

ENG/PHL 200 Level

Course Descriptions and Learning Outcomes

Course	Course Name	Course Description	Course Learning Outcome
ENG 200	Advanced Composition	Course focuses on written analysis, oral discourse, evaluation, argument and research. Assignments develop depth and proficiency in using language. Basic composition skills are assumed. (Can be taken in place of ENG 101 to satisfy the composition requirement for graduation.) This course may not be taken concurrently with ENG 101. Three class hours. (SUNY-BC)	<ul style="list-style-type: none"> • Summarize a variety of complex texts. • Analyze rhetorical strategies used by a variety of texts. • Locate sources using a variety of research methods. • Evaluate sources using a variety of research methods. • Synthesize concepts from multiple sources. • Apply rhetorical strategies in an attempt to persuade a reader. • Apply strategic revision to texts to improve them. • Deliver effective oral presentations. • Demonstrate mastery of standard documentation style. • Demonstrate mastery of standard written English (such as grammar, mechanics, and style). • Apply established criteria to evaluate an oral discourse. • Use strategies of oral discourse to convey information to an audience.

Course	Course Name	Course Description	Course Learning Outcome
ENG 201	Early British Literature	A survey of British literature from the early middle ages to the late eighteenth-century. Possible authors studied include Chaucer, Milton, Shakespeare, and Defoe. (SUNY-H)	<ul style="list-style-type: none"> • Analyze British Literature written from the early Middle Ages to the 18th Century. • Interpret literature in the context of its historical period. • Interpret literary works using critical perspectives. • Write a thesis-driven essay using literature as a primary source. • Apply appropriate formal conventions when writing about literature.
ENG 202	Modern British Literature	A survey of British literature from the late 18th Century to the present. Focus moves from romantic optimism and the belief in progress to the disillusionment produced by industrialism and global war. Three class hours. (SUNY-H).	<ul style="list-style-type: none"> • Analyze British Literature written from the late 18th Century to the present. • Interpret literature as it relates to its historical, cultural, and/or political context. • Describe the relationships between various movements (such as Romanticism, Victorianism, Modernism, and/or Postmodernism) and the literature of the period. • Interpret literary works using critical perspectives. • 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 203	American Literature to 1865	<p>A survey of American literature from the celebration of the new land in the Colonial Period to the Civil War.</p> <p>Readings and discussion focus on writers such as Franklin, Hawthorne, Poe, Emerson, Thoreau, Melville, Whitman, and Dickinson. Fall semester only. Three class hours. (SUNY-H)</p>	<ul style="list-style-type: none"> • Analyze American literature written from colonial times through 1865. • Describe the relationship between various movements (such as Puritanism, the Age of Reason, and/or Romanticism) and the literature of the period. • Interpret literature as it relates to its historical, cultural, and/or political context. • Interpret literary works using critical perspectives. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.
ENG 204	American Literature Since 1865	<p>A survey of American literature from the Civil War to the present, focusing on the changing values of an increasingly technological society. Includes the major literary philosophies of the time through writers such as Crane, Hemingway, Faulkner, Baraka, and O'Connor. Three class hours. (SUNY-H)</p>	<ul style="list-style-type: none"> • Analyze American literature written from the aftermath of the Civil War through current times. • Describe the relationships between various movements (such as Realism, Naturalism, Modernism, and/or Postmodernism) and the literature of the period. • Interpret literature as it relates to its historical, cultural, and/or political context. • Interpret literary works using critical perspectives. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 208	Literature of the Bible	A study of the rich literary heritage found in both Hebrew and Christian scripture. The course focuses on such types as: saga, short story, poetry, gospel narrative and apocalyptic writings. Themes include the human struggle to understand the Divine and the nature of good and evil. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Analyze the Bible as literature. • Critique the Bible using key literary concepts. • Explain interrelationships between various Books of the Bible. • Analyze interrelationships between the Bible and other texts (secular or religious). • Analyze interrelationships between the Bible and major religious traditions of the world. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.
ENG 210	Literature of the Black Experience	Provides insight into the Black experience through the writings of such representative authors as Dumas, Pushkin, DuBois, Hughes, Wright, Ellison, Cleaver, and Baldwin. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Explain the relationship between Literature of the African American Experience and mainstream literature. • Discuss key concepts of ethnic diversity and cultural inclusion as they relate to African American literature. • Explain literary genres and devices related to the literature of African Americans. • Critique literary works through various critical methodologies. • 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 213	Creative Writing	A workshop approach for students interested in doing original writing of short fiction, poetry, and drama. Emphasis is on reading and analytical discussion of students' work. Three class hours. (SUNY-A)	<ul style="list-style-type: none"> • Analyze creative texts using genre-specific language. • Produce imaginative works of various kinds, including at least three of the following four genres: short fiction, creative nonfiction, poetry, or drama. • Critique student work in small or large groups. • Respond constructively to criticism from peers. • Provide constructive feedback on peers' writings. Including the appropriate use of relevant, genre-specific vocabulary.
ENG 214	The Short Story	A study of the development of the short story as a distinctive literary form. Includes writers such as Chekhov, Poe, Hemingway, Updike, Carver, O'Connor and Barthelme. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Demonstrate an understanding of the evolution of the short story. • Read and analyze short stories from a variety of cultures and time periods. • Demonstrate skills of analysis through written and oral responses • Demonstrate the development of critical insight and an aesthetic sensibility regarding short stories.

