

# Syllabus requirements for Core ENGL courses commonly taught by GPTI's or part-time lecturers:

## Writing requirements:

All English classes should include substantial writing assignments. An appropriate amount of writing for a lower-division course (1000/2000 level) is about 20-25 pages (5000-6250 words) of graded written work, including papers and exams. An appropriate amount of writing for a 3000-level course is about 25-30 pages (6250-7500 words) of graded written work, including papers and exams. Faculty members and instructors are required to provide substantial written evaluation of all student work, explaining what is right about it, what is wrong, and what the student needs to do to improve.

## Reading requirements:

Reading lists should be ambitious in a way that is appropriate to a college course. Even 1000-level courses are expected to cover a significant number of literary works. No more than two weeks of class should be spent on any single literary work, unless that literary work is especially long or complicated (like *The Faerie Queene*, *Ulysses*, or *Bleak House*). Thus, allowing time for exams and such, an appropriate reading list for a 1000-level course would generally include the equivalent of at least seven major literary works. Reading lists for 3000-level courses should be more ambitious than those for 1000-level courses, generally including the equivalent of at least eight major literary works.

## Course catalog descriptions, coverage of materials, and additional departmental guidelines:

### PLEASE NOTE:

- Italicized text comes from CU Boulder's official course catalog.
- Refer to pages 3-4 for additional stipulations for courses that fulfill the Arts & Sciences Core Curriculum and General Education (Gen Ed) requirements detailed in parentheses below each course title.

### **ENGL 1250, Introduction to Global Women's Literature**

(Arts & Sciences Core: Human Diversity)

(Arts & Sciences Gen Ed: Global Diversity Perspective; Arts & Humanities Distribution)

*Introduces global literature by women. Covers both poetry and fiction and varying historical periods. Acquaints students with the contribution of women writers to the literary tradition and investigates the nature of this contribution. Same as WGST 1250.*

Must consist of writing by women of color and/or women writing from diverse perspectives within the US. May include writing from any period but must include some items written before the 20<sup>th</sup> century.

### **ENGL 1270, Introduction to American Women's Literature**

(Arts & Sciences Core: Human Diversity)

(Arts & Sciences Gen Ed: US Diversity Perspective; Arts & Humanities Distribution)

*Introduces literature by women in America. Covers both poetry and fiction and varying historical periods. Acquaints students with the contribution of women writers to the literary tradition and investigates the nature of this contribution. Same as WGST 1270.*

Must include significant attention to pre-20<sup>th</sup> century works, as well as works from the 20<sup>th</sup> and 21<sup>st</sup> centuries. Women's writing from other geographical areas besides England and the Americas may be included.

### **ENGL 1500, Masterpieces of British Literature**

(Arts & Sciences Core: Literature and the Arts)

(Arts & Sciences Gen Ed: Arts & Humanities Distribution)

*Introduces students to a range of major works of British literature, including at least one play by Shakespeare, a pre-20<sup>th</sup> century English novel, and works by Chaucer and/or Milton.*

Should cover literature from the Middle Ages through at least the first half of the 20<sup>th</sup> century. Should range widely across genres including prose, poetry, and drama.

**ENGL 1600, Masterpieces of American Literature**

(Arts &amp; Sciences Core: Literature and the Arts)

(Arts &amp; Sciences Gen Ed: Arts &amp; Humanities Distribution)

*Enhances student understanding of the American literary and artistic heritage through an intensive study of a few centrally significant texts, emphasizing works written before the 20<sup>th</sup> century.*

Must include significant attention to pre-20<sup>th</sup> century works, as well as works from the 20<sup>th</sup> and 21<sup>st</sup> centuries. Should cover literature from the early nineteenth century (if not earlier) through at least the first half of the 20<sup>th</sup> century. Should range widely across genres including prose, poetry, and drama.

**ENGL 1800, American Ethnic Literatures**

(Arts &amp; Sciences Core: Human Diversity)

(Arts &amp; Sciences Gen Ed: US Diversity Perspective; Arts &amp; Humanities Distribution)

*Introduces significant fiction by ethnic Americans. Explores both the literary and the cultural elements that distinguish work by these writers. Emphasizes materials from Native American, African American, and Chicano traditions.*

Must include significant attention to pre-20<sup>th</sup> century works, as well as works from the 20<sup>th</sup> and 21<sup>st</sup> centuries. Other ethnic American traditions (e.g., Asian American, Arab American, etc.) may be included.

**ENGL 3000, Shakespeare for Non-Majors**

(Arts &amp; Sciences Core: Literature and the Arts)

(Arts &amp; Sciences Gen Ed: Arts &amp; Humanities Distribution)

*Introduction to Shakespeare. Introduces students to 6-10 of Shakespeare's major plays. Comedies, histories, and tragedies will be studied. Some non-dramatic poetry may be included. Viewing of Shakespeare in performance is often required. Requisites: Restricted to students with 27-180 credits (Sophomores, Juniors or Seniors) only. English (ENGL) and Humanities (HUMN) majors are excluded from taking this class.*

Should cover at least seven plays, among them two history plays, including at least one from the second tetralogy (*Richard II*, *1 and 2 Henry IV*, *Henry V*); one early and one late comedy; two of the major tragedies (*Hamlet*, *Macbeth*, *Othello*, *King Lear*, and *Antony and Cleopatra*); and one romance.

