

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: ENGL 250**  
**Course Title: Field Studies in Literature**

**Year: 2023-2024**  
**Credit Hours: 3**

**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 accommodations. All course materials are available in alternate formats upon request.*

### **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. Some elementary language skills may be recommended as needed. Significant additional costs. Prerequisites: ENGL 102; RDNG 116 if required by placement testing; prior completion or concurrent enrollment in MATH 090 if required by placement testing; instructor permission. 3 Cr. (1 Lec., 6 Lab.) Fall semester.

### **Course Context/Audience**

This course will provide a curricular platform that will enable English faculty to design literature-themed travel courses. Such courses can be combined with similar courses in other disciplines to create interdisciplinary learning experiences for students. This course, therefore, will bolster college initiatives to expand overseas education opportunities for our student cohort, as well as students from other partner schools within CCID (Community Colleges for International Development) and ACIIE (American Council on International/Intercultural Education). This course can be used to fulfill a Tompkins-Cortland liberal arts, humanities, or unrestricted elective requirement.

### **Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M1 Taking MATH 090 (if needed) – Course requires limited use of very basic mathematical skills.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

### **Course Goals**

The goal of this travel course is to introduce students to the literature of the selected nation and provide them with structured exposure to the geographical, cultural, and historical contexts that have generated this literature. The first-hand experience gained through travel in another country will strengthen student appreciation and understanding of the relationship between a country's geographical setting, culture, and history and its cultural expression.

### **Course Objectives/Topics**

Objective/Topic	% Course
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The student will be able to explain the relationship between the geographical, cultural, and historical context of a nation and that nation's literary expression.	100%
The student will participate in class discussion of reading materials in an appropriate online setting.	25%
The student will participate in group discussion each day regarding his/her observations and discoveries.	100%
The student will organize and execute an oral presentation on a chosen field topic while in country.	10%
The student will keep a journal of experiences and observations.	100%
Note: Because student mastery of these objectives overlaps, the sum of the amounts of class time assigned to the objectives exceeds 100%	

### General Education Goals - Critical Thinking & Social/Global Awareness

Critical Thinking Outcomes	How does the course address Critical Thinking (include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used.)
<ul style="list-style-type: none"> <li>➤ Students will be able to develop meaningful questions to address problems or issues.</li> <li>➤ Students will be able to gather, interpret, and evaluate relevant sources of information.</li> <li>➤ Students will be able to reach informed conclusions and solutions.</li> <li>➤ Students will be able to consider analytically the viewpoints of self and others.</li> </ul>	<p>The course requires significant background reading of both literary and other texts to prepare students to maximize their in-country experiences. Students will gather information via this reading as well as through travel, personal experience, and interaction with people in the country visited.</p> <p>Students will create and present a short oral report to their fellow students. To create these oral reports students will have to develop meaningful questions to address problems or issues encountered in their reading and subsequent travel experiences.</p> <p>Students experiences in the country visited will provide them with new and varied perspectives that will be compared to their own.</p>

Social/Global Awareness Outcomes	How does the course address Social/Global Awareness (include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives shape and are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic, and environmental consequences.</li> </ul>	<p>Engaging in an analysis of the literature of the country visited will assist students in understanding the connection between a country's history and its cultural expression as found in its literature.</p> <p>Engaging in an analysis of the literature of the country visited will assist students in appreciating the role played by literature in the development of a country's cultural heritage. Keeping a daily journal while traveling will help students make connections between their own lives and what they are reading and experiencing while participating in this course.</p>

### Instructional Methods

Students participate in asynchronous on-line group discussion of assigned readings before departure. In addition, faculty assign and monitor relevant web materials. Once in country, students travel as assigned, led by their instructors to sites of literary interest. Instructors present lectures on assigned topics, facilitate daily discussions, and review student behavior

and performance.

### Methods of Assessment/Evaluation

Method	% Course Grade
Oral presentation to the class	5-10%
On-line discussion	20-25%
Daily Journal	20-25%
Daily Discussion	20-25%
Participation while in country	10-20%

### Text(s)

There is no required text for this course. Readings in the literature of the country visited will be assigned. Said readings should be consistent with the particular trip's itinerary and should also provide an overview of the literature of the country visited. In addition, materials relating to other aspects of the country visited, including culture and history, may also be assigned as appropriate.

### Bibliography

Block, Haskell M. & Robert G. Shedd, ed. Masters of Modern Drama. New York: Random House, 1962.

Fleischmann, Wolfgang Bernard, ed. Encyclopedia of World Literature in 20th Century. New York: Frederick Ungar Publishing Co., Inc., 1975.

Fone, Byrne R.S, ed. Columbia Anthology of Gay Literature. New York: Columbia University Press, 1998

Gassner John, ed. A Treasury of the Theatre. New York: Simon & Schuster, 1970.

Gilbert, Sandra M. & Susan Gubar, ed. Norton Anthology of Literature by Women. New York: WW Norton & Company, 1996.

Gioia, Dana & R.S. Gwynn, ed. The Art of the Short Story. New York: Pearson Longman, 2006.

Johnson, FW, ed. Short Stories International. Boston: Houghton Mifflin Company, 1969.

Miller, Jr., James E, Robert O'Neal, & Helen M. McDonnell, ed. Man in Literature: Comparative World Studies in Translation. Glenview, Ill: Scott, Foresman, & Co., 1970.

Washburn, Katherine and John S Major, ed. World Poetry. New York: Quality Paperback Club, 1998.

### Other Learning Resources

#### Audiovisual:

No resources specified.

#### Electronic:

Databases such as Literature Resource Center, Twayne Authors Series, and Contemporary Authors should support the academic needs of students enrolled in this course.

#### Other:

The library has an extensive literature collection, including that of English literature produced by writers in a variety of countries.

A wide variety of non-print resources are available on a country by country basis.

TC3 librarians are available to help with assignments or any other assistance required, especially those that involve

information literacy and the development of other research skills. Assistance also will be available in electronic formats in consultation with instructors.