

ENGL 099: CONNECTING READING AND WRITING

This course is designed to provide entering students with an introduction to college-level writing, reading, and thinking processes. It is a workshop style course, connecting students to the various academic, social, and cultural contexts that inform their reading, writing, and thinking. Students are placed in the course after receiving an SAT Verbal score of 390 or below, an ACT Writing score of 13 or under, or an SAT Essay Writing Component score of 6 or under (based on scores of two readers). Students meeting one of those criteria may sit for an on-site timed essay during orientation for possible exemption from this course. Credit earned in this course will not count toward the university's 120 credit hour minimum required for graduation. Enrollment is continuous until students earn a "C" or better. Students who excel in this course, with the professor's approval, may be placed directly into College Writing II and receive 3 credit hours towards graduation. (3 credits)

Students will:

1. Read and summarize in their own words the main points and supporting details of the text;
2. Identify meaning and draw inferences from context clues;
3. Establish criteria for evaluating texts;
4. Write extended prose of at least 300 words;
5. Demonstrate knowledge of writing with computers.

*The ability-based objectives for English 099, 101, and 103 are based on the "Ability-Based Goals for Undergraduate and Graduate courses in the Department of English." The numbered objectives (1-5) above match the order of the bulleted objectives in the original document. The numbers imply no inherent or imposed hierarchical or evaluative meaning.

ENGL 101: COLLEGE WRITING I

In this course, students will investigate the purposes, both academic and non-academic, for writing and reading. Students will develop increased writing fluency, clarity, and coherence; a fuller understanding of rhetorical principles, including invention, organization, and audience; improved strategies for revising and editing their prose, emphasizing the standards of edited American English; and an understanding of writing and reading as tools for learning and communication. (3 credits)

Students will:

1. Increase writing fluency: length, development, word precision;
2. Develop greater clarity and coherence (connected ideas, presented in a clear manner);
3. Acquire strategies for coping with a variety of writing purposes and for considering prospective readers' purposes, knowledge, and attitudes;
4. Acquire strategies of invention, revision, and editing, thus viewing writing not only as a way to communicate but also as a way to learn;
5. Continue to demonstrate knowledge of writing with computers.

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ENGL 103: COLLEGE WRITING II

In this course, students will learn to read academic and persuasive discourse in an active, critical manner; develop deliberated positions on selected issues and questions; compose strongly supported and reasoned arguments regarding those issues and questions; acquire information literacy skills, learning efficient and productive strategies for research from both print and online sources; and complete documented essays which effectively integrate source materials into a persuasive whole. *Prerequisite:* ENGL 101. (3 credits)

The students will:

1. Read academic and openly persuasive discourse in an active, critical manner;
2. Develop carefully worked out positions on selected issues and questions;
3. Construct strongly supported and carefully reasoned arguments regarding those issues and questions;
4. Learn efficient and productive strategies for doing academic research;
5. Complete documented papers which successfully integrate material from a variety of researched sources into a persuasive whole;
6. Be able to assess own writing and research process.

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ENGL 150: Writing to Discover

This course gives high school students the experience of the rigors of a college level creative writing course. An intensive writers' workshop where participants and facilitators work individually and in small groups to fine-tune the craft of their writing. Course may be repeated up to 4 credits. (1 credit)

Students will:

1. Engage in writing on a daily basis through journal writing and exposure to other literary genres such as poetry, fiction, and creative non-fiction;
2. Engage in critiques of their writing and the writing of others in small-group workshops;
3. "Perform" their work, either by reading it aloud in class settings and public venues and/or by publishing it in the Academy's literary arts magazine, *Pomegranate*.

ENGL 204: COMPOSITION AND RHETORIC

In this course you will study expository and persuasive writing based on the study and application of rhetorical theory. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Learn and articulate rhetorical theory impacts on written composition;
2. Learn and articulate major rhetorical theories from the Greeks to the present;
3. Apply rhetorical theory to critical analysis of contemporary and historical discourse;
4. Apply rhetorical theory while drafting and revising their own writing.

ENGL 205: INTRODUCTION TO PROFESSIONAL WRITING

In this course, students will work in research and organizing professional papers and reports. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Discover the varied and complex rhetorical demands of writing in technical and scientific styles and genres;
2. Write individually and collaboratively, integrating research skills, document design, and understanding of style, technical concepts, genre, and audience;
3. Produce documents using the computer hardware and software appropriate to organizational settings;
4. Analyze and practice discipline-specific writing within a field of their choice;
5. Produce representative work useful in seeking employment.

ENGL 210: INTERPRETING LITERATURE (*ABILITY-BASED COURSE GOALS*)

Students read and interpret a variety of texts from any time period or geographical location. Genres may include poetry, short story, novella, novel, drama, and non-fiction. (3 credits). *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Read a variety of works from different genres;
2. Consider the complex construction of “meaning” in literary works;
3. Learn to support the interpretive conclusions that they draw from any work they read;
4. Appreciate and enjoy the role of literature in their lives.

ENGL 214: FILM ANALYSIS

This course is a survey of contemporary and classic films. (3 credits)

Students will:

1. Actively participate in class discussions;
2. Learn and use the aesthetic terms and language of film study;
3. Construct meaning from narrative, filmed texts;
4. Cultivate knowledge of the auteurs, genres and history of narrative film from 1900 to the present.

