

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.

College	Lehman College	
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 228	
Course Title	Literature and Medicine	
Department(s)	English	
Discipline	English	
Credits	3	
Contact Hours	3	
Pre-requisites (if none, enter N/A)	n/a	
Co-requisites (if none, enter N/A)	n/a	
Catalogue Description	Critical analysis of fiction, poetry, plays, films, and nonfiction about medicine, disease, illness, and/or health. Exploration of central themes and consideration of historical and social contexts.	
Special Features (e.g., linked courses)		
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended	
Indicate the status of this course being nominated:		
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> 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 US Experience in its Diversity <input checked="" type="checkbox"/> 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.		
If you would like to request a waiver please check here:		
If waiver requested: Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.		
If waiver requested: Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.		

Learning Outcomes

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:

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| | <ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> • 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. |
| | <ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> • Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

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:

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

C. Life and Physical Sciences: 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">• Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none">• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none">• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none">• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none">• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.
	<ul style="list-style-type: none">• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none">• Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none">• Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none">• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.
	<ul style="list-style-type: none">• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
	<ul style="list-style-type: none"> • Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> • Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> • Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> • Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> • Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
<p>Learning outcomes: Students will read, evaluate, and analyze a variety of literary and cultural texts, including poems, plays, novels, creative nonfiction, short stories, and films. These texts present perspectives from a diverse range of people, including women, Latinx, Black, queer, medical practitioners, and patients.</p> <p>Week 3 (example): Students will read Audre Lorde's <i>The Cancer Journals</i>, which examine Lorde's experience with breast cancer as a Black lesbian woman.</p> <p>Week 4 (example): Students will read Paul Kalanithi's <i>When Breath Becomes Air</i>, a memoir in which Kalanithi discusses how his cancer diagnosis transformed him from a doctor to a patient and thus changed his perspective about disease and medical practice</p> <p>Assessment: Students will submit reading responses to the text almost every week, and faculty will assess students' reading comprehension and analytical skills. Weekly responses will build upon the prior week's readings as students begin to make comparisons amongst texts.</p>	<ul style="list-style-type: none"> • Gather, interpret, and assess information from a variety of sources and points of view.
<p>Learning outcomes: Students will analyze and critique literary, critical, and scholarly texts. Students will practice their ability to evaluate and analyze evidence through reading responses, in-class writing, and class discussion. These low-stakes assignments will prepare students for the</p>	<ul style="list-style-type: none"> • Evaluate evidence and arguments critically or analytically.

<p>formal essays, which will require students to analyze and critique course material.</p> <p>Week 2, Day 1 (example): Students will discuss, evaluate, and critique in class Susan Sontag's argument in <i>Illness as Metaphor</i>. In small groups, students will identify Sontag's main argument and identify and evaluate her use of evidence to support that argument. After sharing their findings, students will critique Sontag's argument by comparing it to current perspectives on illness and metaphors.</p> <p>Week 9 (example): Students will discuss in class Richard Preston's <i>The Hot Zone</i> and analyze how biases about race, class, and gender affect Preston's nonfictional account of the Ebola outbreak. Students will then write a reading response that extends the class discussion to current media coverage of contagion and epidemics.</p> <p>Assessment: Faculty will assess students' analytical and critical thinking skills through written and oral feedback on student discussion and writing.</p>	
<p>Learning outcomes: Students will write clear, persuasive essays about literary and cultural texts that develop an argument by analyzing textual evidence. Students will prepare for these essays by going through a drafting, peer review, and revision process. Lessons on specific writing skills, such as thesis development, organization, and integrating quotations, will occur throughout the semester.</p> <p>Week 5, day 2 (example): Students will come to class with their completed rough drafts of essay 1 and go through a guided peer review workshop where they evaluate each other's essays. Students will then write a reflection based on the feedback they received in the workshop and come up with a revision plan.</p> <p>Week 10, day 1 (example): To prepare for essay 2, students will read a sample essay from a previous student and focus on how the essay is organized. The lesson will introduce reverse outlining as a revision strategy for evaluating and improving the structure of an essay.</p> <p>Assessment: Faculty will assess the clarity and persuasiveness of students' written arguments through written feedback on formal essays.</p>	<ul style="list-style-type: none"> • Produce well-reasoned written or oral arguments using evidence to support conclusions.
<p>A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Learning outcomes: Students will effectively employ literary terminology, theoretical approaches, and rhetorical analysis in the research and critical evaluation of literary and cultural texts about medicine, disease, contagion, and/or health.</p> <p>Week 2, day 2 (example): Students will learn how to close read poetry and other literary texts by focusing on Paul Otremba's "Expectancy," Meena Alexander's "Diagnosis," and Liz A's "The Isolation of Illness." In small groups, they will identify and analyze how these authors use metaphor, imagery, and connotation to represent the experience of illness.</p> <p>Week 8, day 2 (example): Students will learn about the concept of the outbreak narrative by reading and discussing an excerpt from Priscilla Wald's <i>Contagious</i>. They will then apply this concept to texts about pandemics that they will analyze in the following weeks (Richard Preston's <i>The Hot Zone</i>, Alejandro Morales's <i>The Rag Doll Plagues</i>, and Steven</p>	<ul style="list-style-type: none"> • Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.

