

## English 108 Grammar and Usage

- 1) Consciously engage in the stages of the writing process, including
  - Engaging in some process for generating ideas and getting started
  - Organizing writing so that it has a clear beginning, middle, and end
  - Separating ideas into paragraphs that are developed with relevant details
  - Participating in a writing community that involves providing feedback for and accepting feedback from a variety of readers
  - Revising writing based upon reader reaction and new thoughts and ideas
  - Proofreading for subject-verb agreement, possessive apostrophes, homophones (specifically there/their/they're, where/were, whether/weather, its/it's, your/you're), pronoun agreement, and sentence boundaries
- 2) Apply MLA format to essay page layout, including heading, spacing, page numbering, size and type of font, margins, titles, and other conventions.
- 3) Think critically about topics of written and spoken language, culture, and power, including Standard Written American English and African American Vernacular English, especially as it relates to the student's own life in practical ways

## ENGL 110 Freshman Composition I

1. Read and respond critically to published texts
2. Produce writing that is text-based as opposed to experience-based only
3. Summarize, quote, paraphrase, and analyze material in relation to one source
4. Cite material according to a citation style, preferably MLA
5. Demonstrate proof of the writing process, including prewriting; organizing; drafting; revising; editing; and proofreading.

## ENGL 120 Freshman Composition II

1. Conduct independent research on a topic using various library databases and other research tools
2. Summarize, quote, paraphrase and analyze material in relation to multiple sources
3. Cite material according to a citation style, preferably APA
4. Demonstrate proof of the writing process, including inventing or gathering ideas; researching the library catalog, databases, and other tools by keyword and/or subject searching; planning a draft, writing the first draft; revising; editing; and proofreading.

## ENGL 211 World Literature I

- 1) Identify authors, themes, and genres of major literary works of the Ancient World, the Middle Ages, and the Renaissance.
- 2) Discuss the cultural, historical, and philosophical contexts of major literary works of the Ancient World, the Middle Ages, and the Renaissance.
- 3) Interpret via literary critical approaches major literary works of the Ancient World, the Middle Ages, and the Renaissance.

- 4) Evaluate scholarship relating to major literary works of the Ancient World, the Middle Ages, and the Renaissance.

#### ENGL 212 World Literature II

- 1) Identify authors, genres, and themes of major literary works of the Enlightenment, the Romantic Age, the period of Realism and Naturalism, and the Modern World.
- 2) Discuss the cultural, historical, and philosophical contexts of major literary works of the Enlightenment, the Romantic Age, the period of Realism and Naturalism, and the Modern World.
- 3) Interpret via literary critical approaches major literary works of the Enlightenment, the Romantic Age, the period of Realism and Naturalism, and the Modern World.
- 4) Compare major literary works of the Enlightenment, the Romantic Age, the period of Realism and Naturalism, and the Modern World.
- 5) Evaluate scholarship relating to major literary works of the Enlightenment, the Romantic Age, the period of Realism and Naturalism, and the Modern World.

#### ENGL 220 African American Literature I

- 1) Arrange African American literature between 1700 and 1900 in a chronology.
- 2) Understand characteristics of the genres used in African American literature, such as political speeches, essays, autobiographies, sermons, testimonies, riddles, proverbs and cinema.
- 3) Defend the view that some of the early African American literature had at its center political empowerment.
- 4) Question the promise of the documents on which this country is founded, particularly as these documents relate to African Americans.
- 5) Write a researched analytical paper on a topic related to African American literature before 1900.

#### ENGL 223 African American Literature II

- 1) Arrange African American literature between 1900 and the present in a chronology.
- 2) Understand characteristics of the genres used in African American literature, such as political speeches, essays, autobiographies, sermons, testimonies, riddles, proverbs and cinema.
- 3) Defend the view that some modern and postmodern African American literature has at its center political empowerment.
- 4) Question the promise of the documents on which this country is founded, particularly as these documents relate to African Americans.
- 5) Write a researched analytical paper on a topic related to African American literature after 1900.

