

Undergraduate Studies
in
English
at
Indiana State University
2022

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Undergraduate Studies in English at Indiana State University 2022

Introduction

Undergraduate Studies in English at ISU (USiE@ISU) is the official document of the Department of English concerning the undergraduate programs in English at Indiana State University. This document contains descriptions, rationales, goals, and policies adopted by the Department of English on April 4th, 2022.

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

The Department of English

The Department of English at ISU has a long history of educating students regarding the fields of creative writing, language, literature, and teaching, both through robust curricular offerings and a variety of extracurricular opportunities. The Department has also long overseen a number of offerings in Foundational Studies coursework and oversees the University's Writing Center.

Beyond the classroom, the Department offers a number of opportunities for scholarly and professional engagement, including the Bash Lectures in Modern American Literature; the Joseph S. Schick Lectures in Literature, Language, and Lexicography; the Theodore Dreiser Visiting Writers Series; our student-run ISU literary journal, *Allusions*; and our national literary journal, *Plane Tree Review*.

We also offer a number of English scholarships in support of our students, including the prestigious Hazel Tesh Pfennig Memorial Scholarship, and we maintain an active chapter of the English Honor Society, Sigma Tau Delta. Additionally, the Department's student-led Creative Writing Society promotes ISU's creative writing culture through workshops, readings, and talks by established authors.

The Department of English faculty are regionally, nationally, and internationally accomplished in a variety of scholarly fields with an impressive array of publications, awards, and leadership positions, and they are equally dedicated to dynamic and

engaging classroom instruction for our majors and the ISU student body as a whole. Our faculty work closely with students throughout their time at ISU to ensure their education in English is a holistic and useful foundation for their future endeavors.

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, Director of Writing Programs, Director of Creative Writing, 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.

The Rhetoric & Composition and Creative Writing programs in the Department of English are overseen directly through two Departmental committees: the Composition Committee and the Creative Writing Committee. While *USiE@ISU* contains pertinent information for all undergraduate programs, courses, majors, and minors in the Department, two supporting documents overseen by these committees – *Writing at ISU* and *Creative Writing at ISU* – offer further information on those programs, their accompanying coursework and electives, and the various roles they fill within the Department.

Undergraduate curricular changes that originate in another committee will be approved by the Undergraduate Curriculum Committee before being forwarded to the full Department.

Program Goals

Reading, writing, and critical analysis are essential for successful academic work, both within the Department of English and across the University. The courses described in *USiE@ISU* offer opportunities for our undergraduate students to learn and grow in preparation for a wide variety of professions and experiences, both before and after graduation, by helping them develop as readers, writers, and thinkers with advanced skills in written argumentation, organization, disciplinary understanding, documentation, and technical/mechanical skills. Our programs emphasize the transferability of these skillsets, with an eye toward not only the various disciplines within English Studies, but also the career readiness of our students upon graduation.

Course Requirements and Offerings

English majors at Indiana State University complete one of two major programs: English or English Teaching. (Students in the English major program also choose a concentration in either Literary Studies or Creative Writing.) The English major requires the completion of 48 hours of major coursework in the Department of English, in addition to any Foundational Studies requirements not met by major coursework. The English Teaching major requires the completion of 49 credits of major coursework in the Department of English and 30 credits of major coursework in the Bayh College of Education, in addition to any Foundational Studies requirements not met by major coursework. English minors complete 24 credits of coursework in the Department of English. Creative Writing minors complete 18 hours of coursework in the Department of English. Five appendices provide detailed information on both majors, both minors, and Foundational Studies requirements: Appendix A: “English Major – Degree Requirements”; Appendix B: “English Teaching Major – Degree Requirements”; Appendix C: “English Minor – Degree Requirements”; Appendix D: “Creative Writing Minor – Degree Requirements”; and Appendix E: “Foundational Studies Offerings in English.”

Course Syllabi and Schedules

The Department of English adheres to the policy in the 2021 *Indiana State University Faculty Handbook*:

Faculty members are required to prepare course outlines or syllabi for their courses.... An outline of each course shall be available to students from the beginning of each term. Course outlines and syllabi should be published and accessible to students throughout the term. Faculty are expected to inform students of revisions to the information provided in course outlines and syllabi when they are made. (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.
- All required University policies: a disability statement, an academic freedom statement, a laptop policy statement, a statement regarding student disclosures of sexual misconduct, and any other policies enacted by the University for inclusion in course syllabi.

