

Literature and Language at Indiana State University 2014

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Literature and Language at Indiana State University 2014

Introduction

Literature and Language at Indiana State University (LLISU) is the official document of the Department of English concerning the literature and language program at ISU. This document contains descriptions, rationales, goals, and policies adopted by the Department of English on February 4, 2013.

The main purpose of the document is to define the general nature and scope of literature and language courses, while leaving the specific planning and teaching of the courses to faculty members.

The Undergraduate Curriculum Committee

The Undergraduate Curriculum Committee is appointed by the Chairperson of the Department. It is chaired by the Director of Undergraduate Studies and includes five regular members; in addition, the Director of Graduate Studies, the Director of Writing Programs, and the Chairperson serve as ex-officio members. The Committee is responsible for devising and revising the undergraduate curriculum, reviewing course proposals, and preparing rationales and policies for teaching the courses.

When the Undergraduate Curriculum Committee proposes curricular changes to the program, the changes are subject to review and approval by the Department faculty before being submitted for review and approval by College and University committees.

Objectives of the Program

Reading and writing are essential for successful academic work. The courses described in *LLISU* offer opportunities for ISU students to achieve the competence in reading and writing that is essential for success in their academic work and professional lives.

Students graduating with a major in English, with either the Liberal Arts or the English Teaching concentration, should be able to

- use standard literary terminology with accuracy.

- demonstrate an awareness of literary periods and movements, including approximate dates and representative authors and works.
- articulate connections and dislocations between and among periods and movements.
- identify formal genres in poetry (e.g. sonnet, epic, ballad), fiction (short story, novella, novel, romance) and plays (e.g. tragedy, comedy, tragicomedy, farce).
- identify thematic motifs in literature (e.g. maturation).
- discuss and write about literature from a variety of critical perspectives—reader response, cultural/historical, feminist, and others—and articulate the central concerns of each.
- identify the concerns and influences of race, class, gender, and culture in literature.
- recognize the relative presence and absence of political agendas in literature.
- understand the workings of canon formation—its worth, its biases, its politics.
- recognize the interrelationship among British, American, and world literatures.
- recognize the ways in which multicultural literature is similar to and different from the literature of the dominant culture.
- distinguish gradations in literature from the classic to the popular.
- write essays in a variety of genres (critical, expository, personal).
- write in a variety of modes (analysis, argumentation, explication, summary, and others).
- synthesize material from a variety of sources and accurately document their use.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.
- demonstrate grammatical fluency in both written and spoken forms.
- exhibit an enthusiasm for literary study.
- apply material learned in one class to material learned in others.

Course Requirements and Offerings

English majors at Indiana State University complete one of two programs: English Liberal Arts or English Teaching. Each program contains 42 semester hours of courses. English Liberal Arts minors complete 24 semester hours of courses. Five appendixes provide detailed information on both majors, the minor, and Foundational Studies requirements: Appendix A: “English Liberal Arts Major – Degree Requirements”; Appendix B: “English Teaching Major – Degree Requirements”; Appendix C: “English Liberal Arts Minor – Degree Requirements”; Appendix D: “Foundational Studies Degree Requirements for English Majors”; and Appendix E: “Foundational Studies Offerings in English.”

Course Syllabi and Schedules

The Department of English adheres to the policy in the 2011 *Indiana State University Handbook*:

Faculty members are required to prepare course outlines or syllabi for their courses. . . . An outline of each course should be available at the beginning of the term so students may know what is to be covered during the term. (310.1.2)

Because syllabi provide a comprehensive description of individual courses, they need to include a wide variety of information. In addition to describing the course and providing useful information, the statements of policy also establish an implicit “contract” for the operation of the course.

The following guidelines apply to syllabi and schedules prepared for regularly scheduled classes; separate guidelines for arranged courses—English 492 (Internship in English) and English 495 (Individual Studies in English)—appear in Appendix F.

Although no two syllabi are the same, good syllabi include common elements.

Identifying Information: A syllabus should contain

- the course number and official title.
- the semester and year.
- the meeting time and the room.
- the instructor’s name, office number, telephone number, e-mail address, and office hours.

Course Information: A syllabus should contain

- the official course description from the *Indiana State University Undergraduate Catalog*.

- a brief rationale for the course.
- an explanation of where the course fits within the major or minor.
- an explanation, when appropriate, of where the course fits within the Foundational Studies program.
- a list of prerequisites, when applicable.
- the course goals, including but not limited to those contained in *Literature and Language at ISU*.
- a clarification, when appropriate, of other Foundational Studies requirements: a disability statement, and academic freedom statement, and so on.

Textbooks and Other Class Materials: A syllabus should contain

- full citations for the textbooks required for a course, including edition, when necessary, and ISBNs for texts that are available from online booksellers.
- full titles for ProfPaks and information about the vendor, including address and telephone number.
- detailed descriptions of required class materials (dictionaries, notebooks, bluebooks, folders, and other items).
- information on recommended texts and materials.

Course Policies: A syllabus should contain

- policies on attendance and explanations of how it affects performance in the class and the calculation of the final grade; distinctions between excused and unexcused absences—if made—should be explained.
- policies on due dates for assignments, including circumstances for extending deadlines.
- policies for paper submission (i.e., submitted in class, no e-mail submissions, no papers under the office door, etc.).
- policies on plagiarism, with a clear reference to ISU's "Policy on Academic Integrity" (see Appendix G for the complete document).
- policies on incomplete or unsubmitted work.
- policies about the use of or ban on electronic devices: laptop computers, Blackberries, I-Pods, cell phones, and so on.
- policies of manuscript preparation (i.e., MLA style, 7th edition)

Course Requirements: A syllabus should contain

- a description of written work required for the course, including brief explanations of the number, type, and length of papers.
- an explanation of the number and kind of exams required for the course, with brief explanations of coverage (for example, comprehensive) and testing formats.
- an explanation of the number and type of presentations or projects.
- an explanation of other course requirements: faculty-student conferences, journals, panel discussions, portfolios, and so on.

- an explanation of participation requirements, including comments on expectations for completing in-class work.

A Schedule of Course Activities: A syllabus or a separate first-day handout should contain

- identifying information (course number, semester, instructor), if the schedule is presented as a separate document.
- a day-by-day listing of activities.
- a brief description of each day's activities, including reading or writing assignments to prepare for the day.
- materials (textbooks, handouts, ProfPaks, other items) that are needed each day.
- easily identified due dates for major work: exams, papers, presentations, projects, panel discussions.

Information on Grade Calculation: A syllabus or a separate first-day handout should contain

- a table, outline, list, or easily interpreted form that identifies all graded work for the course.
- an explanation of the proportional value of all graded work.

Other Kinds of Information: A syllabus or a separate first-day handout may contain

- a philosophy for teaching the course.
- responses to frequently asked questions about the course.

Textbooks

Faculty are free to select textbooks for their courses, but they should do so in accord with the descriptions, rationales, and policies for each course, as outlined in *LLISU*.

Grading

Although instructors' individual grading systems are unique, commonalities should exist to ensure that instructors and the Department are not perceived as capricious or idiosyncratic. The following guidelines may be helpful in diminishing disparities in grading:

- Students' grades should be based primarily upon their performance on exams and written work.

- The patterns for determining students' grades should be shared at the beginning of a course, so that students know the percentage value of each exam, paper, or project. Because students' skills develop throughout a course, extra weight may be given to work toward the end of the term. Thus, while all graded work may be considered in computing grades, final grades are not necessarily flat averages of all grades.
- The Department of English adheres to the University policy that requires a class meeting during the final two-hour examination period scheduled by the Vice President for Academic Affairs:

The two-hour final examination period assigned is part of the total commitment required for completion of a course, and it is scheduled to provide a longer class period for the administration of a comprehensive examination.

Exceptions may be made in courses in which individual student projects, term papers, demonstrations, or performances are more suitable measures of the student's achievement.

. . . A faculty member may elect not to require a final written examination but is obligated to hold the class in session during the scheduled final examination time period. (*Indiana State University Handbook* 310.1.4-4.1)

- There is no "curve" in our literature and language classes, i. e., no preset quota of As, Bs, etc. If an entire section, for example, should do what experience tells us is above-average work, the entire class should earn above-average grades; the contrary is also true.
- Students are expected to attend class and to participate in course activities. Instructors should describe in their syllabi how attendance and participation influence course grades.
- Students are expected to submit all work (daily work, as well as major papers and projects) on time. Instructors should specify the penalties that result when work is submitted late or not at all.
- If faculty allow for extra-credit work that can be used for grade improvement, the option must be made available to *all* students in a course. Since the operative term is *extra*, students must have completed all primary, graded work for the course.
- If faculty assign group projects or presentations with group grades, they should clearly describe the pattern for determining those collective grades.
- Faculty should be prepared to explain their grades. To that end, faculty should maintain clear, complete records of grades for individual exams, papers, attendance, and other matters that determine students' final grades.

Plagiarism and Academic Dishonesty

The Department of English adheres to the University's plagiarism policy as presented in the *Indiana State University Code of Student Conduct* (see Appendix G for the full statement).

Beyond legalism, we recognize that plagiarism persists and that we are obliged to forestall and prevent it whenever possible. We can forestall plagiarism caused by ignorance by informing students of the nature and gravity of plagiarism, by instructing them in methods of writing summaries and paraphrases, and by teaching them how to document their sources fully and accurately. We can forestall, to some degree at least, intentional plagiarism by making our assignments so precise that it will be difficult to locate prefabricated papers and by monitoring students' work throughout the planning, drafting, and revision of papers. To further reduce the possibility of plagiarism, as well as protect students' privacy, instructors should not leave papers in unmonitored, generally accessible areas, such as in the hallways or workrooms.

Instructors should make clear to students—in syllabi or in separate handouts—their individual policies for handling instances of plagiarism.

Courses

230 Literary Analysis – An introduction to the study of fiction, poetry, and drama through close reading and interpretation using contemporary critical approaches. Emphasis on genre distinctions, formal elements, terminology, conventions, traditions, themes, and theories of criticism.

