

**Newhouse, Melissa A.**

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**From:** Lowry, Debra  
**Sent:** Wednesday, March 26, 2014 2:38 PM  
**To:** Unzueta, Fernando  
**Cc:** Simmons, Clare; Newhouse, Melissa A.  
**Subject:** FW: English major proposed revisions  
**Attachments:** Note\_Honors Students, Candidates for Distinction in English, and Pre\_Education English Majors.docx

Dear Fernando,

Thank you for your message, and thanks to you and all members of the subcommittee for thoughtful review of the English proposal. I've shared your message with our Chair and Director of Undergraduate Studies, Professor Clare Simmons. Professor Simmons offers the following response to the general questions you pose at the end of your March 20 message:

"All students will be receiving an English major but we would prefer that the concentration also be listed on the transcript. We would see a potential problem for employment or further education in what might appear to be a very specialized major, but if the transcript makes it clear that this is a concentration within the English major, we do not think that any of the concentrations will disadvantage students. Moreover, to be able to claim a concentration in, for example, Writing, Rhetoric, and Literacy for a future technical writer or in Literature for someone planning to attend graduate school in English might be an actual advantage.

Because the Literature concentration will include those students with a primary interest not only in the traditional categories of literary students but also Film, Critical Theory, Popular Culture, and Education, we anticipate that more than 50% of all English majors will select this concentration. Admission to the Creative Writing concentration will be by permission of instructor and the numbers will be kept relatively small. We also anticipate that the demand for the Folklore concentration will be limited. The variable is the concentration in WRL, which we hope will be attractive to career-minded students who might not previously have considered an English major. Once the new major can be implemented we will continue to offer most Methods courses as the "literature" version (2298) but will ensure that at least one Folklore section is offered a year and will offer one WRL Methods course a semester at first in order to gauge demand."

In addition, I attach a revision to the "Note" referenced in your message below (Page 8 of the original "Rationale" document) to clarify and ensure the information in the note corresponds closely and explicitly in presentation to the information provided in the advising sheet. Please let me know if this slight revision is sufficient and can be incorporated into the CAA document in place of the current "Note."

We look forward to approval at an upcoming April meeting.

Best regards,  
Debbie

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**From:** Unzueta, Fernando  
**Sent:** Thursday, March 20, 2014 11:12 AM  
**To:** Lowry, Debra  
**Subject:** English major proposed revisions

Dear Debbie,

Melissa has you as the contact person for this communication. Please share as appropriate in English.

I am writing as chair of Subcommittee B of CAA. We were charged with reviewing your proposal. We thought it was very well presented and should be recommending its approval at CAA in one of the April meetings.

The Subcommittee found the explanation for the specific requirements of the Honors program and for the B.A. with research distinction in English much clearer in the advising sheet (CAA page 15) than in the Note on Pre-Education... (CAA pages 12; or page 8 of the Rationale document). The heading "Note..." for instance, does include "Honors"; and the wording at the bottom of (CAA 12) seemed ambiguous. We would suggest (very slight) revisions of this text.

As points of information (rather than a suggestion to incorporate in the proposal), we were curious to learn about: a) whether you considered the potential benefits or drawbacks of making the concentrations "transcriptable," and b) the approximate distribution of students across the four concentrations.

Best, Fernando

Fernando Unzueta  
Spanish & Portuguese  
Chair, Subcommittee B - CAA

Note: Honors Students, Candidates for Distinction in English and Pre-Education English Majors

All English majors are now required to take the introductory survey courses providing historical grounding in literature. These were formerly optional for Honors students, but instructors found that Honors students tended to have less awareness of the literary and historical context provided to other English majors in the historical surveys, especially since Honors seminars are often taught as special topics courses, not as introductions to literary periods. Honors students are nevertheless encouraged to take the Honors versions of the surveys where available, which are taught as seminars.

Honors students can choose any of the concentrations. English majors who are members of the ASC Honors program will complete all 13 program requirements, selecting at least 3 of 13 courses from the list of upper-division honors courses liberally available. English majors who are members of the ASC Honors program *and* who are pursuing research distinction in English will complete all 13 program requirements, selecting at least 3 of 13 courses from the list of upper-division honors courses, and completing 4-6 credits hours of English 4999H toward completion of an honors thesis. Non-honors English majors pursuing research distinction in English will complete all 13 program requirements as well as 4-6 credit hours of English 4999 toward completion of a thesis project. Pre-Education majors should follow the "literature" concentration, being sure to take courses to fulfill state requirements for Pre-Education as listed on the advising sheet.

The addition of a 13th course will provide the opportunity for an elective for Honors students and Pre-Education English majors; part of the reason for raising the number of courses to 13 is to allow students more flexibility to take courses that match their interests and goals. For Pre-Education majors we recommend taking a 4000-level course in pre-1900 literature, but this is now a recommendation, not a requirement as before. For graduation with distinction students may use any course as an elective but since students planning on an Honors contract need to take a challenging program we would encourage them to take a 4000 level course or an Honors seminar.

English will no longer administer sub plans for honors majors, pre-education majors, or pre-education honors majors. Rather, sub plans will be administered based on concentrations as outlined on the attached advising sheet.

**Soave, Melissa**

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**From:** Vankeerbergen, Bernadette <Vankeerbergen.1@osu.edu>  
**Sent:** Thursday, February 06, 2014 4:11 PM  
**To:** Soave, Melissa  
**Cc:** Fink, Steven; Jenkins, Mary Ellen; Harvey, Rebecca  
**Subject:** Revision to the BA in English  
**Attachments:** BA English revision.pdf; English-BA semester conversion appr CAA 6-14-11 (1).pdf; Fletcher Cover Letter for English Major.doc

Dear Melissa,

Please find attached a revision to the English BA. The changes were approved by ASCC on Friday, January 31 and will next need to be reviewed by CAA. The attachments are: proposed revision, current BA as approved for conversion, and cover letter from Arts & Humanities Panel.

Please let me know if you have any questions.

My best,  
Bernadette

Bernadette Vankeerbergen, Ph.D.  
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**To: Rebecca Harvey, Chair of ASCC**

**From: Richard Fletcher, Chair of ASCC Arts and Humanities Panel**

January 28, 2014

Dear Rebecca,

At our meeting on Friday, January 24th, 2014, the Arts and Humanities Panel reviewed the revisions to the English Major. The revisions were as follows:

- (i) the addition of a required diversity course - increasing the Major by 1 course, from 12 to 13.
- (ii) the grouping of the Major into four concentrations: "Literature" (LIT), "Writing, Rhetoric, and Literacy" (WRL), "Creative Writing" (CW), and "Folklore" (FOLK), each anchored by a 'Methods' course (English 2298 = LIT & CW; English 2279 = WRL; English 2270 =FOLK).

The panel were impressed by the clearly presented proposal and the discussion was limited to four discrepancies found between the submitted documents, which they subsequently rectified.

The panel voted unanimously to approve this proposed changes to the English Major.

Yours faithfully,

Richard Fletcher

ASCC Arts and Humanities Panel Chair



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November 20, 2013

The Arts and Sciences Curriculum Committee  
CAMPUS

Dear Committee,

We are requesting approval for the revised English major represented in the attached documents. All aspects of the request have undergone multiple layers of review and have the approval of the Chair, the Executive Committee, the Undergraduate Committee and the English Department Council. The Department of English has given considerable care and thought to creating a major that will help our majors develop core knowledge and skills yet remain adaptable to our students' many focus areas of study and career directions. The Department's previous Directors of Undergraduate Studies, Professors Manny Martinez and Luke Wilson, made major contributions to the development of the new major, as did many members of our staff and especially Debra Lowry and Ruth Friedman.

