

**New York City College of Technology**  
**The City University of New York**  
**English Department**

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**Learning Outcomes**

Introduction to Women Writers — ENG 2150

ENG 2150 Fulfills Creative Expression Category for Pathways

3 credits, 3 hours

Prerequisites: ENG 1101

**Course Description**

Introduction to the writings of selected women writers, both major authors and less well-known women writers. A variety of genres including essays, fiction, poems and plays will be explored.

**General Education Learning Outcomes**

Students will be able to

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

**Pathways Learning Outcomes**

**Creative Expression**

A course in this area must meet at least three of the following additional learning outcomes. A student will:

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.

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.

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

Demonstrate knowledge of the skills involved in the creative process.

Use appropriate technologies to conduct research and to communicate.

**Course – Specific Learning Outcomes**

Students will be able to:

gather, interpret, and assess information from a variety of sources and points of view; incorporate primary and secondary sources into essays and exams on women's writing, building on the principles of good writing learned in ENG 1101, including appropriate use of MLA format.

summarize and interpret the main ideas and themes of literary works assigned, through the analysis of specific passages in texts, using appropriate terminology.

articulate an understanding of the function of generic form in expressing the experiences of representative characters, narrators and speakers in their social context, when discussing drama, fiction, poetry or non-fiction written by women.

discuss in class or in online forums character development, human values and character conflicts, the individual's place in society (with regard to values or choices based on ethical views, beliefs, values and choices), as expressed in literary texts written by women. Evaluate evidence and arguments critically or analytically.

compare and contrast different works written by women, to engage with various cultural, local, national and global perspectives, and comment on their role in individual's and societies' use of information to solve problems, in well-reasoned written or oral arguments, using evidence to support conclusions. These arguments will include two comparative essays of at least 1250 words and a five-to-ten-minute oral presentation based on one of the comparative essays.

argue in essays and exams for or against the wisdom of characters', narrators', and speakers' values or choices based on the relative ethical views, values of beliefs of their society and other societies.

### **Assessment Methods**

- Reading and discussion will be measured through grading of discussion question responses and oral participation.
- Written analysis of texts will be measured through grading of essays.
- Knowledge of texts will be measured through quizzes and exams.

### **New York City College of Technology Policy on Academic Integrity**

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