English 230, *Literary Analysis*, is a foundational course intended to be taken by English majors and minors during the freshman year. Its purpose is to prepare students for more advanced literature courses by developing basic skills in reading, interpreting, analyzing, discussing, and writing about literary texts. Through analysis of several short stories and a novel, the course familiarizes students with definitions of plot, narration, point of view, character, setting, symbol, and theme. After learning to recognize the formal elements of fiction, students then learn how to look at a text from a variety of critical perspectives, such as psychoanalytic, feminist, reader response, and new historicist approaches. Moving on to poetry, the course integrates these approaches into the analysis of poems that illustrate such elements as speaker, situation, subject, tone, language, word play, metaphor, sound, rhyme, meter, internal structure, and external form. In the final unit on drama, students read several plays ranging from a classic tragedy and a Shakespearean comedy to an example of modern realism.

- Required for English Liberal Arts and English Teaching majors, as well as English Liberal Arts minors.

After students complete English 230, they should be able to

- demonstrate the analytical skills needed for further literary study.
- understand standard literary terminology.
- recognize the basic elements of three main genres: fiction, poetry, and drama.
- analyze literature from a variety of critical perspectives, including formalism, psychological, feminist/gender studies, reader response, and historical/cultural.
- write explications and critical essays citing textual evidence.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

239 Literature and Human Experience – Understanding how writers have imagined and represented human experience through the study of recurrent themes in literature. *Foundational Studies Credit: Literary Studies.*

English 239, Literature and Human Experience, is a Foundational Studies course that introduces students to literature that reflects on some aspect of human experience. In an effort to deepen students' "awareness and understanding of the aesthetic and cultural dimensions of literary . . . studies," each section of English 239 focuses on a distinct theme, thereby allowing students to explore their individual interests (Foundational Studies 2010). Themes have included "Relationships," "Images of Masculinity," "Monsters," "War and the Human Experience," "Shakespeare and Film," and others.¹ The course explores a variety of texts – poetry, fiction, nonfiction, and drama, and sometimes film or music – and uses reading, writing, discussion, group work, and presentations to ensure that students' experiences with literature are multidimensional.

- May be used to satisfy the "Open English Elective" requirement for English Liberal Arts majors.

After students complete English 239, they should be able to

- write about elements of literary texts – themes, techniques, motifs, and so on.
- discuss ideas that are intrinsic to the literature.
- form and express independent judgments about literary works.
- articulate the ways in which literary works reflect individual and societal experiences.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

240 American Literature I – A foundational survey of American Literature from Colonial times to 1865.

English 240, American Literature I, is the first half of the American literature survey. As a foundational course, its primary goal is to provide students with familiarity and background in the study of significant early American writers of the old and new canon. The scope of the course is broad, rather than specialized, addressing several writers, periods, and movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop

¹ A complete list of English 239 courses appears in Appendix E.

their ability to understand, analyze, and synthesize central issues in American literature in order to prepare themselves for more specialized study in subsequent courses.

- Required for English Liberal Arts and English Teaching majors, as well as English Liberal Arts minors.

After students complete English 240, they should be able to

- demonstrate a fundamental understanding of the most significant writers, works, movements, periods, and issues in early American literature.
- establish a context for future study of American literature.
- engage in close reading and literary analysis of an extensive selection of American literature, ranging from the colonization of the New World through the beginnings of American Realism.
- provide a historical overview of our diverse literary heritage, focusing on periods, major writers in those periods, and representative texts.
- be aware of the cultural backgrounds and social contexts that enrich our understanding of the aesthetic and intellectual dimensions of American literary works.
- appreciate the literature as, in part, the rich record of issues, values, conflicts, beliefs and traditions that have shaped our culture, especially regarding race, gender, and class distinctions.
- identify issues, values, and tensions that shape American literature and the American character.
- examine the universal human problems and experiences in this literature in order to recognize those universals in daily life, to see the validity of ambiguity and multiplicity of responses to those problems, and to gain the flexibility, tolerance, and awareness that leads to responsible citizenship.
- write critical essays, response papers, and essay examinations on topics in American literature.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

241 American Literature II— A foundational survey of American literature from 1865 to the present.

English 241, American Literature II, is the second half of the American literature survey. As a foundational course, its primary goal is to provide students with familiarity and background in the study of significant American writers of the old and new canon. The scope of the course is broad, rather than specialized, addressing several writers, periods, and movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop their ability to understand, analyze, and synthesize central issues in American literature in order to prepare themselves for more specialized study in subsequent courses.

- Required for English Liberal Arts and English Teaching majors, as well as English Liberal Arts minors.

After students complete English 241, they should be able to

- demonstrate a fundamental understanding of the most significant writers, works, movements, periods, and issues in American literature.
- establish a context for future study of American literature.
- respect and appreciate issues of race, class, and gender in American literature.
- identify, compare, and contrast works from different periods and movements in terms of issues, forms, and technique.
- write critical essays, response papers, and essay examinations on topics in American literature.
- recognize the use of borrowed and native literary techniques by American writers.
- identify issues, values, and tensions that shape American literature and the American character.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

243 Introduction to Black American Writers – A survey of the literary contributions of Black American writers.

English 243, Introduction to Black American Writers, introduces students to the literary contributions of African Americans by focusing on a variety of writers, genres, periods, and movements within the African American literary tradition. This literature will be examined within its historical and cultural contexts in order to illuminate some of the

significant social and political forces that have helped to shape this body of writing. Through lectures, class discussions, papers, exams, and other assignments, students will develop their ability to understand, analyze, and appreciate African American literature.

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.
- May be used to satisfy the “Elective Credit” requirement for Women’s Studies minors.

After students complete English 243, they should be able to

- demonstrate a fundamental understanding of the breadth and quality of literature produced by African Americans, and develop an appreciation of this literature.
- identify thematic motifs in African American literature, such as black–white relationships, identity, and family dynamics.
- identify the concerns and influences of race, class, gender, and culture in African American literature.
- identify the influence of African American cultural traditions on African American literature.
- recognize the relative presence and absence of political agendas in African American literature, especially as they affect the form and content of that literature.
- exhibit an enthusiasm for literary study.
- recognize the ways in which African American literature is similar to and different from the literature of the dominant culture.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

244 Literature of the Black World—A survey of Black literature from Africa, the Caribbean, and the United States, with attention to historical, social, and intellectual contexts.

English 244, Literature of the Black World, is a comparative literature course that examines the poetry, fiction, drama, and nonfiction of people of African descent, from both the African continent and the African Diaspora. It explores similarities and differences among the regional literatures by focusing on the themes of Culture and

Society, Childhood, Relationships, and Racial Identity and Pride. While all the readings are in English, the course incorporates texts in Francophone and Lusophone, as well as Anglophone traditions. The course takes into account the roles of colonialism, slavery, and racial oppression in shaping the experiences, writings, and language of the authors included. Because of the vast range of cultures represented in Africa and the Diaspora, the selection of reading materials will vary each semester.

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 244, they should be able to

- identify thematic motifs in African American, Caribbean, and African literatures, such as oppression, identity, maturation, and family dynamics.
- identify the concerns and influences of race, culture, class, and gender in literature of the black world.
- recognize the impact of religion, folk traditions, and language differences on literatures of the black world.
- recognize the relative presence and absence of political agendas in African diasporic literature, especially as they affect the form and content of that literature.
- recognize the ways in which African diasporic literatures are similar to and different from the literatures of the dominant and colonial cultures.
- recognize the interrelationships among African, African American, and Caribbean literatures.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

250 British Literature I – A foundational survey of British literature from Medieval times to 1780.

English 250, British Literature I, is the first half of the British literature survey. As a foundational course, its primary goal is to provide students with familiarity and background in the study of significant British writers of the old and new canon. The scope of the course is broad, rather than specialized, addressing several writers, periods, movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop their ability to

understand, analyze, and synthesize central issues in British literature in order to prepare themselves for more specialized study in subsequent courses.

- Required for English Liberal Arts and English Teaching majors, as well as English Liberal Arts minors.

After students complete English 250, they should be able to

- identify literary periods and important or representative works and authors from each and explain how one period evolved from its predecessor.
- recognize issues related to canon formation.
- have a command of themes, literary movements, forms, and styles, and be able to situate them within literary history and compare these elements from one period to another.
- demonstrate competence in articulating these topics in writing.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

251 British Literature II— A foundational survey of British literature from 1780 to the present.

English 251, British Literature II, is the second half of the British literature survey. As a foundational course, its primary goal is to provide students with familiarity and background in the study of significant British writers of the old and new canon. The scope of the course is broad, rather than specialized, addressing several writers, periods, movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop their ability to understand, analyze, and synthesize central issues in British literature in order to prepare themselves for more specialized study in subsequent courses.

- Required for English Liberal Arts and English Teaching majors, as well as English Liberal Arts minors.

After students complete English 251, they should be able to

- recognize issues related to canon formation.
- identify literary periods and important or representative works and authors from each and explain how one period evolves from its predecessor.

- have command of themes, literary movements, forms, and styles, and be able to situate them within literary history and compare these elements from one period to another.
- demonstrate competence in articulating these topics in writing.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

280 Children's Literature—Literature appropriate for children from preschool through junior high school age. (*This course is part of the “Transfer Indiana” [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.*)

English 280, Children's Literature, is an elective course for students in the Elementary Education major and is also open to students in any major. As an English course, the focus is predominantly on literary analysis and not teaching methodology. However, because the class consists predominantly of education majors, it is assumed that the literature is being studied for the purpose of application by pre-service teachers.

In this course, the student will read, discuss, and analyze a wide range of literature appropriate for ages designated as juvenile and young adult. Genres covered will include poetry, fiction, nonfiction, traditional folktales, and drama. Works will represent international diversity in their countries of origin and will include a comparative analysis of classic and contemporary texts. Students will also engage in individual and group presentations and write a variety of papers. Through their study of this literature, students will lay the groundwork for future work with their own students or children.

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 280, they should be able to

- identify children’s literature representing a variety of genres.
- describe children’s literature from a variety of cultures and historical periods.
- evaluate the quality of texts.
- recognize literary devices as they are employed by authors and artistic methods used by illustrators.
- apply basic developmental characteristics of children to the selection of age-appropriate literature.