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 custom course materials or Open Education Resources (OERs) and information about where the resource(s) can be found.
- 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 or the late submission of coursework.
- policies for mode of paper submission (hard copy, electronic submission through LMS, e-mail submission, etc.)
- policies on plagiarism and Academic Integrity, with a clear reference to ISU's "Code of Student Conduct" document (see Appendix G for the section titled "Defining Academic Integrity Misconduct").

- policies on incomplete or unsubmitted work.
- policies, in addition to the University Laptop Policy, about the specific use of or ban on electronic devices such as cell phones, smart watches, and so on.
- policies of manuscript preparation (i.e., MLA style, 9th 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, online resources, 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 accordance with the descriptions, rationales, and policies for each course, as outlined in *USiE@ISU*.

Grading

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

- Student 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 for on-campus courses, as 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 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 Faculty Handbook* 310.1.4)

- 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. Faculty 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. Faculty 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. (While faculty are welcome to keep records in whatever format they choose, they must also meet the University policy for use of the LMS gradebook feature).

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, faculty should not leave papers in unmonitored, generally accessible areas, such as in the hallways or workrooms.

Faculty 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 and English Teaching majors, as well as English 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 experiences 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 by focusing on a theme chosen by the faculty member teaching the course. In an effort to help students “connect writing to literary, cultural, and historical contexts,” each section of English 239 focuses on a distinct theme, thereby allowing students to explore their individual interests (Foundational Studies 2010). Past English 239 course themes have included “The Rural American Experience,” “Adolescence,” and “Disease, Disaster, and the Undead,” among others. The course explores a variety of texts – poetry, fiction, nonfiction, and sometimes drama, film, or music – and uses reading, writing, discussion, group work, and presentations to ensure that students’ experiences with literature are multidimensional.

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 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 and English Teaching majors, as well as English 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 and English Teaching majors, as well as English 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.

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 and English Teaching majors, as well as English 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 and English Teaching majors, as well as English 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.

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.

307 Writing for Teachers of English¹—An advanced course in expository writing designed for students in the English Teaching curriculum. To provide experience with the kind of writing expected of secondary teachers, a variety of papers and projects are required, including recommendation letters, request memos, book critiques, and field-researched school profiles.

◆ Prerequisite: FS Freshman Composition.

English 307 is designed to prepare future teachers of English to write during their professional lives; consequently, it has unique, content-specific and project-specific goals.

■ Required for English Teaching majors.

After students complete English 307, they should be able to

- demonstrate fluency in the writing process: planning, drafting, revising, editing, and preparing final papers.
- demonstrate increasing mastery of the varied elements of writing: thesis, stance, content, organization, sentences, diction, and technical matters.
- exhibit critical thinking as readers and writers.
- write clear, detailed, organized papers of varied lengths in a variety of professional formats: reflective essays, book reviews, critical evaluations, and descriptions of pedagogical practices.
- prepare materials appropriate for future job searches—cover letters, résumés, and course lists.
- synthesize and critique material from a variety of print and electronic sources with an emphasis on scholarly and professional publications.
- document sources properly.
- discuss and write about the history of English teaching in secondary schools.
- discuss and write about the characteristics, values, and impacts of journals and the opportunities they provide secondary English teachers.

¹ More information on English 307 can be found in *Writing at ISU*.

- discuss and write about critical issues of pedagogy: writing as a process, writing to learn, collaborative work, evaluation and grading, designing writing assignments, and writing within language arts curricula.

308 Practical Literary Criticism²— An advanced writing course exploring and applying various critical approaches to literature. Several papers, including a research paper, are required.

◆ Prerequisite: FS Freshman Composition.

Designed for English majors and minors, English 308 provides an introduction to the practices and complexities of literary criticism.

■ Required for English majors.

After students complete English 308, they should be able to

- demonstrate critical reading and advanced writing skills.
- discuss, write about, and learn to distinguish among major approaches to literary criticism.
- understand the complementary nature of reading literature and responding to and writing criticism.
- respond in writing (e.g., journals) to a variety of literary texts.
- analyze readers' responses to works of literature.
- analyze a critical essay.
- research and write a documented critical essay on a literary topic.
- compile a work-in-progress portfolio that illustrates and evaluates the process of researching for, reflecting upon, and writing a critical essay on a literary topic.

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

² More information on English 308 can be found in *Writing at ISU*.

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 majors (Literary Studies concentration).
- May be used to satisfy the “3/400-Level English Elective” requirement for English 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.

324 Fiction Writing Workshop³– An intermediate workshop course for writers of short stories or novels. In addition to creating original works of fiction, students will be introduced to the workshop classroom.