<p>Soderbergh's <i>Contagion</i>) and consider how these authors and filmmaker use or complicate Wald's theory.</p> <p>Assessment: Through written and oral feedback on discussion, reading responses, and essays, faculty will assess students' close reading skills and ability to identify and analyze the literary techniques writers use to represent medicine, disease, contagion, and/or health.</p>	
<p>Learning outcomes: Students will read and analyze a range of literary and cultural texts about medicine, disease, contagion, and/or health from diverse cultures and historical periods. Students will be able to articulate the impacts of these texts on current understandings of medicine, disease, contagion, and/or health.</p> <p>Weeks 6 and 7 (example): Students will read and discuss Albert Camus's <i>The Plague</i> and connect Camus's commentary to current perspectives on and their lived experiences of the COVID-19 pandemic.</p> <p>Final project (example): For the final project, students will have the option to write an opinion piece on a contemporary public health issue that they analyze in relation to course themes and questions or respond creatively to one of the course texts or films. For both options, students will be required to articulate how their final projects connect course material to contemporary contexts.</p> <p>Assessment: Through written and oral feedback on discussion, reading responses, and the final project, faculty will assess students' ability to analyze and articulate the historical and continued significance of literary and cultural texts from the past about medicine, disease, contagion, and/or health.</p>	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
<p>Learning outcomes: Students will identify, analyze, and critique common tropes and techniques used to describe medicine, disease, contagion, and/or health in literary and cultural texts.</p> <p>Weeks 3 and 4 (example): Students will read Paul Kalanithi's <i>When Breath Becomes Air</i> and analyze how he differentiates between medical and humanistic approaches to cancer treatment. In reading his memoir, students will reflect upon how the health humanities, as an interdisciplinary field, integrates various perspectives on medicine, disease, contagion, and/or health.</p> <p>Week 12, day 2 (example): Students will analyze how Kurt Vonnegut's "Fortitude" uses sci-fi tropes to critique advances in biotechnology and to raise questions about bioethics. Students will engage in an informal debate about medical breakthroughs and the ethics of end-of-life treatment.</p> <p>Assessment: Faculty will assess students' ability to identify, analyze, and critique common tropes and techniques used to describe medicine, disease, contagion, and/or health in literary and cultural texts by providing oral and written feedback on student discussion, reading responses, formal essays, and the final project.</p>	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

D. Individual and Society

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none">• Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none">• Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none">• Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none">• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World

A Flexible Core course must meet the three learning outcomes in the right column.

	<ul style="list-style-type: none">• Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none">• Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none">• Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	<ul style="list-style-type: none">• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none">• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none">• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none">• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none">• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.