ENGL 220: WRITING ABOUT LITERATURE

Writing as the practical application of literary interpretation and research, using recent computer technology. *Prerequisites:* ENGL 101 and 103. (3 credits)

Students will:

1. Introduce the student to a variety of critical theories and literary responses;
2. Provide practice in the use of these various approaches in writing about literary texts;
3. Introduce the student to the common resources literary scholarship depends on and examine how such materials are used in writing about literature;
4. Ask students to think independently and analytically about a wide range of literary texts;
5. Allow students to develop a sense of what constitutes a successful piece of writing, to articulate the standards of success, and to judge the degree to which a body of writing succeeds in achieving those standards.

ENGL 225: INTRODUCTION TO CREATIVE WRITING

Introduction to Creative Writing is a foundations course, offering students the opportunity to develop their abilities to write poetry, fiction, and creative nonfiction. Original student work is read and discussed in class and in conferences with the instructor. Reading of classic and contemporary writers is assigned. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Analyze the function of language in texts covered, demonstrating knowledge and awareness of the subtleties, tensions, and contradictions inherent in creative works.
2. Actively participate in class discussions and presentations.
3. Have facility for working in groups, with the ability to listen to points of view different from one's own.
4. Establish a variety of writing styles and develop an ability to critically read creative works.

ENGL 242: AFRICAN-AMERICAN LITERATURE

This course is a study of black American literature as it pertains to the American experience. *Prerequisite:* ENGL 101 and 210 or English major status. (3 credits)

Students will:

1. Display working familiarity with African-American literary history- its major authors, works images, genres, and themes- both perceived from African-American and Euro-American perspectives;
2. Place the African-American experience into the context of American experience- historical, political, sociological, economic and psychological;
3. Explore the cultural, linguistic, and psycho-social component characteristics of African-American life and culture in general;
4. Appreciate the enormous vitality and variety of African-American cultural contributions to American life and culture in general;
5. Improve analytical and critical thinking, speaking, and writing skills; in particular, they will continue, through class discussions and through the drafting and sharing of a variety of written responses, to find ways both of exploring these works and our relationships with them of effectively communicating these insights to others.

ENGL 243: LITERATURE OF THE WOMEN'S MOVEMENT

In this course, students will learn about women authors from various periods read with a woman's perspective on the world. *Prerequisite:* ENGL 101 and 210 or English major status.

(3 credits)

Students will:

1. Cultivate an understanding of the history of the women's movement in western culture (i.e. the political, legal, religious, economic ramifications of that movement);
2. Identify prominent figures in the women's movement, understand both their participation in sub-movements and between those sub-movements;
3. Articulate the dialogical relationship between texts and ideologies;
4. Use different kinds of writing and multiple drafts to synthesize conceptual patterns related to literature of the women's movement;
5. Contribute in meaningful ways to discussions and to individual and group projects.

ENGL 244: NATIVE AMERICAN LITERATURE

This course is a study of Native American Literature as it pertains to the American experience. *Prerequisite:* ENGL 101 and 210 or English major status. (3 credits)

Students will:

1. Demonstrate a working familiarity with the history of Native American life, including the function of oral traditions;
2. Recognize the conflation of history, historiography, and fiction in literature and in our lives;
3. See more clearly one's own assumptions about texts and cultures, and to use some of those assumptions to explore Native American world views;
4. Develop the ability to write both critically and for the purpose of exploration and to communicate formally the results of individual research into Native American tradition and texts.

ENGL 246: LATINO LITERATURE OF THE UNITED STATES

This course is a study of U.S. Latino literature written in English. Focus will be on how region determines varying components (identity, theme, form, or mood), exemplified in distinctions between immigration, barrio southwestern, Chicago, and L.A. literatures.

Prerequisites: English 101 and 210 or English major status. (3 credits)

Students will:

1. Display familiarity with the different ways that Latino-American authors writing in English turn the histories and cultures of Spain, Latin America, and the Spanish speaking Caribbean to formulate identity within a United States landscape;
2. Develop a variety of approaches and perspectives for understanding, analyzing, and evaluating historical literary texts of varying genres, their aesthetics, and the creation of meaning;
3. Develop different kinds of writing about Latino literature through the use of multiple drafts;
4. Participate actively in generating meaning through reading, writing and discussion, while exhibiting curiosity and respect for the lives and viewpoints of people from various backgrounds and experiences.

ENGL 248: Eastern Literature

Study of such standard works as the Bhagavad-Gita, the writings of Confucius, and the Bible, in addition to other works from India, China, and the countries of the near East.

Prerequisite: ENGL 101 and 210 or English major status. (3 credits)

Students will:

1. Display a knowledge of a literary tradition different from the Western cannon;
2. Develop oral and written methods of interpreting texts from China, Japan and India;
3. Identify the differences between various Asian cultures;
4. Cultivate a close awareness of the cultural forms and contexts of the texts.

ENGL 249: LIFE/LITERATURE/SERVICE (1 CREDIT, REPEATABLE UP TO 3)

Life/Lit/Service will explore selected literary and linguistic concerns—e.g. representations of place, class, ethnicity and/or dialectal variation--through a service learning experience (e.g. an intensive one-week service project in San Francisco). The purpose of Life/Lit/Lit/Service, in general, is to explore issues of race, class, gender, dialect, place, social responsibility through service learning.

Prerequisites: Permission of the instructor. (1 credit)

Students will:

1. Read a selection of works—fiction, poetry, creative nonfiction—focusing on the environmental and social concerns specific to the service site;
2. Reflect on these issues, their complex historical and economic causes, and the ways these issues have been recorded in literature;
3. Participate in an intensive service learning project relating directly to the environmental and social concerns these readings examine;
4. Consider questions of social and environmental justice, of our individual responsibilities in society, and the moral force of literature.