In English 324, students will learn to describe, discuss, and develop in their own writing the basic elements of fiction, as well as the different forms (character study, epistolary, fable, allegory, etc.) and lengths (flash fiction, short story, novel) of fiction. By semester’s end, students will be able to illustrate an understanding of the different forms of fiction by producing original stories and/or chapters of larger works. In addition to creating original works of fiction, students will be introduced to the workshop classroom. The format of workshops provides the opportunity for students to read, to discuss, and to critique each other’s creative writing. Critiques consist of critical and thoughtful analyses of students’ writing, employing the fictional techniques learned in the class. The ultimate goal of writing critiques is to provide students with potential directions to take their work as they revise each piece of fiction.

- Required for English majors (Creative Writing concentration).
- One 300-level Creative Writing workshop is required for all English (Literary Studies concentration) and English Teaching majors.
- An additional 300-level Creative Writing workshop beyond the one required by the major may be used to satisfy the “3/400-Level English Elective” requirement for English majors (Literary Studies concentration).

After students complete English 324, they should be able to

- produce multiple drafts that exhibit the basic elements of fiction.
- develop critical reading skills in the fiction genre.
- objectively critique the work of fellow students and professional writers through discussion and written analysis.
- develop the ability to revise fiction texts by considering the critiques of the professor and fellow students and by exhibiting individual initiative.
- describe the basic elements and advanced (character psychology and motivation, advanced moral dilemma, internal dialogue, gestures) craft elements of fiction.
- discuss the different forms (character study, epistolary, fable, allegory, etc.) and lengths (flash fiction, short story, novel) of fiction.

³ More information on English 324 can be found in *Creative Writing at ISU*.

- illustrate an understanding of the different forms of fiction by producing original stories and chapters.

325 Poetry Writing Workshop⁴ – An intermediate workshop course for writers of poetry. In addition to creating original works of poetry, students will be introduced to the workshop classroom.

In English 325, students will gain an understanding of contemporary poetry and poetics, as well as various poetic forms, modes, and approaches. Students will also learn about various basic and advanced poetic elements and techniques including imagery and metaphor, sound and voice, line arrangement and enjambment, rhyme and stanzaic patterning. By semester's end, students will illustrate their understanding of poetic techniques and different forms and types of poetry through their own original poetry. The format of workshops provides the opportunity for students to read, to discuss, and to critique each other's creative writing. Critiques consist of critical and thoughtful analyses of students' writing, employing the poetic techniques learned in the class. The ultimate goal of writing critiques is to learn more about craft considerations and poetics and to provide students with potential directions to take their work as they revise each piece of poetry.

- Required for English majors (Creative Writing concentration).
- One 300-level Creative Writing workshop is required for all English (Literary Studies concentration) and English Teaching majors.
- An additional 300-level Creative Writing workshop beyond the one required by the major may be used to satisfy the "3/400-Level English Elective" requirement for English majors (Literary Studies concentration).

After students complete a course in the poetry writing group, they should be able to

- produce multiple drafts that exhibit the basic elements of poetry.
- develop critical reading skills in the poetry genre.
- Objectively critique the work of fellow students and professional writers through discussion and written analysis.
- Develop the ability to revise poetic texts by considering the critiques of the professor and fellow students and by exhibiting individual initiative.
- describe various forms and types of poetry.
- discuss various techniques and poetic elements (imagery, metaphor, sounds, line arrangement and enjambment, rhyme, stanza).
- illustrate an understanding of the different forms and types of poetry by producing original poems.

⁴ More information on English 325 can be found in *Creative Writing at ISU*.

327 Creative Nonfiction Writing Workshop⁵ – An intermediate workshop course for writers of creative nonfiction. In addition to creating original works of creative nonfiction, students will be introduced to the workshop classroom.

In English 327, students study the different forms of the genre, including memoir, personal essay, literary journalism (travel writing, nature writing, sports writing, etc.), and the nonfiction novel. Through the production of multiple drafts of original essays, students demonstrate a knowledge of the basic elements of the genre (dialogue, imagery, figurative language, etc.), as well as various structural techniques, including narrative, expository, and segmented writing. Students exhibit their knowledge of the genre through analysis of professional models and essays produced by their peers. The format of workshops provides the opportunity for students to read, to discuss, and to critique each other's creative writing. Critiques consist of critical and thoughtful analyses of students' writing, employing the techniques of creative nonfiction learned in the class. The ultimate goal of writing critiques is to provide students with potential directions to take their work as they revise each piece of nonfiction.

- Required for English majors (Creative Writing concentration).
- One 300-level Creative Writing workshop is required for all English (Literary Studies concentration) and English Teaching majors.
- An additional 300-level Creative Writing workshop beyond the one required by the major may be used to satisfy the "3/400-Level English Elective" requirement for English majors (Literary Studies concentration).