Course	Course Name	Course Description	Course Learning Outcome
ENG 215	Children's Literature	A survey of classic and contemporary children's works from Aesop to Rowling. Students will analyze a variety of different genres such as fables, poems, myths, fairy tales, picture books, and novels with themes such as evil, escape, individuality, and the demands of society. Critical approaches such as historical, psychological, feminist, and Marxist theories may be discussed and applied to texts. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Describe the historical development of children's literature. • Describe the literary genres within children's literature. • Analyze various works of children's literature from a variety of academic perspectives, including one grounded in the study of ethics. • Explain the global socio-cultural concept of the child as exemplified in children's literature. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature. • Analyze how cultural values and belief systems impact children's literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 216	American Minorities in Literature	A study of authors whose literature provides a minority view of American life. Includes authors of African-American, Native American, Latino and Asian heritage, such as Hughes, Giovanni, Momaday, Storm, Thomas, Pereda, Yutang, Mori. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Explain literary genres and devices related to the literature of cultures and groups underrepresented in the traditional American canon. • Examine themes characteristic of literature written by authors outside the scope of the so-called traditional “American” identity. • Critique literary works through various critical methodologies. • Discuss key concepts of ethnic diversity and cultural inclusion as they relate to literature of cultures and groups underrepresented in the traditional American canon. • Write a thesis-driven essay using literature as a primary source. • Apply appropriate formal conventions when writing about literature.
ENG 217	Women in Literature	Literature in which the roles of women are significant and help explain contemporary attitudes. The works for reading and discussion are selected from many cultures, and cover the period from Biblical to modern times. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Discuss how the unique experiences of women influence their writings. • Analyze representations of women in literature. • Describe various contexts that influence the representation of women in literature. • 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 218	Introduction to Shakespeare	Reading, discussion, and written analysis of several major plays and some of the sonnets. The course explores Shakespeare's challenging language and the memorably rendered characters that populate his works, including kings, queens, lovers, shrews and fools. Themes such as power, revenge, love, jealousy, ambition and betrayal will be discussed. Critical approaches including psychological, feminist, and historical theories may be presented and applied to the texts. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Interpret Shakespeare's works in the context of the Elizabethan/Jacobean period. • Analyze the works of Shakespeare. • Explain the conventions of Shakespearean Comedies. • Explain the conventions of Shakespearean Tragedies. • Explain the conventions of the Shakespearean History Plays. • Explain the conventions of the Shakespearean Sonnets. • Interpret Shakespeare's works using critical perspectives. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.
ENG 220	Introduction to Dramatic Literature	A survey of drama from the ancient Greeks to the end of the 20th century, with emphasis on dramatic structure and style. The readings may include international writers such as Aristophanes, Marlowe, Goldsmith, Ibsen, O'Neill, Fugard and Childress. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Analyze plays using appropriate terminologies. • Discuss aspects of the relationship between dramatic literature and plays-in- performance. • Interpret plays in the context of the historical period of their writing and/or production. • Describe the common conventions of the genre. • 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 223	Science Fiction	<p>Reading, discussion, and written analysis of speculative fiction novels and short stories about human beings experiencing the changes resulting from science and technology.</p> <p>Representative authors from Shelley and Wells, through Clarke and Heinlein, to LeGuin and Delany. Three class hours. (SUNY-H)</p>	<ul style="list-style-type: none"> • Analyze works of science fiction from a variety of cultures. • Describe the common conventions of the genre. • Apply critical insight in interpretations of science fiction. • Explain the historical development of science fiction. • Describe the relationship of science fiction to mainstream literature. • Explain the connection between science fiction and the impact of changing technology and social systems on people. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 224	Literature of Horror	Students will read classic, modern, and contemporary short stories and novels, with an emphasis on the historical development of the genre. Attention will be given to supernatural, psychological, and allegorical themes and tropes in such fiction, as well as relevant social and historical background information. The course will center on written fiction, with occasional reference to horror in films and other media. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Categorize horror texts in the context of the genre's own history. • Describe Horror Literature's subgenres and conventions. • Describe Horror Literature's relationship to culture. • Analyze horror texts. • Apply common Horror Literature themes to cultural intellectual history. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.
ENG 225	Contemporary Poetry	A study of major poetry from 1940 through the 1990s. Emphasis is on technique and language, form and content. Selections are from poets as diverse as Frost and Ginsberg, Clifton and Rich, Plath and Cummings. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Analyze contemporary poetry. • Define key literary terms related to the analysis of poetry. • Explain form as it relates to contemporary poetry. • Explain technique as it relates to contemporary poetry. • Describe the common conventions of the genre. • Interpret contemporary poetry according to its historical and social context. • Write a thesis-based essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 226	LGBTQ Literature	<p>This course will include examination and analysis of short stories, drama, memoir, film, and graphic fiction by, for, and about LGBTQ (lesbian, gay, bisexual, transgender, queer) people's lives and experiences. Focus will broaden to include cultural and social history of LGBTQ rights and visibility, and the LGBTQ-specific publishing industry. Coursework will include reading assignments, critical analysis and essays, and class discussions.</p> <p>This is a humanities elective. (SUNY-H). 3 Credits.</p> <p>Prerequisite(s): ENG 101 with a C or better, or placement into ENG 200, or permission of instructor.</p>	<ul style="list-style-type: none"> • Investigate Gay and Lesbian Literature's origins and history. • Analyze Gay and Lesbian Literature's subgenres and conventions. • Critique Gay and Lesbian Literature's relationships to culture. • Critique Gay and Lesbian Literature's relationships to political and social struggle. • Construct critical analysis of gay and lesbian texts. • Compare gay and lesbian texts with other genres of literature. • Integrate Gay and Lesbian Literature themes into cultural intellectual history. • Critique the formal composition, cultural significance, and themes of Gay and Lesbian Literature.

