

Courses

230 Literary Analysis—An introduction to the intrinsic study of literature through close reading of a small body of prose, poetry, and drama. Emphasis on interpreting literature, analyzing literary structure and style, and judging literary value. Attention given to terminology, genre distinctions, and traditions and conventions.

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

236 World Literature and Culture I—(*This course is part of the “Transfer Indiana” [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.*) Survey of world literature from antiquity through the early seventeenth century, with emphasis on appreciating and understanding literature within the context of intellectual and artistic movements. Prerequisite: 105, 107, 108, or 130.

English 236, World Literature and Culture I, is a foundational course that surveys non-Anglophone literature drawn from various cultures and traditions around the world from antiquity to the early seventeenth century. The course relates these literary texts to their cultural, intellectual, artistic, and historical contexts. Students will gain a broad view of world literature in different genres, while also exploring the challenges inherent in reading literature in translation. Through essays, examinations, and class discussion, students will be asked to demonstrate their knowledge of the ideas, themes, literary movements, forms, and styles relevant to the course texts.

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

After students complete English 236, they should be able to

- understand selected foundational texts from the Ancient and Medieval periods, excluding works in English.
- understand the importance of these works to western civilization and its literary tradition.
- recognize issues related to canon formation.

- understand the social and historical contexts of both the text and its reception.
- identify literary periods and representative works and authors from each.
- explain how one period evolves from its predecessor.
- understand significant intellectual ideas, themes, literary movements, forms, and styles.
- compare these elements from one period and culture to another.
- demonstrate competence in articulating these topics in papers and essay exams.
- recognize the challenges inherent in reading literature in translation.
- apply the principles of close reading in discussions and in their writing about the literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

237 World Literature and Culture II—(*This course is part of the “Transfer Indiana” [TransferIN] initiative. For additional information, link to www.transferin.net/ctl.)* Survey of world literature from the late seventeenth century to the present, with emphasis on appreciating and understanding literature within the context of intellectual and artistic movements. Prerequisite: 105, 107, 108, or 130.

English 237, World Literature and Culture II, is a foundational course that continues the survey of representative world literature covered in English 236. Its main goal is to acquaint students with significant works, authors, and their background, including cultural periods, intellectual ideas, and literary themes, movements, and styles. The broad scope of the course enables the study of a wide selection of works from multiple languages and nations, as well as consideration of the challenges of reading literature in translation and of the interrelations between Anglophone and non-Anglophone literatures. Through class discussions, lectures, essays, tests, and other writings, students gain

knowledge of world literature and practice analyzing texts and synthesizing ideas.

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

After students complete English 237, they should be able to

- understand a broad selection of works in world literary history with awareness of the challenges inherent in reading literature in translation, including interrelations between Anglophone and non-Anglophone literatures.
- identify literary periods (and representative works and authors from each) and understand how one period evolves from its predecessor, considering the rationale behind the naming and dating of periods.
- have command of significant intellectual ideas, themes, literary movements, forms, and styles and be able to compare these elements from one period and culture to another.
- demonstrate competence in articulating these topics in papers and exams.
- be familiar with the social and historical contexts of the text and its reception.
- apply the principles of close reading in discussions and in their writing about the literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

English 239 Literature and Life—Understanding how writers have imagined and represented human experience through the study of recurrent themes in literature. General Education Credits [*GE2000: Literary, Artistic, and Philosophical Studies – Literature and Life*]

English 239, Literature and Life, is a General Education 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 (General Education 2000). Themes include “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 Departmental 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 and in their writing.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

240 Survey of American Literature—A foundational survey of American literature from Colonial to contemporary times.

English 240, American Literature Survey, is 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, movements as manifested in poetry, fiction, drama, and nonfiction. Through class

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

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 240, 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 and in their writing.
- 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. (Also listed as African and African American Studies 213.) General Education Credits [*GE2000: Literary, Artistic, and Philosophical Studies—Literature and Life*]

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 “Alternative Literature” requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the “Open Departmental 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.
- apply the principles of close reading in discussions and in their writing about the literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

- 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.

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. (Also listed as African and African American Studies 214.) General Education Credits [*GE2000: Multicultural Studies—International Cultures*]

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 “Alternative Literature” requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the “Open Departmental 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.
- apply the principles of close reading in discussions and in writing about the literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.
- 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.