#### English 230 Introduction to Linguistics

- 1) Recognize the diversity of language systems and their fundamental similarities and constant change.
- 2) Recognize historical developments between and within languages (for example, Old English to Present-Day English).
- 3) Employ IPA (International Phonetic Alphabet) symbols to differentiate and transcribe sounds.
- 4) Explain phonological rules.
- 5) Distinguish lexical categories and morphological structures.
- 6) Examine their beliefs and attitudes about language and language use.
- 7) Construct phrase structure diagrams (“tree diagrams”) to differentiate and transcribe sounds.

#### English 231 Advanced Grammar

- 1) Distinguish among and within open-class (also called form-class) and closed class (also called structure-class) lexical categories, by applying morphological and syntactical properties.
- 2) Distinguish phrases and clauses as sentence constituents.
- 3) Evaluate traditional, schoolroom approaches to English grammar.
- 4) Evaluate the usefulness of a linguistic approach to English grammar and the teaching of English grammar.
- 5) Develop, in writing, a lesson plan, teaching module, term paper, or other project that demonstrates how the material in the course, especially from the textbook, can be applied in teaching English in the public schools.

#### English 240 Introduction to Literature

- 1) Employ literary terminology to identify literary devices in poetry, drama and prose.
- 2) Compare and contrast elements within two or more texts.
- 3) Analyze diverse works of literature using a literary framework or theory.

#### English 250 Women in Literature

- 1) Explain the historical and cultural challenges female writers have faced and strategies they often use to address these challenges.
- 2) Employ literary critical terms to discuss texts.
- 3) Analyze texts using literary and feminist theories.
- 4) Develop a written and/or oral project conveying a unique viewpoint of a text relevant to the course.

#### English 253 Images of Women

- 1) Describe traditional images of women that appear in film, music, art, and literature of the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.
- 2) Employ critical terms to discuss texts.
- 3) Question images of women in present-day media.

- 4) Design projects that show analysis of images.

English 271 Introduction to Literature:

- 1) Describe characteristics of major theoretical approaches.
- 2) Apply major theoretical works to analyze a text.
- 3) Arrange literary criticism movements in a historical order.
- 4) Employ the vocabulary of critical literary studies in their own interpretations and criticism of texts.
- 5) Use at least one theoretical perspective to analyze at least one text.

English 300 Children's Literature:

- 1) Utilize technology and library materials to identify examples of children's literature.
- 2) Select and evaluate children's literature for students in kindergarten through twelfth grade.
- 3) Demonstrate literature response strategies.
- 4) Identify and execute various methods of, and approaches to, presenting children's literature in the classroom.
- 5) Design classroom materials incorporating children's books.
- 6) Create multimedia projects OR write book reviews, articles, or blogs to demonstrate an understanding of children's literature.

English 301 Adolescent Literature

- 1) Utilize technology and library materials to identify examples of adolescent literature.
- 2) Select and evaluate children's literature for students in sixth through twelfth grade.
- 3) Demonstrate literature response strategies.
- 4) Identify and execute various methods of, and approaches to, presenting young adult literature in the classroom.
- 5) Design classroom materials incorporating young adult books.
- 6) Create multimedia projects OR write book reviews, articles, or blogs to demonstrate an understanding of adolescent literature.

English 311 English Literature I

- 1) Identify major features that characterize Anglo-Saxon, Medieval, Early Modern and 18<sup>th</sup> Century English Literature.
- 2) Evaluate cultural/historical influences on the construction of texts.
- 3) Develop research skills, including using and citing sources.
- 4) Develop close textual analysis employing relevant literary terms.

English 312 English Literature II

- 1) Identify major features that characterize Romantic, Victorian, Modern and Contemporary English Literature.

- 2) Evaluate cultural/historical influences on the construction of texts.
- 3) Develop research skills, including using and citing sources.
- 4) Develop close textual analysis employing relevant literary terms.

#### English 321 American Literature I

- 1) Identify major features that characterize the Colonial to 1700, the 18th-Century, and the Early 19th-Century Periods
- 2) Evaluate cultural/historical influences on the construction of texts.
- 3) Develop research skills, including using and citing sources.
- 4) Develop close textual analysis employing relevant literary terms.