ENGL 260: LATIN 1

An introduction to the Latin language, concentrating on the study of basic forms, grammar, and introductory readings. (3 credits)

Students will:

1. Understand basic grammatical constructions in English and Latin, and be able to translate from Latin into English nouns of the first four declensions, all declensions of adjectives, all pronoun forms, and all conjugations of *verbum* in the indicative mood;
2. Display an ability to speak Latin clearly;
3. Display an understanding of a basic knowledge of Latin syntax gained through the translation of introductory sentences and passages in prose and verse;
4. Display a basic understanding of the periods of Latin literature from the classical period through the Renaissance.

ENGL 261: LATIN 2

Further study of the Latin language, concentrating on the study of advanced grammar and introductory readings. *Prerequisites:* English 260 or permission of the instructor. (3 credits)

Students will:

1. Understand basic grammatical constructions in English and Latin, and be able to translate from Latin all inflected parts of speech (nouns, verbs, adjective, adverbs, and pronouns);
2. Be able to speak Latin clearly, and with an understanding of meaning;
3. Display an understanding of a Latin syntax gained through the translation of introductory sentences and passages in prose and verse;
4. Be able to translate into idiomatic English syntactic structures including participial forms, dependent clauses, indirect statement, and basic uses of the subjunctive mood;
5. Display a basic knowledge of the periods of Latin literature from the classical period through the Renaissance.

ENGL 288: Classic Theatre Tour

The study of classic drama, climaxed by a trip to the Stratford Shakespeare Festival in Ontario, Canada; the Shaw Festival Theater; or other appropriate theaters in Toronto. Offered in the summer. Travel fee required. *Prerequisite:* ENGL 101 and 210 or English major status. (3 credits).

Students will:

1. Develop a working knowledge of selected works, characters, and themes;
2. Examine the historical moment and cultural contexts that these works participated in;
3. Consider the larger critical issues involved in the production, reading, and interpretation of dramatic texts;
4. Demonstrate their knowledge of selected works and the critical issues that surround these works in oral and written discussions of these texts.

ENGL 305: PRACTICUM: TEACHING WRITING

Experience in developing, responding to, evaluating, and grading student-writing tasks, and in tutoring student writers, combined with an introduction to theory used in the teaching of writing. Required for certification to teach English in the secondary schools.

Prerequisite: ENGL 101. (3 credits)

Students will:

1. Learn past and present theories of writing influencing the teaching of composition;
2. Practice methods of teaching and assessing writing that reflect these theories;
3. Observe and practice a variety of approaches to the teaching of writing;
4. Articulate and execute an informed, coherent approach to their own pedagogy of writing.

ENGL 306: Technical and Scientific Writing

Advanced work in research and organizing professional papers and reports.

Prerequisite: ENGL 101. (3 credits)

Students will:

1. Integrate research skills, document design, and understanding of style, genre, and audience;
2. Complete extended projects involving more complex writing situations;
3. Develop understanding of client/consultant relations and project management;
4. Work in project teams;
5. Recognize the importance of written and oral communication in project development, introduction , and assessment;
6. Use the hardware and software appropriate to organizational settings.

ENGL 307: Writing for Electronic Media and Film

This course develops writing skills that enable students to write basic continuity for public service announcements, slide-tape instructional programs, local level videotape productions, and other applications as they relate to electronic media and film.

Prerequisite: ENGL 101. (3 credits)

Students will:

1. Construct meaning from media, technology and non-print texts;
2. Read and produce critical essays centered around various film topics (e.g. film genre, auteur studies, film theory, masculinity, femininity, history, etc);
3. Understand the influence of print and non-print media and technology in contemporary culture.

ENGL 308: ADVERTISING COPYWRITING

Work in the writing and production of advertising copy. *Prerequisite:* ENGL 101.

(3 credits.)

Students will:

1. Learn the forms, functions, creative techniques, strategies and conventions of advertising copywriting;
2. Create and edit and copy for maximum effectiveness in headlines, body copy, and other ad elements;
3. Develop knowledge of computer hardware and software in creative advertisements;
4. Consider traditional liberal arts concerns in advertising, such as ethics and equity as well as newer issues such as those presented by marketing strategies in cyberspace;
5. Develop representative work useful in the job search.

ENGL 309: ADVANCED PROFESSIONAL WRITING

Principles and practices of good writing as found in business letters and report writing .

Prerequisite: ENGL 205. (3 credits)

Students will:

1. Discover the varied and complex rhetorical demands of writing in business and administrative styles and genres, such as memos, letters, proposals, and reports;
2. Practice writing collaboratively;
3. Demonstrate knowledge of the computer hardware and software commonly used in professional settings;
4. Create professional documents in content and design, which integrate research skills, document design, and understanding of style , genre, and audience;
5. Produce employment documents and representative work useful in the job search
6. Assess their work in professional language.

ENGL 311: CHAUCER

Selections from *The Canterbury Tales*, *Troilus and Criseyde*, and other works of Geoffrey Chaucer. *Prerequisite*: ENGL 101 and 210 or English major status. (3 credits)

Students will:

1. Display an extensive familiarity with Chaucer's works and his cultural context in the later middle ages;
2. Display a comprehensive knowledge of the history of Chaucer criticism and the criticism of his literary culture;
3. Demonstrate an ability to build upon their knowledge of Chaucer, the period, and the criticism to formulate their own oral and written arguments;
4. Write a thoughtful and sustained critique of some aspect of Chaucer's works in a fully documented, publishable-length research paper;
5. Contribute substantively to the class in presentations and in-class discussions.

