

## Identification

- English B.A., Department of English and Foreign Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
- Developed by: Cynthia Taylor, Chairperson of English and Foreign Languages
- April 2013
- Primary contact for assessment: Cynthia Taylor, Chairperson of English and Foreign Languages

## Mission, goals and student learning outcomes

- Program mission and linkages to department and university mission:

The major in English contributes to the provision of “a firm grounding in the liberal arts” by providing students with an understanding of language and literature as a basis for aesthetic, ethical, social, and academic ways of thinking, creating, and researching. The goal of the program is to develop general communication and learning skills and an understanding of the value of ongoing critical reading, thinking, and writing. The English program also includes “a strong professional focus.” The critical, analytical, and composition skills students learn provide excellent preparation for professional careers in teaching, writing, editing and publishing, business, media, public service, law, and the arts.

- Student Learning Outcomes

1. Demonstrates knowledge of significant traditions, historical and cultural contexts, and current issues in literature and language studies.
2. Conducts, analyzes, evaluates, and integrates academic research.
3. Applies strategies of critical theory.
4. Analyzes literature and synthesizes ideas with clarity, accuracy, and coherence in speech and writing.
5. Uses a range of English syntactic structures effectively.
6. Constructs a convincing argument using a range of rhetorical strategies in speech and writing.

- Performance criteria: Final essays written for English 201 (Introduction to the Study of Literature) are evaluated by faculty teaching sections of the course using a rubric keyed to the SLOs above. The results are submitted to the department chair to be tabulated and used as a baseline for comparison to the essays written by senior English majors. Essays written for English 493 (Senior Seminar) are collected and each essay is evaluated by two readers using a rubric keyed to the Student Learning Outcomes listed above. A score of 2.5 or above indicates satisfactory achievement. A score of 3.5 or above indicates outstanding achievement. At least 75% of the students are expected to score 2.5 or above. Not meeting that benchmark will trigger a revision of the English curriculum to address the deficiency.

- Learning outcomes are developed by program faculty and communicated to students in courses and to the community in the current catalog.

## **Curriculum**

- The courses and their objectives, in aggregate, meet the outcomes for the program. Please see the curriculum map in the 2012-13 English Program Review.
- The curriculum provides opportunities for students to demonstrate they have learned the program outcomes (informal and formal writing, independent and group projects, exams, service-learning projects, capstone seminar projects).

## **Assessment methods**

1. Regular review of department syllabi and requirements.
2. Questionnaires administered to graduating seniors annually.
3. Evaluation of essays produced in English 201, Introduction to the Study of Literature, using a grid of rubrics keyed to the SLOs. The results are compared to the assessment results of the senior seminar essays.
4. Evaluation of capstone senior seminar essays produced in the summer, fall and spring semesters using a grid of rubrics reflecting program objectives, conducted each summer by the Chair of English and Foreign Languages and a committee of faculty members and reported on the CSU-Pueblo assessment website. Each year, the assessment report will focus on one of the six SLOs.

## **Assessment results**

- Final essays written for English 201 (Introduction to the Study of Literature) are evaluated by faculty teaching sections of the course using a rubric keyed to the SLOs above. The results are submitted to the department chair to be tabulated and used as a baseline for comparison to the essays written by senior English majors. Essays written for English 493 (Senior Seminar) are collected and each essay is evaluated by two readers using a rubric keyed to the Student Learning Outcomes listed above. A score of 2.5 or above indicates satisfactory achievement. A score of 3.5 or above indicates outstanding achievement. At least 75% of the students are expected to score 2.5 or above. Not meeting that benchmark will trigger a revision of the English curriculum to address the deficiency.
- Faculty are responsible for assessing student learning in individual courses.
- Students assess teaching and learning at the conclusion of each course.
- Students complete an exit survey keyed to the SLOs that assesses their learning and experience in the program upon graduation and solicits student input on how the curriculum and co-curricular activities can be improved.
- The Chairperson of English and Foreign Languages generates an annual assessment report that is published on the CSU-Pueblo assessment website.