After students complete English 327, they should be able to

- produce multiple drafts that exhibit the basic elements of creative nonfiction.
- develop critical reading skills in the creative nonfiction genre.
- objectively critique the work of fellow students and professional writers through discussion and written analysis.
- develop the ability to revise creative nonfiction texts by considering the critiques of the professor and fellow students and by exhibiting individual initiative.
- describe the different forms of creative nonfiction, including memoir, personal essay, literary journalism (travel writing, nature writing, sports writing, science writing, etc.), and the nonfiction novel.
- discuss the various structural techniques of creative nonfiction, including narrative, expository, and segmented writing.
- illustrate an understanding of the different forms of creative nonfiction by producing original essays.

⁵ More information on English 327 can be found in *Creative Writing at ISU*.

329 Contemporary Literature⁶—Representative works of contemporary poetry, fiction, or creative nonfiction (offered on a rotating basis) with an emphasis on genre trends, approaches, or concepts and a focus on craft techniques used in contemporary literature.

English 329, Contemporary Literature, introduces students to the elements, terminology, and mechanics of a particular genre of creative writing, exploring important genre trends, approaches, or concepts. By applying craft criticism and other craft considerations to contemporary examples of poetry, fiction, or creative nonfiction, students gain insight into the writing process, consider how a creative text is constructed, and recognize the impact and effect of aesthetic choices on and beyond the text. Students illustrate their understanding of creative writing techniques and approaches through the writing of analytical essays and creative projects.

- Required for English Teaching majors and English majors (Creative Writing concentration).
- May be used to satisfy the “Popular Culture” requirement for English majors (Literary Studies concentration).
- May be used to satisfy the “3/400-Level English Elective” requirement(s) for English majors (Literary Studies concentration).

After students complete English 329, they should be able to

- demonstrate an understanding of craft criticism and its applicability to contemporary literature.
- apply craft criticism to contemporary fiction, poetry, and creative nonfiction.
- analyze professional models of contemporary literature.
- demonstrate knowledge of the elements, terminology, and mechanics of a genre of creative writing.
- demonstrate an understanding of the techniques and approaches of professional creative writers through analytical essays and creative projects.

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

⁶ More information on English 329 can be found in *Creative Writing at ISU*.

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 majors (Literary Studies concentration).
- May be used to satisfy the "3/400-Level English Elective" requirement for English 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.

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

help students “connect writing to literary, cultural, and historical contexts,” each section of English 239 focuses on a distinct theme, thereby allowing students to explore their individual interests (Foundational Studies 2010). Past themes have included “International Folktales,” “Otherworld Literature, and “Jane Austen and Popular Culture,” among others. The course explores a variety of texts – poetry, fiction, nonfiction, and sometimes drama, 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 “3/400-Level English Elective” requirement for English 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 “Diversity” requirement for English majors (Literary Studies concentration).
- May be used to satisfy the “3/400-Level English Elective” requirement for English majors.

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 majors (Literary Studies concentration).
- May be used to satisfy the “3/400-Level English Elective” requirement for English majors.

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 majors (Literary Studies concentration).
- May be used to satisfy the “3/400-Level English Elective” requirement for English 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 majors (Literary Studies concentration).
- May be used to satisfy the “3/400-Level English Elective” requirement for English 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 majors (Literary Studies concentration).
- May be used to satisfy the "3/400-level English Elective" requirement for English majors.

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.

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 majors (Literary Studies concentration) and English Teaching majors, as well as English minors.
- May be used to satisfy the "3/400-Level English Elective" requirement for English 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.

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 and English Teaching majors.
- May be used by English minors to satisfy 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 majors (Literary Studies concentration) and English Teaching majors, as well as English minors.
- May be used to satisfy the “3/400-level English Elective” requirement for English 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 majors (Literary Studies concentration) and English Teaching majors, as well as English minors.
- May be used to satisfy the “3/400-level English Elective” requirement for English 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.

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.

- Required for English majors (Literary Studies concentration).
- May be used to satisfy the "300/400-level English Elective" requirement for English majors (Creative Writing concentration).

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.

485 Literary Citizenship and Publishing⁷ – The intensive study and practice of literary citizenship, teaching students not only to take advantage of – but also to support and create – opportunities offered by campus, local, regional, and national literary communities.

⁷ More information on English 485 can be found in *Creative Writing at ISU*.

