

Term Information

Effective Term Autumn 2016

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Graduate, Undergraduate
Course Number/Catalog 5804
Course Title Analyzing Language in Social Media
Transcript Abbreviation Social Media
Course Description This is a team-taught course that gives students experience analyzing language in social media. The course covers theoretical issues arising in digital communication and provides hands-on practice at computational data analysis, applicable across fields. Students will gain an understanding of the sociolinguistic dynamics of online communication and the technical skills to conduct research on them.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions Not open to students with credit for Linguistics 5804

Cross-Listings

Cross-Listings Cross-listed in Linguistics

Subject/CIP Code

Subject/CIP Code 16.0102
Subsidy Level Doctoral Course
Intended Rank Junior, Senior, Masters, Doctoral

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- To acquire a familiarity with the research specific to social media data and more general to social science.
- To develop a set of practical skills needed to conduct their own linguistic research on social media data.

Content Topic List

- Thinking about social media and sociolinguistics
- Using corpora and analyzing text: the basics
- Language variation and regional identity
- Keywords and cultural ideas: background
- Social networks

Attachments

- Modellmog letter of support for Squires and de Marneffe.pdf: Letter of Support - English
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- deMarneffeSquiresTeaching.pdf: Letter of Support - Linguistics
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- deMarneffeSquires-Syllabus-Final.docx: Syllabus
(Syllabus. Owner: Lowry,Debra Susan)
- deMarneffeSquires-Application-Final.docx: Rationale
(Other Supporting Documentation. Owner: Lowry,Debra Susan)
- Curriculum Map Updated 9-25-15.docx: Curriculum map
(Other Supporting Documentation. Owner: Vankeerbergen,Bernadette Chantal)
- Eng 5804 Concurrence COMM.pdf: Concurrence Comm
(Concurrence. Owner: Lowry,Debra Susan)

Comments

- See 11-4-15 feedback e-mail. *(by Vankeerbergen,Bernadette Chantal on 11/04/2015 01:55 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Lowry,Debra Susan	08/24/2015 04:17 PM	Submitted for Approval
Approved	Lowry,Debra Susan	08/24/2015 04:17 PM	Unit Approval
Approved	Heysel,Garett Robert	09/21/2015 07:55 PM	College Approval
Revision Requested	Vankeerbergen,Bernadette Chantal	11/04/2015 01:55 PM	ASCCAO Approval
Submitted	Lowry,Debra Susan	11/09/2015 11:12 AM	Submitted for Approval
Approved	Lowry,Debra Susan	11/09/2015 11:13 AM	Unit Approval
Approved	Heysel,Garett Robert	11/16/2015 01:17 PM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler Hogle,Danielle Nicole	11/16/2015 01:17 PM	ASCCAO Approval

5 August 2015

Associate Executive Dean Steve Fink
College of Arts and Sciences
114 University Hall
230 N. Oval Mall
CAMPUS

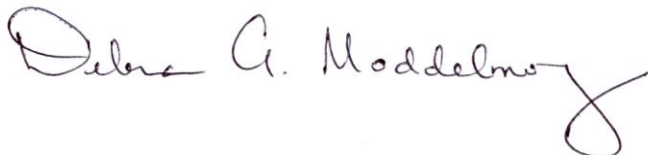
Dear Steve and ASC Curriculum Committee:

I write with enthusiastic support for the proposal of Lauren Squires, Assistant Professor in English, and Marie-Catherine de Marneffe, Assistant Professor of Linguistics, to team teach an interdisciplinary course in "Analyzing Language in Social Media."

Given the interests of many of our students in working in social media and their need for computational background, this course is sure to be extremely popular among our English majors and minors. Just this week alone, I have read two articles on the tech industry's need for employees who have both quantitative/analytic and social/communication skills, and this course is perfectly positioned to assist our students in gaining that dual experience and preparing to work in a tech-oriented environment. This course seems perfectly suited as well for the College's team teaching initiative. It's the kind of course that brings together strengths within two departments in order to provide students with information and skills that are suited to their needs and interests in the 21st century. In addition, this course will help to showcase and advance our significant departmental strengths in sociolinguistics, provided through the expertise and teaching of Professor Squires as well as Associate Professor Galey Modan. As noted in the proposal, Professor Squires's courses have become very popular in our department not only because of their exciting and relevant content and the methods being taught, but also because of the excellence of her teaching. This team taught course will expand her popularity, and the students who take it are certain to be treated to an incredibly exciting, useful, and productive educational experience.

Please let me know if I can provide additional information. We've had success before with team taught courses in the past (e.g., Brian McHale and Stephen Kern's modernism class this past year), and I have no doubt that the course that Professors Squires and de Marneffe are proposing will be equally successful.

