level test; or completion of TRS 200 with a C or better; or completion of TRS 105 with a C or higher; or completion of ESL 201 with a C or higher; or ENG 101 with a C or higher.</p>	<ul style="list-style-type: none"> <li>• Describe the historical development of Young Adult Novels.</li> <li>• Describe the literary genres within Young Adult Novels.</li> <li>• Explain the global socio-cultural concept of adolescence as exemplified in Young Adult Novels.</li> <li>• Write a thesis-driven essay using literature as a primary source.</li> <li>• Apply appropriate formal conventions when writing about literature.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
ENG 115	Fantasy Literature	<p>An exploration of classic, modern and contemporary Fantasy Literature including reading, discussion and written analysis.</p> <p>Various subgenres such as High Fantasy, Magical Realism, Urban Fantasy and Mythic Fantasy will be explored by applying critical, social and historical context and analysis.</p> <p>Attention will be given to motifs, archetypes, themes and key figures/authors. This course will center on written text with occasional references to Fantasy in films and other media. (SUNY-H). 3 Credits.</p> <p><b>Prerequisite(s):</b> Waiver of Accuplacer Reading and sentence level tests; score of 71 or higher on reading test and 82 or higher on sentence level test; or completion of TRS 200 with a C or better; or completion of TRS 105 with a C or higher; or completion of ESL 201 with a C or higher; or ENG 101 with a C or higher.</p>	<ul style="list-style-type: none"> <li>• Analyze Fantasy Literature.</li> <li>• Explain the differences among the various forms of Fantasy Literature.</li> <li>• Explain Fantasy Literature’s relationship to contemporary culture.</li> <li>• Describe the common conventions of Fantasy Literature.</li> <li>• Write a thesis-driven essay using literature as a primary source.</li> <li>• Apply appropriate formal conventions when writing about literature.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
<b>ENG 118</b>	<b>Perpetrators, Victims, and Bystanders: Literature of Genocide</b>	<p>A study of the development of the major groups involved in a genocide, including perpetrators, victims, bystanders, upstanders, rescuers, and resisters through a variety of literary genres, which may include poetry, novels, short stories, plays, memoirs, movies, and children’s literature. Students will study the origins and definition of the term genocide and read literature from representative genocides such as Rwanda, Armenia, Cambodia, Iraq, The Holocaust, Darfur, and South Sudan.</p>	<ul style="list-style-type: none"> <li>• Define genocide within its cultural, political, economic, or institutional context.</li> <li>• Discuss the global issue of genocide and atrocity through one or more of the following perspectives, including the perpetrator, victim, bystander, upstander, resister, or rescuer.</li> <li>• Evaluate ideas from diverse literary genres from around the world that discuss genocide and atrocity.</li> <li>• Write a thesis-driven essay using literature of genocide and atrocity as a primary source.</li> <li>• Apply appropriate formal conventions when writing about literature of genocide and atrocity.</li> <li>• Analyze one or more domestic, political, economic, cultural, or social issues in one or more of the following countries: Rwanda, Bosnia, Cambodia, Armenia, Sudan, and Germany.</li> <li>• Explain how genocide develops through one or more of its institutional, governmental, economic, cultural, and social precipitating factors.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
<b>ENG 122</b>	<b>Personal Writing</b>	A writing workshop for students who want to learn the building blocks of the personal narrative. The creative process will emphasize methods for shaping personal experiences into prose such as establishing a narrative arc, developing strong characters, creating vivid descriptions, and building and connecting scenes. Most importantly, students will learn how to connect their experiences to the larger world. Writing assignments may include journal, flash, poetic or lyrical writing, and/or other non-fictional narrative structures.	<ul style="list-style-type: none"> <li>• Shape personal experiences into compelling narratives using such structures as the flash form, the journal, the lyrical essay, the collage, the profile, or other experimental non-fiction forms.</li> <li>• Develop voice, tone, style, conflict, character, dialogue, or setting through written assignments.</li> <li>• Use a variety of literary devices in the development of personal narrative.</li> <li>• Exhibit proficiency in revision practices</li> </ul>
<b>PHL 101</b>	<b>Introduction to Philosophy</b>	An introduction to the fundamental questions of philosophy, including such issues as determinism, freedom, and responsibility; the relationship of mind to body; the grounds and limits of human knowledge; and the existence and nature of God. Three class hours. (SUNY- H)	<ul style="list-style-type: none"> <li>• Analyze a philosophical argument.</li> <li>• Create and defend a philosophical argument.</li> <li>• Demonstrate mastery of basic distinctions in academic philosophy.</li> <li>• Summarize a variety of complex reading assignments in philosophy.</li> <li>• Analyze influential philosophical questions and problems.</li> </ul>



Course	Course Name	Course Description	Course Learning Outcome
<b>PHL 102</b>	<b>Introduction to Logic</b>	A study of the inductive and deductive processes of reasoning in the light of classical and contemporary thought, including the analysis of ordinary language and its pitfalls, and the relation of logic to scientific inquiry and method. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> <li>• Analyze an argument for common problems associated with poor reasoning and inference.</li> <li>• Demonstrate mastery of basic concepts in the study of logic.</li> <li>• Demonstrate mastery of reading assignments in philosophy and logic.</li> <li>• Apply basic rules and techniques of formal, informal, and symbolic logic through informal homework sets.</li> </ul>