English 485, Literary Citizenship and Publishing, is a capstone course for English majors in the Creative Writing concentration. This course involves the intensive study and practice of literary citizenship, teaching students how to not only to take advantage of – but also to support and create – opportunities offered by campus, local, regional, and national literary communities. The experiential learning opportunities of the course will include skype visits with authors, publishers, and literary agents as well as potential services learning projects. In this class students will become familiar with various contemporary writers and their work, as well as the trends and issues surrounding literary publishing today and will begin to professionalize themselves as writers. By the end of the semester, students will be more effective and informed literary citizens, prepared to successfully contribute to various career fields in creative writing.

- Required for English majors (Creative Writing concentration).
- May be used to satisfy the “300/400-level English Elective” requirement for English majors (Literary Studies concentration).

After completing English 485, students should be able to

- Demonstrate awareness of the trends and issues related to literary publishing by engaging in a research and writing project.
- Apply knowledge of literary publishing and evaluate literary submissions as associate editors of one of ISU's literary journals.
- Produce professional writing in multiple genres related to literary citizenship, publishing, and careers (e.g. cover letters, queries, book reviews, professional correspondence with journal submitters).
- Demonstrate an ability to rethink and revise earlier drafts, with an emphasis on the difference between revision and editing.
- Reflect on themselves as products of and participants in the contemporary literary landscape through researching, attending, and creating literary events and projects and writing about these experiences.

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.

- Required for English Teaching majors.
- May be used to satisfy the “3/400-level English Elective” requirement for English 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 (CliffsNotes, 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 to satisfy the “3/400-level English Elective” requirement for English 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.

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

- May be used to satisfy the “3/400-level English Elective” requirement for English 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 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.

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

- May be used to satisfy the “3/400-level English Elective” requirement for English 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.

Appendix A

English Major: Degree Requirements

The English major fosters skills in critical analysis, independent thinking, creativity, research, and writing through a focus on both literature and creative writing. The program is designed to lay a foundation for a wide range of careers in which clear communication and thinking, as well as research skills, are needed. Students can choose from a concentration in either Literary Studies or Creative Writing.

You can download this document to use as a template for your personalized plan of study. You can also contact Dr. Chris Drew, the English Department Advisor and Director of Undergraduate Studies, via email at chris.drew@indstate.edu with any questions you might have.

Part I:

Required English Coursework for All English Majors (21 credits)

1. Shared English Core (15 credits):

- ENG 230: Literary Analysis (3 credits)
- ENG 240: American Literature I (3 credits)
- ENG 241: American Literature II (3 credits)
- ENG 250: British Literature I (3 credits)
- ENG 251: British Literature II (3 credits)

2. Advanced English Major Coursework (6 credits):

- ENG 308: Practical Literary Criticism (3 credits)
- ENG 460: Shakespeare (3 credits)

Part II:

Choose One of the Following Two Concentrations (27 credits)

1. Creative Writing Concentration:

a. Required Courses in the Concentration (15 credits):

- ENG 324: Fiction Writing Workshop (3 credits)
- ENG 325: Poetry Writing Workshop (3 credits)
- ENG 327: Creative Nonfiction Workshop (3 credits)

- ENG 329: Contemporary Literature (3 credits)
- ENG 485: Literary Citizenship and Publishing (3 credits)

b. Elective Courses in the Concentration (12 credits):

Choose Two 400-Level Workshop Courses:

- ENG 424: Advanced Fiction Writing Workshop (3 credits)
- ENG 425: Advanced Poetry Writing Workshop (3 credits)
- ENG 427: Advanced Creative Nonfiction Writing Workshop (3 credits)

Choose Two Additional 3/400-level English Elective Courses:

- Any two courses in any English discipline (creative writing, language, or literature) not previously taken to satisfy a major/concentration requirement can be taken to satisfy this elective category.

2. Literary Studies Concentration:

a. Required Courses in the Concentration (12 credits):

- ENG 447: Seminar in American Literature (3 credits)
- ENG 462: Seminar in British Literature before 1800 (3 credits)
- ENG 463: Seminar in British Literature since 1800 (3 credits)
- ENG 484: Interrelations of Literature (3 credits)

b. Elective Courses in the Concentration (15 credits):

Choose One Course in the English Language:

- ENG 310: English Grammar for Teachers and Writers (3 credits)
- ENG 410: History of the English Language (3 credits)

Choose One Course in Diversity:

- ENG 339: Women's Literature (3 credits)
- ENG 340: Multicultural American Literature (3 credits)
- ENG 346: Modern Black American Literature (3 credits)
- ENG 418: Topics in Women's Literature (3 credits)

Choose One Course in Popular Culture:

- ENG 329: Contemporary Literature (3 credits)
- ENG 335: Science Fiction as Social Criticism (3 credits)

Choose One 300-level Creative Writing Workshop Course:

- ENG 324: Fiction Writing Workshop (3 credits)
- ENG 325: Poetry Writing Workshop (3 credits)
- ENG 327: Creative Nonfiction Workshop (3 credits)

Choose One Additional 3/400 level English Elective Course

- Any course in any English discipline (creative writing, language, or literature) not previously taken to satisfy a major/concentration requirement can be taken to satisfy this elective category.