Sincerely,



Debra A. Modellmog
Professor and Chair



18 August 2015

Associate Executive Dean Steve Fink
College of Arts and Sciences
114 University Hall
230 North Oval Mall
CAMPUS

Dear Dean Fink,

I am pleased to provide this letter of support for the interdisciplinary dual-career 5000-level course proposed by Professors Marie-Catherine deMarneffe of Linguistics and Lauren Squires of English entitled, "Analyzing Language in Social Media." The proposed course is an excellent example of an offering that will promote the spirit of collaboration and cooperation between our two departments, while supporting diversity of scholarship in two areas of noted strength within the college. As the proposed syllabus and course description demonstrate, the course will provide innovative teaching and learning opportunities at the intersection of research on textual/discourse analysis and computational linguistics. Using social media as a 'big data' source, the course includes in-class hands-on demonstration assignments, assigned reading responses to foreground theoretical constructs and data analysis homework assignments to provide students with novel technical skills for sociolinguistic discourse analysis.

The course will enhance both the undergraduate and graduate programs in Linguistics. For advanced undergraduates, the course will expand on the basic knowledge provided in the undergraduate coursework in Computational Linguistics (e.g. Ling 3802, Language and Computers) and Sociolinguistics (e.g. Ling 3602, Language and Social Identity), providing the opportunity for students to simultaneously develop their knowledge of existing research on the sociolinguistics of discourse in digital media and their technical skills in scripting and statistical analysis. For entry-level PhD students in Linguistics and for graduate students in the language departments, Computer Science and Communications, the course will provide a broader perspective on the content and development of theoretical approaches to sociolinguistic meaning in social media. The course will increase students' sophistication of understanding of basic important skills used for the collection and analysis of large quantitative data sets targeted to specific theoretical questions. In addition, it will maintain important existing connections and develop new bases for collaboration between the students and faculty of our two departments.

Sincerely,

Shari R. Speer
Professor and Chair

English/Linguistics 5804
Analyzing Language in Social Media
Spring 2017

Instructors

Marie-Catherine de Marneffe: demarneffe.1@osu.edu, Ohio Stadium East 118E

Lauren Squires: squires.41@osu.edu, Denney Hall 517

Course Description

This course will approach the study of language and interaction in social media from both theoretical and practical angles. From the theoretical side, we will explore why social media are of interest for linguistic and other social science researchers, focusing on previous research findings about communicative behavior in social media. From the practical side, we will teach students to perform analysis of social media behavior, covering all steps in the research process from data collection/selection to quantitative and qualitative analysis and reporting. Students in the course will learn to think more critically about these daily media practices and their role in society, and they will also gain hands-on skills they can take to their future endeavors. No previous experience in linguistics or programming is required, though some background in the study of language will be helpful.

Course Format

Class sessions will be a mixture of lecture, discussion, and hands-on programming work at computers. Both instructors will be present in each class period, but specific sessions will be led by the instructor whose expertise best fits with it.

Graded Components

Reading responses – 5 at 6% each (30%)

Analysis assignments – 5 at 6% each (30%)

Final project – 30%

Attendance and participation – 10%

1. Reading responses. To help us monitor your understanding of the materials and your specific interests, you will write reading responses following the “theoretical” portion of each topic. We expect these to be about 1 single-spaced page each, and to move beyond a summary of the readings for that week to your own reactions, critiques, connections to other readings/issues we’ve talked about, and remaining questions.

2. Analysis assignments. To facilitate the development of your practical data analysis skills (and in preparation for the final project assignment), you will have five small data analysis homework assignments, which ask you to put into practice what we’ve been talking about. Each assignment will have its own format.

3. *Final project.* The final project will involve the class working collaboratively to create a data set, on which each individual will conduct and write-up their own analysis. We will discuss the parameters of the project more toward the middle of the semester.

4. *Attendance and course participation.* We expect you to come to class and be ready to engage with your instructors and classmates about the course material. Because much of the course will involve hands-on demonstrations and learning in the class session, attendance is imperative. More than two unexcused absences will result in an automatic letter-grade reduction of the attendance grade.

Required texts

Page, Ruth, Barton, David, Unger, Johann Wolfgang, and Zappavigna, Michele. (2014) *Researching Language and Social Media: A Student Guide*. London/New York: Routledge.

Other readings will appear on Carmen.

Academic Honesty

Plagiarism is the unauthorized use of the words or ideas of another person. It is a serious academic offense that can result in referral to the Committee on Academic Misconduct. Please remember that at no point during the writing process should the work of others be presented as your own. It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the [Code of Student Conduct](#).