During the course of program assessment as we planned the conversion to semesters, the Faculty body as a whole agreed that the English major should include options to represent the different strands of English study and that it should introduce students to the cultural diversity of the field. The original plan was to add the diversity requirement but to retain a twelve-course major by restructuring our historical surveys. This was deemed unacceptable by the Ohio Board of Regents, who wished our historical surveys to continue to align with those of other institutions. Our new major is therefore structured as previously but with the addition of the diversity requirement, resulting in a 13-course major. Because of our very active advising program to ensure that majors take the courses they need, we do not anticipate that students will take any longer to complete the program.

While retaining the historical survey components and basic structure of the major as we have taught it for many decades, the revised major acknowledges the different ways in which our department teaches English studies by creating four concentrations for study: Literature (including film, popular culture, and critical theory); Writing, Rhetoric and Literacy (including business and technical writing); Creative Writing; and Folklore. To this end we have re-thought the "gateway" course for our major, formerly 3398 as a "methods" course for each of our new concentrations. First, we are requesting that it should be a 2000-level course to encourage students to take it as early as possible. Secondly, we are requesting approval to create different versions, 2279 and 2298. The first would be for those taking the Writing, Rhetoric, and Literacy concentration and the second for those taking the Literature and Creative Writing concentrations. The Folklore concentration would use English 2270, Introduction to Folklore, as its "Methods" course.

To complement our proposed new major program, assessment plan, and advising plans, all of which are attached, we are therefore requesting approval of three new courses:



English 2298, Introduction to the Study of Literature, to replace English 3398.

English 2279, Introduction to Writing, Rhetoric, Literacy—parallel course to 2298.

English 4589, Studying the Margins: Power, Language and Culture—special topics course fulfilling the diversity requirement.

Should you have any further questions, please let me know.

Sincerely yours,

Clare A. Simmons  
Director of Undergraduate Studies  
Department of English

Approved by

Sebastian D.G. Knowles  
Chair  
Department of English

### **Rationale for the Revised English Major Learning Objectives**

During the process of converting the course structure to semesters, the Department of English took the opportunity to rethink the major requirements in the light of the current state of English studies.

First, the objective was to create a major that would have a central core but that could be adapted to allow students to choose a focus on specific areas of study in the Department and that would help students develop the skills and methods necessary for success in those areas.

Second, we wanted to retain a foundation in literary history while acknowledging the changing role of English as a world language. In the new major, we will expect English majors to have a basic knowledge of the historical sequence of literature in English. Typically, students have less sense of the development of literature in earlier centuries, and so requiring them to take the chronologically earlier surveys will give them at least some exposure to literary history. Some understanding of the literary tradition should also help them make more informed choices about which concentration best suits their interests and which courses to take at the upper level. Ideally, students should take all four surveys, but since some students will need space in their programs for lower-level classes relevant to their chosen concentration, they will only be required to take one of the two later surveys.

At the same time, we hope all students will recognize the multiple sub-fields of English studies. All students are therefore required to take a course at the 3000 level or above outside their area of concentration.

Finally, we have introduced the requirement of a diversity course. We believe that introducing our majors to the diversity of English studies is an important part of developing their critical consciousness. English is a world language, and Anglophone culture takes many forms. The diversity requirement seeks to ensure that students are aware that English studies today are not dominated by the concept of a single culture but can represent the diversity of culture, class, gender and sexuality, race, and dis/ ability.

The result is that one additional course has been added to the major requirement, resulting in a total of 13 required courses. All students will be able to use one appropriate course from outside English towards the 13 courses with permission from an English advisor.

### **The Concentrations**

Our English department is truly comprehensive. Areas of study include composition, rhetoric, digital media, professional writing, creative writing, literacy studies, literature, language, linguistics, critical theory, film, and folklore.



We grouped the areas of study into four concentrations that both make use of our faculty strengths and that represent different methodological approaches to English studies. Thus “literature” focuses on the analysis of texts broadly construed and includes not only the study of literary works but also critical theory, film studies, and popular culture; “Writing, Rhetoric, and Literacy” (WRL) focuses on writing methods and practice and includes composition, rhetoric, literacy studies, language, and digital media studies; “Creative Writing” self-evidently centers on creative composition in fiction, poetry, and creative non-fiction; and “Folklore” focuses on the interpretation of culture, including ethnography and sociolinguistics.

Each concentration is anchored by a “Methods” course. The objective of the “Methods” course is to ensure that students have the appropriate reading, writing, editing, and research skills for upper-level courses in their area of concentration. The Methods course will include focus on the creation of a revised piece of work using methodology appropriate to the concentration that might start the student’s progress towards a thesis or portfolio project.

### **Advising**

The Department of English operates under the one-advisor model as implemented across the College of Arts & Sciences. Our majors have regular contact with the English undergraduate advising team who assist these students to develop coherent programs of study that meet their major, general education, and university degree requirements and that support their longer term academic and professional goals. During Orientation, our English advising team will urge students who declare the English major prior to enrolling at the university to take at least two of the three historical surveys during their first year and to complete the third historical survey and their chosen methods course no later than the end of their second year. In addition, these incoming first-year English majors will be enrolled in a special section of the fall ASC 1100 survey course taught by members of the English undergraduate advising team. As part of this course, our advisors will provide students with a comprehensive introduction to the revised major and the available concentrations, all of which will be available as sub-plans in the SIS system.

Students who wish to declare an English major after enrolling at the university will be required to meet one-on-one or in small groups with members of the English advising team. These meetings will focus on the structure of the major and the concentrations available and how these concentrations are designed to support and further students’ academic and professional goals. Advisors will also engage students in drafting plans for completing the major in a timeframe that meets the students’ needs. Students who are undecided on their concentration but who want to move forward with declaring the English major will be encouraged to complete, as soon as possible, the three historical surveys and a methods course of interest to them. These students will be required to meet with their advisor, at a later date, for further discussion and to decide on their concentration. Once students have decided on a concentration, this sub-plan will be added to their English major plan in the SIS system.

A meeting with a member of the English undergraduate advising team is the only requirement for students who want to add or switch to the literature; writing, rhetoric, and literacy; or folklore concentration. Once the meeting is complete, the advisor will update the sub-plan associated with the English major plan in the SIS system. Students who wish to add the creative writing concentration must first complete a 3000- or 4000-level course in creative writing and submit a sample of their creative work to the Director of the Creative Writing program for review. The Director will determine whether the student may be admitted to the creative writing concentration and communicate this decision to the student and the student's advisor. Students interested in the creative writing concentration will be encouraged by the undergraduate advising team to take a 2000-level creative writing class during their first or second year so that they can progress to the 3000- and/or 4000-level creative writing classes during their second or third year. These students will also be encouraged to complete the three historical surveys and the creative writing methods course by the end of their second year. Advisors will work closely with students who are denied admission to the creative writing concentration to ensure that their completed creative writing coursework can be applied to another concentration within the major.

### **Learning Outcomes**

As outlined in the Department's Interim Assessment Report, we will measure our learning outcomes in several ways, including comparison with benchmark institutions; meetings with focus groups of students; exit surveys for graduating seniors; and assessments of Honors theses and samples of anonymous student work against a grading rubric.

### **Revised English Major: Outline of Course Structure**

#### **PART I: REQUIRED OF ALL MAJORS**

##### **(1) Historical Survey**

All students are required to take

- (a) BOTH 2201, selected works of British literature from its beginnings to 1800; AND 2290, selected works of Colonial and U.S. literature from its beginnings to 1865.
- (b) EITHER 2202, selected works of British literature from 1800 to the present; OR 2291, selected works of U.S. literature from 1865 to the present.