<b>PHL 103</b>	<b>Introduction to Ethics</b>	An introduction to basic problems in ethics, emphasizing theories of the good life, the morally good person, and morally right action, and their application to the most significant ethical questions in contemporary society, such as abortion, euthanasia, human sexuality, social and economic justice, violence, and use of the environment. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> <li>• Analyze a philosophical argument on a specifically moral or ethical problem.</li> <li>• Create and defend a philosophical argument on a specifically moral or ethical problem.</li> <li>• Demonstrate mastery of basic distinctions in moral philosophy.</li> <li>• Summarize a variety of complex reading assignments in philosophical ethics.</li> <li>• Analyze influential questions and problems in moral philosophy.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
PHL 105	<b>Technology and Values</b>	<p>New Course Description (working its way through the curriculum committee)</p> <p>A study of the ways that the advance of technology relates to the development of values. The course will investigate how we evaluate and respond to technology, and will examine technology's impact upon such values as freedom, individuality, growth, work, and the political process. The course includes topics that computer science and engineering technology students need to understand, such as: the unique ethical problems in information technology; ethical practices to minimize computer misuse; ACM/IEEE Software Engineering Codes of Ethics and Professional Practice; the morality of software piracy; hacking and viruses as well as questions raised by globalization. Fall and Spring Semesters. Three Class Hours (SUNY-H)</p>	<ul style="list-style-type: none"> <li>• Analyze an argument on a specifically philosophical issue related to technology.</li> <li>• Create and defend a philosophical argument on an issue related to technology.</li> <li>• Demonstrate mastery of basic distinctions in ethics and the philosophy of technology.</li> <li>• Summarize a variety of complex reading assignments in ethics and philosophy of technology.</li> <li>• Analyze influential questions and problems in ethics and philosophy of technology.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
<b>PHL 106</b>	<b>Topics in Philosophy</b>	<p>This course is designed to cover philosophical topics of special interest. Offerings will vary each semester, but each course will focus on an important historical or contemporary theme, problem, or issue in philosophy. Examples of possible offerings include Genocide, Ethics and Reconciliation, Plato's Metaphysics and Epistemology, Philosophy in Popular Culture, Equality and Social Justice. Three class hours. Offered both Fall and Spring Semesters.</p>	<ul style="list-style-type: none"> <li>• Articulate significant philosophical questions and problems and the influential arguments supporting these positions.</li> <li>• Critically examine these arguments for implicit problematic assumptions, fallacious inferences, and other problems associated with poor reasoning.</li> <li>• Express complex and abstract ideas clearly in writing and in discussion.</li> <li>• Develop facility thinking about philosophical problems and positions by identifying, clarifying, and evaluating appropriate objections.</li> </ul>
<b>PHL 108</b>	<b>World Religions: Western Traditions</b>	<p>An introduction to the academic study of religion through the exploration of some of the major Western religious traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Western religious traditions.</p> <p>This course also addresses some of the essential differences and similarities that exist among Western religious traditions, and points to the uniqueness of each of them. The course includes the examination of ancient religious culture, Judaism, Christianity, and Islam. This course fulfills the MCC requirement for a humanities or social science elective. Three class hours. (SUNY-WC/H) 3 Credits</p>	<ul style="list-style-type: none"> <li>• Explain the basic characteristics of any religious tradition.</li> <li>• Analyze the basic differences in the Western religious traditions.</li> <li>• Demonstrate mastery of basic distinctions in Western religious thought and tradition.</li> <li>• Analyze a theological argument.</li> </ul>

Course	Course Name	Course Description	Course Learning Outcome
<b>PHL 109</b>	<b>World Religions: Eastern Traditions</b>	<p>An introduction to the academic study of religion through the exploration of some of the major Eastern religious traditions of the world. This course examines the historical development, the fundamental doctrines and beliefs, practices, institutions, and cultural expressions of Eastern religious traditions. This course also addresses some of the essential differences and similarities that exist among Eastern religious traditions, and points to the uniqueness of each of them. The course includes an examination of the differences in Eastern and Western thought, Hinduism, Jainism, Buddhism, Taoism, Confucianism, and Shinto. This course fulfills the MCC requirement for a humanities or social science elective. Three class hours. (SUNY-H/OWC) 3 Credits.</p>	<ul style="list-style-type: none"> <li>• Explain the basic characteristics of any religious tradition.</li> <li>• Analyze the basic differences in the Eastern religious traditions.</li> <li>• Demonstrate mastery of basic distinctions in Eastern religious thought and tradition.</li> <li>• Analyze a theological argument.</li> </ul>