- understand social and cultural forces that have affected the evolution of children’s literature.
- demonstrate historical and geographical awareness in the appreciation of literature in fostering an understanding of the child’s place in his or her world.
- express an understanding of this literature in the classroom through a variety of written and spoken communication and presentation.
- demonstrate written communication skills through a variety of assignments.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

310 English Grammar for Teachers and Writers – A practical approach to understanding the structure and meaning of modern English language, with emphasis on grammar and usage in different contexts, and with specific applications for teachers at all levels and writers in all disciplines.

English 310, English Grammar for Teachers and Writers, provides future teachers and writers with the basic terminology and concepts that will allow them to accurately mark and edit written texts. The class acknowledges that there are a variety of ways to examine English grammar (prescriptive, descriptive, rhetorical, etc.) and discusses how each approach shapes our understanding of the way our language works. While the class emphasizes basic terminology and concepts, these terms and concepts must be applied through hands-on editing applications at various points throughout the semester. The class also acknowledges the impact of sociolinguistics on the field and provides an overview of vernacular dialects and their impact on student error. Terms and concepts discussed, then, relate in some manner to one or more of the grammatical, mechanical, or stylistic errors that research (e.g. Lunsford & Lunsford 2008) shows often occur in student writing. Because this class also counts as a required class for English Teaching majors, the class must meet state and national accrediting standards.

- Required for English Teaching majors.
- May be used to satisfy the “English Language” requirement for English Liberal Arts majors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 310, they should be able to

- recognize, identify, and correct major grammatical, usage, and punctuation errors in their own writing and the writing of others.

- recognize basic sentence types and patterns and the punctuation patterns connected to each sentence type/pattern.
- understand basic grammatical terminology.
- understand the internal structure of Edited American English, including inflectional patterns, verb structures, tense, aspect, voice, and mood.
- understand the differences between Edited American English and various regional and ethnic vernacular varieties of Englishes.
- understand competing methods, theories, and approaches to analyzing grammar, with emphasis on descriptive, prescriptive, and rhetorical approaches.
- understand from the scholarly research on student error and of editing practices that grammatical correctness is only one part of the overall writing process and that attention to editing occurs late in the process.
- understand language as a human activity embedded in specific social, cultural, and historical processes.
- create a written document using writing process theory.
- locate, understand, and correctly cite scholarly research on the subject of grammar.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

335 Science Fiction as Social Criticism – This course investigates the historical tendency of science fiction as a genre to question the relation of individuals to the social and political structures that shape their identities and govern their lives, thereby enacting social and political criticism. *Foundational Studies Credit: Upper-Division Integrative Elective.*

English 335, Science Fiction as Social Criticism, investigates the genre's historical tendency to question the relation of individuals to the social and political structures that shape their identities and govern their lives, thereby enacting political and social criticism. It is not a chronological or historical survey. Instead, the course examines science fictional addresses to technology and progress, conquest and colonization, and the role of the individual in society. Following Ursula K. Le Guin's belief that a well-written science fiction is never really predictive, but is always about the author's present, always a displacement of a concern relevant to the here and the now, the course's goal is to expose complex relations among popular texts and scientific, social, economic, and political forces in culture, to effect a cultural critique. To ease into this process of complex critical analysis, the course begins with genre definition and then examines how science fictions represent identity issues and social structures before

investigating more complicated issues of cultural critique in contemporary science fiction.

- May be used to satisfy the “Popular Culture” requirement for English Liberal Arts majors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 335, they should be able to

- provide a historical overview of the development of science fiction while emphasizing science fiction’s tendency to enact cultural and political critique.
- connect the works studied to cultural and historical contexts through interpretive analysis and discussion of narrative structure, displacement, and the common themes and emphases of science fiction.
- develop and refine close reading and analytical skills through student interpretations of literary works communicated both through class discussions and in written assignments.
- demonstrate critical sophistication through their awareness and understanding of the aesthetic and cultural dimensions of literary, artistic, and philosophical studies.
- apply the principles of close reading in their discussions of and in their writing about literature
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

336 Popular Literature in Mass Media – Critical analysis of popular forms of literature disseminated through mass media – print, film, television, radio – and interrelations of formal, mass, and oral cultures.

English 336, *Popular Literature in the Mass Media*, examines the symbiotic relationships among popular literature, mass media, technology, and the forces of the marketplace. Students are encouraged to think critically about the social concerns and consequences of mass media and popular literature, including the alteration of expectations and behavior: does popular literature create needs or fulfill them? Do the media generate violent behavior or simply mirror reality? The issues, the background, and the interdisciplinary nature of the course require intellectual refinement, which translates easily to students’ everyday lives. Assignments and lectures are designed to encourage inductive leaps, as well as the usual deductive approaches to material, and thus to help students think critically about the popular arts and to gain both increased pleasure and understanding into the diverse forces at work on their lives.

- Required for English Teaching majors.
- May be used to satisfy the “Popular Culture” requirement for English Liberal Arts majors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 336, they should be able to

- understand the major aspects of popular culture’s historical development.
- critique popular forms of literature from a variety of media.
- recognize the real and perceived differences between high culture and popular culture.
- comprehend the dynamics of popular culture’s interaction with technology and market forces to create, shape, and fulfill interests and desires.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

338 Literature and Ideas – Examining literary and artistic responses to issues that shape public life locally and globally. *Foundational Studies Credit: Literary Studies.*

◆ Prerequisite: English 105, English 107, or English 108.

English 338, Literature and Ideas, is a Foundational Studies course that introduces students to literature that addresses an idea, theme, motif, or concept. In an effort to deepen students’ “awareness and understanding of the aesthetic and cultural dimensions of literary . . . studies,” each section of English 338 focuses on a distinct theme, thereby allowing students to explore their individual interests (Foundational Studies 2010). Themes include “Literature and the Law,” “Education in Literature,” “War and the Human Experience,” and others. The course explores a variety of texts – poetry, fiction, nonfiction, and drama, and sometimes film or music – and uses reading, writing, discussion, group work, and presentations to ensure that students’ experiences with literature are multidimensional.

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 338, they should be able to

- write about elements of literary texts – themes, techniques, motifs, and so on.

- discuss ideas that are intrinsic to the literature.
- form and express independent judgments about literary works.
- articulate the ways in which literary works reflect societal experiences.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

339 Women’s Literature – A survey of women’s literature, with emphasis on role, status, history, common themes, achievements, and critical theory. *Foundational Studies Credit: Literary Studies.*

English 339, Women’s Literature, is a Foundational Studies course that introduces students to literature by women. This course helps students to understand the roles women writers played in helping to define and to develop artistic forms and traditions. Approaches to the course may be genre-based (poetry, fiction, nonfiction, and drama – and sometimes film and music), theme-based (science fiction and fantasy, romance, and mystery, for example), or socially-based (examining socioeconomics, politics, or cultural division, for example).

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.
- May be used to satisfy the “Elective Credit” requirement for Women's Studies minors.

After students complete English 339, they should be able to

- demonstrate a fundamental understanding of the breadth and quality of literature produced by women, and develop an appreciation of this literature.
- connect writings by women to their literary, cultural, and historical contexts.
- articulate how women writers have shaped and enriched literary forms, and how their work engages with “real-world” issues, such as dominant ideologies and material conditions.
- identify the concerns and influences of gender, class, and culture in literature by women.
- understand major themes in women’s writing, such as identity, male–female relationships, and the desire for creative expression.

- respond to literature by women writers through a variety of interpretive lenses, including feminist approaches.
- recognize the ways in which women’s literature is similar to and different from the literature of the dominant culture.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

340 Multicultural American Literature—Language and cultural diversity in the literature of minority writers in the United States. *Foundational Studies Credit: Global Perspectives and Cultural Diversity.*

English 340, Multicultural American Literature, addresses cultural diversity through the reading and discussion of writings by Chicano/Chicana, Native American, Asian American, and African American authors. Content varies from semester to semester, so each of these groups is not covered every semester. Assigned readings include poetry, short fiction, novels, drama, autobiographical essays, and aesthetic and political manifestos. Treating these artifacts as cultural texts exposes students to the similarities and differences (that is, to the cultural diversity) of the aesthetic, political, and social values and experiences of writers belonging to various ethnic and racial groups.

- Required for English Teaching majors.
- May be used to satisfy the “Diversity” requirement for English Liberal Arts majors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.
- May be used to satisfy the “Elective Credit” requirement for Women’s Studies minors.

After students complete English 340, they should be able to

- provide an introduction to the breadth and quality of the literature produced by various cultural groups who have contributed to American history and culture, and appreciate their contributions.
- present strategies for engaging this literature within its historical and cultural contexts and for gauging its aesthetic, cultural, political, and social dimensions.
- foreground and examine issues of race, gender, class, sexuality, and nationality as they arise in these works; consider how these issues inform conceptions of national identity; and compare these literary traditions to that of the “dominant” culture.

- demonstrate critical sophistication, refined close reading strategies, and a continuing interest in different literary genres (i.e. poetry, fiction, drama, essays).
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

346 Modern Black American Literature – African American writing from 1940 to the present. *Foundational Studies Credit: Literary Studies.*

English 346, Modern Black American Literature, is a survey of African American fiction, poetry, drama, and nonfiction since World War II in its historical, social, cultural, aesthetic, and intellectual contexts. It examines the traditions of protest, integrationist, nationalist, and post-civil rights writing and the conflicts among these traditions. The themes explored may include coming of age, gender, racial identity, social activism, folklore, and history.

- May be used to satisfy the “Diversity” requirement for English Liberal Arts majors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 346, they should be able to

- identify thematic motifs in African American literature, such as black–white relationships, identity, and family dynamics.
- identify the concerns and influences of race, class, culture, and gender in African American literature.
- identify the influence of African American cultural traditions on African American literature.
- recognize the relative presence and absence of political agendas in African American literature, especially as they affect the form and content of that literature.
- recognize the ways in which African American literature is similar to and different from the literature of the dominant culture.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

410 History of the English Language— Cultural and historical influences on the development of the English language from Old English through contemporary American English and interrelations of English and American language and literature.

◆ Prerequisites: English 240, English 241, English 250, and English 251.