ENGL 312: SHAKESPEARE

Selected comedies, tragedies and histories with their literary and historical background.

Prerequisite: ENGL 101 and 210 or English major status. (3 credits)

Students will:

5. Develop a working knowledge of Shakespeare's works, his characters, and his themes;
6. Examine the historical moment and cultural contexts that these works participated in, Considering how Shakespeare in both of his time and "for all time";
7. Consider the larger critical issues involved in the production, reading, and interpretation of Shakespeare's texts;
8. Demonstrate their knowledge of Shakespeare's works and the critical issues that surround these works in oral and written discussions of these texts.

ENGL 314: EUROPEAN FILM

The critical analysis of films from European Union countries with particular emphasis on countries with high annual film productivity such as France, United Kingdom, Italy, Spain, and Germany. Emphasis in on contemporary films with optional contrast to historical trend-setting films. *Prerequisites:* English 210 or English major status. (3 credits)

Students will:

1. Be able to analyze a film in writing, using basic film techniques (mise en scene, camera, lighting, editing) to explain its overall effect of its visual rhetoric;
2. Discuss the qualities that combine to make a successful film;
3. Understand their own cultural positioning in their aesthetic judgments;
4. Articulate and support an argument about a scene or a theme in one or more films;
5. Appreciate the cultural differences between themselves and the intended European audiences of the films;
6. Be able to apply one or more critical theories to their analysis of one of more films.

ENGL 315: THE CINEMATIC REVIEW: HISTORICAL AND CRITICAL WRITING

A survey of significant motion pictures with emphasis upon the techniques of film making and film reviewing. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Actively participate in class discussions;
2. Construct meaning from media and non-print texts;
3. Read and produce critical essays centered around film topics taken from film auteur genre, theory, or thematic studies;
4. Understand the influence of film criticism and theory on film studies.

ENGL 316: ASIAN FILM

The critical analysis of films from India and East Asia. Emphasis is on contemporary films from China and Japan. Also meets requirements for the Asian Studies Minor.

Prerequisite: ENGL 210 or English major status. (3 credits)

Students will:

1. Actively participate in class discussions;
2. Read and produce critical essays centered around film topics taken from film auteur genre, theory, or thematic studies;
3. Fluently analyze a scene for an effect or idea;
4. Fluently analyze a film for a theme;
5. Fluently analyze two or more films for a theme;
6. Recognize the effect of a “Western gaze” in the analysis of Asian films.

ENGL 317: BRITISH LITERATURE I

A comprehensive survey of authors and literary works from the Old English period through Milton. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Display a working familiarity with the history of British literature and culture of Britain from the Old English period through the English Civil War;
2. Develop a variety of approaches and perspectives for understanding, analyzing, and evaluating historical literary texts, their aesthetics, and the creation of meaning;
3. Develop different kinds of writing through the use of multiple drafts;
4. Display knowledge of genres in British literature from the Old English period through the English Civil War;
5. Actively participate in making meaning through reading, writing, and discussion, while exhibiting curiosity about and respect for the lives and viewpoints of people from these periods.

ENGL 318: BRITISH LITERATURE II

A comprehensive survey of authors and literary works from the Civil War and Restoration through the early 20th century. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Display a working familiarity with the history of British literature and culture of Britain from the Restoration through the early twentieth century;
2. Develop a variety of approaches and perspectives for understanding, analyzing, and evaluating historical literary texts, their aesthetics, and the creation of meaning;
3. Develop different kinds of writing through the use of multiple drafts;
4. Display knowledge of a variety of genres in British literature and the culture of Britain from the Restoration through the early twentieth century;
5. Actively participate in making meaning through reading, writing, and discussion, while exhibiting curiosity about and respect for the lives and viewpoints of people from these backgrounds.

ENGL 319: AMERICAN LITERATURE I

A comprehensive survey of American literature from Puritan time through Melville.

Prerequisites: ENGL 101 and 210 or English major status. (3 credits)

Students will:

1. Display a working familiarity with American literary history—its major authors, works, genres, and themes—from its inception through the work of Herman Melville;
2. Understand the ways in which these authors, works and themes are shaped by and participated in shaping the historical and cultural movements in America during this period;
3. Explore the variety of critical approaches, issues, and perspectives which arise in the examination of early American literary texts;
4. Recognize and appreciate the multiplicity of people and perspectives—male and female; European, native, African, Spanish—who contributed to the developing languages and literatures of this country during the first half of its history;
5. Continue, through class discussions and through the drafting and sharing of a variety of written responses, to find ways both of exploring these works and our relationships with them and of effectively communicating these insights to others.

ENGL 320: AMERICAN LITERATURE II

A comprehensive survey of American literature from Whitman through modern times.

Prerequisites: ENGL 101 and 210 or English major status. (3 credits)

Students will:

1. Display a working familiarity with American literary history—its major authors, works, genres, and themes—from the work of Walt Whitman through modern times;
2. Understand the ways in which these authors and works and themes are shaped by and participated in shaping the historical and cultural movements in America during this period;
3. Explore the variety of critical approaches, issues, and perspectives which arise in the examination of late nineteenth and twentieth century American literary texts;
4. Recognize and appreciate the multiplicity of peoples and perspectives—male and female; European, native, African, Spanish—who contributed to the developing languages and literatures of this country during the second half of its history;
5. Continue, through class discussions and through the drafting and sharing of a variety of written responses, to find ways both of exploring these works and our relationships with them and of effectively communicating these insights to others.

