

## 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.

<b>College</b>	Lehman College	
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	<b>ENG 233</b>	
<b>Course Title</b>	<b>Literatures of Immigration</b>	
<b>Department(s)</b>	English	
<b>Discipline</b>	English	
<b>Credits</b>	3	
<b>Contact Hours</b>	3	
<b>Pre-requisites (if none, enter N/A)</b>	N/A	
<b>Co-requisites (if none, enter N/A)</b>	n/a	
<b>Catalogue Description</b>	Study of the wide range of authors who write about immigrants and their experiences of arriving and living in a different nation. Genres studied may include the novel, short story, poetry, memoir, photography, and film.	
<b>Special Features (e.g., linked courses)</b>		
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended	
<b>Indicate the status of this course being nominated:</b>		
<input checked="" type="checkbox"/> current course <input type="checkbox"/> revision of current course <input type="checkbox"/> a new course being proposed		
<b>CUNY COMMON CORE Location</b>		
<b>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</b>		
<b>Required</b> English Composition Mathematical and Quantitative Reasoning Life and Physical Sciences	<b>Flexible</b> World Cultures and Global Issues US Experience in its Diversity <input checked="" type="checkbox"/> Creative Expression	Individual and Society Scientific World
<b>Waivers for Math and Science Courses with more than 3 credits and 3 contact hours</b>		
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.		
<b>If you would like to request a waiver please check here:</b>		
<b>If waiver requested:</b> Please provide a brief explanation for why the course will not be 3 credits and 3 contact hours.		

<p><b>If waiver requested:</b> Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.</p>	
<p><b>Learning Outcomes</b></p> <p><b>In the left column explain the course assignments and activities that will address the learning outcomes in the right column.</b></p>	
<p><b>I. Required Core (12 credits)</b></p>	
<p><b>A. English Composition:</b> Six credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>• Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>
	<ul style="list-style-type: none"> <li>• Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>
	<ul style="list-style-type: none"> <li>• Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>
<p><b>B. Mathematical and Quantitative Reasoning:</b> Three credits</p> <p>A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:</p>	
	<ul style="list-style-type: none"> <li>• Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.</li> </ul>
	<ul style="list-style-type: none"> <li>• Represent quantitative problems expressed in natural language in a suitable mathematical format.</li> </ul>
	<ul style="list-style-type: none"> <li>• Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.</li> </ul>
	<ul style="list-style-type: none"> <li>• Apply mathematical methods to problems in other fields of study.</li> </ul>

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

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

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"><li>• 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.</li></ul>
	<ul style="list-style-type: none"><li>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>
	<ul style="list-style-type: none"><li>• Analyze the historical development of one or more non-U.S. societies.</li></ul>
	<ul style="list-style-type: none"><li>• Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>
	<ul style="list-style-type: none"><li>• 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.</li></ul>
	<ul style="list-style-type: none"><li>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>

<b>B. U.S. Experience in its Diversity</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>• Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<b>C. Creative Expression</b>	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
The final project is to investigate an understudied immigrant writer, past or present, resulting in a final paper of 5-6 pages, including textual references (MLA format) and Works Cited Page.	<ul style="list-style-type: none"> <li>• Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
Students must present an annotated bibliography of at least 3 sources as part of their research process. Follow MLA format and use style guide for creating an annotated bibliography.	<ul style="list-style-type: none"> <li>• Evaluate evidence and arguments critically or analytically.</li> </ul>
Students must present their final paper both in written and oral form.	<ul style="list-style-type: none"> <li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
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:	
The final project is to investigate an understudied immigrant writer, past or present, resulting in a final paper of 5-6 pages. Students must produce a proposal, rough draft, annotated bibliography and give a presentation using Power Point, Prezi, or any relevant creative platform (this includes art, music, and performance).	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Students are responsible for weekly 250-500 word reflections which focus on a major theme, writer, historical context, linguistic/ figurative qualities or other issue that arises in the week's reading. For example, how does the text of Olaudah	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

