

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>Prerequisites: 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.</p>	<ul style="list-style-type: none"> Summarize sophisticated texts. Analyze and critique persuasive texts. Support a well-articulated thesis statement by integrating information from source material. Locate and evaluate a variety of sources as potential support material in a written essay. Use standard documentation style for source-based writing. Exhibit proficiency in practices of standard written English (such as grammar, mechanics, and style). Identify areas of weakness in their own written work, and revise for improvement. Demonstrate basic oral communication skills

Course	Course Name	Course Description	Course Learning Outcome
ENG 105	Introduction to Literature	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"> • Write thesis-driven, evidence-based literary arguments, using literature as a primary source and relying on textual support. • Analyze various genres of literature, including but not limited to poetry, fiction, or drama. • Analyze works by authors who represent diverse world cultures, including non-western perspectives and values. • Discuss the connections between literature and its historical, cultural, ethical, or political content. • Critique literature using key literary terminology. • Apply appropriate formal conventions when writing about literature.
ENG 106	Literary Focus	An introduction to reading and analyzing literature of special interest. The offerings vary each semester, but all focus on important themes and sub-genres in literature. Students will respond critically to fiction, poetry, and drama of different contexts through class discussion and written work. These contexts may include different world views, politics, classes, ethnicity, races, genders, and sexual orientations. Please see the Department's webpage for current offerings.	<ul style="list-style-type: none"> • Analyze various genres of literature. • Define key literary concepts related to genres. • Critique literature using key literary concepts. • Discuss the connections between literature and life experiences. • Write a thesis-driven essay using literature as a primary source. • Apply appropriate formal conventions when writing about literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 108	Literature of the Holocaust	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"> • Examine the implications of the Holocaust as a significant event in world history. • Discuss Holocaust related themes. • Interpret events/trends in the contemporary world through the lens of the Holocaust. • Explain historical aspects of the Holocaust. • Evaluate ideas from diverse literary genres that discuss the Holocaust. • Write a thesis-driven essay using literature as a primary source. • Apply appropriate formal conventions when writing about literature.

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>Prerequisite(s): ENG 101; or equivalent; or instructor permission (ENG 101 can be taken as a co-requisite)</p> <p>Learning Attributes: WR</p> <p>SUNY General Education: SUNY-H - Humanities (SHUM)</p> <p>MCC General Education: MCC-AH - Arts and Humanities (MAH)</p>	<ul style="list-style-type: none"> • Describe the origins and development of the genre. • Identify common sub-genres of crime fiction. • Describe common conventions of the genre. • Analyze crime fiction in written assignments. • Analyze crime fiction in discussion. • Explain crime fiction's relationship to culture. • Write a thesis-driven essay using literature as a primary source. • Apply appropriate formal conventions when writing about literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 113	Introduction to Creative Writing	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"> • Research and describe with a writer’s precision and insight small details from the real world. • Construct coherent fictional details that have their roots in observed and/or researched details. • Construct a variety of literary devices including but not limited to imagery, metaphor, symbol, character, conflict, dialogue, the poetic line, and setting/staging. • Generate ideas that can be used towards the future construction of short fiction, poetry, and drama. • Participate constructively in a workshop environment. • Create the equivalent of a writer’s journal that can record ideas as opposed to finished products.

ENG 114 The Young Adult Novel

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.

Prerequisite(s): 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.

- Demonstrate an understanding of the historical development of Young Adult Novels
- Demonstrate an understanding of the literary genres within Young Adult Novels such as Realistic/Historical Fiction, Fantastic/Speculative Fiction, Mystery/Detective, Romance and Creative Non-fiction
- Demonstrate an ability to write, think, and speak about Young Adult Novels with clarity and precision
- Demonstrate an understanding of the global socio-cultural concept of adolescence as paralleled in Young Adult Novels

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>Prerequisite(s): 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"> • Demonstrate an ability to recognize and explain the differences among the various genres of literature. • Demonstrate the development of critical insight and an aesthetic sensibility towards literature. • Demonstrate an ability to write, think, and speak about literature with clarity and precision. • Demonstrate an understanding of the connections between literature and life experiences through various written assignments and/or exams and class discussions • Demonstrate the ability to use critical thinking skills to analyze various works of literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 122	Personal Writing	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"> • 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. • Develop voice, tone, style, conflict, character, dialogue, or setting through written assignments. • Use a variety of literary devices in the development of personal narrative. • Exhibit proficiency in revision practices
PHL 101	Introduction to Philosophy	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"> • Analyze a philosophical argument. • Create and defend a philosophical argument. • Demonstrate mastery of basic distinctions in academic philosophy. • Summarize a variety of complex reading assignments in philosophy. • Analyze influential philosophical questions and problems.

Course	Course Name	Course Description	Course Learning Outcome
PHL 102	Introduction to Logic	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"> • Analyze an argument for common problems associated with poor reasoning and inference. • Demonstrate mastery of basic concepts in the study of logic. • Demonstrate mastery of reading assignments in philosophy and logic. • Apply basic rules and techniques of formal, informal, and symbolic logic through informal homework sets.
PHL 103	Introduction to Ethics	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"> • Analyze a philosophical argument on a specifically moral or ethical problem. • Create and defend a philosophical argument on a specifically moral or ethical problem. • Demonstrate mastery of basic distinctions in moral philosophy. • Summarize a variety of complex reading assignments in philosophical ethics. • Analyze influential questions and problems in moral philosophy.

Course	Course Name	Course Description	Course Learning Outcome
PHL 105	Technology and Values	<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"> • Analyze an argument on a specifically philosophical issue related to technology. • Create and defend a philosophical argument on an issue related to technology. • Demonstrate mastery of basic distinctions in ethics and the philosophy of technology. • Summarize a variety of complex reading assignments in ethics and philosophy of technology. • Analyze influential questions and problems in ethics and philosophy of technology.

Course	Course Name	Course Description	Course Learning Outcome
PHL 106	Topics in Philosophy	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.	<ul style="list-style-type: none"> • Articulate significant philosophical questions and problems and the influential arguments supporting these positions. • Critically examine these arguments for implicit problematic assumptions, fallacious inferences, and other problems associated with poor reasoning. • Express complex and abstract ideas clearly in writing and in discussion. • Develop facility thinking about philosophical problems and positions by identifying, clarifying, and evaluating appropriate objections.

Course	Course Name	Course Description	Course Learning Outcome
PHL 108	World Religions: Western Traditions	<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"> • Explain the basic characteristics of any religious tradition. • Analyze the basic differences in the Western religious traditions. • Demonstrate mastery of basic distinctions in Western religious thought and tradition. • Analyze a theological argument.

Course	Course Name	Course Description	Course Learning Outcome
PHL 109	World Religions: Eastern Traditions	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.	<ul style="list-style-type: none"> • Explain the basic characteristics of any religious tradition. • Analyze the basic differences in the Eastern religious traditions. • Demonstrate mastery of basic distinctions in Eastern religious thought and tradition. • Analyze a theological argument.