ENGL 331: HISTORICAL DEVELOPMENT OF THE ENGLISH LANGUAGE

An examination of each historical period to discover the structure of the language, its spelling, vocabulary, syntax and the influences of social situations upon it.

Prerequisite: ENGL 101. (3 credits)

Students will:

1. Distinguish among Old English, Middle English, and Modern English in terms of structure, vocabulary, spelling conventions and historical period;
2. Explain linguistic and social forces that contribute to changes in language, providing examples from each period of development in Britain and in the USA;
3. Account for the origin of modern conventions of spelling, usage, and syntax;
4. Describe the relationship of the English language to the other Indo-European languages;
5. Characterize the spread and influence of English in the past two centuries, including the formation of creoles and pidgins.

ENGL 332: TRADITIONAL GRAMMAR

Brief history of the English language through study of traditional and transformational grammar with emphasis on syntax. Differences between prescriptive and descriptive grammar and problems of current usage. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Acquire a sense of relationship of English to other languages;
2. Become acquainted with basic sources of linguistic and grammatical study;
3. Discover what governs their own and others' language behavior/conventions, learning forms and uses of parts of speech, lexicon and syntax;
4. Learn that acquisition of language skills is a life-long process, deeply affected by the discourse communities in which language users participate.

ENGL 333: CONCEPTS IN LINGUISTICS

An examination of language structure: phonology, morphology, syntax and semantics, and an introduction to psycho, socio and historical linguistics.

Prerequisite: ENGL 101. (3 credits)

Students will:

1. Become familiar with the basics of language study, its components and their examination;
2. Define language, examine its human-specific dimensions and discuss relationships between thought and language;
3. View the complexity of language via study of phonology, morphology, syntax, semantics, and pragmatics;
4. Demonstrate awareness of the complexity and innately human aspect of a daily activity we all too often tend to take for granted.

ENGL 336: SECOND LANGUAGE ACQUISITION

A course designed to acquaint the prospective teacher with theories of second language acquisition (SLA). SLA surveys the processes of acquiring/ learning language including the following issues: sound system-phonemic inventory; words-lexicon; semantics; syntax; critical period for second language learning; linguistic creativity, competence and performance. (3 credits)

Students will:

1. Cultivate comprehension of current theories of second-language acquisition (SLA) and related research,
2. Reflect and write about their teaching, student learning and affecting curricular and teaching methodology changes as warranted,
3. Create lesson segments that reflect particular SLA theories and practice,
4. Employ technology as a tool for professional development and to promote student learning,
5. Design unit and daily lesson plans in alignment with the standards for language learning at various levels,
6. Explore a theoretical or practical aspect of second language acquisition in a research paper.

ENGL 338: CREATIVE WRITING: CREATIVE NONFICTION

This writing workshop provides the opportunity for students to develop their abilities in writing creative nonfiction. Original student work is read and discussed in class and in conferences with the instructor. Reading of classic and contemporary creative nonfiction is assigned.

Prerequisite: ENGL 225. (3 credits)

Students will:

1. Demonstrate a knowledge of classical and contemporary creative nonfiction.
2. Analyze the function of language in creative nonfiction texts, demonstrating knowledge and awareness of subtleties, tensions, and contradictions language creates in these texts.
3. Establish a variety of creative nonfiction writing styles and develop an ability to critically read and evaluate creative nonfiction essays.
4. Use multiple drafts to revise original works of creative nonfiction.
5. Actively participate in class discussions and presentations.

ENGL 339: CREATIVE WRITING: FICTION

This writing workshop provides the opportunity for students to develop their abilities in writing fiction. Original student work is read and discussed in class and in conferences with the instructor. Reading of classic and contemporary fiction is assigned. This course may be repeated for up to six credits. *Prerequisite:* ENGL 101 (3 credits)

Students will:

1. Learn the essentials of plotting sequences for fictional narrative;
2. Develop creative metaphors and similes for establishing settings and characters in fictional narrative;
3. Cultivate the ability to brainstorm and storyboard plot situations and outcomes;
4. Establish a variety of writing styles and tones for monologue and dialogue;
5. Develop an ability to critically read and evaluate fictional narratives;
6. Strengthen skills in revision of manuscripts

ENGL 340: CREATIVE WRITING: POETRY

This writing workshop provides the opportunity for students to develop their abilities in writing poetry. Original student work is read and discussed in class and in conferences with the instructor. Reading of classic and contemporary poetry is assigned. This course may be repeated for up to six credits. *Prerequisite:* ENGL 101. (3 credits)

Students will:

1. Read, interpret and analyze student and professional poetry;
2. Practice the generation of ideas, forms and language;
3. Learn to assist fellow students in revising their work;
4. Learn editing techniques useful in preparing manuscripts for submission to publishers;
5. Discuss the relationship between experience and imagination, as well as style/modes, specificity, irony, voice/tone, rhyme and cadence, meter, subtext and sister arts.

ENGL 360: LATIN LANGUAGE AND LITERATURE

A reading course in classical and medieval Latin verse and prose, with a continuing review of grammar as necessary. *Prerequisites:* English 261 or permission of the instructor. (3 credits)

Students will:

1. Demonstrate an ability to translate selections of Latin prose and poetry into idiomatic English;
2. Display an ability to speak these selections clearly, in Latin;
3. Display an understanding of the cultural contexts of surrounding the authors which they have been assigned to translate.