## **Continuous processes**

- The assessment plan described in this document has changed from the previous plan as a response to the recent English Program Review. In the course of that review, the English faculty created a new curriculum map keyed to the current SLOs. The external reviewer's report for the Program Review supported the changes the faculty had already identified.
- The chair of the department and the faculty are responsible for initiating and supporting the on-going process of program improvement and for ensuring that results from each year are the basis for action plans for the following year.

<b>Course Name</b>	<b>Demonstrates Knowledge of Significant Traditions and Historical and Cultural Contexts of Literature</b>	<b>Conducts, Evaluates, and Integrates Academic Research</b>	<b>Understands and Applies Techniques of Critical Theory</b>	<b>Analyzes Literature and Synthesizes Ideas with Clarity and Accuracy</b>	<b>Uses a Range of English Syntactic Structures Effectively</b>	<b>Constructs an Original and Convincing Argument Using a Range of Rhetorical Techniques</b>
<b>FL 100</b> Introduction to Comparative Linguistics	study of relationship between English and other languages—both structural and genetic homework assignments on comparative reconstruction of parent languages	N/A	N/A	N/A	theory and techniques for analyzing words, phrases, and sentences. Homework assignments on analyzing language with generative grammar, on morphological analysis, and on structural ambiguity and other linguistic phenomena related to the syntax of phrases and sentences.	N/A

<b>ENG/ANTHRO 106</b> Language, Thought, and Culture	Study of relation between language and culture (including--for the latter--ethnicity, social class, gender, and nation).	N/A	N/A	N/A	Essay assignments on issues related to language and culture. Essay exams. Studies and practices basic syntax, morphology, and usage.	Essay assignments on issues related to language and culture. Essay exams.
<b>ENG 114</b> Introduction to Creative Writing	Reading, composing, discussion, and close reading of canonical works within the traditions of the four creative writing genres (fiction, nonfiction, drama, poetry).	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays and theory.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through reflections and genre-specific assignments.
<b>ENG 210</b> American Literature I	essays exams classroom dialogue	essays	essays exams classroom dialogue	essays exams Annotating a text classroom dialogue	essays	essays exams classroom dialogue