<p>Equiano compare with the texts of later writers in the syllabus. This prompt will be repeated for each weekly set of readings. Students may suggest prompts for writing.</p>	
<p>Students are responsible for weekly 250-500 word reflections which focus on a major theme, writer, historical context, linguistic/ figurative qualities or other issue that arises in the week's reading. For example, you may choose to start with a theme, consult the literary terms guide, and write your essay on the ways the writer uses figurative language to convey tone and theme.</p>	<ul style="list-style-type: none"> <li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li> </ul>
<p>For the Final Project, you may create a website, video essay, Wikipedia page, Instagram feed, or other creative project in consultation with the professor. There are five steps to this project which will be laid out in individual assignment sheets.</p>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of the skills involved in the creative process.</li> </ul>
	<ul style="list-style-type: none"> <li>• Use appropriate technologies to conduct research and to communicate.</li> </ul>

**D. Individual and Society**

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

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

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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Examine how an individual's place in society affects experiences, values, or choices.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and assess ethical views and their underlying premises.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate ethical uses of data and other information resources to respond to problems and questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li> </ul>

**E. Scientific World**

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

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

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"> <li>• 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.</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li> </ul>
	<ul style="list-style-type: none"> <li>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li> </ul>

**RATIONALE FOR INCLUDING ENG 233**  
**IN PATHWAYS CURRICULUM PART II / FLEXIBLE CORE**

**Course Description:** ENG 236: Afro-Latinx Literature

*3 hours, 3 credits. Study of the wide range of authors who write about immigrants and their experiences of arriving and living in a different nation. Genres studied may include the novel, short story, poetry, memoir, photography, and film.*

**A. This course is appropriate for Pathways Curriculum Part II / Flexible Core.**

ENG 233 fulfills the following three learning outcomes of the Flexible Core:

**1. Gather, interpret, and assess information from a variety of sources and points of view:**

Students will gather, interpret, and assess information from in-class lectures and discussions, readings in the text, and additional readings online and in print.

**2. Evaluate evidence and arguments critically or analytically:**

Students will fulfill this learning objective during in-class discussions and writing as well as through short critical writing assignments which include weekly summaries and reflections and a short-term paper.

**3. Produce well-reasoned written or oral arguments using evidence to support conclusions:**

Students will demonstrate critical thinking in both oral and written formats, in class as well as outside of class, to fulfill this learning objective. Students will construct arguments and

adduce various forms of evidence, especially in the context of more formal writing assignments. Students will respond to reading blog prompts structured in argument format. They will also give a final formal presentation at the end of class.

**B. This course is appropriate for Flexible Core Part C / Creative Expression.**

ENG 233 fulfills the following three additional learning outcomes of Part C / Creative Expression:

**1. 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:**

Students will identify and analyze fundamental concepts and methods of creative writing as well identifying the skills of literary analysis and argumentation through in-class lecture/discussion and in-class/online writing assignments. Students will have the opportunity to write creative responses to the assigned readings during class workshop periods.

**2. 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:**

Students will analyze representative works in immigration literature including the diverse cultural traditions represented by these writers. They will also analyze how literatures from the past serve as foundations for those of the present and how the development of immigration Literature is concurrent with the development of the global landscape.

**3. Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.**

Students will demonstrate an understanding of how meaning is generated in literature as well as how experience is interpreted and conveyed through in-class lecture/discussion as well as outside reading and writing.

**4. Demonstrate knowledge of the skills involved in the creative process.**

- a. Students will demonstrate knowledge of the skills involved in the creative process with particular reference to literature primarily through lecture/discussion in class as augmented by in-class readings and PowerPoint/video presentations.

- b. Students will use appropriate technologies such as Blackboard to communicate with the instructor and each other. They will conduct research using the Leonard Leif Library and the library's electronic resources.

**Submitted:**