English 410, History of the English Language, is designed to be a complement to English 310. The purpose of the class is to provide students with an overview of the evolution of the English language from its roots in Proto Indo-European through modern varieties of Englishes. The discussion of the changes that have occurred should be grounded in both internal (linguistic) and external (historical, archaeological, etc.) evidence with the goal that for students to understand fully the study of language they must take into account that language is a human activity. Students will examine representative texts, primarily pre-Modern English, both in the original language and in translation, and both as literary objects and cultural artifacts. Students should engage in some translation of early texts, particularly in Old English and Medieval English, in order to gain an understanding of the complexities of providing accurate translations.

- Required for English Teaching majors.
- May be used to satisfy the “English Language” requirement for English Liberal Arts majors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 410, they should be able to

- recognize pre-Modern forms of written English and to correctly identify the period in which a historical text was written.
- describe the characteristics of each era of historical English and its relation to the historical, cultural, and social forces of the time.
- translate pre-Modern prose and poetry in both literal and paraphrase translations.
- recognize broad literary, cultural, and historical themes of each time period in representative literary texts of the period.
- understand the method of historical linguistics and its contributions to an understanding of the evolution of Indo-European languages and the development of English as an academic field of study.
- understand the current standard and vernacular forms of American Englishes and their origins in the vernaculars of British colonizers.
- understand English as a global economic force.

- build an original interpretation of a literary work by citing textual evidence, as well as referencing characteristics of the text's historical and literary period.
- create a written document using writing process theory.
- locate, understand, and correctly cite scholarly research on the subject of historical periods of English and historical literary works written in English.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

418 Topics in Women's Literature – Representative works of women's literature emphasizing aesthetic, historical, and social dimensions. Topics for study change from term to term.

◆ Prerequisites: English 240, English 241, English 250, and English 251.

English 418, Topics in Women's Literature, introduces students to representative works of women's literature emphasizing aesthetic, historical, and social dimensions. The course focuses on a variety of writers, genres, and periods. Through class discussions, projects, exams, papers, and other assignments, students develop their ability to understand and analyze issues in and characteristics of the work of women writers. Topics for study change from term to term.

- May be used to satisfy the "Diversity" requirement for English Liberal Arts majors.
- May be used to satisfy the "Open English Elective" requirement for English Liberal Arts majors.
- May be used to satisfy the "Elective Credit" requirement for Women's Studies minors.

After students complete English 349, they should be able to

- understand of the contributions of women writers to literature and culture.
- identify the concerns and influences of race, class, gender, and culture in women's writing.
- understand major themes in women's writing, such as identity, male-female relationships, and the desire for creative self-expression.
- recognize the ways in which multicultural literature is similar to and different from the literature of the dominant culture.
- create original interpretations of literary texts.
- apply a variety of interpretive lenses, including feminist approaches, to the reading of texts.

- write a literary interpretative essay supported by textual evidence and documented accurately using MLA style.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

430 Literature and Culture of the Middle Ages—Major works of Western literature studied within the context of the intellectual and artistic movements of the Middle Ages.

◆ Prerequisite: English 250.

English 430, *Literature and Culture of the Middle Ages*, is an advanced introduction to medieval literature with emphasis on literature of the British Isles in relation to continental works. The course assumes introductory knowledge of English medieval literature. Topics vary but may include genres, themes, subjects, authors, movements, for example: Arthurian literature, pilgrimage, allegory. The goal of the course is to acquaint students with major works and authors of the period.

- May be used to satisfy the “Advanced British Literature before 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 430, they should be able to

- appreciate the intellectual and aesthetic concerns and achievements of medieval authors.
- articulate how works are related to their historical and cultural contexts.
- recognize literary themes, styles, subjects, and techniques common to medieval literatures.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

436 Topics in World Literature – Representative works of world literature emphasizing cultures outside Great Britain and the United States. Topics for study change from term to term.

◆ Prerequisites: English 240, English 241, English 250, and English 251.

English 436, Topics in World Literature, considers texts from various time periods and cultures, within a range of topics that may change from semester to semester. While pursuing a defined thematic focus, this course aims to cultivate students' curiosity about the vastness and complexity of this world, its cultures, and literary texts.

■ Required for English Liberal Arts and English Teaching majors.

After students complete English 436, they should be able to

- cultivate individual curiosity about the vastness and complexity of the world, its cultures, literary texts, and ways of knowing.
- demonstrate knowledge of the variety of literary texts and approaches to studying texts across time and cultures.
- produce a substantial thesis-based researched essay that reflects their undergraduate experience with literature and language.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

440 Early American Literature – Representative American literature from the European arrival through the early nineteenth century, studied against its intellectual, historical, and social background.

◆ Prerequisites: English 240.

Students in English 440, Early American Literature, study significant writers of the early American period, including those in both the old and new canon. The scope is more specialized than that of its prerequisite, although it will address multiple writers, themes, and movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop their ability to understand, analyze, and synthesize central issues in early American literature.

■ May be used to satisfy the “Advanced American Literature” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 440, they should be able to

- identify the major authors, texts, periods, dates, and events of early America.
- engage in close reading of texts ranging from the European discovery of the New World, through English colonization and the seventeenth-century Puritan settlement of New England, to the eighteenth-century Enlightenment and early nineteenth-century Romanticism.
- trace the origins and evolution of characteristic American myths, values, beliefs, motifs, and traditions.
- compare the various definitions of *America* and *American* among writers from different social classes and ethnic backgrounds.
- understand theories of empire, imperialism, colonization, history, commerce, trade, religion, government, race, gender, class, science, and art that are interwoven throughout early American literature.
- appreciate the Renaissance background to the discovery and settlement of the New World and to New England Puritanism.
- recognize the Enlightenment debates about human nature, reason, liberty, law, government, and social progress that led to the American Revolution.
- understand how British literary forms were transformed into an emerging nationalistic American canon.
- see the richness of early American literary genres, including nonfiction, poetry, creative nonfiction, drama, and fiction
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

441 American Renaissance Literature– Representative American literature of the mid-nineteenth century, studied against its intellectual, historical, and social background.

- ◆ Prerequisites: English 240 and English 241.

Students in English 441, *American Renaissance Literature*, study significant writers of the American Renaissance, including those in both the old and new canon. The scope is more specialized than that of its prerequisites, although it will address multiple writers, themes, and movements as manifested in poetry, fiction, drama, and nonfiction. Through class discussions, projects, exams, papers, and other writings, students develop their ability to understand, analyze, and synthesize central issues in American Renaissance literature.

- May be used to satisfy the “Advanced American Literature” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 441, they should be able to

- provide an introduction to the breadth and quality of the literature produced by various cultural groups who have contributed to American history and culture, and to encourage an appreciation of their contributions.
- present strategies for engaging this literature within its historical and cultural contexts and for gauging its aesthetic, cultural, political, and social dimensions.
- foreground and examine issues of race, gender, class, sexuality, and nationality as they arise in these works; to consider how these issues inform conceptions of national identity; and to promote comparative analysis of these literary traditions to that of the “dominant” culture.
- encourage critical sophistication, refinement of close reading strategies, and lifelong readership of different literary genres (i.e. poetry, fiction, drama, essays).
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

442 American Realism and Naturalism – Representative American literature of the late nineteenth century, studied against its intellectual, historical, and social background.

◆ Prerequisite: English 241.

English 442, *American Realism and Naturalism*, explores the movement from Romanticism to Realism and then to Naturalism. Through the use of selected works of primarily fiction, the course addresses the literary changes in the second half of the nineteenth century and the first half of the twentieth century, particularly in terms of historical and social contexts.

- May be used to satisfy the “Advanced American Literature” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After completing English 442, students should be able to

- identify the elements that characterize the Realism and Naturalism, and illustrate them by referring to representative authors and works.
- identify elements of narrative technique as used by various novelists, and analyze themes and contexts for individual works.
- understand the ways in which literary works reflect thematic and aesthetic concerns.
- appreciate the ways in which literary works reflect societal experiences.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

444 Modern American Literature – Representative American literature since the early twentieth century, studied against its intellectual, historical, and social background.

◆ Prerequisite: English 241.

English 444, Modern American Literature, examines representative works of American literature in their cultural and aesthetic contexts, with attention to Modernist experiments with subject matter, form, and style. Literary works in multiple genres are studied in their intellectual, historic, and social contexts, with attention to the blending of literary genres and styles.

- May be used to satisfy the “Advanced American Literature” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 444, they should be able to

- connect modern American literature to intellectual and social changes of the era.

- appreciate the altered aesthetic concerns of twentieth-century novelists, dramatists, and poets.
- discuss ideas intrinsic to Modernism and Postmodernism.
- comprehend the formal dimensions of Modernist and Postmodernist literature.
- analyze and interpret relations of a literary text with other texts and with historical and cultural contexts.
- articulate the ways in which literary works reflect societal experiences.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

447 Seminar in American Literature – Topic changes from term to term.

◆ Prerequisite: English 240 or English 241.

English 447, Seminar in American Literature, presents the study of literature through a theme or topic, which varies by semester. Based on theme (for example, war and literature or American Identity) or a topic or genre (for example, Realism or modern American drama), instructors select representative works of literature that can be studied in their intellectual, historical, and social contexts.

- May be used to satisfy the “Advanced American Literature” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

Though some individual course goals may vary with the theme or topic of the class, after completion of English 447, students should be able to

- recognize the major aspects of the literature covered.
- identify the themes, motifs, or concerns that contribute towards the constitution of a genre of literature.
- be familiar with critical or theoretical debates surrounding the literature and its topic or theme.
- synthesize material from a variety of sources and accurately document their use.

- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

450 Chaucer – The life and writings of Chaucer, including the cultural and literary backgrounds of his art. Read in Middle English and modern translation.

◆ Prerequisite: English 250.

English 450, Chaucer, is an advanced survey of Chaucer’s works including *The Canterbury Tales*, *Troilus and Criseyde*, and other poems. The course assumes introductory knowledge of English medieval literature; familiarity with the history of the English language is also helpful. Some attention is paid to the works’ historical, cultural, and literary context, but the course emphasizes close reading and understanding of Chaucer’s artistic techniques and achievements.