<b>ENG 212</b>	<p>Historical survey of American Literature from 1865 to the present. Three short-essay exams require students to analyze passages from the literature, focusing on features of the texts that are significant markers of the period in which the literature was written.</p>	<p>Students engage in a problem-based project on Huck Finn which requires them to use articles on Huck Finn to support their argument.</p>	<p>Students are required to read three critical articles on Huck Finn, available on e-reserve. Students write two essays, one on Huck Finn and one on A Streetcar Named Desire.</p>	<ol style="list-style-type: none"> <li>1. class discussion</li> <li>2. occasional small-group work which is presented to the class as a whole</li> <li>3. essay exams</li> </ol> <p>two essay assignments</p>	Two essay assignments	Two essay assignments
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<b>ENG 240</b> Survey of Ethnic Literature	Eng 240 is an introduction to four ethnic American literary traditions. The course examines how writers who draw from their ethnic backgrounds are influenced by American literary traditions and contribute to them. Students write four essays focusing on the cultural contexts of the literature on the course reading list.			<ul style="list-style-type: none"> <li>* class discussion</li> <li>* occasional small-group work which is presented to the class as a whole</li> <li>* four essay assignments analyzing one or more of the texts from each of the ethnic literary traditions discussed</li> <li>* a comprehensive final essay exam requires students to compare/contrast texts from the diverse literary traditions.</li> </ul>	Four essay assignments	Four essay assignments
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<b>ENG 251</b> Traditional Grammar Theory	N/A	N/A	N/A	N/A	daily written homework exercises on analyzing and using language correctly. Online exercises on analyzing and using language correctly, used in class. Exams.	N/A
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<b>ENG 304</b> History and Theory of Rhetoric	The course does not demonstrate knowledge of traditions and historical contexts of literature per se, but it certainly does so for traditions and historical contexts of rhetoric. It does so primarily by:	1) Multimedia projects require groups of students to provide detailed explanations of the unit's most important concepts, requiring, in turn, both sufficient research and an evaluation of the research	1) Provides understanding of significant rhetorical theories in readings and class discussion 2) Applies rhetorical theory to the analysis of a variety of texts 3) Applies understanding of rhetorical theory in short answer and essay questions on unit exams 4) Applies rhetorical theory in the completion of multimedia projects, research application paper, and in-class activities	While the course does not analyze literature, it does: 1) Require students to synthesize ideas and demonstrate clear and accurate relationships between theory and practice in the research application paper 2) Require students to synthesize clearly and accurately a variety of rhetorical theories and perspectives in their unit exams	1) Students employ more informal syntactical structures in multimedia projects 2) Students employ more formal syntactical structures in the research application paper and the unit exams	1) Multimedia projects require students to present information to classmates in an engaging manner, requiring appeals to credibility and emotion 2) Research application projects require students to demonstrate a connection between rhetorical theory and a particular career through credibility and reasoned argument 3) Unit exams require students to demonstrate knowledge of the course material through essay requiring appeals to
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ENG 305 Scientific and Technical Writing	N/A	Conducts, evaluates, and integrates research in the completion of collaborative projects, including community- and campus-based projects that require students to obtain and report data to appropriate audiences	N/A	N/A	Requires students to compose in a range of professional writing genres, including professional correspondence, formal reports, and daily “on-demand” writing activities, all of which require attention to different levels of formality and, thus, varying syntactic structures	By requiring students to complete various forms of technical writing, the course requires students to employ a range of rhetorical techniques, including ethos, delivery, arrangement, logos, and audience-awareness.
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<p><b>ENG 306</b> Visual Rhetoric</p>	<p>N/A</p>	<p>1) Visual Explanation assignment requires secondary research to demonstrate a sufficient understanding of key principles of visual design</p> <p>2) Visual Analysis assignment requires students to conduct extensive research into the historical and cultural context in which an image circulated</p> <p>3) Visual Argument assignment requires secondary research into a controversy in order to provide students with information necessary to compose the argument</p>	<p>1) Develops an understanding of specific critical principles and theories with which to analyze and produce images</p> <p>2) Applies a critical understanding of images in the detailed analysis of an image in the Visual Analysis assignment</p> <p>3) Applies a critical understanding of images in the strategic production of persuasive images</p>	<p>While the course does not analyze literature, it does:</p> <p>1) Require students to synthesize and demonstrate a clear and accurate understanding of visual design principles through the Visual Explanation assignment</p> <p>2) Requires students to synthesize and demonstrate a clear and accurate understanding of critical principles in the analysis of an image in the Visual Analysis assignment</p> <p>3) Requires students to synthesize complex ideas clearly and accurately in the development of a series of images in the Visual Narrative, Visual Alteration, and Visual Argument projects</p>	<p>1) Requires the use of formal syntactical structures in the written analysis of images and in the verbal analysis of images in classroom discussion and activities</p> <p>2) Requires the use of visual syntax through the effective use of design principles in the composing of visual images</p>	<p>1) Students employ a range of design principles (visual argumentative strategies and techniques) in the composing of images for various genres, audiences, and purposes</p> <p>2) Requires students to use images to make appropriate appeals to audiences using credibility, emotion, and logic in the completion of all major projects</p>
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<b>ENG 307</b> Poetry	Reading, composing, discussion, and close reading of canonical works within the traditions of poetry while analyzing the conventions, theory, terminology in order to define its distinctive qualities.	Research, book reviews, and essays that explore the genre's literary elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing course.	Through essays and in-class discussion, students learn to synthesize critical theory into canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.	In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in-class writing, and exams.
<b>ENG 308</b> Fiction	Reading, composing, discussion, and close reading of canonical works within the traditions of fiction while analyzing the conventions, theory, terminology in order to define its distinctive qualities.	Research, book reviews, and essays that explore the genre's literary elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing course.	Through essays and in-class discussion, students learn to synthesize critical theory into canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.	In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in-class writing, and exams.