250 Survey of British Literature—A foundational survey of British literature from Medieval to contemporary times.

English 250, British Literature Survey, is a foundational course, which aims to familiarize students with the canon of British literature. It focuses on significant works, authors, and their background, including cultural periods, intellectual ideas, and literary themes, movements, and styles. The broad scope of the course addresses multiple writers, literary periods, and genres—as well as poetry, fiction, drama, and nonfiction. Through class discussions and lectures—and utilizing assessment tools such as essays, tests, papers, and other writing—students develop and demonstrate 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

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

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

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 Departmental 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 discussions and in writing about the 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. [*GE2000: Social and Behavioral Studies—Elective*]

English 310, 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 methods 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 Departmental 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 scholarly research on student error and of editing practices to the overall writing 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. General Education Credits [*GE2000: Literary, Artistic, and Philosophical Studies—Literature and Public Life*]

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 1940s and 1950s 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 “Alternative Literature” requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the “Open Departmental 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.
- encourage critical sophistication and lifelong interest in literature by deepening students' awareness and understanding of the aesthetic and cultural dimensions of literary, artistic, and philosophical studies.
- apply the principles of close reading in discussions and in writing about the 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. General Education Credits [GE2000: *Literary, Artistic, and Philosophical Studies—Literature and Life*]

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 “Alternative Literature” requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the “Open Departmental 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 discussions and in writing about the literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

English 338 Literature and Public Life—Examining literary and artistic responses to issues that shape public life locally and globally. General Education Credits [*GE2000: Literary, Artistic, and Philosophical Studies--Literature and Life*]

English 338, Literature and Public Life, is a General Education course that introduces students to literature that reflects on some aspect of human social experience. 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 (General Education 2000). 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 Departmental 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 and in their writing.
- 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. (Also listed as African and African American Studies 340.) General Education Credits [GE2000: *Multicultural Studies—U.S. 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 “Alternative Literature” requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the “Advanced American Literature” requirement for English Liberal Arts majors, as well as English Liberal Arts minors.
- ▶ May be used to satisfy the “Open Departmental 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 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 and in their writing.
- 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. (Also listed as African and African American Studies 383.)
 General Education Credits [*GE2000: Literary, Artistic, and Philosophical Studies—Literature and Life*]

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 “Alternative Literature” requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the “Advanced American Literature” requirement for English Liberal Arts majors, as well as English Liberal Arts minors.
- ▶ May be used to satisfy the “Open Departmental 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.
- apply the principles of close reading in discussions of and in writing about the literature.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.
- recognize the ways in which African American literature is similar to and different from the literature of the dominant culture.

349 Women Writers of the United States—An exploration of fiction, poetry, and prose written by women in the United States. Emphasis on

establishing a multicultural tradition of United States women's literature, as well as on studying texts within their particular literary, cultural, and historical contexts. General Education Credits [*GE2000: Literary, Artistic, and Philosophical Studies—Literature and Life*]

English 349, *Women Writers of the United States*, familiarizes students with the literature and contexts of women's writing in the United States. 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 in the United States.

- ▶ May be used to satisfy the "Alternative Literature" requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the "Advanced American Literature" requirement for English Liberal Arts majors, as well as English Liberal Arts minors.
- ▶ May be used to satisfy the "Open Departmental 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 the literature and culture of the United States.
- 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 and in their writing.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

359 Women Writers of Great Britain—Fiction, poetry, drama, and prose written by women in Great Britain, with emphasis on studying texts within their particular literary, cultural, and historical contexts. General Education Credits [GE2000: *Literary, Artistic, and Philosophical Studies—Literature and Life*]

English 359, *Women Writers of Great Britain*, is a survey course that helps students to understand the roles women writers played in helping to define the British literary canon. This course aims to help students demonstrate knowledge of literary terms, periods, movements, and genres, as well as comprehend connections and transition between periods, movements, and elements of canon formation. Specifically, the course helps students apply definitions, concerns, and influences of and on gender, class, and politics. It uses the tools of close reading, discussion, and writing. It also analyzes and synthesizes thematic motifs and literary ideas using variety of sources and accurately documenting them.

- ▶ May be used to satisfy the “Alternative Literature” requirement for English Liberal Arts majors.
- ▶ May be used to satisfy the “Advanced British Literature after 1800” requirement for English Liberal Arts and English Teaching majors, as well as English Liberal Arts minors.
- ▶ May be used to satisfy the “Open Departmental 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 359, they should be able to

- demonstrate knowledge of literary terms, periods, movements, and genres.
- identify connections among and transitions between periods, movements, and elements of canon formation.