**ENGL 3060, Modern and Contemporary Literature**

(Arts &amp; Sciences Core: Literature and the Arts)

(Arts &amp; Sciences Gen Ed: Arts &amp; Humanities Distribution)

*Close study of significant 20<sup>th</sup> century poetry, drama, and prose works. Readings range from 1920s to the present. Requisites: Restricted to students with 27-180 credits (Sophomores, Juniors or Seniors) only.*

Must include significant attention to early- and mid-20<sup>th</sup> century works, as well as contemporary works. Precursors to modernism (e.g., Wilde, Ibsen, Hopkins) may also be included as appropriate. Should range widely across genres including prose, poetry, and drama; film may also be included as appropriate.

**University Guidelines for Courses that Satisfy  
Arts & Sciences Core Curriculum & General Education Requirements**

**General Education Requirements**

**Arts & Humanities Distribution Requirement**

Courses in the Arts and the Humanities explore the variety of human creative and intellectual experiences, as well as the history and foundations of culture, through the examination of human languages, literatures, and other artistic, material, social, cultural, and political products, the forms they have taken in different places and eras, and the way these have changed over time. As a result, these courses cultivate perspectives and intellectual skills necessary to comprehend and respond adeptly to the world in which we live, offering frameworks for thinking critically about the universe and the smaller societies we inhabit. In particular, these courses help students develop the ability to appreciate and evaluate human efforts to explain, translate, and transform their diverse experiences of the world, as these efforts take shape in language, literature, philosophical systems, historical contexts, religious experience, material culture, images, sounds, and performances.

To fulfill the Arts & Humanities Gen Ed Distribution Requirement, students must pass a minimum of 12 credits in courses approved as Distribution-Arts & Humanities courses.

**Diversity Requirement:**

The diversity requirement addresses the need to prepare students to navigate the complexities of living and working in a diverse and increasingly interconnected world. Diversity courses are designed to provide students with the necessary understanding and analytical skills to successfully function and lead in a multicultural, multiethnic, transnational, and global society. The courses promote historical and/or contemporary understanding of how social differences shape, and have been shaped by, political, economic, and cross-cultural relationships within the United States and the world. Generally courses will explore the ways in which marginalization has occurred and the reasons for this marginalization.

**United States Perspective Diversity** (noted above as US Diversity)

United States Perspective Diversity courses promote historical and/or contemporary understanding of how social differences have shaped social, political, economic, and cross-cultural relationships within the United States. These courses must substantially address one or more forms of diversity (for example: race, ethnicity, gender, gender identity, sexual orientation, socioeconomic class, religion, disability).

**Global Perspective Diversity** (noted above as Global Diversity)

Global Perspective Diversity courses address the need for students to learn and think critically about historical and/or contemporary global forces and transnational connections. These courses might: 1) focus in-depth on a particular country or culture outside the U.S., placing it within transnational and global context; 2) address a problem or phenomenon in the context of two or more countries, cultures, or regions; 3) examine global affairs through a comparative framework; 4) be part of a study abroad experience with a substantial cross-cultural component.

**For more information about the College of Arts and Sciences General Education Requirements, please see:**  
<https://www.colorado.edu/artsandsciences/undergraduate/degree-requirements/general-education-requirements>

## Arts & Sciences Core Curriculum

### **Human Diversity**

Courses fulfilling this requirement increase the student's understanding of the world's diversity and pluralism through the study of one of two broad and interrelated areas: (1) the nature and meaning of diversity and the experience of marginalized groups; and (2) cultures other than those of Europe and the United States. This requirement explicitly identifies an awareness and understanding of pluralism as essential to a liberal education.

(1) Gender, Ethnic and Social Diversity. Courses in this area are designed to expand the range of each student's understanding of the experience of individuals and groups who, because of such fundamental components of identity as race, ethnicity, gender, or other characteristics, have been historically marginalized by society and placed outside the mainstream. Generally courses will explore the ways in which marginalization has occurred and the reasons for this marginalization. The intent is to expand understanding of these social groups with the goal of identifying the way social categories shape human thought and experience.

(2) Non-Western Cultures. These courses are designed to expand the range of the student's understanding of cultures that are not derived principally from the western experience. A comparative perspective introduces students to the commonality and diversity of cultural responses to universal human problems. Each course seeks to cultivate insight and respect for diversity by requiring students to explore a cultural world quite different from their own. Courses satisfying this requirement are intended to portray culture in the most integrated sense, including aspects of material adaptation, social pattern, ideas and values, and aesthetic achievement.

### **Literature and the Arts**

These courses promote a better understanding of fundamental aesthetic and cultural issues. They sharpen critical and analytical abilities so that students may develop a deeper appreciation of works of art. The goal of this requirement is to enhance the student's ability to read critically, to understand the elements of art, and to grasp something of the complex relations between artist and public, and between art work and cultural matrix. The emphasis in courses which fulfill this requirement is on works that are generally recognized as central to and significant for one's cultural literacy and thereby enhance the student's understanding of our literary and artistic heritage.

Courses stress literary works as well as the history and criticism of literature and the arts. They may utilize creative projects as a means of arriving at a better understanding of the art form, but students may not use studio or performance classes to satisfy this requirement.

**For more information about the College of Arts and Sciences General Education Requirements, please see:**  
<https://catalog.colorado.edu/undergraduate/colleges-schools/arts-sciences/policies-requirements/#newitemtext>