<b>ENG 309</b> Drama	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	Essays exams classroom dialogue
<b>ENG 310</b> Advanced Literary Forms & Genres	Reading, composing, discussion, and close reading of canonical works within the generally unknown subgenres in dialogue with traditional genres while analyzing the conventions, theory, terminology in order to define its distinctive qualities (i.e. prose poetry & flash fiction).	Research, book reviews, theoretical summaries, and essays that explore the genre's literary elements and its departures from the sole focus on writing process and craft-based essays and theory found in a regular creative writing course.	Through essays and in-class discussion, students learn to synthesize critical theory into unknown and also canonical works and readings in order to create their own original arguments that address trends, conventions, and traditions in the genre while also looking at undefined qualities of the genre.	Readings, in-class discussion, theoretical summaries, writing exercises, and genre-specific writing assignments to help students establish an original theoretical argument on the genre and readings of their own design.	In-class writing, essays, and genre-specific writing assignments required to adhere to syntactical conventions of the English language as well as MLA standards.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing through essays, in-class writing, and exams.

<b>ENG 315</b> Creative Writing: Poetry	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing poetry with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on poetry.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.
<b>ENG 316</b> Creative Writing: Fiction	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing fiction with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on fiction.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.

<b>ENG 317 Creative Writing: Nonfiction</b>	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing nonfiction with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on nonfiction.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.
<b>ENG 318 Creative Writing: Drama</b>	Reading, composing, discussion, and close reading of canonical works within the traditions of creative writing drama with a more intensive workshop approach.	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays on drama.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, performances, writing exercises, and genre-specific writing assignments to help students match their assignments to their authorial intentions and creative writing assignment requirements.	In-class writing, staged readings, and genre-specific writing assignments required to adhere to syntactical conventions of the English language while knowing appropriate times to break conventions and principles within the genre.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing.

ENG 319 Professional Editing	N/A	1) Group presentations require students to conduct sufficient and effective research into the field of professional editing for the purpose of generating an informational presentation to classmates	1) Develops an understanding of principles specific to the field of professional editing 2) Applies those principles in the critical analysis of various examples of editing work, ranging from substantive editing and proofreading 3) Applies a critical understanding of editorial work in the completion of various editing projects, including a substantive editorial project and a series of detailed copyediting and proofreading assignments	While the course does not analyze literature, it does: 1) Require students to synthesize various sources and provide a clear and accurate explanation of those sources in the Group Presentation 2) Requires students to formulate clear and accurate evaluations of sample editorial work 3) Substantive editorial project requires students to demonstrate an ability to evaluate the writer's ability to synthesize information and to communicate clearly and accurately	1) Students employ less formal syntactical structures in their Group Presentations 2) Students employ formal syntactical structures in Substantive editorial responses and in written reflections 3) Requires an awareness of various syntactical structures in order to complete editorial projects and tasks	1) Students must employ credibility and audience awareness in the Group Presentations 2) Students must employ credibility, logos, audience awareness, and appropriate style in the Substantive editing projects 3) Students must employ credibility and an awareness of audience, purpose, and genre in Copyediting and Proofreading project
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<b>ENG 321</b> American Romanticism	exams	essays Précis of Scholarly Article, Annotating a Text, New historicist Approach to research	essays exams classroom dialogue	Annotating a text	essays	essays exams classroom dialogue
<b>ENG 322</b> American Literary Realism, 1870-1910	This course examines the development of American Literary Realism from the end of the Civil War to World War I.	In addition to the primary texts, students will research and discuss contemporary social issues such as industrialization, social Darwinism, immigration, and the “woman question”.	Three essay assignments.	*Daily writing prompts to guide class discussion. * occasional small-group work which is presented to the class as a whole * three essay assignments * a comprehensive final essay exam	Three essay assignments	Three essay assignments