Part III: Foundational Studies Coursework (33–36 credits)

Choose Coursework in the Following Required FS Categories:

- Freshman Composition (3–6 credits)
 - *ENG 108 recommended*
- Communication (3 credits)
- Quantitative Literacy (3 credits)
- Health & Wellness (3 credits)
- Science & Laboratory (4 credits)
- Social & Behavioral Sciences (3 credits)
- Literary Studies (3 credits)
 - *ENG 338, ENG 339, or ENG 346 recommended*
- Fine & Performing Arts (3 credits)
 - *ENG 219 recommended*
- Historical Perspectives (3 credits)
- Global Perspectives & Cultural Diversity (3 credits)
 - *ENG 340 recommended*
- Ethics & Social Responsibility (3 credits)
- 1 Upper Division Integrative Elective (3 credits)
 - *ENG 335, ENG 486, or ENG 487 recommended*

Note:

The following Foundational Studies categories are fulfilled by corresponding required coursework in the English major:

- Junior Composition: ENG 308
- 1 Upper Division Integrative Elective: ENG 484
 - 1 additional UDIE required⁸

⁸ The second UDIE requirement can be waived by completion of minor, second major, or Honors

Additional Foundational Studies requirements can also be fulfilled by coursework in the English major, *if* the student chooses one the following courses in the listed elective categories:

- Literary Studies: ENG 339 or ENG 346
- Global Perspectives & Cultural Diversity: ENG 340
- Upper Division Integrative Elective: ENG 335, ENG 486, or ENG 487

English majors with a Creative Writing concentration must take two UDIEs, either within the English Department or elsewhere.

Double Majors

Because the English major has a relatively small number of total required credit hours, some students might consider a double major that combines English and another discipline of interest. In fact, a notable strength of the English major is how its content easily complements so many other degrees. Students are encouraged to consult with their academic advisor for further information on adding a second major.

Minors for English Majors

Students can, but are not required to, choose a minor course of study. Much like a double-major, the English major can be usefully augmented by a wide variety of minors, and students are encouraged to consult with their academic advisor for further information on adding a minor.

Additional information and degree maps can be found in the ISU Undergraduate Catalog:
https://catalog.indstate.edu/preview_program.php?catoid=50&poid=8090&returnto=1835

Appendix B

English Teaching Major: Degree Requirements

The English Teaching major offers specialized training for students who wish to teach English at the secondary level. This major is accredited by the Council for the Accreditation of Educator Preparation (CAEP), the National Council for Teachers of English, and the Indiana State Board of Education.

You can download this document to use as a template for your personalized plan of study. You can also contact Dr. Chris Drew, the English Department Advisor and Director of Undergraduate Studies, via email at chris.drew@indstate.edu with any questions you might have.

Note: No course in the English major (Parts I & II) with a grade of less than C shall be counted toward teacher licensure.

Part I:

Required English Coursework for All English Teaching Majors (49 credits)

1. Shared English Core (15 credits):

- ENG 230: Literary Analysis (3 credits)
- ENG 240: American Literature I (3 credits)
- ENG 241: American Literature II (3 credits)
- ENG 250: British Literature I (3 credits)
- ENG 251: British Literature II (3 credits)

2. Advanced English Teaching Major Coursework (31 credits):

- ENG 307: Writing for Teachers of English (3 credits)
- ENG 310: English Grammar for Teachers and Writers (3 credits)
- ENG 329: Contemporary Literature (3 credits)
- ENG 340: Multicultural American Literature (3 credits)
- ENG 402: Teaching an Integrated Unit (1 credit)⁹
- ENG 410: History of the English Language (3 credits)
- ENG 447: Seminar in American Literature (3 credits)
- ENG 460: Shakespeare (3 credits)
- ENG 462: Seminar in British Literature before 1800 (3 Credits)
- ENG 463: Seminar in British Literature since 1800 (3 Credits)
- ENG 486: Teaching English (3 credits)

⁹ ENG 402 must be taken concurrently with CIMT 401 during the student's final semester before graduation.

