LEHMAN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. Type of change: New course

2. Course Description: ENG 111: English Composition I. 3 hours, 3 credits. Focus on all aspects of reading and writing, with particular attention to summary, critical responses to short texts, argumentative development in paragraphs and essays, and the rewriting process. Emphasis on organization, language, accuracy, grammar, and mechanics. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester. Students who pass ENG 111 proceed to ENG 121 the following semester.

3. Rationale: Consistent with changes in curricular structures and in the pedagogy of academic writing, the Department proposes ENG 111 as the first part of a new two-semester sequence in English Composition using the 3-hour / 3-credit format. Listed supplements to classroom instruction reflect existing best practices and encourage standardized instruction and assessment across all sections of this important course. ENG 111 ensures that all students develop the essential strategies and skills of reading, writing, and revising in multiple media required for college-level work across the curriculum.

4. Learning Objectives:
   - Read and listen critically and analytically, identifying a text’s major arguments, assumptions, and assertions and evaluating its supporting evidence.
   - Write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays of varied rhetorical structures.
   - Critique and improve their own and each other’s texts through online and in-class responses and editing of peers’ work.
   - Enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
   - Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
   - Use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.
   - Demonstrate introductory familiarity with the library and its resources.
- Demonstrate acquired skills of critical reading, summary, and original argumentation in a final Common-Exam essay.

5. **Date of English Department Approval**: September 12, 2012
LEHM AN COLLEGE
OF THE
CITY UNIVERSITY OF NEW YORK

DEPARTMENT OF ENGLISH

CURRICULUM CHANGE

1. **Type of change**: New course

2. **Course Description**: ENG 121: English Composition II. 3 hours, 3 credits. Continues the work of ENG 111, advancing critical reading skills and essay development. Emphasis on writing analytical essays and papers based on research in various academic disciplines. Classroom instruction supplemented by individual conferences on drafts with instructor, library resources sessions, and appropriate use of available technology. Note: All students, unless exempted, must pass this course in fulfillment of the Common Core Requirement in English Composition. Students who take but do not pass this course should repeat it the following semester.

3. **Rationale**: Consistent with changes in curricular structures and in the pedagogy of academic writing, the Department proposes ENG 121 as the second part of a new two-semester sequence in English Composition using the 3-hour / 3-credit format. Listed supplements to classroom instruction reflect existing best practices and encourage standardized instruction and assessment across all sections of this important course. ENG 121 ensures that all students develop the essential strategies and skills of reading, research, writing, and revising in multiple media required for college-level work across the curriculum.

4. **Learning Objectives**:
   - Read and listen critically and analytically, identifying a text’s major arguments, assumptions, and assertions and evaluating its supporting evidence.
   - Write clearly and coherently in standard English using varied academic formats, including online responses, writing journals, in-class writing, and formal essays.
   - Demonstrate research skills using appropriate library and technological resources, including gathering, evaluating, and synthesizing primary and secondary material.
   - Demonstrate mastery of the steps involved in writing a research paper: formulate a thesis, make an outline, set up a bibliography, analyze and incorporate both short and long quotations, paraphrase, and format a final paper using MLA style.
   - Critique and improve their own and each other’s texts through online and in-class responses and editing of peers’ work.
   - Enter academic conversations by identifying the existing state of dialogue and offering their own evidence and arguments, and by conforming to accepted conventions of ethical attribution and citation.
   - Support a thesis with well-researched and well-reasoned arguments; communicate persuasively across a variety of contexts, purposes, audiences, and media.
• Use available technology to support informal and formal writing and revising, and use acquired discursive skills to engage meaningfully with available technology.

5. **Date of English Department Approval:** September 12, 2012