Course	Course Name	Course Description	Course Learning Outcome
ENG 230	Mythology	Literary, cultural, psychological, and historical study of mythology including such cultures as Greek, Roman, Norse, Mid and Far Eastern, African, and mythologies of Americas. The course emphasizes creation, nature and hero myths as they shaped ancient civilizations and discusses how these myths affect global cultures today.	<ul style="list-style-type: none"> • Discuss myths of various cultures using field-appropriate terminology. • Compare and/or contrast myths from diverse cultures. • Discuss archetypes present in mythology of a given culture. • Explain historical events reflected in some myths. • Analyze mythology through various critical methodologies. • Write a thesis-driven essay using literature as a primary source. • Apply the appropriate formal conventions when writing about literature.
ENG 233	Creative Writing Workshop – Poetry	<p>A workshop designed for students interested in advancing their skills in writing poetry. Emphasis is on exploring different approaches to the genre and on drafting, work shopping, and revising original work within the genre of poetry.</p> <p>Writing intensive. (SUNY-A)</p>	<ul style="list-style-type: none"> • Construct drafts in multiple poetic forms, such as traditional and nonce forms, as well as free-verse poems and poems in prose. • Offer and respond to constructive feedback in a workshop setting. • Use genre-specific language fluently. • Complete writing portfolio to showcase multiple final drafts within the genre of poetry.

Course	Course Name	Course Description	Course Learning Outcome
ENG 243	Creative Writing Workshop - Playwriting	<p>A workshop designed for students interested in advancing their skills in writing plays. Emphasis is on exploring different approaches to the genre and on drafting, work shopping, and revising original work within the genre of plays. Writing intensive. (SUNY-A)</p> <p>ENG 213 with C or higher (or permission of instructor)</p>	<ul style="list-style-type: none"> • Construct drafts in multiple dramatic forms, such as the extended monologue, the multi-scene play, more traditional dramatic forms, and more experimental dramatic forms. • Offer and respond to constructive feedback in a workshop setting. • Use genre-specific language fluently. • Complete writing portfolio to showcase multiple final drafts within the genre of playwriting.

Course	Course Name	Course Description	Course Learning Outcome
ENG 250	Professional Communication	<p>Concentration on practical business and professional communication skills, including writing, speaking, and listening. Emphasis is on clarity, organization, format, appropriate language, and consideration of audience, for both written and oral assignments. Three class hours. (SUNY-BC) 3 Credits.</p> <p>Prerequisite: ENG 101 with a grade of C or better or ENG 200 with a grade of C or better.</p>	<ul style="list-style-type: none"> • Describe the characteristics of professional communication as distinct from other modes of communication. • Analyze and evaluate professional communication. • Analyze the context (local or global audience, purpose, etc.) of specific professional communication tasks. • Use the context of a task to compose appropriate written or oral communication. • Create business communications that are concise. • Create business communications that are relatively free of mechanical errors. • Identify and evaluate disparate information sources. • Analyze information from disparate information sources. • Incorporate disparate information sources into professional communication. • Create professional materials for career building, such as resumes and cover letters. • Demonstrate oral skills necessary for career building, such as those necessary at a job or informational interview.