#### English 322 American Literature II

- 1) Identify major features that characterize the Late 19th-Century, Modern, and Contemporary American Periods.
- 2) Evaluate cultural/historical influences on the construction of texts.
- 3) Develop research skills, including using and citing sources.
- 4) Develop close textual analysis employing relevant literary terms.

#### English 332 Introduction to Film and Visual Literacy

- 1) Explain the ways in which films are produced, distributed, and exhibited, including the social and technological histories of film.
- 2) Describe the formal techniques by which films and other media make meaning.
- 3) Analyze Hollywood, independent, and international films using formal terminology.
- 4) Evaluate the social and political role of film in history and culture.
- 5) Create visual texts, such as storyboards or short films, that illustrate an understanding of visual literacy

#### **ENGL 335 – Issues in Professional Writing**

- 1) **Research and write effective talking points, tip sheets, news releases, public service announcements, articles, newsletters, brochures, blogs, and promotional materials.**
- 2) **Question and evaluate examples of professional writing.**
- 3) **Distinguish how design elements contribute to document meaning.**
- 4) **Develop a basic competency in various computer software applications used to create professional documents, both online and offline.**
- 5) **Assemble a portfolio of professional writing samples.**

#### English 341 Advanced Composition

- 1) Use technology to find, store and present information from online and print sources.
- 2) Apply proofreading strategies to prepare documents in Standard Formal Written American English appropriate to academic and professional work.
- 3) Develop mastery of page formatting, citation, and incorporation of sources in MLA format.

- 4) Evaluate rhetorical strategies in published and peer texts.
- 5) Create a portfolio of written work.

#### ENGL 342 – Creative Writing

- 1) Write and revise imaginative works in various literary forms and genres.
- 2) Formulate criticism of creative works produced by other students.
- 3) Review poetry or short fiction featured in recent books and print and electronic literary journals.

#### English 343 The Teaching and Tutoring of Writing

- 1) In light of current research in the discipline, EVALUATE methods of teaching composition, which may include but are not limited to current-traditional, social construction, postmodern, process and rhetoric-based methods.
- 2) Judge and implement strategies for tutoring students who are working on writing projects.
- 3) Design grade-level appropriate writing assignments based on currently accepted pedagogical practices and theories of composition.
- 4) Create grade-level appropriate lesson plans, and/or instructional materials to be used in classroom lessons, for writing projects.

#### English 344 Business Writing

- 1) Discuss ethical issues related to business writing practices.
- 2) Employ editing techniques to improve a text's readability and appropriateness for its intended readers.
- 3) Use a style manual for citation suitable for business writing, such as Chicago.
- 4) Write business-style documents, such as memoranda, reports and proposals, applying principles of effective writing in business and administration.
- 5) Design documents, such as brochures and reports, that illustrate visual-design techniques.

#### English 345 Technical Writing

- 1) Discuss ethical issues related to technical writing practices.
- 2) Use technology to design both written and visual texts and portions of texts.
- 3) Conduct field research (such as usability tests) and/or archival research (such as researching using library catalog, databases, internet, etc.).
- 4) Employ conventions of Standard Formal Written American English for usage, punctuation, spelling, and sentence construction.
- 5) Create documents in genres and formats commonly used in technical professions.

#### English 346 Creative Nonfiction

- 1) Understand and identify characteristics of what published experts, such as Philip Gerard and Lee Gutkind, term “good” creative nonfiction.

- 2) Evaluate published works as well as the works of their peers for the characteristics of “good” creative nonfiction.
- 3) Create a portfolio of their own original and revised works of creative nonfiction, as well as a cover letter for the purpose of submitting their work for publication.

#### **ENGL 347 – Writing Children’s Literature**

- 1) **Demonstrate knowledge of the publishing process and of issues in the children’s book trade.**
- 2) **Write in various genres of children’s literature.**
- 3) **Formulate criticism of children’s literature created by other students.**
- 4) **Develop a portfolio of original children’s literature.**

#### English 411 Shakespeare

- 1) Describe Shakespeare’s use of poetic forms and conventions.
- 2) Interpret scenes from Shakespeare’s plays.
- 3) Describe the genres that Shakespeare’s works are typically placed into and evaluate these categories.
- 4) Analyze historical and philosophical contexts informing diverse literary texts.
- 5) Develop an original reading of at least one of Shakespeare’s works.