<b>ENG 323</b> Modern American Literature	This course examines the development of American literary modernism between World War I and World War II. Comprehensive final essay exam on the historical and cultural contexts of American literary modernism.	A final research project on some aspect of American literary modernism using at least three secondary sources.	For each of the six novels on the reading list, students receive a list of discussion questions and a bibliography of critical articles. Students respond to a discussion question or summarize an article about each of the novels. Students post six responses/summaries on Blackboard, and present them orally in class discussion.	* class discussion * six responses/summaries posted on Blackboard and presented orally * a ten-page research project * a comprehensive final essay exam	Ten-page research project	Ten-page research project
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<b>ENG 325</b> Nature Writing in the West	Reading, composing, discussion, and close reading of canonical works within the traditions of western American nature writing that spans all four genres (fiction, nonfiction, drama, poetry).	Research and applications of students' own writing process through the reading and analysis of process and craft-based essays surrounding the western American landscape and relevant environment issues.	Students' original writing informed by the study of critical theory with an eco-poetic lens through the completion of students' final notebooks, process reflection projects, and in-class writing exercises.	Readings, in-class discussion, writing exercises, and environmentally-focused writing assignments to help students match their work to their authorial intentions and creative writing assignment requirements.	In-class writing and genre-specific writing assignments required to adhere to syntactical conventions of the English language.	Distinguishes the approach of literary analysis and critical eco-theory writing with the art of place-based creative writing and environmental issues in the American west.
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ENG 326 Writing for the Web	N/A	Students must conduct, evaluate, and integrate the research necessary to compose audience-appropriate digital texts and to persuade audiences of their credibility	N/A	N/A	Requires students to participate in a range of communicative acts, including reflective writing, formal presentations, and audience-appropriate digital texts such as blogs and web sites, all of which necessitate the use of different syntactic structures	In the completion of digital texts such as blogs, web sites, and a collaborative online campaign, students must employ a range of rhetorical strategies, including, but not limited to, ethos, pathos, arrangement, and audience-awareness. Students must also be adept at employing visual design as a rhetorical technique.
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<b>ENG 328</b> Contemporary American Literature	This course is an in-depth study of the contemporary American short-story cycle. The course examines the central components of the genre, discusses what distinguishes it from other genres such as the novel, and explores why this genre has been attractive to ethnic writers and to writers dealing with national traumas, such as the Vietnam War. Comprehensive final essay exam on the historical and cultural contexts of the contemporary American short story cycle.	A final research project on some aspect of the contemporary American short story cycle using at least three secondary sources.	For each of the six texts on the reading list, students receive a list of discussion questions and a bibliography of critical articles. Students respond to a discussion question or summarize an article about each of the texts. Students post six responses/summaries on Blackboard, and present them orally in class discussion.	* class discussion * six responses/summaries posted on Blackboard and presented orally * a ten-page research project * a comprehensive final essay exam	Ten-page research project	Ten-page research project
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<b>ENG 330</b>	This course traces the history of the novel and its connection to realism, modernism, and postmodernism, and examines critical approaches to fiction.	Students write a 10-page research project on some aspect of the development of the novel and are required to use at least 3 secondary sources	*Students a short response to a discussion question or summarize a critical article on each of the six novels on the reading list. *Students are expected to demonstrate their understanding of critical approaches to fiction in their research projects and in the comprehensive final essay exam.	*class discussion *students post their responses/summaries on Blackboard * 10-page research project *comprehensive final exam	Ten-page research project	Ten-page research project
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ENG/SPCOM/WS 335 Gender and Communication	analysis and discussion of historical and modern claims about differences between women's and men's styles of speaking and writing critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, storytelling with incorporation of gender-identified characteristics, two oral presentations of research.	Research discussed daily in-class and in online Discussion Board. Students research specific topics related to gender and language. critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, storytelling with incorporation of gender-identified characteristics, two oral presentations of research.	N/A	N/A	Developed and demonstrated through daily written assignments, essay exams, and major papers. critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, storytelling with incorporation of gender-identified characteristics, two oral presentations of research.	Through a variety of assignments throughout the semester. critical summary and presentation of research article, daily discussion board for research articles read, in-class discussion, major paper or report on original linguistic survey, two oral presentations of research.
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ENG 340 Women in Literature	<p>This course is a survey of literature written by women from the 17<sup>th</sup> century to the present. The course examines the ways in which women's literature both critiques and contributes to the larger culture.</p> <p>*class discussion *three short essay exams which require students to discuss the historical and cultural contexts of literary texts.</p>		<p>In addition to reading poetry, prose, and dramatic works by women writers, students also read central feminist theorists and apply that theory to literary texts.</p> <p>Students demonstrate their understanding of feminist theory by applying it to literary texts in two essay assignments.</p>	<p>*class discussion *small group discussions/presentations *three short essay exams *two essay assignments</p>	Two essay assignments	Two essay assignments
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<b>ENG 352</b> Syntax and Usage	N/A	N/A	N/A	N/A	Studies and practices syntax, morphology, and usage at the advanced level. daily written homework exercises on analyzing and using language correctly. Online exercises on analyzing and using language correctly, used in class. Exams.	N/A
<b>ENG 353</b> Language in the USA	major papers on language issue in U.S., essay exams, presentations on language issues, daily in-class and online discussion	Responds daily to research articles read in writing (in online discussion) and orally (in class).	N/A	N/A	major papers, essay exams, online discussion	major papers, online discussion
<b>ENG 372</b> Early Modern Literature	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue



<b>ENG 381</b> Shakespeare	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue
<b>ENG 384</b> Studies in a Major Writer or Writers	essays classroom dialogue	essays Precis of Scholarly Article, Annotating a Text, New historicist Approach to research	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue
<b>ENG 385</b> Literary Theory	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	essays	Essays exams classroom dialogue

<b>ENG 404</b> Writing in the Professions	N/A	Conducts research integral to understanding client-based need, evaluates the appropriateness of the research, and integrates findings in the form of three projects: project analysis, project presentation, and project deliverable	N/A	N/A	Requires student to engage in a variety of rhetorical situations such as formal reports and presentation and reflective writing, all of which require a range of syntactic structures.	Requires students to compose formal presentations and reports for clients, both of which require a range of rhetorical techniques, including, but not limited to, an effective use of ethos, delivery, and visual design.
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<b>ENG 414</b> Advanced Writing Workshop	Reading, composing, discussion, and close reading of contemporary poetry collections, novels, and memoirs that demonstrate methods of composing, organizing, and assembling a manuscript that fulfills the creative writing genre's requirements.	Research and applications of students' own writing process that distinguishes the act of writing shorter works vs. a manuscript through the reading and analysis of process and craft-based essays and theory.	Students' original writing informed by the study of critical theory with a creative writing lens through the completion of students' manuscripts, process reflection projects, in-class writing exercises, and leadership activities in the field of creative writing.	Readings, in-class discussion, writing exercises, and genre-specific writing assignments to help students match their manuscripts to their authorial intentions and creative writing assignment requirements	In-class writing and manuscript-based writing assignments required to adhere to syntactical conventions of the English language with further consideration to layout, design, and publishing considerations.	Distinguishes the approach of literary analysis and critical theory writing with the art of creative writing as well as further distinctions between creative writing in the short and book-length form.
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<b>ENG 440</b> Magazine Writing	N/A	Students must conduct, evaluate, and integrate any research necessary to the completion of audience- and genre-appropriate magazine pieces such as feature articles	N/A	N/A	Students write feature articles and front material for a range of genres and audiences as well as reflective writing responding to course readings, all of which requires attention to a range of syntactic structures	Students write feature articles and front materials for a range of genres and audience and, thus, employ a range of rhetorical techniques, including pathos, arrangement, style, and audience-awareness
<b>ENG 441</b> Chaucer and his Age	essays classroom dialogue	essays	essays exams classroom dialogue	essays exams classroom dialogue	Essays	Essays exams classroom dialogue
<b>ENG 452</b> History of the English Language	major paper, essay exams, several oral presentations of research with accompanying write-up, written exercises analyzing structure of English from earlier periods	major paper, essay exams	N/A	written exercises on the use of language in writing from earlier periods (Old English, Middle English, Early Modern English)	major paper, essay exams, write-ups for several presentations	major paper

<b>ENG 493</b> Senior Seminar	essays classroom dialogue	essays Précis of Scholarly Article, Annotating a Text, New historicist Approach to research	essays exams classroom dialogue	essays exams classroom dialogue	essays	essays exams classroom dialogue
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