- May be used to satisfy the “Advanced British Literature before 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 450, they should be able to

- recognize medieval genres in which Chaucer worked, and their associated themes and styles.
- appreciate Chaucer’s intellectual and aesthetic concerns, and, by extension, those of other medieval authors.
- understand medieval concepts of authorship and use of sources, both oral and literary.
- read Chaucer’s Middle English.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

451 English Renaissance Literature – Representative English literature from the early sixteenth century through the mid-seventeenth century, studied against its intellectual, historical, and social background.

◆ Prerequisite: English 250.

English 451, English Renaissance Literature, is designed for advanced study of literary genres of the British Renaissance – except drama. Also sampled and analyzed will be masterworks that undergraduate English majors should know. Genres – such as lyric poetry, polemical argument, sermons, history and travel, practical instruction by dialogue, prose fiction, and the essay – will be studied in modern and old-spelling editions. The particular achievements of master writers like Shakespeare, Jonson, Bacon, Donne, Herbert, or Marvell will be examined by samples of their most influential works. The skill of close reading and art of cultural interpretation will enable the exploration of this vibrant period.

- May be used to satisfy the “Advanced British Literature before 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After completing the course students should be able to

- become familiar with Early English vocabulary, spelling, and syntax.
- illustrate the effects of standard rhetorical devices.
- recognize the distinctive features of content and approach in select genres.
- analyze part/whole relationships, that is, how an element of a literary form fulfills the design or supposed intention.
- identify the achievement of a small selection of literary masterpieces and be familiar with the lives of their writers.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

452 Restoration and Eighteenth-Century Literature – Representative British literature from the mid-seventeenth century through the late eighteenth century, studied against its intellectual, historical, and social background.

◆ Prerequisite: English 250.

English 452, *Restoration and Eighteenth-Century Literature*, examines a variety of texts from Britain during the period 1660–1800 in terms of cultural movements. The examination of these movements will include examples from history, politics, philosophy, and literature. The goal is to acquaint students with a variety of genres (brief fiction and nonfiction prose, poetry, drama, and novels), to study relationships among texts, and to consider how works representative of different literary movements co-exist during the same time period.

- May be used to satisfy the “Advanced British Literature before 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 452, they should be able to

- recognize issues of canon formation.
- identify the elements that characterize the different movements within the time period 1660–1800, contrast them to those of the earlier periods, as well as to each other, and illustrate them by referring to representative authors and works.
- describe the period’s major themes, critical ideas, forms, styles, and historical and cultural events and compare them to those of the preceding literary period, as well as coexisting contemporary ideas.
- demonstrate competence in articulating these topics in writing.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and oral forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

453 British Romantic Literature— Representative British literature from the late eighteenth century through the mid-nineteenth century, studied against its intellectual, historical, and social background.

◆ Prerequisite: English 250.

English 453, *British Romantic Literature*, assumes knowledge of eighteenth-century literature and emphasizes continuities with this previous literature, as well as divergences from it. The scope encompasses the traditional six major poets — Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats — but also covers writers new to the canon, such as Mary Shelley, Charlotte Smith, and John Clare. The course addresses

historical, cultural, and artistic contexts, including the French Revolution, but focuses on developments in literary forms, genres, and subject matter, such as the distinctive emphasis on nature.

- May be used to satisfy the “Advanced British Literature after 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 453, they should be able to

- recognize issues of canon formation.
- identify the elements that characterize the Romantic period, contrast them to those of the Neoclassical period, and illustrate them by referring to representative authors and works.
- have command of the period’s major themes, critical ideas, forms, and styles and compare them to those of the preceding literary period.
- demonstrate competence in articulating these topics in writing.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

454 Victorian Literature—Representative British literature from the mid-nineteenth century to the twentieth century, studied against its intellectual, historical, and social background.

◆ Prerequisite: English 250.

English 454, Victorian Literature, examines important works in poetry, drama, and prose, from a diverse range of authors. The scope encompasses not only major figures—such as Dickens, George Eliot, Tennyson, and Wilde—but also writers who have often been neglected in the past—such as Elizabeth Barrett Browning and Christina Rossetti. The course addresses historical, cultural, and artistic contexts, including the Industrial Revolution, but also focuses on developments in literary forms, genres, and subject matter, such as the Pre-Raphaelite Movement.

- May be used to satisfy the “Advanced British Literature after 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 454, they should be able to

- identify the elements that characterize the Victorian period, and illustrate them by referring to representative authors and works.
- understand the ways in which literary works reflect thematic and aesthetic concerns.
- appreciate the ways in which literary works reflect societal experiences.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

455 Twentieth Century Literatures in English – Representative British and Irish literature of the twentieth century, studied in its intellectual, historical, and social contexts.

◆ Prerequisite: English 251.

English 455, *Twentieth Century Literatures in English*, examines representative works of British and Irish literature in their cultural and aesthetic contexts, with attention to Modernist experiments with subject matter, form, and style. Literary works are studied in their relation to the profound intellectual changes, vast social upheaval, and rapid technological innovation of the era. Attention is given to the Postmodern blending of literary genres and styles resulting from attempts to break free of Modernist forms.

- May be used to satisfy the “Advanced British Literature after 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 455, they should be able to

- connect twentieth-century literature to the immense political, technological, and intellectual changes of the era.
- appreciate the altered aesthetic concerns of twentieth-century novelists, dramatists, and poets.
- discuss ideas intrinsic to Modernism and Postmodernism.

- comprehend the formal dimensions of Modernist and Postmodernist literature.
- analyze and interpret relations of a literary text with other texts and with historical and cultural contexts.
- articulate the ways in which literary works reflect societal experiences.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

460 Shakespeare—Selected comedies, tragedies, and histories; problems of Shakespearean scholarship, interpretation, and criticism.

◆ Prerequisite: English 250.

English 460, Shakespeare, is a required course for undergraduate English majors and minors. Students are expected to arrive with a solid foundation in basic literary analysis. In this course, students will read nine to twelve complete plays representing the three main genres: comedy, tragedy, history. Discussion and analysis will increase students' awareness of issues such as the problem of authorship, the role of editing in the transmission of Shakespeare's dramatic scripts into printed form, the variety of interpretive approaches to these texts, Shakespeare's use of sources, and his dramatic structure and poetic language. Students will also be expected to write knowledgeably, to practice and apply their skills in literary reading and interpretation with some attention to performance. Through their study of these representative plays, students will lay the groundwork for future encounters with Shakespeare's work through reading or viewing performances (live and on film). English 460 is open to non-majors who have an interest in Shakespeare and are well prepared in the critical reading of literature.

- Required for English Liberal Arts and English Teaching majors.
- May be used by English minors to fulfill the "Advanced British Literature before 1800" requirement.

After students complete English 460, they should be able to

- analyze imagery, metaphoric and colloquial expression, characterization, and plot construction in Shakespeare's plays to explain how a text by Shakespeare works.
- develop a coherent interpretation of a Shakespearean passage, act, or plot, demonstrating knowledge of genre, historical/literary sources, or dramatic conventions.

- write effective literary critical essays on topics dealing with Shakespeare’s artistry.
- understand and enjoy encounters with Shakespeare’s plays through personal reading, attending theatrical productions, or viewing film and video versions and adaptations of the plays.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

462 Seminar in British Literature before 1800-- Topic changes from term to term.

◆ Prerequisite: English 250.

English 462, Seminar in British Literature before 1800, treats representative literature during the Anglo-Saxon, Medieval, Renaissance, Interregnum, or Restoration periods up through the reign of George III (1760–1820) and pursues a coherent theme that draws on major literary works and a few minor works, in order to comprehend the interrelations among genres, history, religion, and society during a distinct period. Themes emphasize a recognized development in the cultural vitality of the chosen period, based on specific examples studied in greater depth than the overviews and summaries used in English 250.

- May be used to satisfy the “Advanced British Literature before 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 462, they should be able to

- apply the broad theme of the course to specific types of literature then current, by interpreting major events or conflicts that shaped government and daily life (secular and sacred).
- trace the influence of major writers from the period to the works of later writers.
- research and present a substantial seminar paper with the guidance of the professor.
- apply the principles of close reading in their discussions of and in their writing about literature.

- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

463 Seminar in British Literature since 1800– Topic changes from term to term.

◆ Prerequisite: English 250 or English 251.

English 463, Seminar in British Literature since 1800, presents the study of literature through a theme or topic, which varies by semester. Based on theme (for example, war and literature or romantic landscape) or a topic or genre (for example, gothic novel, postmodernism, or modern British drama), instructors select representative works of literature that can be studied in their intellectual, historical, and social contexts.

- May be used to satisfy the “Advanced British Literature after 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

Though some individual course goals may vary with the theme or topic of the class, after completion of English 463, students should be able to

- recognize the major aspects of the literature covered.
- identify the themes, motifs, or concerns that contribute towards the constitution of a genre of literature.
- be familiar with critical or theoretical debates surrounding the literature and its topic or theme.
- synthesize material from a variety of sources and accurately document their use.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

464 British Drama– Origins and development of British drama, with emphasis on the principal dramatists (other than Shakespeare) of the seventeenth and eighteenth centuries.

◆ Prerequisite: English 250.

English 464, *British Drama*, is a chronological introduction to the origins and development of drama in England, with primary emphasis on dramatic traditions. Beginning with mystery, miracle, and allegorical plays, the course establishes the Medieval tradition that led to the flowering of Elizabethan drama – represented by major playwrights, excluding Shakespeare – and the continued development of theater during the Jacobean period. Acknowledging the Interregnum, the course concludes with drama of the Restoration. To provide a foundation for further reading, major works by influential or innovative playwrights are emphasized.

- May be used to satisfy the “Advanced British Literature before 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 464, they should be able to

- recognize the basic structure of the dramatic form.
- identify elements of dramatic technique as used by various playwrights.
- analyze drama from a variety of perspectives: as readers, as potential viewers, and as, perhaps, performers.
- describe major developments in the British dramatic tradition, as represented by selected plays.
- articulate the intellectual, historical, and social contexts for dramatic development and change.
- apply the principles of close reading in their discussions of and in their writing about drama.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

465 The British Novel – Origins and development of the British novel with emphasis on the nineteenth and twentieth centuries.

◆ Prerequisite: English 250.