#### English 412 Eighteenth-Century Literature

- 1) Identify major literary movements, genres, forms, and authors of the Long Eighteenth Century (1660-1780).
- 2) Evaluate cultural/historical/biographical influences on the construction of texts.
- 3) Develop close textual analysis, including using and citing primary and secondary sources.
- 4) Create a multi-media project that demonstrates analytical understanding of text(s).

#### English 420 Advanced Report and Presentation Writing

- 1) Reproduce the formatting of business-style reports by applying appropriate technologies and guidelines.
- 2) Select appropriate report format and organizational strategies for purpose and audience.
- 3) Select and employ technology to enhance communication.
- 4) Write and assemble formal and informal professional reports and presentations appropriate for business professionals.

#### English 431 The American Novel

1. Describe the development of the American Novel from the 1830’s to the 1980’s.
2. Identify the richness and diversity of narratives created in the United States
3. Use research and citation skills to find and incorporate sources.

4. Compare and contrast primary texts of American Fiction.
5. Develop original analyses of narrative strategies in primary texts.

#### English 432 Romantic Poetry and Prose

- 1) Identify major literary movements, genres, forms, and authors of the Romantic era (1780-1820).
- 2) Evaluate cultural/historical/biographical influences on the construction of texts.
- 3) Develop close textual analysis, including using and citing primary and secondary sources.
- 4) Create multi-media project that demonstrates analytical understanding of text(s).

#### ENGL 505 The Lyric

- 1) Define major poetic movements.
- 2) Explain and demonstrate poetic terminology.
- 3) Criticize via multiple literary theories interpretations of major poetic works.

#### English 507 Bibliography and Methods of Research

- 1) Formulate effective, discipline-specific research questions.
- 2) Apply critical concepts to primary texts.
- 3) Evaluate secondary sources, such as critical essays.
- 4) Execute a research project, either individually or collaboratively.
- 5) Present the results of that research project in one or more professional, academic formats.

#### ENGL 515 History of Criticism and Literary Theory

- 1) Explain major theoretical schools and movements.
- 2) Demonstrate theoretical terminology and differences between theoretical approaches.
- 3) Define or argue via multiple literary theories interpretations of major texts, whether written, visual, or cultural.
- 4) Evaluate critical scholarship relating to theoretical touchstone texts and theoretical schools.
- 5) Formulate a unique critical theoretical viewpoint of a text supported by scholarly research.

#### English 518 Technology and the Language Arts Classroom

- 1) Compare and contrast a wide variety of technologies, such as blogs, wikis, microblogs, and social bookmarking sites.
- 2) Evaluate the role that technologies such as digital media can serve in the language arts classroom.
- 3) Write reflectively about the digital humanities and their relationship to pedagogy.
- 4) Create projects such as blogs and wikis that can be used by students to teach writing and critical thinking skills.

### 632 Special Topics

- 1) Employ the academic conventions and protocols salient to their projects.
- 2) Critique the existing scholarship on the subject matter of the course.
- 3) Present a project in one or more professional academic formats appropriate to the subject matter of the course, for example seminar paper, public oral presentation, electronic dissemination.
- 4) Execute a research-based project of potentially publishable quality appropriate to the subject matter of the course.

### 636 Seminar in American Literature

- 1) Employ the academic conventions and protocols salient to their projects.
- 2) Critique the existing scholarship on the subject matter of the course.
- 3) Present a project in one or more professional academic formats appropriate to the subject matter of the course, for example seminar paper, public oral presentation, electronic dissemination.
- 4) Execute a research-based project of potentially publishable quality appropriate to the subject matter of the course.

### 637 Seminar in British Literature

- 1) Employ the academic conventions and protocols salient to their projects.
- 2) Critique the existing scholarship on the subject matter of the course.
- 3) Present a project in one or more professional academic formats appropriate to the subject matter of the course, for example seminar paper, public oral presentation, electronic dissemination.
- 4) Execute a research-based project of potentially publishable quality appropriate to the subject matter of the course.