3. English Teaching Elective (3 credits)

Choose One 300-level Creative Writing Workshop:

- ENG 324: Fiction Writing Workshop (3 credits)
- ENG 325: Poetry Writing Workshop (3 credits)
- ENG 327: Creative Nonfiction Workshop (3 credits)

Part II:

Required Education Coursework for All English Teaching Majors¹⁰ (30 credits)

- EPSY 202: Psychology of Childhood and Adolescence (3 credits)¹¹
- CIMT 200: Teaching I (2 credits)¹²
- CIMT 301: Teaching IIa (2 credits)¹³
- CIMT 302: Teaching IIb (2 credits)¹⁴
- CIMT 400: Teaching III (3 credits)¹⁵
- CIMT 400L: Teaching III Practicum (1 credits)¹⁶
- CIMT 401: Student Teaching (11 credits)¹⁷
- EPSY 341: Education in a Multicultural Society (3 credits)
- SPED 226: The Exceptional Learner in the Regular Classroom (3 credits)

Part III:

Foundational Studies Coursework (28–31 credits)

Choose Coursework in the Following Required FS Categories:

- Freshman Composition (3–6 credits)
 - *ENG 108 recommended*

¹⁰ All education coursework is taken in the Bayh College of Education.

¹¹ EPSY 202 must be completed with a grade of “C” or better before a student can be admitted to the BCP program and additional required CIMT/EPsy/SPED coursework can be completed.

¹² CIMT 200 must be completed with a grade of “C” or better before a student can be admitted to the BCP program and additional required CIMT/EPsy/SPED coursework can be completed.

¹³ CIMT 301 must be taken concurrently with CIMT 302.

¹⁴ CIMT 302 must be taken concurrently with CIMT 301.

¹⁵ CIMT 400 must be taken concurrently with CIMT 400L.

¹⁶ CIMT 400L must be taken concurrently with CIMT 400.

¹⁷ CIMT 401 must be taken concurrently with ENG 402 during the student’s final semester before graduation.

- Communication (3 credits)
- Quantitative Literacy (3 credits)
 - *MATH 241 recommended*
- Health & Wellness (3 credits)
- Science & Laboratory (4 credits)
- Literary Studies (3 credits)
 - *ENG 338 or ENG 346 recommended*
- Fine & Performing Arts (3 credits)
 - *ENG 219 recommended*
- Historical Perspectives (3 credits)
- Ethics & Social Responsibility (3 credits)

Note:

The following Foundational Studies categories are fulfilled by corresponding required coursework in the English Teaching major:

- Junior Composition: ENG 307
- Social & Behavioral Sciences: EPSY 202
- Global Perspectives & Cultural Diversity: ENG 340 and EPSY 341
- Upper Division Integrative Elective¹⁸: ENG 486

Minor Recommendations

The English Teaching major is a “large” major from a credit-hour perspective, so it can be a challenge to fit in additional coursework. That said, students can, but are not required to, choose a minor course of study. While a student can attempt to complete any minor they wish, the following is a list of minors that have recently been completed by English Teaching majors and/or complement the major well:

- Coaching (19 credits)
- Communication (21-24 credits)
- Counseling (18 credits)
- Creative Writing (18 credits)
- Language Studies (21 credits)
- Psychology (18 credits)
- Secondary Special Education (23 credits)
- Theater (27 credits)

Additional information and degree maps can be found in the ISU Undergraduate Catalog: https://catalog.indstate.edu/preview_program.php?catoid=50&poid=8092&returnto=1835

¹⁸ English Teaching majors are only required to complete one UDIE course; the Student Teaching experience (CIMI 401 and ENG 402) during their final semester takes the place of a second UDIE requirement.

Appendix C

English Minor: Requirements (24 credits)

The English minor fosters skills in critical analysis, independent thinking, creativity, research, and writing through a focus on both literature and creative writing. The program is designed to lay a foundation for a wide range of careers in which clear communication and thinking, as well as research skills, are needed.

You can download this document to use as a template for your personalized plan of study. You can also contact Dr. Chris Drew, the English Department Advisor and Director of Undergraduate Studies, via email at chris.drew@indstate.edu with any questions you might have.

Part I: Required Coursework for All English Minors (15 credits)

- ENG 230: Literary Analysis (3 credits)
- ENG 240: American Literature I (3 credits)
- ENG 241: American Literature II (3 credits)
- ENG 250: British Literature I (3 credits)
- ENG 251: British Literature II (3 credits)

Part II: Advanced Literature Coursework (9 credits):

Choose One Course in Advanced American Literature:

- ENG 340: Multicultural American Literature (3 credits)
- ENG 346: Modern Black American Literature (3 credits)
- ENG 447: Seminar in American Literature (3 credits)

Choose One Course in Advanced British Literature before 1800:

- ENG 460: Shakespeare (3 credits)
- ENG 462: Seminar in British Literature before 1800 (3 credits)

One Course in Advanced British Literature since 1800:

- ENG 463: Seminar in British Literature since 1800 (3 credits)

Additional information and degree maps can be found in the ISU Undergraduate Catalog:
https://catalog.indstate.edu/preview_program.php?catoid=50&poid=8091&hl=english+minor&returnto=search

Appendix D

Creative Writing Minor¹⁹: Requirements (18 credits)

You can download this document to use as a template for your personalized plan of study. You can also contact Dr. Chris Drew, the English Department Advisor and Director of Undergraduate Studies, via email at chris.drew@indstate.edu with any questions you might have.