English 465, *The British Novel*, examines the origins and development of prose fiction in the United Kingdom, with primary emphasis on its success as the dominant literary form between 1850 and 1950. Beginning with an introduction to the origins of the popular novel in the eighteenth century, the course explores how writers such as Jane Austen and Charles Dickens helped to create the prose fictions that established the conventional form of the novel in the nineteenth century. After examining the continued

development of the form in late Victorian and Edwardian fiction, the course concludes with a study of the effects of the Modern movement on the novel, especially in the works of James Joyce and Virginia Woolf.

- May be used to satisfy the “Advanced British Literature before 1800” requirement for English Liberal Arts majors and English Teaching majors, as well as Liberal Arts minors.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 465, they should be able to

- recognize the basic structure of the traditional novel.
- identify elements of narrative technique as used by various novelists, and analyze themes and contexts for individual works.
- describe major developments in the development of the British novel, as represented by selected works.
- apply the principles of close reading in their discussions of and in their writing about fiction.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

484 Interrelations of Literature – Interdisciplinary in approach and international in scope, this comparative literature course deals with the intersection of literature with other forms of art and knowledge. *Foundational Studies Credit: Upper-Division Integrative Elective.*

English 484, Interrelations of Literature, a capstone course for English liberal arts majors and an upper-division integrative elective in the Foundational Studies Program, considers texts from various time periods, cultures, and disciplines to encourage students to extend the lessons of literary inquiry and media literacy into life beyond the university. This course explores the relevance of literature and art and aims to cultivate students’ curiosity about the vastness and complexity of this world, its cultures, texts, and ways of knowing. In this culminating educational experience, students are asked to synthesize the knowledge gained from their individual courses of studies while engaging peers from diverse social and disciplinary backgrounds in wide-ranging conversation about course texts and the issues they convey. Students produce a substantial thesis-based researched essay that reflects on the student’s undergraduate experience of literature and language.

- May be used by English Liberal Arts majors and minors to satisfy the Upper-Division Integrative Elective requirement of the Foundational Studies Program.

After completing English 484, students should be able to

- appreciate the cumulative benefit of reading and course work in one's major (English or other) and be able to extend the lessons of literary inquiry and media literacy into life beyond the university.
- understand the intersection of literature and other forms of art and knowledge.
- grasp the relevance of literature and art.
- generate critical questions about the vastness and complexity of the world, its cultures, texts, and ways of knowing.
- demonstrate knowledge of the variety of literary texts and approaches to studying texts across time and cultures.
- engage colleagues from different social or professional or disciplinary backgrounds in wide-ranging conversation about texts and the issues they convey.
- produce a substantial thesis-based researched essay that reflects their undergraduate experience of literature and language.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

486 Teaching English— Aims, methods, and materials for teaching literature, language, and writing in middle school and secondary schools. Prerequisites: 78 credit hours and seven of nine required Liberal Studies courses. *Foundational Studies Credit: Upper-Division Integrative Elective.*

English 486, Teaching English, develops in future teachers of English the knowledge, skills, and dispositions necessary to succeed during their professional lives; consequently, it has broad goals and covers a wide range of subdisciplinary concerns—a necessary approach since English is such a rich, multifaceted discipline. English 486 provides comprehensive pre-teaching experiences in designing the kinds of class materials students will be asked to develop when they are teaching. As a “capstone” course, English 486 also encourages students to synthesize the information they have garnered through their English course work with the theoretical principles from their CIMT classes and the practical experiences from their early field work.

Teaching English satisfies the Foundational Studies “Upper-Division Integrative Elective” requirement for English Teaching majors; students in other majors may also use Teaching English to fulfill this requirement. Because this class also counts as a

required methods class for the English Teaching major, the class must meet state and national accrediting standards.

- Required for English Teaching majors.
- May be used by English Liberal Arts majors or minors to fulfill the Upper-Division Integrative Elective Requirement.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 486, they should be able to

- prepare class materials (information sheets, quizzes, writing assignments, tests, and so on) that are grade-appropriate.
- design documents that can be used effectively in a classroom setting.
- prepare a three-week unit plan that integrates all of the language arts: reading, writing, speaking, listening, and thinking.
- select grade-appropriate literature in all genres, describe their value, and assess how the selections interrelate.
- demonstrate technical fluency – in grammar, usage, punctuation, and mechanics – in preparing class materials.
- articulate ideas about teaching in informal class discussions and in formal presentations.
- illustrate their understanding of students’ special needs through their class materials, their reading selections, their analyses of supporting materials in secondary textbooks, and their assessment of classroom methodologies.
- critique potential teaching materials – editions of literary works, websites, study questions in textbooks, publisher-prepared tests, and study aids (CliffNotes, Sparknotes).
- recognize that teaching and learning exist within a context, with special attention to social, cultural, and historical issues.
- develop skills in statistical analysis, particularly as they relate to assessing readability (book length, chapter length, sentence length, and so on) and to the distribution of grades.
- synthesize their educational experiences – as students and as pre-professionals – to establish a philosophy of education.
- apply the principles of close reading in their discussions of and in their writing about literature.

- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

487 Crime and Punishment— Interdisciplinary in approach and international in scope, this comparative literature course deals with the intersection of literature with the subject matter of criminal behavior. *Foundational Studies Credit: Upper-Division Integrative Elective.*

English 487, Crime and Punishment, is intended for students from all disciplines and considers texts from various time periods, cultures, and disciplines to encourage students to extend the lessons of literary inquiry and media literacy into life beyond the University. Students produce a substantial thesis-based researched essay that represents the culmination of the student’s undergraduate experience of literature and language.

- May be used by English Liberal Arts majors or minors to fulfill the “Upper-Division Integrative Elective” Requirement.
- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 487, they should be able to

- appreciate the cumulative benefit of reading and course work in one’s major and be able to extend the lessons of literary inquiry and media literacy into life beyond the university.
- understand the intersection of literature and other forms of text and ways of knowing.
- produce a substantial thesis-based researched essay that represents the culmination of their undergraduate study of literature and language.
- engage fellow students from different social or disciplinary backgrounds in wide-ranging conversation about texts and the issues they convey.
- apply principles of close reading in their discussions of and their writing about literature.
- express themselves clearly in a variety of formal and informal written forms.
- apply critical thinking skills when reading, writing, and communicating.

492 Internship in English— Supervised writing, editing, tutoring, or other professional activity.

- ◆ Prerequisites: Major or minor in the Department of English with senior standing, prior arrangement with the faculty supervisor, and approval of the Chairperson of the Department of English.
- ◆ May be repeated once for credit with a different assignment.

English 492, Internship in English, provides students with flexible but professional work experiences (editing of professional journals, creating print materials for community organizations, contributing to service projects for professional groups, and others). The sponsoring faculty member and the student must provide a rationale for the project, devise a plan that includes the kind and amount of work to be completed, create a week-by-week schedule of activities, and establish criteria for grading the work.²

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

After students complete English 492, they should be able to

- describe in detail the range of activities that the internship involved.
- demonstrate increased professional skills.
- articulate the connection between University experiences and the professional activity.
- work independently on a professional project.
- demonstrate an awareness of the context of their professional work.
- apply the principles of close reading in their work-based consultations, activities, and writing.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.
- apply critical thinking skills when operating in a professional work environment.

495 Individual Studies in English—Directed study of a specialized topic proposed by the student and instructor and approved by the Chairperson of the Department of English.

- ◆ May be repeated once for credit with a different topic.

English 495, Individualized Studies in English, offers students the opportunity to work individually with a faculty member when students need courses that are not in rotation

² Complete guidelines for planning an internship experience appear in Appendix F.

or when students want to study a topic that is not treated in regularly scheduled courses. When individual studies courses follow the patterns of previously offered courses, a standard syllabus and schedule may be used. However, when the individual studies course follows an individualized plan, then an “Arranged Course Proposal Form” must be submitted for approval, and the faculty member and the student must provide a rationale for the course, devise a plan that includes the kind and amount of work to be completed, create a week-by-week schedule of activities, and establish criteria for grading the work.³

- May be used to satisfy the “Open English Elective” requirement for English Liberal Arts majors.

Though individual course goals may vary with the topic of the class, after completion of English 495, students should be able to

- recognize the major aspects of the literature covered.
- identify the themes, motifs, or concerns that contribute towards the constitution of a genre of literature.
- articulate the critical or theoretical debates surrounding the literature and its topic.
- synthesize material from a variety of sources and accurately document their use.
- apply the principles of close reading in their discussions of and in their writing about literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

³ Complete guidelines for planning an individual study course appear in Appendix F.

Appendix A

English Liberal Arts Major – Degree Requirements

To earn a Bachelor of Science degree in English, students complete Foundational Studies writing courses designated for English majors and thirteen courses (thirty-nine credit hours) in British and American literature and the English language. Because Liberal Arts majors satisfy seven elective requirements, they are able to match course work to their interests or career objectives. Bachelor of Arts English majors also complete two years of a foreign language.

Dr. Jakaitis's web site address is <<http://isu.indstate.edu/jakaitis>>.

Required Writing Courses	Semester	Grade	Instructor
101: (if SATV is below 510 or ACT below 20)			
108: Writing about Literature and Culture			
308: Practical Literary Criticism [Spring]			

Required Foreign Language for B.A.	Semester	Grade	Instructor
Foreign Language 101			
Foreign Language 102			
Foreign Language 201			
Foreign Language 202			

Required English Courses	Semester	Grade	Instructor
230: Literary Analysis			
240: American Literature I			
241: American Literature II			
250: British Literature I			
251: British Literature II			
436: Topics in World Literature			
460: Shakespeare			

Elective Requirements	Course #	Semester	Grade	Instructor
English Language				
Diversity				
Popular Culture				
Advanced American Literature				
British Literature before 1800				
British Literature since 1800				
Open English Elective				

English Liberal Arts Major – Elective Courses

English Language

- 310 English Grammar [Spring]
- 410 History of the English Language [Fall]

Diversity

- 340 Multicultural American Literature
- 346 Modern Black American Literature
- 418 Topics in Women's Literature

Popular Culture

- 329 Contemporary Literature
- 335 Science Fiction as Social Criticism
- 336 Popular Literature in the Mass Media

Advanced American Literature

- 440 Early American Literature
- 441 American Renaissance Literature
- 442 American Realism and Naturalism
- 444 Modern American Literature
- 447 Seminar in American Literature

Advanced British Literature before 1800 [Fall]

- 430 Literature of the Middle Ages
- 450 Chaucer
- 451 English Renaissance Literature
- 452 Restoration and Eighteenth-Century Literature
- 462 Seminar in British Literature before 1800
- 464 British Drama

Advanced British Literature since 1800 [Spring]

- 453 British Romantic Literature
- 454 Victorian Literature
- 455 Twentieth-Century Literatures in English
- 463 Seminar in British Literature since 1800
- 465 The British Novel

Appendix B

English Teaching Major – Degree Requirements

To earn an English Teaching degree, students complete Foundational Studies writing courses designated for English majors and fourteen courses (forty-two credit hours) in British and American literature and the English language. Teaching majors also satisfy state licensure requirements through course work in the College of Education and successful completion of a student teaching experience.