##### **(2) Upper-level diversity course. All English majors must take at least one course from the approved list of courses that represent the diversity of English studies. Examples of courses fulfilling the diversity requirement are:**

*4577.01, Folklore I: Groups and Communities; 4580, Special Topics in LGBTQ Literatures and Cultures; 4581, Special Topics in U.S. Ethnic Literatures; 4582, Special Topics in African-American Literature; 4586, Studies in American Indian Literature and Culture; 4587, Studies in Asian American Literature and Culture; English 4588, Studies in Latino/a Literature and Culture; 4589, Studying the Margins: Power, Language, and*

*Culture (new, syllabus submitted via curriculum.osu.edu); 4592, Special Topics in Women in Literature and Culture; 4597.01, The Disability Experience in the Contemporary World.*

NOTE: On regional campuses, instructors may seek approval from their campus coordinator for other appropriate courses to be designated as fulfilling the diversity requirement.

- (3) Elective at the 3000 level or above from an area outside the concentration. Creative Writing specifies that the elective must be in literature.
- (4) Two additional electives, one at the 2000-level or higher and one at the 3000-level or higher.

## PART II: CONCENTRATIONS

### (1) Literature

The literature concentration emphasizes historical periods, literary genres, and related fields. Students are expected to learn how to analyze a text, how to enter into the scholarly discussion of a work in writing, and how to express their own critical ideas. The "Literature" category includes not only literature but also critical theory, film, and popular culture.

#### (a) Methods Course (2298, *new, syllabus submitted via curriculum.osu.edu*)

This course introduces students to literary studies in such a way as to prepare them for advanced literature courses by developing reading and writing skills specific to the study of literature. Sections may be taught with a variety of approaches and texts, but all emphasize instruction and practice in writing the kind of papers expected in upper-level courses, and introduce students to major literary genres and the methods essential to their study, including research, composition, and revision.

#### b) Course in pre-1800 literature at the 3000 level or higher

*4513 Introduction to Medieval Literature, 4514 Middle English Literature, 4515 Chaucer, 4520.01 Shakespeare, 4520.02 Special Topics in Shakespeare, 4521 Renaissance Drama, 4522 Renaissance Poetry, 4523 Special Topics in Renaissance Literature and Culture, 4531 Restoration and 18<sup>th</sup> Century Literature, 4533 Early British Novel: Origins to 1830, 4535 Special Topics in Restoration and 18<sup>th</sup> Century Literature and Culture, 4550 Special Topics in Colonial and Early National Literature of the U.S., 4564.01 Major Author in Medieval and Renaissance British Literature, 4590.01H Honors Seminar Middle Ages, 4590.02H Honors Seminar Renaissance, 4590.03H Honors Seminar The Long Eighteenth Century, 5710 Introduction to Old English Language and Literature, 5720 Graduate Studies in Shakespeare, 5721 Graduate Studies in Renaissance Drama, 5722 Graduate Studies in Poetry, 5723 Graduate Studies in Renaissance Literature and Culture. With consent of an English Advisor: 4400 Literary Locations, 4560 Special Topics in Poetry, 4564.02 Major*

*Author in 18<sup>th</sup>- and 19<sup>th</sup>-Century British Literature, 4575/4575E Special Topics in Literary Forms and Themes, 4592 Special Topics in Women and Literature, 4595 Special Topics in Literature and Law, 4590.09H Honors Seminar in Selected Topics in Literature and Literary Interpretation*

- c) Course in pre-1900 literature at the 3000 level or higher: any course under group b plus these courses:  
*4540 19<sup>th</sup>-Century British Poetry, 4542 19<sup>th</sup>-century British Novel, 4551/4551E Special Topics in 19<sup>th</sup>-Century U.S. Literature, 4552 Special Topics in American Poetry Through 1915, 4564.03 Major Author in American Literature to 1900, 4590.04H Honors Seminar Romanticism. With consent of an English Advisor: 4400 Literary Locations, 4560 Special Topics in Poetry, 4564.02 Major Author in 18<sup>th</sup>- and 19<sup>th</sup>-Century British Literature, 4575/4575E Special Topics in Literary Forms and Themes, 4592 Special Topics in Women and Literature, 4595 Special Topics in Literature and Law, 4590.09H Honors Seminar in Selected Topics in Literature and Literary Interpretation*
- d) Three more courses in literature (including film, critical theory, and popular culture); one course may be from outside the English Department with permission of an English advisor.

**(2) Writing, Rhetoric, and Literacy**

Together, these fields study the ways people use language and other symbol systems to convey messages, persuade audiences, and create meaning. WRL is also concerned with how these practices are learned and taught.

- (a) Methods Course, English 2279, Introduction to Writing, Rhetoric, and Literacy (new, syllabus submitted via curriculum.osu.edu).

NOTE: Because some students may decide to pursue this concentration part way through their major, other Methods courses are also acceptable.

This course is designed to introduce students to the key concepts and lines of inquiry of the Writing, Rhetoric, Literacy concentration. It should appeal to students from a variety of constituencies, including linguistics, communication, education and, most obviously, students majoring in English and undertaking a concentration in WRL; we also anticipate that non-concentration majors might take this as a lower-level elective. Although one important function of this course is introducing students to the scholarly methods of WRL, equally important is familiarizing students with key concepts that underlie work in the field. First of all is the idea that communication is always contextual. It follows, then, that we gain a more complete understanding of a communicative act when we deliberately study that context. Secondly, symbols/words are not transparent; they do not carry only denotative meanings, but are also

shaped by various historical and cultural influences on language use. Finally, this course maintains that reading and writing can be studied and practiced.

- (b) A 3000-level or higher course from concentration's list of approved courses in Writing and Writing Studies:  
*3304 Business and Professional Writing, 3305 Technical Writing, 3405 Special Topics in Professional Communication, 3467S Issues and Methods in Tutoring Writing, 4567S Rhetoric and Community Service, 4569 Digital Media and English Studies, New Course under development by Roger Cherry – variable topics to include rhetoric of legal writing.*
- (c) A 3000-level or higher course from concentration's list of approved courses in Rhetorical Studies:  
*4573.01 Rhetorical Theory and Criticism, 4573.02 Rhetoric and Social Action, 4574 History and Theories of Writing, 4591.02H Special Topics in the Study of Rhetoric*
- (d) A 3000-level or higher course from concentration's list of approved courses in Literacy and Language Studies:  
*4571 Studies in English Language, 4572 Traditional Grammar and Usage, 4584 Special Topics in Literacy Studies, 4585 History of Literacy (Forthcoming: 6750 Introduction to Graduate Study in Literacy to become English 5750)*
- (e) 2 additional 3000-level or higher courses from concentration's list of approved courses.

Note: Digital Media Requirement: Students must take at least one digital media class. Typically, students will meet this requirement by taking English 2269 or English 4569. An English advisor or the Director of Digital Media Studies can approve courses at the 2000-level or higher (excluding English 2367) taught with a focus on digital media production.

### (3) Creative Writing

The Creative Writing concentration is constructed to ensure that students have an understanding of literary history and some fundamental grounding in the skills and methods of Creative Writing. Students are encouraged to develop as professional writers. This concentration requires more coursework at the lower level to establish these foundations; 4000 level courses require permission of instructor. Students must take at least one course outside of their genre of specialization.

- (a) Methods Course. Students following the Creative Writing concentration will take the same Methods course (English 2298) as those in literature. This is partly because students may not yet have decided to pursue Creative Writing, and partly because writers need to understand how to read and appreciate exemplary works of literature.