ENGL 383: CHALLENGES OF THE AMERICAN EXPERIENCE I (to 1865)

An interdisciplinary course including American literature, history, philosophy, and politics examining the roots of American institutions, values and cultures and their significance for the challenges confronting contemporary society. (3 credits)

ENGL 384: CHALLENGES OF THE AMERICAN EXPERIENCE II (1865 to the present)

An interdisciplinary course including American literature, history, philosophy, and politics examining the roots of American institutions, values and cultures and their significance for the challenges confronting contemporary society. (3 credits)

ENGL 402: WORLD LITERATURE

Critical analysis of selected works by writers outside the U.S. and Britain.

Prerequisites: ENGL 101, 103 and 210 or English major status. (3 credits)

Students will:

1. Contextualize different genres and understand a text's production (i.e. cultural, political, literary and economic);
2. Develop and awareness of and negotiate personal and cultural perspectives when interpreting global texts;
3. Understand the complexities of translation;
4. Use multiple drafts to write formally and informally about the contexts and texts addressed in the course;
5. Contribute in meaningful ways to discussions and to individual and group projects.

ENGL 403: LITERARY CRITICISM

Selected criticisms from Plato to Frye, with application of critical approaches and principles to works of several genres. *Prerequisites:* ENGL 101, 103 and 210 or English major status. (3 credits)

Students will:

1. Develop familiarity and cultural theorists and their conceptual aims from Matthew Arnold to present;
2. Develop an understanding of a variety of literary and cultural theorists for understanding, analyzing, and evaluating historical literary texts of varying genres, their aesthetics, and the creation of meaning;
3. Develop different kinds of theoretical writing about literature through the use of multiple drafts;
4. Recognize how their own completed projects generate a mosaic of ideas which evidence the value of theoretical and cultural contributions;
5. Participate actively in generating meaning through reading, writing and discussion, while exhibiting curiosity and respect for lives and viewpoints of people from various backgrounds and life experiences.

ENGL 409: ADVANCED RESEARCH WRITING

Course will instruct majors in the B.S. in Writing Program in the goals, audiences, sources, methods, and processes requisite for research and professionalization as writers. (3 credits)

Students will:

1. Identify disciplinary models of research and distinguish formal writing verses from general audience;
2. Consider the rhetorical context in which academic and/or expert knowledge is developed, including validating results and one's entitlement to speak;
3. Produce an annotated bibliography and prepare associated with writing for multiple audience while demonstrating knowledge knowledge of a field's technical language;
4. Learn the technologies and resources available on-line and in libraries, as well as develop the habit of working with reference librarians and technology services to take full advantage of the available resources;
5. Understand even independent projects as "collaboratively authored" and learn how to acknowledge one's formal and informal, primary and secondary, sources fairly and accurately.

ENGL 410: LITERATURE OF THE ENVIRONMENT

Literature of the Environment will encourage those interested in the rhetoric of science, nature writing, and environmentalism to pose informed questions regarding the language, rhetoric, images, and ideas found in significant poetry and prose, fiction and nonfiction, that concern the environment. (3 credits)

Students will:

1. To identify representative works of literature of the environment and nature writing in the process of considering the nature and range of writing about the environment.
2. To consider the rhetorical purposes and audiences of works of literature of the environment through attention both to the context of their productions and their reception;
3. To challenge competitiveness as the sole evolutionary metaphor and to foster cooperation within and beyond the class community;
4. To think critically about the information and modes of argument employed in literature of the environment;
5. To include interdisciplinary and cross-cultural approaches to the environment;
6. To produce an annotated bibliography and a research paper on the environment or a significant related project in an area of the student's discipline/choice.
7. To use technology to expand and enrich the classroom context for discussing literature of the environment.
8. To challenge anthropomorphic assumptions regarding the trend toward complexity in evolutionary biology and promote respect for not only complexity but biodiversity.
9. To learn the technologies and resources available online and in libraries and develop the habit of working with library resources and technology services to initiate student-centered projects.

ENGL 480: LITERATURE SEMINAR

This seminar focuses on a major author or pairs of authors, a single literary genre, or on a specific literary period. *Prerequisites:* ENGL 101, 103, and 210 or English major status.

(3 credits)

Students will:

1. Display an extensive knowledge of an author, pairs of authors, genre, or historical period addressed by the course;
2. Use multiple drafts to write informally and formally about the texts covered in the course;
3. Make a thoughtful and sustained critique of the author(s), genre, or historical period addressed by the course;
4. Actively participate in class discussions and in individual and group projects.

ENGL 498/598: SELECTED TOPICS

The in-depth examination of a specific topic. The nature of the topic selected and its treatment determined in consultation with the instructor. (1 – 3 credits)

Students will:

1. Examine in depth a body of works investigating a single well-defined area or interest in literary studies;
2. Examine the place of this particular study in the on-going development of the discipline;
3. Consider the larger critical and theoretical issues this study depends on;
4. Participate in oral and written discussions of the texts and issues selected for consideration;
5. Produce a seminar-length paper, appropriately researched and documented, examining some aspect of the given topic, demonstrating the students' understanding and mastery of the major critical and theoretical concerns this study depends on.

ENGL 601: RESEARCH IN THE DISCIPLINE

Students will:

1. Apprehend the scope of English studies and learn of the various areas in inquiry which constitute the discipline;
2. Learn and use various resources and research techniques employed by scholars in the discipline;
3. Learn of the professional organizations and publications which air English professionals in the practice of their discipline;
4. Explore the uses of English as a discipline and the possible futures they might experience as practitioners of that discipline

ENGL 602: INTRODUCTION TO RHETORIC

Students will:

1. Learn rhetorical theories from the classical era to the present;
2. Investigate the role of such theories in the generation and reception of discourse;
3. Apply rhetorical theories to the analysis of both historical and contemporary texts;
4. Examine the role of rhetorical study in the teaching of various literacies;
5. Explore the impact of rhetorical theory on concepts of knowledge.