Dr. Jakaitis's web site address is <<http://isu.indstate.edu/jakaitis>>.

Required Writing Courses	Semester	Grade	Instructor
101: (if SATV is below 510 or ACT below 20)			
108: Writing about Literature and Culture			
307: Writing for Teachers of English [Fall]			

Required Foreign Language for B.A.	Semester	Grade	Instructor
Foreign Language 101			
Foreign Language 102			
Foreign Language 201			
Foreign Language 202			

Required English Courses	Semester	Grade	Instructor
230: Literary Analysis			
240: American Literature I			
241: American Literature II			
250: British Literature I			
251: British Literature II			
436: Topics in World Literature			
310: English Grammar [Spring]			
336: Popular Literature in Mass Media			
340: Multicultural American Literature			
410: History of the English Language [Fall]			
460: Shakespeare			

Elective Requirements	Course #	Semester	Grade	Instructor
Advanced American Literature				
British Literature before 1800				
British Literature since 1800				

Teacher Education Requirements

Phase One Requirements	Semester	Grade	Instructor
ESPY 202: Educational Psychology			
SPED 226: Special Education			
PPST: Praxis I Test			

Phase II Requirements	Semester	Grade	Instructor
CIMT 301: Teaching I			
CIMT 302: Teaching II (Taken Concurrently with CIMT 301)			
ENG 307: Writing for Teachers of English			
ENG 486: Teaching English [Spring Only]			
EPSY 341: Multicultural Education			

Phase III Requirements	Semester	Grade	Instructor
CIMT 400: Teaching II			
CIMT 400L			

Phase IV Requirements	Semester	Grade	Instructor
CIMT 401: Student Teaching			
ENG 402: Report on Student Teaching			
Praxis II Test			

English Teaching Major – Elective Courses

Advanced American Literature

- 440 Early American Literature
- 441 American Renaissance Literature
- 442 American Realism and Naturalism
- 444 Modern American Literature
- 447 Seminar in American Literature

Advanced British Literature before 1800 [Fall]

- 430 Literature and Culture of the Middle Ages
- 450 Chaucer
- 451 English Renaissance Literature
- 452 Restoration and Eighteenth-Century Literature
- 462 Seminar in British Literature before 1800
- 464 British Drama

Advanced British Literature since 1800 [Spring]

- 453 British Romantic Literature
- 454 Victorian Literature
- 455 Twentieth-Century Literatures in English
- 463 Seminar in British Literature since 1800
- 465 The British Novel

Appendix C

English Liberal Arts Minor – Degree Requirements

To earn an English Liberal Arts minor, students complete eight courses totaling 24 credit hours. The lists of courses for each of the three elective requirements appear on the following page.

Dr. Jakaitis's web site address is <<http://isu.indstate.edu/jakaitis>>.

Required Writing Courses	Semester	Grade	Instructor
101: (if SATV is below 510 or ACT below 20)			
108: Writing about Literature and Culture			
308: Practical Literary Criticism [Spring]			

Required Courses	Semester	Grade	Instructor
230: Literary Analysis			
240: American Literature I			
241: American Literature II			
250: British Literature I			
251: British Literature II			

Elective Requirements	Course #	Semester	Grade	Instructor
Advanced American Literature				
British Literature before 1800				
British Literature since 1800				

English Liberal Arts Minor – Elective Courses

Advanced American Literature

- 440 Early American Literature
- 441 American Renaissance Literature
- 442 American Realism and Naturalism
- 444 Modern American Literature
- 447 Seminar in American Literature

Advanced British Literature before 1800 [Fall]

- 430 Literature of the Middle Ages
- 450 Chaucer
- 451 English Renaissance Literature
- 452 Restoration and Eighteenth-Century Literature
- 460 Shakespeare
- 462 Seminar in British Literature before 1800
- 464 British Drama

Advanced British Literature since 1800 [Spring]

- 453 British Romantic Literature
- 454 Victorian Literature
- 455 Twentieth-Century Literatures in English
- 463 Seminar in British Literature since 1800
- 465 The British Novel

Appendix D

Foundational Studies Degree Requirements for English Majors

Dr. Jakaitis's website is <<http://isu.indstate.edu/jakaitis>>.

Foundational Studies: Basic Studies	Course	Semester	Grade
ENG 101 (if SATV below 510 or ACT below 20)			
ENG 108: Writing about Literature and Culture			
ENG 307 [Teaching—Fall] or ENG 308 [Liberal Arts—Spring]			
COMM 101 (Speech Communication)			
Quantitative Literacy (or QLET)/MATH			
FL 101			
FL 102			
Information Technology Literacy			
PE 101 + 101 L			

Foundational Studies: Liberal Studies	Course	Semester	Grade
Science and Math Studies: Foundational			
Science and Math Studies: Elective			
Social and Behavioral Studies: Foundational			
Social and Behavioral Studies: Elective			
Literary, Artistic, and Philosophical Studies: Elective			
Historical Studies			
Multicultural Studies: U.S. Diversity			
Multicultural Studies: International Cultures			
Upper-Division Integrative Elective for Liberal Arts Majors: ENG 484: Interrelations of Literature [Fall]			
Upper-Division Integrative Elective for Teaching Majors: ENG 486 [Spring]			

Appendix E

Foundational Studies Offerings in English

English majors *may not* use the courses below to fulfill Foundational Studies requirements, unless specifically noted. They can, however, be used to fulfill the requirement for 50 hours at the 300–400 level.

Literary Studies

Topic Courses

- English 239: Literature and Human Experience

The following topics are offered with some regularity: “Adolescent and Young Adult Literature,” “Baseball in American Literature,” “Biography and Autobiography,” “Depictions of Masculinity in Literature and Film,” “Depictions of Race in Literature, Film, and Music,” “Early American Literature and Life,” “Film Literature and Life,” “Hope: Literary Responses to Ancient and Modern Challenges,” “Humans, Technologies, Civilizations,” “Literature of Rebellion (Ireland 1916),” “Monsters,” “Relationships,” “Race and Science in American Life,” “Shakespeare in Film,” “War and the British Imagination: 1914–1918,” and “Women’s Folk Literature.”

- English 338: Literature and Ideas

The following topics are offered with some regularity: “Arthurian Legend,” “Education in Literature,” “Law and Literature,” and “War Literature.”

Individual Courses

- English 339: Women’s Literature
- English 346: Modern Black American Literature

Fine and Performing Arts

- English 219: Introduction to Creative Writing

Global Perspectives and Cultural Diversity

- English 340: Multicultural American Literature

Upper-Division Integrative Electives

- English 335: Science Fiction as Social Criticism
- English 484: Interrelations of Literature
- English 486: Teaching English
- English 487: Crime and Punishment

Appendix F

Arranged Courses

492 Internship in English

Because internships provide flexible work experiences for students, they are more difficult to describe than traditional arranged courses. However, sponsoring faculty should describe as clearly as possible the kind and amount of work students will complete, with the understanding that the work patterns may change.

A “Statement of the Project”—to be submitted with an “Arranged Course Proposal Form”—should include as much of the following information as is appropriate:

Identifying Information: A Statement of the Project should include

- the course number and a descriptive title for the project.
- the semester and year.
- the instructor’s and student’s names.
- the proposed meeting times.

Description of the Project: A Statement of the Project should include

- a brief rationale for the project.
- the project goals.
- a week-by-week schedule of work related to the project.

Description of Assignments: A Statement of the Project should include

- an explanation of work to be completed
- a description of written work required for the arranged course, including brief explanations of the number, type, and length of papers.
- an explanation of other course requirements, i.e., faculty–student conferences.

Description of Criteria for Evaluation: A Statement of the Project should include

- a table, outline, list, or easily interpreted form that identifies all graded work for the project.
- an explanation of the proportional value of all graded work.

Preliminary Reading List: A Statement of the Project should include

- full citations for the textbooks required for the project, including edition, when necessary.

495 Individual Studies in English

When arranged courses follow the patterns of previously offered courses, a standard syllabus and schedule (which follow the guidelines described in the “Courses” section of this document) may be used. However, when the arranged course provides an individualized plan of study, a “Statement of the Project”—to be submitted with an “Arranged Course Proposal Form”—should include the following information:

Identifying Information: A Statement of the Project should include

- the course number and a descriptive title for the project.
- the semester and year.
- the instructor’s and student’s names.
- the proposed meeting times.

Description of the Project: A Statement of the Project should include

- a brief rationale for the project.
- the project goals (which may replicate goals for similar but regularly scheduled courses).
- a week-by-week schedule of work related to the project (this should include faculty–student conferences, readings, due dates for work, and so on)

Description of Assignments: A Statement of the Project should include

- a description of written work required for the arranged course, including brief explanations of the number, type, and length of papers.
- an explanation of the number and kind of exams required for the arranged course, with brief explanations of coverage (for example, comprehensive) and testing formats.
- an explanation of the number and type of presentations or projects.
- an explanation of other course requirements, i.e., faculty–student conferences.

Description of Criteria for Evaluation: A Statement of the Project should include

- a table, outline, list, or easily interpreted form that identifies all graded work for the project.
- an explanation of the proportional value of all graded work.

Preliminary Reading List: A Statement of the Project should include

- full citations for the textbooks required for the project, including edition, when necessary.
- detailed descriptions of required class materials.