Course	Course Name	Course Description	Course Learning Outcome
ENG 251	Technical Writing	Concentration on the writing and speaking skills necessary for the technologies. Emphasis is on preparation, organization, audience, and the effective use of format, supplements, and visuals. Accuracy, clarity, economy, and precision are stressed, for both written and oral assignments. Three class hours. (SUNY-BC)	<ul style="list-style-type: none"> • Analyze the context (audience, purpose, etc.) of a technical communications task • Use the context of a task to compose written or oral communication appropriate to the audience's level of discipline specific knowledge • Use document design to allow readers to access and understand information easily • Create documents that follow various standard formats • Create technical communications that are precise and concise • Create technical communications that are relatively free of mechanical errors • Evaluate identified information sources for integrity and reliability • Analyze information from disparate information sources • Incorporate disparate information sources into technical communication • Use appropriate source citation methods • Deliver an effective presentation

Course	Course Name	Course Description	Course Learning Outcome
ENG 253	Creative Writing Workshop - Nonfiction	<p>A workshop designed for students interested in advancing their skills in writing creative nonfiction.</p> <p>Emphasis is on exploring different approaches to the genre and on drafting, work shopping, and revising original work within the genre of creative non-fiction.</p> <p>Writing intensive. (SUNY-A) ENG 213 with C or higher (or permission of instructor)</p>	<ul style="list-style-type: none"> • Construct drafts in multiple forms of creative non-fiction, such as the personal essay, the memoir, literary journalism, travel writing, and the lyric essay. • Offer and respond to constructive feedback in a workshop setting. • Use genre-specific language fluently. • Complete writing portfolio to showcase multiple final drafts within the genre of creative non-fiction.
ENG 263	Creative Writing Workshop-Short Fiction	<p>A workshop designed for students interested in advancing their skills in writing short fiction. Emphasis is on exploring different approaches to the genre and on drafting, work shopping, and revising original work within the genre of short fiction.</p> <p>Writing intensive. (SUNY-A) ENG 213 with C or higher (or permission of instructor)</p>	<ul style="list-style-type: none"> • Construct drafts in multiple short-fiction forms, such as linear and nonlinear, stories written from multiple points of view, and more experimental forms. • Offer and respond to constructive feedback in a workshop setting. • Use genre-specific language fluently. • Complete writing portfolio to showcase multiple final drafts within the genre of short fiction.

Course	Course Name	Course Description	Course Learning Outcome
ENG 273	Creative Writing Capstone: Publishing and the Profession		<ul style="list-style-type: none"> • Revise drafts for a public audience • Read for a public audience • Create documents related to submission processes and publishing markets such as a submission log or cover letter • Submit work for publication or production • Prepare a teaching lesson • Execute a teaching lesson • Research transfer and career pathways • Collaborate on the construction of a literary magazine • Create a portfolio to showcase best work
ENG 290	Independent Study	See the Department Chairperson. Variable Credit.	

Course	Course Name	Course Description	Course Learning Outcome
PHL 210	Philosophies of Social Responsibility	A joining of philosophy to practice regarding rationales for social and political responsibility. Readings, which include James, King, Dewey, Weil, Gandhi, Russell and others, are studied in conjunction with students' involvement in a community improvement activity.	<ul style="list-style-type: none"> • Explain concepts of democracy and human rights. • Summarize theories regarding the relationships between human rights and distributive justice, equality, or tolerance. • Explain various theories of the relations between human rights and democracy. • Analyze problems related to national sovereignty and international political authority. • Explain the role of human rights in theories of national sovereignty. • Evaluate theories of distributive justice and poverty.
PHL 250	Professional Ethics	A study of ethical principles and of ethical problems in the professional world. The course is intended to provide students with the ability to analyze ethical situations within a specific profession such as health care, business, and public administration. The course includes lectures, discussions, case analyses, the study of codes of ethics, and individual projects. The topic for each semester is indicated in the course title. The course may not be repeated for additional credit hours. Three class hours. (SUNY-H)	<ul style="list-style-type: none"> • Analyze a philosophical argument on a specific problem or question in professional ethics. • Apply specific ethical theories to current social issues and case-studies involving institutional and interpersonal conflict. • Demonstrate mastery of basic distinctions in the study of applied and professional ethics. • Summarize a variety of complex reading assignments in professional ethics. • Analyze significant questions and problems in contemporary professional ethics.