- b) A workshop at the 2000- or 3000-level that does not overlap with the course taken to fulfill the electives in English Studies component of the program
- c) Two courses in in Creative Writing emphasis at the 3000 or 4000 level (workshops are repeatable), or 3662 (*Literary publishing, new course, submitted via curriculum.osu.edu or 4591.01H, Special Topics in Creative Writing*)
- d) Two courses in the Creative Writing emphasis at the 4000 level (workshops are repeatable)

Note: Students select an introductory level writing workshop in a chosen genre of specialization (2265, *Fiction*; 2266, *Poetry*; 2267, *Introduction to Creative Writing*; 2268, *Creative Non-fiction*), to establish the fundamental skills needed for creative writing in that area.

#### (4) Folklore

Students should learn the skills and methods appropriate to the study of Folklore. Focus will be on the interpretation of culture as students learn how to “read” a wide variety of cultural messages and performances on their own terms. They will learn the history of the concept of culture and related terms and to understand diversity and identity through studying how communities in the US and internationally develop distinctive forms of expression. Training will include methods of field observation, ethnography, and how to describe it in writing; and interviewing and rigorous listening.

- a) Methods course: English 2270 or 2270H Introduction to Folklore

This is the required entry course and prerequisite for the other courses. It includes introductory fieldwork exercises in addition to a survey of the field. Because it also serves as a GE Cultures and Ideas course, Folklore concentrators are encouraged to take the honors version for a smaller-group, more intensive experience.

NOTE: English 2367.05 is the recommended second writing course for Folklore concentrators.

- b) Sociolinguistics requirement: *English 4571 Studies in the English Language or advisor-approved substitution*

A foundation in the microanalysis of communication is required for rigorous work in folklore studies. This requirement offers further practical experience in the “close reading” of social interaction, and gives students the tools to substantiate their impressions of style and difference, describe genres and performances, etc.

- c) Romanticism requirement: *English 4590.04H (Romanticism) or approved substitution*

Folklore students need to understand the historical context in which their key concepts and textual practices emerged, as well as the ideological debates and social imaginaries that still shape the concerns of the field. Ideas of community, tradition, voice, the popular, nature, nation, and authenticity are still powerful and still perilous in public debates today. Folklore students need to know the lineage of the frameworks into which modernity has channeled vernacular expression.

(NOTE: Given staffing shortages, 4590.04H is offered only in alternate years at present. Until this situation is rectified, we will encourage Honors students with scheduling problems to petition the grad school for permission to take 6746; for other students we will allow another 4000-level course in 18th and 19th century literature (British or American) to be substituted.)

11. Elective I: Folklore course in English:

*English 4577.01 Folklore I. Groups and Communities, 4577.02 Folklore II. Genres: Form, Meaning, and Use, 4577.03 Folklore III, Issues and Methods, 4597.02 American Regional Cultures in Transition*

12. Elective II: Folklore course in English or another department, OR any folklore course from any department above the 2000-level. The list of approved course offerings for any given semester is found at <<http://cfs.osu.edu/courses>>

13. Elective III: Folklore course in English: undergraduate or (with petition to the graduate school for qualified honors students) lower-level graduate course:

*English 4577.01 Folklore I, Groups and Communities, 4577.02 Folklore II, Genres: Form, Meaning, and Use, 4577.03 Folklore II, Issues and Methods, 4597.02 American Regional Cultures in Transition; OR English 6750.01 Grad Intro to Folklore: The Philology of the Vernacular or 6750.02 Grad Intro to Folklore: Fieldwork and the Ethnography of Communication*

Note on Pre-Education English Majors and Candidates for Distinction in English

All English majors are now required to take the introductory survey courses providing historical grounding in literature. These were formerly optional for Honors students, but instructors found that Honors students tended to have less awareness of the literary and historical context provided to other English majors in the historical surveys, especially since Honors seminars are often taught as special topics courses, not as introductions to literary periods. Honors students are nevertheless encouraged to take the Honors versions of the surveys where available, which are taught as seminars. Honors students can choose any of the concentrations; as before, Honors students pursuing Distinction in English are required to take a minimum of three Honors seminars, and research towards a thesis in addition to the major requirements. Pre-Education

majors should follow the "literature" concentration, being sure to take courses to fulfill state requirements for Pre-Education as listed on the advising sheet.

The addition of a 13th course will provide the opportunity for an elective for Honors students and Pre-Education English majors; part of the reason for raising the number of courses to 13 is to allow students more flexibility to take courses that match their interests and goals. For Pre-Education majors we recommend taking a 4000-level course in pre-1900 literature, but this is now a recommendation, not a requirement as before. For graduation with distinction students may use any course as an elective but since students planning on an Honors contract need to take a challenging program we would encourage them to take a 4000 level course or an Honors seminar.

English will no longer administer sub plans for honors majors, pre-education majors, or pre-education honors majors. Rather, sub plans will be administered based on concentrations as outlined on the attached advising sheet.



**ENGLISH MAJOR – ADVISING SHEET**

Students pursuing the English major can earn either (I) a B.A. in English or (II) a B.A. *with research distinction* in English. Option I requires the completion of 13 courses (39 hrs). Option II requires the completion of 13 courses (39 hrs), *plus* 4 – 6 credit hours of English thesis coursework. Students must have a cumulative minimum grade point average of 2.0 (C) for all courses in the major program and a minimum grade of C- for each individual major course. A minimum grade of C is required for all courses used to complete the D.1. concentration requirement listed below.

**Option I: B.A. in English**

**A. Survey of English Literature and Literary History, 9 hrs total**

- 1. English 2201 British Literature: Origins to 1800 \_\_\_\_\_ (3 hrs)
- 2. English 2290 Colonial & U.S. Literature to 1865 \_\_\_\_\_ (3 hrs)
- 3. Choose One: English 2202 British Literature: 1800 to Present \_\_\_\_\_ (3 hrs)  
English 2291 U.S. Literature: 1865 to Present \_\_\_\_\_ (3 hrs)

**B. Diversity in English Studies, 3 hrs total**

- 1. Choose One: English 4577.01 Folklore I: Groups and Communities \_\_\_\_\_ (3 hrs)  
English 4580 Special Topics in LGBTQ Literatures and Cultures  
English 4581 Special Topics in U.S. Ethnic Literatures  
English 4582 Special Topics in African-American Literature  
English 4586 Studies in American Indian Literature and Culture  
English 4587 Studies in Asian American Literature and Culture  
English 4588 Studies in Latino/a Literature and Culture  
English 4589 Studying the Margins: Power, Language, and Culture  
English 4592 Special Topics in Women in Literature and Culture<sup>7</sup>  
English 4597.01 The Disability Experience in the Contemporary World \_\_\_\_\_ (3 hrs)

**C. Electives in English Studies, 9 hrs total**

- 1. Choose One: Any English course at the 2000-level or higher<sup>7</sup> \_\_\_\_\_ (3 hrs)
- 2. Choose One: Any English course at the 3000-level or higher<sup>7</sup> \_\_\_\_\_ (3 hrs)
- 3. Choose One: Any English course at the 3000-level or higher, *outside concentration*<sup>4</sup> \_\_\_\_\_ (3 hrs)

**D. Area of Concentration, 18 hrs total**

Choose from the following concentration areas: Literature (LIT); Writing, Rhetoric, and Literacy (WRL); Creative Writing (CW); or Folklore (FOLK). Course requirements for each concentration are listed in the table below.

