

## **NEW YORK CITY CENTER (GNYC) COURSE DESCRIPTIONS**

### **GNYC 127 Beginner Language Study (2 units)**

This communicative approach to language is designed to give students the ability to understand, speak, read and write at a simple level. The primary goals are to introduce beginning students to basic structures of the language by developing vocabulary and a command of idiomatic expressions; to familiarize students with sentence structure through written exercises and short compositions; to give students a basic foundation in the history and culture of a number of countries where the language is spoken.

### **GNYC 128 Beginner Language Study (3 units)**

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### **GNYC 227 – Intermediate Language Study (2 units)**

This course is designed for students who have studied one or more semesters in a country where the language is spoken, and need to brush up their language skills, such as speaking, listening, reading and writing. Students acquire daily conversation skills in class and study new vocabulary, cultural phrases and expressions through reading materials provided in each class. Through the weekly meeting, the students expand their conversational skills, review their grammatical resources, and enrich their writing skills. In each week, the students are expected to read the reading materials and complete their writing homework.

### **GNYC 228 – Intermediate Language Study (3 units)**

This course is designed for students who have studied one or more semesters in a country where the language is spoken, and need to brush up their language skills, such as speaking, listening, reading and writing. Students acquire daily conversation skills in class and study new vocabulary, cultural phrases and expressions through reading materials provided in each class. Through the weekly meeting, the students expand their conversational skills, review their grammatical resources, and enrich their writing skills. In each week, the students are expected to read the reading materials and complete their writing homework.

Craft elements studied include clarity, organization, and mechanics (grammar, syntax, punctuation). Modern Language Association and/or Chicago styles will be reviewed.

The pdf course packet includes essays and other nonfiction literature by Gloria Anzaldúa, James Baldwin, Paul Cowan, Stanley Crawford, Barbara Ehrenreich, Louise Erdrich, Kris Holloway, Denis Johnson, Toni Morrison, Leslie Marmon Silko, Carol Stack, William T. Vollmann. Online stylebook readings also will be assigned.

### **GNYC 327 – Advanced Language Study (2 units)**

Students progress from a solid knowledge of conversation and grammar to advanced skills including communication through speaking, writing, and translating.

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### **GNYC 340 Junior Research Seminar (2 required units, spring semester)**

This online required course provides students with the skills and knowledge necessary to research, organize and write a thesis proposal as well as a fully developed research paper that incorporates multiple primary and secondary resources that students evaluate according to the pyramid of sources and through critical readings. Students also learn to narrow down a general topic into a manageable project, organize it through scheduling, notes and interviews, and become familiar with the various ways of citing sources and avoiding plagiarism. This course is a prerequisite for the Independent Study Semester.

### **GNYC 400 Capstone Seminar (3 units)**

Senior students gain support and develop writing, analytical and critical thinking skills in this seminar that focuses on the conception, writing and writing of a senior thesis .In addition to working independently, students gather weekly for a senior thesis writing workshop dedicated to improving participants' theses conceptually and technically. Students work individually and in peer groups, representing their work to the class at regular intervals for general critique. The focus is on generating a topic, creating an outline, conducting appropriate research, polishing the writing and presenting the paper orally.

### **GNYC 401 Senior Thesis (3 units)**

Senior students write a thesis of their own conception for three credits. The thesis is the culmination of the student's undergraduate work as a student of Global Studies and is a reflection of independent field research and bibliographic research which the student has carried out at one of the Centers and examined in depth during the Capstone semester. The student will work independently and with her advisor as well as with faculty and peers in the Capstone Thesis Seminar to develop and complete the thesis. Students are permitted to add appropriate media such as photos, film or sound to their thesis, and are encouraged to pay attention to the layout, format and style of their work as well as to its academic excellence.

### **GNYC 430 Cross-Cultural Understanding in a Globalizing World (3 units)**

The purpose of this seminar is to provide students with the opportunity to identify, and deepen their reflection upon some of their most important cross-cultural learning experiences during their years in Global College. They will relate the experiences to particular, theoretical models. Additionally students enter into conversation with a wide range of intellectuals, artists, and activists, on the meaning of world citizenship. This conversation is carried out through the reading and discussion of texts as well as through live encounters. The course provides students the chance to explore and articulate how their experience might help them contribute to tackling the many challenges of a globalizing world.

**GNYC 433 Work: Experience and Design (4 units)**

This course offers students the opportunity to apply their knowledge and skills to the workplace through a twelve week internship. In the process of applying for the position and working under the guidance of professionals in their fields, students learn about identifying and applying for jobs, analyzing the effectiveness of the organization, and assessing their own capabilities. In addition to the internship, students are exposed to career opportunities and graduate school programs through readings, guest speakers and field visits. Included in the required readings are works pertaining to the social and economic context of work and livelihood in the United States. Students study the current economic and social issues that are factors in determining the success and well-being of individuals and social groups. Students visit the United Nations and Washington, D.C. as they examine policy-making structures at the international and domestic levels. Students create an electronic Career Portfolio that highlights their acquired knowledge and skills with an emphasis on their global learning experience.

**GNYC 480 Social Marketing (3 units)**

In this course students are introduced to the systematic use of marketing principles, concepts and techniques to bring about societal development. The course aims at a student –focused approach as through discussion, readings and interactive exercises students examine social marketing strategies in diverse global locations. Building on students' field experience in China, India, Latin America, USA, etc. they develop Social Marketing program proposals that address the needs they have identified. The objective output will be a detailed and refined Social Marketing Plan that is based on the Social Marketing Plan format presented in the Kotler textbook.

**GNYC (396 - 499) Independent Study (units vary)**

Students have the opportunity to conduct an independent study with guidance from their faculty advisor. The advisor and the student develop a learning plan for the semester and weekly meetings take place to discuss the student's project. Students are expected to hand in written work on a regular basis.