ENGL 603: LITERARY CRITICISM

Students will:

1. Develop a familiarity with literary and cultural theorist and their conceptual aims from Matthew Arnold to the present;
2. Articulate a complex understanding of a variety of literary and cultural theories for understanding, analyzing, and evaluating historical literary texts, their aesthetics, and the creation of meaning;
3. Reflect upon and apply different theoretical approaches in writing (in both shorter papers and a longer, more sustained paper);
4. Understand how literary criticism defines and is defined by the discipline as a whole;
5. Contribute in meaningful ways to discussions and to individual and group projects.

ENGL 607: SEMINAR IN MEDIEVAL AND RENAISSANCE LITERATURE

Students will:

1. Demonstrate knowledge of the literary culture of the medieval and Renaissance periods and of criticism on those periods;
2. Demonstrate an ability to build upon knowledge of the periods and their criticism to formulate their own oral and written arguments;
3. Write a thoughtful and sustained critique of some aspect of the literary culture of the periods in a fully documented, publishable-length research paper;
4. Understand how literary criticism defines and is defined by the discipline as a whole;
5. Contribute substantively to the class in presentations and discussion.

ENGL 608: BRITISH LITERATURE/18TH CENTURY

Students will:

1. Display an extensive familiarity with the authors, genres, and cultural history of the period;
2. Display a comprehensive knowledge of the history of the criticism of the period and its literary culture;
3. Demonstrate an ability to build upon their knowledge of the period and its criticism to formulate their own oral and written arguments;
4. Write a thoughtful and sustained critique of some aspect of the literature and culture of the period in a fully documented, publishable-length research paper;
5. Contribute substantively to the class in presentations and in-class discussions.

ENGL 609: BRITISH LITERATURE/19TH CENTURY

Students will:

1. Display an extensive familiarity with the authors, genres, and cultural history of the period;
2. Display a comprehensive knowledge of the history of the criticism of the period and its literary culture;
3. Demonstrate an ability to build upon their knowledge of the period and its criticism to formulate their own oral and written arguments;
4. Write a thoughtful and sustained critique of some aspect of the literature and culture of the period in a fully documented, publishable-length research paper;
5. Contribute substantively to the class in presentations and in-class discussions.

ENGL 617: AMERICAN LITERATURE TO 1865

Students will:

1. Display a working familiarity with American literary history—its authors, works, genres, and themes—from its inception through the end of the Civil War;
2. Understand the ways in which these authors and works and themes are shaped by and participated in shaping the historical and cultural movements in America during this period;
3. Become familiar with the major critical approaches, issues, and perspectives which arise in the examination of early American literary texts, in general, and with the major secondary works associated with the particular authors and works of this period;
4. Recognize and appreciate the multiplicity of peoples and perspectives—male and female, European, native, African, Spanish—who contributed to the developing languages and literatures of this country during the first half of its history;
5. Demonstrate an ability, through class discussions and through the drafting and sharing of a variety of formal written responses, to participate in the on-going academic

ENGL 619: AMERICAN LITERATURE, 1945 - PRESENT

Students will:

1. Cultivate an understanding of the various aesthetic, critical and historical movements that have influenced modern American literature (criticism, drama, fiction, or poetry);
2. Articulate critical theories employed in reading and understanding modern American literature;
3. Demonstrate ability to document and use various critical and research sources in critical essays and written exams;
4. Contribute by submitting a seminar presentation of your work-in progress.

ENGL 620: LINGUISTICS

Students will:

1. Examine the kinds of language knowledge held by native speakers of any language, familiarizing themselves with the universals of morphology, syntax, semantics, phonetics, and phonology—the *grammar* of language;
2. Consider language variation—its ethnic minority and social dialects as well as ways by which attitudes toward these variations reflect views and mores of society;
3. Review theories of language acquisition and human processing of language;
4. Recognize that theoretical bases of linguistics lead to practical applications including, but not limited to, diagnosis and treatment of language disorders, language arts/English curricula planning, and teaching and learning of foreign languages;
5. Become familiar with such practical applications and their utility for a range of educational settings.

ENGL 621: THE TEACHING OF WRITING AND LITERATURE

Students will:

1. Articulate a theoretical justification for organization of classroom/curriculum;
2. Acquire concomitant pedagogies that integrate subject matter across the curriculum and actively engage students of all potentials in classroom activities;
3. Develop current, coherent and relevant means of assessment congruent with aforesaid theory and pedagogy;
4. Become a contributing member of the professional community.

ENGL 651: SEMINAR: SHAKESPEARE

Students will:

1. Display familiarity with a range of Shakespeare's dramatic genres (history plays, tragedies, romances, comedies) and his poetry;
2. Cultivate a knowledge of the historical, ideological, and political context in which the texts are written;
3. Read and write about texts with diverse theoretical lenses which demonstrate both a knowledge of Shakespeare and the theory/ies being applied;
4. Demonstrate an ability to use myriad critical sources (for instance, journal articles, books, and electronic sources) and to document them correctly in a seminar paper;
5. Contribute in meaningful ways to discussions and to individual and group projects.

ENGL 652: SEMINAR IN PLURALISM

Students will:

1. Show evidence of professional seriousness, a willingness to grapple with difficult concepts, and an indication of some original insight into American texts by writers who share their mainstream heritage with a non-western or under-represented culture;
2. Demonstrate a theoretical basis for recognizing the conflation of history, historiography, and fiction in literature and in our lives with an awareness of one's own assumptions about texts and cultures, and to use some of those assumptions to explore other world views;
3. Demonstrate self-developed strategies of insight into non-mainstream American literary texts and exhibit graduate-level critical writing about those insights.