	LIT <sup>5</sup>	WRL <sup>6</sup>	CW <sup>4</sup>	FOLK	
1.	English 2298 Pre-1800 Lit course at 3000- level or higher <sup>6</sup>	English 2279 Writing/Writing Studies course at 3000-level or higher	English 2298 CW workshop at 2000-level or higher ( <i>genre must differ from C.1. above</i> )	English 2270 Sociolinguistics course at 4000- level or higher	_____ (3 hrs)
2.	Pre-1900 Lit course at 3000- level or higher	Rhetorical Studies course at 3000-level or higher	CW workshop at 3000-level or higher, or English 3662 or 4591.01H	Romanticism course at 4000- level or higher	_____ (3 hrs)
3.	LIT elective course at 3000- level or higher <sup>7</sup>	Literacy/Language Studies course at 3000-level or higher	CW workshop at 3000-level or higher	FOLK elective course at 2000- level or higher	_____ (3 hrs)
4.	LIT elective course at 3000- level or higher <sup>8</sup>	WRL elective course at 3000-level or higher	CW workshop at 4000-level or higher	FOLK elective course at 4000- level or higher	_____ (3 hrs)
5.	LIT elective course at 3000- level or higher <sup>9, 10</sup>	WRL elective course at 3000-level or higher	CW workshop at 4000-level or higher	FOLK elective course at 4000- level or higher	_____ (3 hrs)

**Option II: B.A. With Research Distinction in English**

Students planning to pursue *research distinction* in English will complete all requirements (A – D) listed under Option I as well as 4 – 6 credit hours of English 4999, the course number assigned for work on undergraduate theses. All students are encouraged to consider completing a thesis under the direction of a faculty advisor(s). Thesis projects may involve the drafting of a scholarly research paper; the production of a novel, set of short stories, or collection of poems; the analysis of narratives and/or other qualitative data collected from a particular cultural or regional community; and/or the creation of a digital media artifact. Students are encouraged to talk with members of the English faculty and Ruth Friedman, Undergraduate Studies Academic Program Manager, as early as possible in their undergraduate careers if they are interested in developing a thesis project or would like more information about the thesis process and requirements.

**Requirements for Honors Students Pursuing Option I or II**

English majors who are members of the ASC Honors Program will complete all 13 requirements (A – D) listed under Option I; however, at least 3 of these 13 courses must come from the following list of 4000-level English honors seminars:

English 4578H Special Topics in Film	English 4590.07H Literature in English After 1945
English 4590.01H The Middle Ages	English 4590.08H U.S. and Colonial Literature
English 4590.02H The Renaissance	English 4590.09 Selected Topics in Lit & Literary Interpretation
English 4590.03H The Long 18th Century	English 4591.01H Special Topics in the Study of Creative Writing
English 4590.04H Romanticism	English 4591.02H Special Topics in the Study of Rhetoric
English 4590.05H The Later 19th Century	English 4597.04H Interdisc. Approaches to Narrative in Contemp. World
English 4590.06H The Modern Period	-----

English majors who are members of the ASC Honors Program and who want pursue Option II (a B.A. with *research distinction* in English) will complete all 13 course requirements (A – D) listed under Option I using at least 3 courses from the above list of 4000-level English honors seminars. In addition, these students will complete 4 – 6 credit hours of English 4999H, the course number assigned for work on undergraduate theses by English majors who are members of ASC Honors.

**Notes for English Majors planning to attend a post-baccalaureate or M.Ed. licensure program in Integrated Language Arts/English Education**

- <sup>1</sup> Take English 4592 to fulfill the Diversity in English Studies requirement.
- <sup>2</sup> Take EDUT&L 2389 Laboratory Experiences in English Education to fulfill the C.1. elective requirement.
- <sup>3</sup> Take EDUT&L 3356 Literature for Adolescents to fulfill the C.2. elective requirement.
- <sup>4</sup> Take English 4570 Intro to the History of English to fulfill the C.3. elective outside-concentration requirement.
- <sup>5</sup> Choose the Literature (LIT) concentration.
- <sup>6</sup> Take English 4520.01 Shakespeare or English 4520.02 Special Topics in Shakespeare to fulfill the Pre-1800 Lit requirement.
- <sup>7</sup> Take English 4583 World Literature to fulfill this LIT elective requirement.
- <sup>8</sup> Take one of the following Diversity in English Studies course to fulfill this LIT elective requirement: English 4580, 4581, 4582, 4586, 4587, or 4588.
- <sup>9</sup> Take English 3378 Literature and Film or English 4578 Special Topics in Film to fulfill this LIT elective requirement.
- <sup>10</sup> Although not required for the English major, students interested in Ohio State’s M.Ed. program in English Education should also plan to take the following three courses as part of their undergraduate curriculum: COMM 2210 or COMM 2131, ESSPED 5650, and ESEPSY 5401 or Psych 3551.

**Additional Notes**

- <sup>+</sup> English majors pursuing the WRL concentration must complete a course in digital media studies. Students can complete either (a) English 2269 Digital Media Composing and apply it to the C.1. elective requirement or (b) English 4569 Digital Media and English Studies and apply it to the WRL concentration requirement D.2, D.5, or D.6. Other courses focused on digital media production may be used toward this requirement with the pre-approval of an English Advisor.
- <sup>++</sup> English majors pursuing the CW concentration must complete a 2000-level or higher CW workshop outside of their chosen genre of specialization (i.e., Fiction, Non-Fiction, or Poetry). Student should plan to apply this outside-their-chosen-genre course to the C.1 elective requirement.

Sample Coursework Plans: Students Without 1110 Credit

Literature Concentration											
Year 1		Year 2		Year 3		Year 4					
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
English 1110	English 2367	English 2298	English 2291 or 2202	English 4000+ Lit Diversity Course	English Pre-1900 Lit 3000+	English Elective 3000+	English Non-Core Elective 3000+				
GE Lang	English 2201	English 2290	English Elective 2000+	English Pre-1800 Lit 3000+	English Lit 3000+	English Lit 3000+	English Lit 3000+				
GE Social Science	GE Lang	GE Lang	GE Open Option	GE Open Option	GE C/I or Hist	GE Social Science	GE Quant				
GE VPA	GE Natural Science	GE Natural Science	GE Natural Science	GE Lit	GE Quant	GE Historical	Open				
ASC Survey	GE Global	GE Global	GE Social Div	Open	Open	Open	Open				

Creative Writing Concentration											
Year 1		Year 2		Year 3		Year 4					
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
English 1110	English 2367	English 2298	English 2290	English 4565, 4566, 4569, or 4391, 4311	English 4565, 4566, 4569, or 4391, 4311	English Elective 3000+	English Non-Core Elective 3000+				
GE Lang	English 2265, 2266, or 2268	English 2201	English 2202 or 2291	English 4000+ Lit Diversity Course	English Elective 3000+	English Elective 3000+	English Non-Core Elective 3000+				
GE Social Science	GE Lang	GE Lang	GE Open Option	GE Open Option	GE C/I or Hist	GE Social Science	GE Quant				
GE VPA	GE Natural Science	GE Natural Science	GE Natural Science	GE Lit	GE Quant	GE Historical	Open				
ASC Survey	GE Global	GE Global	GE Social Div	Open	Open	Open	Open				

Folklore Concentration											
Year 1		Year 2		Year 3		Year 4					
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
English 1110	English 2367.05	English 2270 or 2270H	English 2291 or 2202	English 4571 or Sub	English 4590.04H or Sub	English 4577.01, .02, .03, or 4597.02	English Non-Core Elective 3000+				
GE Lang	English 2201	English 2290	English Elective 2000+	English 4000+ Diversity Course	English 4577.01, .02, .03, or 4597.02	English Elective 3000+	English Non-Core Elective 3000+				
GE Social Science	GE Lang	GE Lang	GE Open Option	GE Open Option	GE C/I or Hist	GE Social Science	GE Quant				
GE VPA	GE Natural Science	GE Natural Science	GE Natural Science	GE Lit	GE Quant	GE Historical	Open				
ASC Survey	GE Global	GE Global	GE Social Div	Open	Open	Open	Open				