Appendix G

Policy on Academic Integrity from *The Indiana State University Code of Student Conduct and Rights of Students*

These regulations and other University policies and regulations referenced herein govern the conduct of individual students and student organizations. Students and student organizations will be held accountable for the conduct of their guests. Students and student organizations will be subject to these regulations for conduct occurring away from the campus when that conduct affects the educational interests or mission of Indiana State University.

Section I

Misconduct Activities Which Subject a Student or Student Organization to Disciplinary Action

A. Policy on Academic Integrity

(Approved by the Indiana State University Board of Trustees on April 27, 2007 for implementation at the beginning of the 2007 Fall Semester on August 22, 2007)

Because academic integrity is a cornerstone of the University's commitment to the principles of free inquiry, students are responsible for learning and upholding professional standards in research, writing, assessment, and ethics. In the academic community the high value of honesty mandates a corresponding intolerance of dishonesty. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

A summary of behaviors that constitute academic dishonesty appears below. The definitions and clarifications provide additional information and examples of prohibited behaviors. They are not all-inclusive. Questions regarding this policy or requests for additional clarification should be directed to the Office of the Provost, Student Affairs, or to Student Judicial Programs. The types of academic dishonesty described include:

- Cheating on examinations
- Plagiarism
- Falsification, forgery, and obstruction
- Multiple submission
- Facilitating academic dishonesty
- Misconduct in research and creative endeavors

- Misuse of academic resources
- Misuse of intellectual property
- Violation of ethical and professional standards

Academic dishonesty includes:

1. Cheating on Examinations

Definition

Cheating is using or attempting to use materials, information, notes, study aids, or other assistance not authorized by the instructor during an examination or evaluation.

Clarification

- a. While taking an examination or being evaluated, students are prohibited from looking at other students' materials and from using external aids (e.g., books, notes, computers, calculators, electronic devices, and conversation with others) unless the instructor has specifically indicated in advance that this will be allowed.
- b. Students are prohibited from taking examinations, undergoing evaluations, or completing any assignments for others. Students shall not allow other persons to take examinations or participate in evaluations or complete any assignments for them.
- c. Students shall not acquire unauthorized information about an examination or evaluation and shall not use such information acquired by others.

2. Plagiarism

Definition

Plagiarism is intentionally or carelessly presenting the work of another as one's own. It includes submitting an assignment purporting to be the student's original work which has wholly or in part been created by another. It also includes the presentation of the work, ideas, representations, or words of another without customary and proper acknowledgement of sources. Students must consult instructors for clarification in any situation in which documentation is an issue. Students will be considered to have plagiarized whenever their work is not properly documented.

Clarification

- a. Information, quoted or paraphrased, gained in reading or research that is not common professional knowledge must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.

- b. Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- c. When source material is paraphrased or summarized in whole or in part in one's own words, that source must be acknowledged in a footnote, endnote, or by parenthetical citation in the text.
- d. The prohibition of plagiarism applies, but is not limited to, papers, reports, projects, and other work submitted to fulfill course requirements.
- e. "Turnitin" is a plagiarism prevention program which analyzes papers, reports, and other documents for indications of plagiarism. Questions should be directed to the Turnitin coordinator at extension 7685.

3. Falsification, Forgery, and Obstruction

Definition

Falsification is the intentional and unauthorized fabrication or invention of any information or citation in an academic exercise. Falsification includes knowingly reporting data, research, or reports so that the resulting process or product is different from what actually occurred. Forgery is the imitating or counterfeiting of images, documents, signatures, and the like. Obstruction is any behavior that limits the academic opportunities of other students by:

- improperly impeding their work or their access to educational resources
- disrupting instruction.

Clarification

- a. Fabricated or forged information shall not be used in any laboratory experiment, report of research, research paper, or academic exercise. Invention for artistic or creative purposes is legitimate under circumstances explicitly authorized by an instructor.
- b. Students shall not furnish or attempt to furnish fabricated, forged, or misleading information to University officials on University records, or on records of agencies in which students are fulfilling academic assignments.
- c. Students shall not steal, change, or destroy other students' work. Students shall not impede the work of others by theft, defacement, or mutilation of resources so as to deprive others of their use.
- d. Students shall not falsely report meeting responsibilities of attendance or participation in classes, practica, internships, or other field work experiences, or submit falsified excuses for attendance or participation in such experiences.

- e. Students shall not engage in conduct that obstructs or disrupts any instructional activity. Prohibited conduct includes, but is not limited to:
- Conversation with others during lectures or instructional exercises.
 - Unauthorized or inappropriate use of computing resources.
 - Operating electrical or communication devices in a disruptive manner.
 - Engaging in verbal or physical conflict.
 - Failing to enter class on time and remain during the entire scheduled period.
 - Failing to comply with directions from an instructor to cease disrupting any instructional activity.

4. Multiple Submission

Definition

Multiple submissions are the submission of all or part of the same or substantially the same work for credit in two or more courses.

Multiple submissions include the use of any academic work previously submitted for academic credit at this or another institution, including high school work.

Multiple submissions shall not include those academic exercises when written approval by the current course instructor authorizes use of prior academic work.

When multiple submissions are allowed, instructors will specify the expected academic effort applicable to their courses.

Clarification

- a. Students may not normally submit any work for academic credit in more than one course. This will apply to submissions of the same or substantially the same work whether in the same or in different semesters.
- b. Students may not normally submit all or part of the same or substantially the same work for academic credit in two different courses even if the work is being graded on different bases in the separate courses (e.g., graded for research effort and content versus grammar and spelling).
- c. Students may resubmit a prior academic endeavor if there is substantial new work, research, or other appropriate additional effort. The student shall disclose the use of the prior work to the instructor and receive the instructor's permission to use it **prior** to the submission of the current endeavor.
- d. Students may submit the same or substantially the same work in two or more courses with the prior written permission of all faculty involved. Failure by the student to obtain the written permission of each instructor shall be considered a multiple submission. This authorization is required whether the courses occur in the same or in different terms.

- e. Collaboration on any academic exercise is forbidden unless specifically authorized by the instructor for a specific exercise. Students should not assume that collaboration is authorized unless the course instructor gives approval. Students authorized to engage in collaboration shall be required to demonstrate that the work submitted reflects an appropriate level of the student's individual work.

5. Facilitating Academic Dishonesty

Definition

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. Facilitating academic dishonesty includes behavior that may not directly benefit the accused but assists another student in violating the policy.

Clarification

- a. Students shall not allow others to copy from their papers during any examination, or on any paper or other assignment.
- b. Students shall not assist other students in acts of academic dishonesty by providing material of any kind that one may have reason to believe will be misrepresented to an instructor or other University official.
- c. Students shall not provide information about test questions or the material to be tested before a scheduled examination unless they have been specifically authorized to do so by the course instructor.

6. Violation of Professional Standards in Research and Creative Endeavors

Definition

Misconduct in research is serious deviation from accepted professional practice within a discipline or from the policies of the University in carrying out, reporting, or exhibiting the results of research or in publishing, exhibiting, or performing creative endeavors. It includes:

- Plagiarism.
- Fabrication or falsification of data.
- Misrepresentation of scientific or creative works.

Misconduct in research does not include honest error or honest disagreement about interpretation of data.

Clarification

- a. Students shall not invent or counterfeit information.

- b. Students shall not report results dishonestly, whether by dishonest or selective reporting of data, altering or improperly revising data, selective reporting or analysis of data, or negligence in the collection or analysis of data.
- c. Students shall not represent another person's ideas, writing, or data as their own.
- d. Students shall not appropriate or release the ideas or data of others when such data have been shared in the expectation of confidentiality.
- e. Students shall not publish, exhibit, or perform work in circumstances that will mislead others. They shall not misrepresent the nature of material or its origin, and they shall not add or delete names of authors without permission. Student artists produce works under artistic license and have great liberty in artistic expression; however, they are still accountable for inappropriate practices that are not within the professional norm of a given discipline.
- f. Students shall adhere to all federal, state, municipal, and University regulations as outlined in the policies of the Institutional Review Board (www.indstate.edu/osp/irb/home.html) for the protection of human subjects, and the Institutional Animal Care and Use Committee (www.indstate.edu/ecology/IACUC.htm) for studies involving animals, and adhere to the standards of professional conduct prescribed by the *Indiana State University Handbook* (www.indstate.edu/osp/re_admin/index.html).
- g. Students authorized to access the institutional record system (BANNER) shall utilize the system in accord with University policy and any other pertinent regulations (for example the Family Education Rights and Privacy Act/ FERPA).

7. Misuse of Academic Resources

Definition

Misuse of academic resources involves the intentional use, misuse, or alteration of University materials or resources to make them inaccessible to others. Such misuse includes the unauthorized or inappropriate use of computer accounts, alteration of passwords, violation of library procedures, or other intentional misuse or destruction of educational materials.

Clarification

- a. Students shall not use the University computer system to support plagiarism.
- b. Students shall not monitor or tamper with another person's electronic communications.

- c. Students shall not use University computer resources to engage in illegal activity, including but not limited to: illegally accessing other computer systems, exchanging stolen information, or violating copyright agreements.
- e. The ISU computing policies are at the following web address: <http://www.indstate.edu/oit/official_docs/computing_policy_procedures.Html>.

8. Misuse of Intellectual Property

Definition

Misuse of intellectual property is the improper use of copyright materials, trademarks, trade secrets, or intellectual property.

Clarification

Students shall not violate University policy concerning fair use. This policy appears in Appendix J of the *Indiana State University Handbook* and at <http://web.indstate.edu/adminaff/handbook/AppendixJ.pdf>

9. Violation of Ethical and Professional Standards

Definition

Students shall adhere to the standards, guidelines, and/or codes associated with the ethics and conduct established for academic programs and courses.

Clarification

Such standards generally are communicated by instructors and are available in professional publications. Assistance in accessing these standards is available through the appropriate academic department. Unethical or unprofessional behavior is a violation of the Policy on Academic Integrity.

Special acknowledgement is given to Central Michigan University for allowing Indiana State University to utilize its Policy on Academic Integrity for Off-Campus Students as a model in developing this document.

This policy applies to all student experiences involving academic credit (e.g., on-campus and distance education courses, internships, practica, theses) and is one of the regulations for student ethical behavior referenced in the Indiana State University Code of Student Conduct.