

Syllabus Requirements for ENGL Courses Commonly Taught by GPTIs

Writing Requirements

Literature Courses:

All English classes should include substantial writing assignments. With the exception of ENGL 1001: Writing, Reading, and Culture, an appropriate amount of writing for a lower-division course (1000/2000 level) is 20 pages (5000 words) of graded written work, including papers and exams. An appropriate amount of writing for a 3000-level course is about 25-30 pages (5000-6250 words) of graded written work, including papers and exams. Creative endeavors such as blogs, podcasts, weekly posts, and visual objects etc. may count toward page length alongside or in lieu of some standard papers and exams as long as those assignments are handled thoughtfully and with clear parameters, standards, expectations, and grading rubrics that must be articulated to all students at the beginning of the semester. 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.

Creative Writing Courses:

An appropriate amount of writing for a lower-division course (1000/2000 level) is 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.

Requirements:

Reading lists and workloads should be ambitious in a way that is appropriate to a college course. Please bear the following in mind when constructing your syllabus:

1. Instructors should aim for a workload and reading load such that students devote a minimum of 7-9 hours each week to the class, including class attendance. That is to say, one should assign more reading when the material is easier; and less reading when the material is more difficult. Students should expect to spend 2-3.5 hours preparing for each meeting session, depending on whether the class meets on a MWF or TTH schedule.
2. Instructors should strike a balance between depth and breadth in their reading assignments: all these classes are introductory and many who take them are non-majors. An overly specialized class focusing solely on the instructor's area of interest will likely not make for a successful class, nor is it pedagogically useful as an introduction. Ideally, all these classes should aim for broad historical coverage within reason. The classes should also aim for generic diversity, that is, they should include a range of prose works, poetry, and drama where possible.

Course Catalog Descriptions, Coverage of Materials & Additional Departmental Guidelines:

PLEASE NOTE:

- Italicized text comes from CU Boulder's official course catalog.
- Refer to pages 4-5 for additional stipulations for courses that fulfill the Arts & Sciences Core Curriculum and General Education (Gen Ed) requirements detailed below each course title.

ENGL 1001: Writing, Reading, Culture

Arts & Sciences Core: Written Communication

Arts & Sciences Gen Ed: Arts & Humanities Distribution; Written Communication-Lower Division

This course provides training and practice in writing and critical thinking with a focus on literary and cultural studies. We will emphasize reading, the writing process, the fundamentals of composition, and the structure of arguments. There will be varied writing assignments with opportunities for revision.

Please note: ENGL 1001: Writing, Reading, Culture fulfills the lower-division writing communication Gen Ed requirement across campus and should therefore require 20-25 pages (5000-6250 words) of graded written work, including papers and exams. Papers should also undergo drafting, with adequate feedback on each draft, and instructors should ensure that there is adequate class time spent on focusing on issues of writing, composition, and the workshopping of papers.

ENGL 1210: The Novel

Arts & Sciences Gen Ed: Arts & Humanities Distribution

The novel means the new. And the novel is a new literary genre in history, a fresh young upstart compared to poetry and drama. This course introduces students to the novel form: its definitions, evolutions, and possibilities. Novels may be drawn from a range of British, American, European, and global traditions to expose students to the endless potential of how novels imagine the world.

ENGL 1230: Environmental Literature

Arts & Sciences Core: Literature and the Arts

Arts & Sciences Gen Ed: Arts & Humanities Distribution

This course explores the conjunctions of literature and environments: natural, built, and/or virtual. Students consider literary confrontations with issues such as ecological crises, climate change, human impact on the planet, technics and indigeneity, non-human animals and inhuman agencies, future natures, and environmental justice. Readings may include novels, non-fiction, short fiction, poems, graphic novels, and more.

ENGL 1250: Introduction to World Literature by Women

Arts & Sciences Core: Human Diversity

Arts & Sciences Gen Ed: Arts & Humanities Distribution, Global Perspective Diversity

Students will read fiction and poetry by women from South Asia, East Asia, Africa, Europe, and the Americas, that address questions of sexuality, marriage, and family, politics, labor, and justice at the intersections of gender, race, and nation. Same as WGST 1250.

ENGL 1270: Introduction to American Literature by Women

Arts & Sciences Core: Human Diversity

Arts & Sciences Gen Ed: Arts & Humanities Distribution, U.S. Perspective Diversity

This course investigates how literature by women has shaped the United States over time, from Indigenous authors, to abolitionists, to suffragists, to feminists of various waves. With attention to intersections between class, race, and sexual orientation, students will consider what it has meant and still means to be a woman writer in the United States and will explore how women have engaged, subverted, and resisted ideas about gender. Same as WGST 1270.

ENGL 1420: Poetry

Arts & Sciences Core: Literature and the Arts

Arts & Sciences Gen Ed: Arts & Humanities Distribution

Introduces students to how to read a poem by examining the great variety of poems written and composed in English from the very beginning of the English language until recently.

ENGL 1500: Introduction to British Literature

Arts & Sciences Core: Literature and the Arts

Arts & Sciences Gen Ed: Arts & Humanities Distribution

Introduces students to the British literary tradition through intensive study of centrally significant texts and genres.

ENGL 1600: Introduction to American Literature

Arts & Sciences Core: Literature and the Arts

Arts & Sciences Gen Ed: Arts & Humanities Distribution

Introduces students to the American literary tradition through intensive study of centrally significant texts and genres

ENGL 1800: American Ethnic Literatures

Arts & Sciences Core: Human Diversity

Arts & Sciences Gen Ed: Arts & Humanities Distribution, U.S. Perspective Diversity

Students will learn how writings by African American, Native American and Indigenous, Chicana/o/x, Latina/o/x, Asian American, and/or Arab American authors are central to the US literary tradition. The class explores the significance of ethnic US literatures and cultures through short stories, novels, plays, films, and more.

ENGL 3000: Shakespeare for Non-Majors

Arts & Sciences Core: Literature and the Arts

Arts & Sciences Gen Ed: Arts & 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.

ENGL 3060: Modern and Contemporary Literature for Nonmajors

Arts & Sciences Core: Literature and the Arts

Arts & Sciences Gen Ed: Arts & Humanities Distribution

Close study of significant 20th century poetry, drama, and prose works. Readings range from 1920s to the present.

**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.

The Arts & Humanities Gen Ed Distribution requirement is meant to ensure that students:

Study the fundamental intellectual and ethical dimensions of human experience.

Investigate the relations between artistic, humanistic, and scientific inquiry and interpretation.

Understand and are prepared to navigate successfully the complex and ever-changing world in which we live.

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. (Students may apply more than two lower-division courses with the DNCE prefix to this part of the requirement at long as the credit total in such courses is 6 or less.)

Diversity Requirement:

For the Diversity requirement, students must pass a minimum of 3 credits in each of the two diversity categories for a total of 6 credits in courses that have been identified as fulfilling diversity learning goals. Students may use the same course to fulfill one of the Diversity categories and part of the Distribution 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. All diversity 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 diversity courses in either category of this requirement will explore the ways in which marginalization has occurred and the reasons for this marginalization.

United States Perspective

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

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 courses with a substantial cross-cultural curricular component that are part of a study abroad experience

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>

Arts & Sciences Core Curriculum

Note: All students pursuing a bachelor's degree in the College of Arts and Science who entered the college in fall 2018 or thereafter must complete the General Education requirements. Students who entered the college before fall 2018 have the option to complete either the General Education requirements or the old Core Curriculum (see below).

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 Core Curriculum please see:
https://www.colorado.edu/registrar/sites/default/files/attached-files/2017-18_cu_boulder_catalog.pdf