Writing, Rhetoric, & Literacy Concentration											
Year 1		Year 2		Year 3		Year 4					
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring				
English 1110	English 2367	English 2279	English 2291 or 2202	English 4571, 4572, 4584, 4585, or 4570	English 4571, 4572, 4584, 4585, or 4570	English Elective 3000+	English WRL 3000+				
GE Lang	English 2201	English 2290	English Elective 2000+	English 4000+ Diversity Course	English WRL 3000+	English Elective 3000+	English Non-Core Elective 3000+				
GE Social Science	GE Lang	GE Lang	GE Open Option	GE Open Option	GE C/I or Hist	GE Social Science	GE Quant				
GE VPA	GE Natural Science	GE Natural Science	GE Natural Science	GE Lit	GE Quant	GE Historical	Open				
ASC Survey	GE Global	GE Global	GE Social Div	Open	Open	Open	Open				

Sample Coursework Plans: Students With 1110 Credit

Literature Concentration									
Year 1		Year 2		Year 3		Year 4			
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English 2367	English 2298	English 2291 or 2202	English 4000+ Lit Diversity Course	English Pre-1900 Lit 3000+	English Elective 3000+	English Non-Core Elective 3000+	English Lit 3000+	English Lit 3000+	English Lit 3000+
English 2201	English 2290	English Elective 2000+	English Pre-1800 Lit 3000+	GE Open Option	English Lit 3000+	GE C/I or Hist	English Lit 3000+	English Lit 3000+	English Lit 3000+
GE Lang	GE Lang	GE Lang	GE Open Option	GE Lit	GE Quant	GE Social Science	GE Quant	GE Quant	GE Quant
GE Social Science	GE VPA	GE Natural Science	GE Natural Science	GE Social Div	Open	GE Historical	Open	Open	Open
ASC Survey	GE Natural Science	GE Global	GE Global	Open	Open	Open	Open	Open	Open
Creative Writing Concentration									
Year 1		Year 2		Year 3		Year 4			
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English 2367	English 2201	English 2298	English 2290	English 4577 or Sub	English Elective 3000+	English 4565, 4566, 4568, or 4561.02H	English 4565, 4566, 4568, or 4561.02H	English 4565, 4566, 4568, or 4561.02H	English 4565, 4566, 4568, or 4561.02H
English 2265, 2266, or 2268	English 2202 or 2291	English 2202 or 2291	English 4000+ Lit Diversity Course	English 4577 or Sub	English Elective 3000+	English 4577 or Sub	English 4577 or Sub	English 4577 or Sub	English 4577 or Sub
GE Lang	GE Lang	GE Lang	GE Open Option	GE Lit	GE Quant	GE Social Science	GE Quant	English Non-Core Elective 3000+	English Non-Core Elective 3000+
GE Social Science	GE VPA	GE Natural Science	GE Natural Science	GE Social Div	Open	GE Historical	Open	Open	Open
ASC Survey	GE Natural Science	GE Global	GE Global	Open	Open	Open	Open	Open	Open

Folklore Concentration									
Year 1		Year 2		Year 3		Year 4			
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English 2367.05	English 2270 or 2270H	English 2291 or 2202	English 4571 or Sub	English 4590.04H or Sub	English Elective 3000+	English 4577 or Sub	English Elective 3000+	English 4577 or Sub	English Elective 3000+
English 2201	English 2290	English Elective 2000+	English 4000+ Diversity Course	GE Open Option	English Elective 3000+	English 4577 or Sub	English Elective 3000+	English 4577 or Sub	English Non-Core Elective 3000+
GE Lang	GE Lang	GE Lang	GE Open Option	GE Lit	GE Quant	GE Social Science	GE Quant	GE Social Science	GE Quant
GE Social Science	GE VPA	GE Natural Science	GE Natural Science	GE Social Div	Open	GE Historical	Open	Open	Open
ASC Survey	GE Natural Science	GE Global	GE Global	Open	Open	Open	Open	Open	Open

Writing, Rhetoric, & Literacy Concentration									
Year 1		Year 2		Year 3		Year 4			
Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
English 2367	English 2279	English 2291 or 2202	English 4571 or Sub	English 4572.01, 4574, or 4591.02H	English Elective 3000+	English WRL 3000+	English WRL 3000+	English WRL 3000+	English WRL 3000+
English 2201	English 2290	English Elective 2000+	English 4000+ Diversity Course	GE Open Option	English Elective 3000+	English C/I or Hist	English WRL 3000+	English C/I or Hist	English Non-Core Elective 3000+
GE Lang	GE Lang	GE Lang	GE Open Option	GE Lit	GE Quant	GE Social Science	GE Quant	GE Social Science	GE Quant
GE Social Science	GE VPA	GE Natural Science	GE Natural Science	GE Social Div	Open	GE Historical	Open	Open	Open
ASC Survey	GE Natural Science	GE Global	GE Global	Open	Open	Open	Open	Open	Open

Curriculum Map (revised Dec. 13): B.A. English

Required English Surveys (Both)	Goal (1)	Goal (2)	Goal (3)	Goal (4)
English 2201 or 2201H	Beginning		Beginning	
English 2202 or 2202H	Beginning		Beginning	
<b>Students Select One Additional Survey</b>				
English 2290	Beginning		Beginning	
English 2291	Beginning		Beginning	
<b>Methods Course (One Required)</b>				
English 2298 (Lit & CW)	Intermediate	Intermediate	Intermediate	Intermediate
English 2270 (Folklore)	Intermediate	Intermediate	Intermediate	Intermediate
English 2279 (WRL)		Intermediate		Intermediate
<b>Concentration I: Literature</b>				
English 2201	Beginning		Beginning	
English 2201H	Beginning		Beginning	
English 2202	Beginning		Beginning	
English 2202H	Beginning		Beginning	
English 2220	Beginning	Beginning	Beginning	Beginning
English 2220H	Beginning	Beginning	Beginning	Beginning
English 2260	Beginning	Beginning	Beginning	Beginning
English 2260H	Beginning	Beginning	Beginning	Beginning
English 2261	Beginning	Beginning	Beginning	Beginning
English 2261H	Beginning	Beginning	Beginning	Beginning
English 2262	Beginning	Beginning	Beginning	Beginning
English 2262H	Beginning	Beginning	Beginning	Beginning
English 2263	Beginning	Beginning	Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning
English 2270	Intermediate	Intermediate	Intermediate	Intermediate
English 2270H	Intermediate	Intermediate	Intermediate	Intermediate
English 2275	Beginning	Beginning	Beginning	Beginning
English 2277	Beginning			Beginning
English 2280	Beginning	Beginning	Beginning	Beginning
English 2280H	Beginning	Beginning	Beginning	Beginning
English 2281	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning		Beginning	
English 2291	Beginning		Beginning	
English 2296H	Beginning	Beginning	Beginning	Beginning
English 2298	Intermediate	Intermediate	Intermediate	Intermediate
English 3331		Intermediate	Intermediate	Intermediate
English 3361		Intermediate	Intermediate	Intermediate
English 3364			Intermediate	Intermediate
English 3372			Intermediate	Intermediate
English 3378			Intermediate	Intermediate
English 4400	Advanced	Advanced	Advanced	Advanced
English 4513	Advanced	Advanced	Advanced	Advanced
English 4514	Advanced	Advanced	Advanced	Advanced
English 4515	Advanced	Advanced	Advanced	Advanced
English 4520.01	Advanced	Advanced	Advanced	Advanced

