

**Tompkins Cortland Community College**

**Master Course Syllabus**

**Course Discipline and Number: ENGL250**

**Year: 2024-2025**

**Course Title: Field Studies in Literature**

**Credit Hours: 3**

**I. Course Description:** This travel course introduces students to the literature of a country/region selected by the instructor. Students travel to the selected country/region as a group and gain an understanding of that country's/region's literary tradition and history through a tour designed to highlight places and things of particular literary significance. ENGL250 fulfills the SUNY General Education Humanities Knowledge and Skill Area. Prerequisites: ENGL100; prior completion or concurrent enrollment in ENGL101; instructor permission. 3 Cr. (3 Lec.) Fall or Spring semesters.

**II. Additional Course Information:**

1.	This course will provide a curricular platform that will enable English faculty to design literature-themed travel courses.
2.	Such courses can be combined with similar courses in other disciplines to create interdisciplinary learning experiences for students.
3.	This course can be offered as an alternative to a Study Abroad ENGL course when a student has already taken it or has not yet completed that course's pre-requisite.

**III. Student Learning Outcomes**

Upon successful completion of this course, students will be able to:

1.	Students will identify the conventions and methods of a literary genre.
2.	Students will analyze the nuance and complexity of meaning through critical reflections on literature from a particular country/culture.

**IV. Tompkins Cortland Institutional Learning Outcomes; Program Learning Outcomes; SUNY General Education Competencies and Knowledge and Skills Areas**

**Tompkins Cortland ILOs**

Complete this section for "service" courses only (e.g., courses that are required of all students; courses that are not program specific but satisfy liberal arts requirements; or commonly used in multiple academic programs to meet non-program-specific requirements). Check only Institutional Learning Outcomes (ILOs) that are meaningfully developed and assessed in this course. For each ILO chosen, include the SLO to which it aligns.

Students will:

- ☐ Communicate effectively, in oral and written forms, taking into consideration audience and purpose.
- ☐ Apply principles and methods of scientific inquiry and quantitative reasoning appropriate to their discipline.
- ☐ Use information, critical thinking, and the creative process to solve problems and reach conclusions.

☐ Use technology appropriate to their discipline.

☐ Describe the ways in which social, economic, or environmental sustainability depends on their own and the collective contributions of a diversity of ideas and people.

### **Program Learning Outcomes**

Complete this section for program-specific courses (e.g., those that share the same discipline code as the academic program or satisfy requirements in related programs). List the academic program(s) here and note which Student Learning Outcomes align to specific Programmatic Learning Outcomes. Please see the MCS Instructions for more details.

Specify the Academic Program:

### **SUNY General Education Competencies**

If this course assesses a SUNY GEN ED Competency, check all that apply and indicate which course outcome(s) address each checked item:

☐ CRITICAL THINKING & REASONING- Students will:

- a. clearly articulate an issue or problem;
- b. identify, analyze, and evaluate ideas, data, and arguments as they occur in their own or others' work; acknowledge limitations such as perspective and bias; and
- c. develop well-reasoned (logical) arguments to form judgments and/or draw conclusions.

Course SLO(s):

☐ INFORMATION LITERACY - Students will:

- a. locate information effectively using tools appropriate to their need and discipline; evaluate information with an awareness of authority, validity, and bias; and demonstrate an understanding of the ethical dimensions of information use, creation, and dissemination.

Course SLO(s):

☒ SUNY GENERAL EDUCATION KNOWLEDGE AND SKILLS AREA(s): Humanities

For courses that are approved to meet one (or more) of the ten SUNY General Education Knowledge and Skills Areas, indicate which area the course fulfills, and which outcome(s) are aligned with the SUNY outcomes for that area:

SUNY SLO: Students will

- demonstrate knowledge of the conventions and methods of at least one of the humanities; and

ENGL250 SLO 1: Students will identify the conventions and methods of a literary genre.

SUNY SLO: Students will

- recognize and analyze nuance and complexity of meaning through critical reflections on text, visual images, or artifacts.

ENGL SLO 2: Students will analyze the nuance and complexity of meaning through critical reflections on literature from a particular country/culture.

☐ This course does not address any of the above Tompkins Cortland ILOs, PLOs, or SUNY General Education Competencies or Knowledge and Skills Areas.

## V. Essential Topics/Themes

1.	A selection of poetry, short stories, lyrics, and/or drama, including analysis and interpretation.
2.	The connection between identity and voice to the sustainability issues of the chosen country.

## VI. Methods of Assessment/Evaluation

Method	% Course Grade
1. Essays	30-50
2. Short Responses	0-20
3. Projects/Presentations	0-20
4. Attendance and Active Participation	0-20
5. Quizzes/Tests	0-20

## VII. Texts – ☐ Required      ☐ Recommended      ☐ Used for more than one course (list courses)

*High school instructors may consult with staff in the CollegeNow office for additional information and guidance.*

	OER
1. Texts from the specific Study Abroad home country	<input type="checkbox"/>

*Editions listed are current as of date of syllabus. More recent editions may be used.*

## VIII. Bibliography of Supplemental Materials

1.
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*Editions listed are current as of date of syllabus. More recent editions may be used.*

## IX. Other Learning Resources

Audiovisual:

Electronic:

Other:

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161,*

Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for academic adjustments. All course materials are available in alternate formats upon request.*

**Academic Integrity:** *Every student at Tompkins Cortland Community College is expected to act in an academically honest fashion in all aspects of their academic work: in writing papers and reports, in taking examinations, in performing laboratory experiments and reporting the results, in clinical and cooperative learning experiences, and in attending to paperwork such as registration forms.*

*Any written work submitted by a student must be their own. If the student uses the words or ideas of someone else, they must cite the source by such means as a footnote. Our guiding principle is that any honest evaluation of a student's performance must be based on that student's work. Any action taken by a student that would result in misrepresentation of someone else's work or actions as the student's own — such as cheating on a test, submitting for credit a paper written by another person, or forging an advisor's signature — is intellectually dishonest and deserving of censure.*

*Several degree programs offer student learning opportunities (such as internships, field work, and clinical experiences) outside the standard classroom setting. As part of the learning process, students must understand and engage in conduct that adheres to principles guiding employment within the professional workplace. These behaviors include, but are not limited to, academic integrity, accountability, reliability, respect, use of appropriate language and dress, civility, professional ethics, honesty, and trustworthiness. Disciplinary action may be initiated for inappropriate conduct occurring while participating in any course-related project or event.*