- apply definitions of gender and the construction of gender roles, concerns and influences of gender and class, and recognize the relative presence and absence of political agendas in literature through close reading, discussion, and writing.
- analyze and synthesize thematic motifs and literary ideas using variety of sources and accurately documenting their use.
- apply the principles of close reading in their discussions and in their writing.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

370 Survey of Folklore—The main forms of international folklore (tale, ballad, speech, proverb, riddle, belief, custom, material culture); major folk groups; approaches to folklore; the role of folklore in world literature and culture. General Education Credits [*GE2000: Multicultural Studies – International Cultures*]

English 370, Survey of Folklore, is an introduction to dynamic folk cultures. After gaining an understanding of the history of the discipline, students are introduced to all of the major genres of folklore, including folk narrative, folk art, customary lore, and folk belief. They will be exposed to specific examples of folklore, both historic and contemporary, from a variety of world cultures – as well as some closer to home. Through discussions, projects, research papers, online exercises, fieldwork assignments, and exams, students learn to recognize, collect, and analyze diverse examples of folklore.

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

After students complete English 370, they should be able to

- demonstrate a heightened awareness of folklore and folklife in a variety of world cultures and an appreciation of folklore as a dynamic presence within those cultures.

- articulate a clear understanding of the definitions of folklore, genres of folklore, and their identification, drawing on both domestic and international examples.
- appreciate, on a personal level, the term “folk group,” including an awareness of how each student is a member of a folk group.
- describe and identify multiple contexts for a folklore “text.”
- use basic techniques of folklore fieldwork and hands-on experience in collecting folklore.
- use basic research methods appropriate to the international study of folklore and their analytical applications, including familiarity with key American and European folklore reference works.
- demonstrate an open-minded and adult recognition of the fact that folklore is a reflection of culture, and that some examples of folklore may be offensive or disturbing.
- apply the principles of close reading in their discussions and in their writing.
- express themselves clearly in both written and spoken forms.
- apply critical thinking skills when reading, writing, speaking, and listening.

373 American Folklore—American folklore against a background of American cultural and literary history, with special attention to folk cultures in the United States: regional, ethnic, occupational, religious, and age groups. General Education Credits [*GE2000: Multicultural Studies – U.S. Diversity*]

English 373, American Folklore, heightens awareness of folk narratives, folk art, folk music, customary practices, material culture, and folk beliefs throughout the United States. The scope of the course is broad in terms of genres and geographic regions, although some examples of Indiana folklore receive more detailed treatment. Through discussions, projects, research papers, online exercises, fieldwork assignments, and exams, students learn to recognize, collect, and analyze significant examples – both historic and contemporary – of American folk culture.

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

After students complete English 373, they should be able to

- demonstrate a heightened awareness of cultural and ethnic diversity in America and an appreciation of folklore as a dynamic presence in American life.
- articulate a clear understanding of the definitions of folklore, genres of folklore, and their identification within key cultural and geographic regions of America.
- appreciate, on a personal level, the term “folk group,” including an awareness of how each student is a member of a folk group.
- describe and identify multiple contexts for a folklore “text”.
- use basic techniques of folklore fieldwork and hands-on experience in collecting folklore.
- use basic research methods appropriate to the study of American folklore and their analytical applications, including familiarity with key folklore reference works.
- demonstrate an open-minded and adult recognition of the fact that folklore is a reflection of culture, and that some examples of folklore may be offensive or disturbing.
- apply the principles of close reading in their discussions and in their writing.
- 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.

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 Departmental 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.

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, the student 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.

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 and in their writing.
- 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. Prerequisites: 78 credit hours and seven of nine required Liberal Studies courses. See the General Education section of the *Catalog* for a complete description of the capstone requirement. General Education Credits [GE2000: Capstone Course]

English 484, *Interrelations of Literature*, a capstone course for both the English major and the General Education 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 “Capstone” requirement of the General Education Program.

After students complete English 484, they 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.
- cultivate individual curiosity 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 fellow students and teachers from different social or professional/ 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 and in their writing.
- 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. See the General

Education section of the *Catalog* for a complete description of the capstone requirement. General Education Credits [*GE2000: Capstone Course (English teaching majors and minors.)*]

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 General Education Capstone requirement for English Teaching majors; students in other majors may also use Teaching English to fulfill the capstone 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.

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

English 492 Internship in English—Supervised writing, editing, tutoring, or other professional activity. May be repeated once for credit with a different assignment. 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.

English 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.