Concentration I: Literature (cont'd)	Goal (1)	Goal (2)	Goal (3)	Goal (4)
English 4520.02	Advanced	Advanced	Advanced	Advanced
English 4521	Advanced	Advanced	Advanced	Advanced
English 4522	Advanced	Advanced	Advanced	Advanced
English 4523	Advanced	Advanced	Advanced	Advanced
English 4531	Advanced	Advanced	Advanced	Advanced
English 4533	Advanced	Advanced	Advanced	Advanced
English 4535	Advanced	Advanced	Advanced	Advanced
English 4540	Advanced	Advanced	Advanced	Advanced
English 4542	Advanced	Advanced	Advanced	Advanced
English 4543	Advanced	Advanced	Advanced	Advanced
English 4547	Advanced	Advanced	Advanced	Advanced
English 4549	Advanced	Advanced	Advanced	Advanced
English 4550	Advanced	Advanced	Advanced	Advanced
English 4551	Advanced	Advanced	Advanced	Advanced
English 4551E	Advanced	Advanced	Advanced	Advanced
English 4552	Advanced	Advanced	Advanced	Advanced
English 4553	Advanced	Advanced	Advanced	Advanced
English 4559		Advanced		Advanced
English 4560	Advanced	Advanced	Advanced	Advanced
English 4563	Advanced	Advanced	Advanced	Advanced
English 4564.01	Advanced	Advanced	Advanced	Advanced
English 4564.02	Advanced	Advanced	Advanced	Advanced
English 4564.03	Advanced	Advanced	Advanced	Advanced
English 4564.04	Advanced	Advanced	Advanced	Advanced
English 4575	Advanced	Advanced	Advanced	Advanced
English 4575E	Advanced	Advanced	Advanced	Advanced
English 4576.01	Advanced	Advanced	Advanced	Advanced
English 4576.02	Advanced	Advanced	Advanced	Advanced
English 4576.03	Advanced	Advanced	Advanced	Advanced
English 4578	Advanced	Advanced	Advanced	Advanced
English 4578H	Advanced	Advanced	Advanced	Advanced
English 4579	Advanced	Advanced	Advanced	Advanced
English 4580	Advanced	Advanced	Advanced	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	Advanced	Advanced	Advanced
English 4590.01H	Advanced	Advanced	Advanced	Advanced
English 4590.02H	Advanced	Advanced	Advanced	Advanced
English 4590.03H	Advanced	Advanced	Advanced	Advanced
English 4590.04H	Advanced	Advanced	Advanced	Advanced
English 4590.05H	Advanced	Advanced	Advanced	Advanced
English 4590.06H	Advanced	Advanced	Advanced	Advanced
English 4590.07H	Advanced	Advanced	Advanced	Advanced
English 4590.08H	Advanced	Advanced	Advanced	Advanced
English 4590.09H	Advanced	Advanced	Advanced	Advanced
English 4591.01H	Advanced	Advanced	Advanced	Advanced
English 4592	Advanced	Advanced	Advanced	Advanced

<b>Concentration I: Literature (continued)</b>	<b>Goal (1)</b>	<b>Goal (2)</b>	<b>Goal (3)</b>	<b>Goal (4)</b>
English 4595	Advanced	Advanced	Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced
English 4597.04H		Advanced	Advanced	Advanced
English 5710				Advanced
English 5720	Advanced	Advanced	Advanced	Advanced
English 5721	Advanced	Advanced	Advanced	Advanced
English 5722	Advanced	Advanced	Advanced	Advanced
English 5723	Advanced	Advanced	Advanced	Advanced
English 5797	Advanced	Advanced	Advanced	Advanced
<b>Concentration II: Writing, Rhetoric, Literacy</b>				
English 2269		Beginning		Beginning
English 2271		Intermediate		Intermediate
English 2276		Intermediate		Intermediate
English 2279		Beginning		Beginning
English 2367.01		Intermediate		Intermediate
English 2367.01E		Intermediate		Intermediate
English 2367.01H		Intermediate		Intermediate
English 2367.01S		Intermediate		Intermediate
English 2367.02		Intermediate		Intermediate
English 2367.02H		Intermediate		Intermediate
English 2367.03H		Intermediate		Intermediate
English 2367.04		Intermediate		Intermediate
English 2367.04H		Intermediate		Intermediate
English 2367.05		Intermediate		Intermediate
English 2367.05H		Intermediate		Intermediate
English 3304		Advanced		Advanced
English 3305		Advanced		Advanced
English 3405		Advanced		Advanced
English 3467S		Advanced		Advanced
English 4567S		Advanced		Advanced
English 4569		Advanced		Advanced
English 4570		Advanced		Advanced
English 4571		Advanced		Advanced
English 4572		Advanced		Advanced
English 4573.01		Advanced		Advanced
English 4573.01E		Advanced		Advanced
English 4573.02		Advanced		Advanced
English 4574		Advanced		Advanced
English 4584		Advanced		Advanced
English 4585		Advanced		Advanced
English 4591.02H		Advanced		Advanced
<b>Concentration III: Creative Writing</b>				
English 2265		Beginning	Beginning	Beginning
English 2266		Beginning	Beginning	Beginning
English 2267		Beginning	Beginning	Beginning
English 2268		Beginning	Beginning	Beginning
English 2298	Intermediate	Intermediate	Intermediate	intermediate
English 3465		Intermediate	Intermediate	Intermediate
English 3466		Intermediate	Intermediate	Intermediate

<b>Concentration III: Creative Writing (cont'd)</b>	<b>Goal (1)</b>	<b>Goal (2)</b>	<b>Goal (3)</b>	<b>Goal (4)</b>
English 3468		Intermediate	Intermediate	Intermediate
English 3662		Intermediate	Intermediate	Intermediate
English 4565		Advanced	Advanced	Advanced
English 4566		Advanced	Advanced	Advanced
English 4566E				
English 4568		Advanced	Advanced	Advanced
English 4591.01H		Advanced	Advanced	Advanced
<b>Concentration IV: Folklore</b>				
English 2270	Intermediate	Intermediate	Intermediate	Intermediate
English 2270H	Intermediate	Intermediate	Intermediate	Intermediate
English 2367.05		Intermediate		Intermediate
English 2367.05H		Intermediate		Intermediate
English 4571		Advanced		Advanced
English 4590.04H				
English 4577.01	Advanced	Advanced	Advanced	Advanced
English 4577.02	Advanced	Advanced	Advanced	Advanced
English 4577.03	Advanced	Advanced	Advanced	Advanced
English 4597.02	Advanced	Advanced	Advanced	Advanced
<b>Undergraduate Research</b>				
English 4998	Advanced	Advanced	Advanced	Advanced
English 4998H	Advanced	Advanced	Advanced	Advanced
English 4999	Advanced	Advanced	Advanced	Advanced
English 4999H	Advanced	Advanced	Advanced	Advanced
<b>Required Courses Outside the Unit for Pre-Ed</b>				
EDTL 2389			Intermediate	Intermediate
EDTL 3356	Intermediate		Intermediate	
<b>General Elective Major Courses</b>				
English 5191		Advanced		
English 5193	Advanced	Advanced	Advanced	Advanced
English 5194	Advanced	Advanced	Advanced	Advanced
<b>General Education Courses</b>				
English 2201	Beginning		Beginning	
English 2201H	Beginning		Beginning	
English 2202	Beginning		Beginning	
English 2202H	Beginning		Beginning	
English 2220	Beginning	Beginning	Beginning	Beginning
English 2220H	Beginning	Beginning	Beginning	Beginning
English 2260	Beginning	Beginning	Beginning	Beginning
English 2260H	Beginning	Beginning	Beginning	Beginning
English 2261	Beginning	Beginning	Beginning	Beginning
English 2261H	Beginning	Beginning	Beginning	Beginning
English 2262	Beginning	Beginning	Beginning	Beginning
English 2262H	Beginning	Beginning	Beginning	Beginning
English 2263	Beginning	Beginning	Beginning	Beginning
English 2264	Beginning	Beginning	Beginning	Beginning
English 2269	Beginning	Beginning	Beginning	Beginning