Part I:

Required Technique Course for Creative Writing Minors (3 credits)

- ENG 329: Contemporary Literature (3 credits)

Part II:

Elective Courses for Creative Writing Minors (15 credits)

Choose five courses from the following list:

- ENG 219: Introduction to Creative Writing (3 credits)
- ENG 324: Fiction Writing Workshop (3 credits)
- ENG 325: Poetry Writing Workshop (3 credits)
- ENG 327: Creative Nonfiction Workshop (3 credits)
- ENG 424: Advanced Fiction Writing Workshop²⁰ (3 credits)
- ENG 425: Advanced Poetry Writing Workshop²¹ (3 credits)
- ENG 427: Advanced Creative Nonfiction Writing Workshop²² (3 credits)
- THTR 252: Playwriting (3 credits)

Additional information and degree maps can be found in the ISU Undergraduate Catalog:
https://catalog.indstate.edu/preview_program.php?catoid=50&poid=8076&hl=creative+writing+minor&returnto=search

¹⁹ The Creative Writing minor is not available to students who have declared the English Major with a Creative Writing concentration.

²⁰ ENG 324 must be successfully completed before taking ENG 424

²¹ ENG 325 must be successfully completed before taking ENG 425

²² ENG 327 must be successfully completed before taking ENG 427

Appendix E

Foundational Studies Offerings in English

Composition

Freshman Composition:

- English 101: Freshman Writing I *and* English 105: Freshman Writing II
- English 107: Rhetoric and Writing
- English 108: Writing about Literature and Culture
- English 346: Modern Black American Literature

Junior Composition:

- English 305: Advanced Expository Writing
- English 305T: Technical Writing
- English 307: Writing for Teachers of English
- English 308: Practical Literary Criticism

Literary Studies

- English 239: Literature and Human Experience
- English 338: Literature and Ideas
- 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

Statement on “Defining Academic Integrity Misconduct”

from

The Indiana State University Code of Student Conduct and Rights of Students (Section 2.1)

Approved 31 July 2020

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. Any academic integrity violation(s), which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited. A summary of behaviors that constitute academic integrity misconduct appears below. Examples of each policy can be found in the Faculty Guide to Academic Integrity as well as the Student Guide to Academic Integrity. Questions regarding these policies or requests for additional clarification should be directed to the Office of the Provost, Student Affairs, or to the office of Student Conduct and Integrity (SCI).

2.1.1 Cheating

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.

2.1.2 Plagiarism

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 improperly cited.

2.1.3 Falsification, Forgery, and Obstruction

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, class absence notes, attendance sign-in sheets and the like. Obstruction is any behavior that limits the academic opportunities of other students by improperly impeding their work, their access to educational resources, or disrupting instruction.

2.1.4 Multiple Submission(s)

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.

2.1.5 Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty are examples of facilitating academic dishonesty. Facilitating academic dishonesty also includes behavior that may not directly benefit the accused but assists another student in achieving an unfair academic advantage.

2.1.6 Violation of Professional Standards in Research and Creative Endeavors

Misconduct in research is a 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 but is not limited to, plagiarism, fabrication, or falsification of data as well as misrepresentation of scientific or creative works. Misconduct in research does not include honest error or honest disagreement about interpretation of data.

2.1.7 Misuse of Academic Resources

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, other intentional misuse or destruction of educational materials, recording a lecture or other classroom interaction, selling class notes, or being paid for taking class notes, without the permission of the instructor or Disability Services staff.

2.1.8 Misuse of Intellectual Property

Misuse of intellectual property is the improper use of copyright materials, trademarks, trade secrets, or intellectual property (e.g. thoughts, ideas or works of another).

2.1.9 Violation of Ethical and Professional Standards

Students shall adhere to the standards, guidelines, and/or codes associated with the ethics and conduct established for academic programs and courses.* This policy applies to all student experiences involving academic credit (e.g., on-campus and distance education courses, internships, practicum, and thesis/dissertation) and is one of the regulations for student ethical behavior referenced in the Indiana State University Code of Student Conduct.