ENGL 653: SEMINAR , WORLD LITERATURE

Students will:

1. Survey—in translation—a body of works drawn from around the world, works originally written in languages other than English;
2. Be able to contextualize different genres and understand a text's production (i.e. cultural, political, literary, and economic);
3. Cultivate an understanding of the complexities of translation;
4. Write a sustained interpretive argument which makes use of and properly documents outside sources;
5. Contribute in meaningful ways to class discussions and to individual and group projects.

ENGL 654: SEMINAR IN PROFESSIONAL WRITING

Students will:

1. Articulate the basic concepts of rhetorical theory as they relate to professional disciplines;
2. Create and analyze content and design in professional documents in the context of a semester long project;
3. Examine distinctions between communication in professional settings within the academy and outside academic life;
4. Acquire increased electronic literacy;
5. To explore rhetoric in the professions in the context of controversies surrounding the future of public education and the role of the public intellectual.

ENGL 655: ADMINISTRATIVE, PROFESSIONAL, & TECHNICAL WRITING

Students will:

1. Recognize and identify the kinds of writing typical in administrative, professional, and technical fields;
2. Understand the difficulties associated with writing for multiple audiences and the importance of both demonstrating knowledge of a field's technical language and writing intelligibly for all potential readers;
3. Learn the rhetorical strategies associated with successful administrative, technical, and professional writing;
4. Apply those rhetorical strategies to their own projects as part of a semester-long process, one that includes finding, evaluating, and integrating sources, planning and drafting, revising, and editing.

ENGL 656: SEMINAR IN VISUAL RHETORIC

Visual Rhetoric 656 will instruct masters students in the Professional Writing Program in the theory and practice of visual rhetoric in technical design and familiarize them with the growing body of empirical research into how visual persuasiveness is achieved in professional documents.

Students will:

1. Acquire a broad foundation in the rhetorical nature of visual design and the close relationship between visual and verbal language.
2. Examine the visual context in which knowledge is acquired as well as conveyed.
3. Consider the “logic” of perceptual thinking.
4. Produce a researched project in visual rhetoric, with the instructor’s approval, as a part of a semester-long process.—one that includes finding, evaluating, and integrating sources, planning and drafting , revising, and editing.
5. Learn the technologies and resources available to enhance a document’s visual rhetoric.
6. Understand the visual conventions of various discourse communities and genres.
7. Acquire a system and vocabulary for defining and analyzing visual language.

ENGL 657: SEMINAR IN ADVERTISING AND PUBLIC RELATIONS WRITING

Seminar in Advertising and Public Relations Writing 657 will instruct masters students in the Professional Writing Program in the theory and practice of advertising and public relations writing in the context of expanding global and electronic advertising markets and an increasingly complex communication.

Students will:

1. Acquire a broad foundation in the principles of segmented markets and strategic campaign design and become familiar with the forms, functions, creative techniques, strategies, and conventions of copy writing.
2. Examine the varying contexts in which public relations writings and advertising occur, and rely on each other, with an attentive eye to language in order to edit ad copy for maximum effectiveness in all ad elements.
3. Consider the ethical implications of advertising claims and public relations management.
4. Produce a researched project in advertising and public relations, with the instructor's approval, as part of a semester-long—one that includes finding, evaluating, and integrating sources, planning and drafting, revising and editing.
5. Learn the technologies and resources available to enhance ad production and public relations newsletters and brochures.
6. Understand the conventions of various genres of ad and public relations writing.
7. Acquire a system and vocabulary for defining and analyzing ad copy and public relations documents.
8. Understand the demands of balancing the individual creativity prized in literary study with collaborative work to please clients.

ENGL 658: SEMINAR IN GRANT AND PROPOSAL WRITING

Grant and Proposal Writing 658 will instruct students in goals, audiences, sources, methods, processes, and formats requisite for successful grant and proposal writing.

Students will:

1. Recognize and identify potential grant and/or proposal opportunities;
2. Find and recognize successful grant and/or proposal models;
3. Observe and understand typical '*Requests for Proposals*' from government and private sectors;
4. Understand the difficulties associated with writing for multiple audiences and the importance of both demonstrating knowledge of a field's technical language and writing intelligibly for all potential readers;
5. Learn the rhetorical strategies associated with successful grant and/or proposal responses;.
6. Apply those rhetorical strategies to their own grants and/or proposals as part of a semester-long process, one that includes finding, evaluating, and integrating sources, planning and drafting, revising, and editing.

ENGL 660: SEMINAR CREATIVE WRITING

This graduate writing seminar provides students with the opportunity to develop their abilities in writing poetry, fiction, or dramatic writing (stage or screen). While the student will be expected to become knowledgeable of the techniques of each genre, the major writing project for each student will focus on one genre. Thus, while providing a wide range of options for the advanced student, the course provides depth and focus in one selected genre. The course may be repeated up to six credits.

Students will:

Complete one of the following options:

1. A twenty-four to thirty-six page chapbook manuscript of poems, polished and prepared for submission to a publication;
2. A collection of three to five short stories at least forty pages in length, revised and prepared for submission for publication;
3. A stage play of at least sixty pages, revised and prepared for submission to a theater;
4. A screenplay of ninety to one hundred twenty-five pages, revised and prepared for submission, following the conventions of the film industry.