<b>General Education Courses (cont'd)</b>				
English 2270	Intermediate	Intermediate	Intermediate	Intermediate
English 2270H	Intermediate	Intermediate	Intermediate	Intermediate
English 2271		Intermediate		Intermediate
English 2275	Beginning	Beginning	Beginning	Beginning
English 2276		Intermediate		Intermediate
English 2277	Beginning			Beginning
English 2280	Beginning	Beginning	Beginning	Beginning
English 2280H	Beginning	Beginning	Beginning	Beginning
English 2281	Beginning	Beginning	Beginning	Beginning
English 2282	Beginning		Beginning	
English 2290	Beginning		Beginning	
English 2291	Beginning		Beginning	
English 2367.01		Intermediate		Intermediate
English 2367.01H		Intermediate		Intermediate
English 2367.01S		Intermediate		Intermediate
English 2367.02		Intermediate		Intermediate
English 2367.02H		Intermediate		Intermediate
English 2367.03		Intermediate		Intermediate
English 2367.03H		Intermediate		Intermediate
English 2367.04		Intermediate		Intermediate
English 2367.04H		Intermediate		Intermediate
English 2367.05		Intermediate		Intermediate
English 2367.05H		Intermediate		Intermediate
English 3361		Intermediate		Intermediate
English 3364			Intermediate	Intermediate
English 3372			Intermediate	Intermediate
English 3378			Intermediate	Intermediate
English 3597.03				Intermediate
English 4597.01		Advanced	Advanced	Advanced
English 4597.02		Advanced	Advanced	Advanced
English 4597.04H		Advanced	Advanced	Advanced

## English-BA: Major Assessment Plan, November 2013

**Goal 1:** Students exhibit broad knowledge, understanding, and appreciation of literatures written in English, especially the British and American traditions, including main literary-historical periods, major authors, and history of the English language.

<b>Methods: Means/Methods</b>	Require all English majors to take survey courses in British and American literary history and a diversity course; review of student programs plans by a professional academic advisor.
<b>Criteria</b>	Ensure coherent and cohesive major programs on completion. Facilitate ongoing faculty interaction with undergraduates as well as enhanced opportunities for mentorship in program areas and research.
<b>Planned Use</b>	Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings.
<b>Implementation Schedule</b>	Ongoing
<b>Evidence</b>	Assess random samples of student work against a grading rubric.
<b>Met Minimum Criteria?</b>	
<b>Met Criteria for Excellence?</b>	
<b>Review of Findings</b>	
<b>Changes Made</b>	
<b>Assessment of Changes Made</b>	
<b>Next Steps</b>	Approval of the new major; survey of students to ensure best means for delivery of course content.

**Goal 2:** Students demonstrate high levels of proficiency in oral and written communication and the ability to write persuasively and elegantly using the argumentation, creativity, rhetoric, style, editing, and bibliographic citation appropriate to their areas of concentration.

<b>Methods: Means/Methods</b>	Students take a "Methods" course in their area of concentration: 2298 (Literature, Creative Writing, and Pre-Education); 2279 (WRL); 2270 (Folklore).
<b>Criteria</b>	Proficiency in reading and writing across many genres; production of assured and persuasive samples of writing clearly guided by the principles of active engagement with texts.
<b>Planned Use</b>	Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and

	recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings.
<b>Implementation Schedule</b>	Ongoing
<b>Evidence</b>	Random samples of student work are assessed against a grading rubric (attached).
<b>Met Minimum Criteria?</b>	
<b>Met Criteria for Excellence?</b>	
<b>Review of Findings</b>	
<b>Changes Made</b>	
<b>Assessment of Changes Made</b>	
<b>Next Steps</b>	Approval and implementation of new methods courses.

**Goal 3: Students display an informed awareness of different critical theories, methodologies and approaches to studying texts; demonstrate skill in using the critical tools and terminologies needed to analyze and assess a range of texts, including those produced by their peers; and the ability to identify the formal properties of texts as well as major literary forms and genres.**

<b>Methods: Means/Methods</b>	As part of our annual assessment of the English Department Undergraduate Program, we assess the quality of the thesis component taken by a number of our majors. Students are not required to write a thesis, but it is recommended when an individual expresses the desire to continue on to a postgraduate degree in any field of English studies, including Creative Writing. In undertaking this assessment, we ask all faculty members who directed a thesis to answer specific questions regarding the writer's ability to present critical or creative ideas and to respond to suggestions from the advisor.
<b>Criteria</b>	Undergraduates attain the central skills and tools associated with their chosen concentration. Students are effectively guided by faculty members in this enterprise.
<b>Planned Use</b>	Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings.
<b>Implementation Schedule</b>	Ongoing
<b>Evidence</b>	
<b>Met Minimum Criteria?</b>	
<b>Met Criteria for Excellence?</b>	
<b>Review of Findings</b>	

<b>Changes Made</b>	
<b>Assessment of Changes Made</b>	
<b>Next Steps</b>	Provide incentives for more English majors to work on thesis projects in all concentrations.

**Goal 4:** By graduation, students demonstrate the knowledge, skills, and independent thinking necessary to produce a substantial project appropriate to their concentrations and to be successful in their chosen career paths.

<b>Methods: Means/Methods</b>	The department reviews enrollment data, including the number of majors and time to graduation. The department reviews the ASC annual exit survey of graduating English majors focusing on responses to discipline-specific questions. The department collects data on job/graduate placement on recent graduates.
<b>Criteria</b>	Students build on learning from lower-level courses to produce quality work of intellectual sophistication
<b>Planned Use</b>	Results and findings are considered and discussed in UGS committee and circulated among all faculty. Discussions continue in English Department Council (EDC) meetings and recommendations for curricular changes are made to the Chair for discussion by Executive Committee and future EDC meetings.
<b>Implementation Schedule</b>	Ongoing
<b>Evidence</b>	Random samples of student work are assessed against a grading rubric and compared with results for Methods course to ensure continuous learning.
<b>Met Minimum Criteria?</b>	
<b>Met Criteria for Excellence?</b>	
<b>Review of Findings</b>	
<b>Changes Made</b>	
<b>Assessment of Changes Made</b>	
<b>Next Steps</b>	

## **Sample Grading Rubric for English Courses**

**Basic grading rubric questions for English Methods/Upper level courses: select as appropriate for course learning objectives.**

**On a scale of 1 to 5, with 5 being the highest, this student's work (please circle the appropriate number):**

**1 2 3 4 5 demonstrates knowledge of literary history covered in the course.**

**1 2 3 4 5 demonstrates knowledge of contemporary scholarly practice in the concentration.**

**1 2 3 4 5 demonstrates awareness of the formal properties of texts as well as of relevant literary forms and genres.**

**1 2 3 4 5 demonstrates the ability to manage a research, fieldwork, or creative writing project of significant scope to produce a final project which meets department standards for excellence.**

**1 2 3 4 5 communicates an understanding of himself/herself and others through reflection upon the critical issues approached in the project or through production of a work of artistic merit.**

**1 2 3 4 5 is written elegantly and/or persuasively using the skills of argumentation, creativity, rhetoric, editing, style, organization, and bibliographic citation as appropriate to the area.**