Accommodations

The Office for Disability Services provides services to any student who feels s/he may need an accommodation based on the impact of a disability. Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; [OSU Office for Disability Services Web Site](#).

Tentative Course Schedule

RR = Reading Response; AA = Analysis Assignment

Week	Topic	Readings/Activities	Assignments due
1	Introductions	Page et al., Introduction Page et al., ch. 3, "What does it mean to research?"	
2	Thinking about social media and sociolinguistics	Page et al., ch. 1, "What is social media?" Page et al., ch. 2, "What might a linguist say about social media?" Androutsopoulos, J. (2006). Introduction: Sociolinguistics and computer-mediated communication. <i>Journal of Sociolinguistics</i> , 10(4), 419-438.	
3	Using corpora and analyzing text: the basics	Church K., "Unix for poets"	RR1
4	Language variation and regional identity: background	Page et al., ch. 8, "Collecting social media material for quantitative projects" Page et al., ch. 9, "Working with social media data: quantitative perspectives" Androutsopoulos, J., & Ziegler, E. (2004) Exploring language variation on the Internet: Regional speech in a chat community. In: Gunnarsson, B.-L. et al. (eds.) <i>Language Variation in Europe</i> . Papers from ICLaVE 2, 99-111. Uppsala: Uppsala University Press. Russ, Brice. "Examining large-scale regional variation through online geotagged corpora." <i>ADS Annual Meeting</i> . 2012.	AA1
5	Language variation and regional identity: practice	Manning & Schütze (2003), ch. 1 & ch. 2 [Tokenizing and parsing data Frequency distributions]	RR2
6	Language variation and social identity: background	Bamman, D., Eisenstein, J., & Schnoebelen, T. (2014). Gender identity and lexical variation in social media. <i>Journal of Sociolinguistics</i> , 18(2), 135-160. Eisenstein, Jacob. "Systematic patterning in phonologically-motivated orthographic variation." <i>Journal of Sociolinguistics</i> 19.2 (2015): 161-188.	AA2
7	Language variation and social identity: practice	Baayen, R. H. "Analyzing linguistic data. An introduction to statistics." ch 1 & ch 6. [Using R: Logistic regression]	RR3
8	Introduction to final project		
9	Keywords and cultural ideas: background	Page et al., ch. 7, "Carrying out a study of language practices in social media" Page et al., ch. 5, "Analyzing discourse: qualitative approaches" Schwartz HA, Eichstaedt JC, Kern ML, Dziurzynski L, Ramones SM, Agrawal M, et al. (2013) Personality, Gender, and Age in the Language of Social Media: The Open-Vocabulary Approach. <i>PLoS ONE</i> 8(9): e73791.	AA3

		Jones, G. M., & Schieffelin, B. B. (2009). Talking Text and Talking Back: “My BFF Jill” from Boob Tube to YouTube. <i>Journal of Computer-Mediated Communication</i> , 14(4), 1050–1079.	
10	Keywords and cultural ideas: practice	[Topic models using Mallet implementation]	RR4
11	Social networks: background	Paolillo, J. C. (2001). Language variation on Internet Relay Chat: A social network approach. <i>Journal of Sociolinguistics</i> , 5(2), 180–213. Pavalanathan, Umashanthi, and Jacob Eisenstein. "Audience-modulated variation in online social media." <i>American Speech</i> 90.2 (2015): 187-213.	AA4
12	Social networks: practice	[Social networks using existing data]	RR5
13	Social networks: practice	[Social networks using new data]	
14	Final Project Parameters		AA5

Final Project Due: May 1

Application for Arts and Sciences Team-Teaching Support

Course: Analyzing Language in Social Media

Marie-Catherine de Marneffe (Linguistics) and Lauren Squires (English) propose to team teach a course on conducting data analysis based on social media (internet-based services such as Twitter, Facebook, and Instagram). This course will approach the study of language and interaction in social media from both theoretical and practical angles. From the theoretical side, we will explore why social media are of interest for linguistic and other social science researchers, focusing on previous research findings about communicative behavior in social media. From the practical side, we will teach students to perform analysis of social media behavior, covering all steps in the research process from data collection/selection to quantitative and qualitative analysis and reporting. The course will thus offer students valuable skills in both understanding and conducting social science research. The course will be particularly appealing as social media is an ever-present part of many students' daily lives, and an inescapable part of contemporary social life.

Interdisciplinary nature

This course depends on the collaboration between faculty with theoretical and practical backgrounds. While interpreting and understanding language in online settings has been of increasing interest to scholars in the field of sociolinguistics, doing large-scale analysis of text-based linguistic data has largely been the purview of scholars in corpus and computational linguistics. A cutting-edge trend in current research is the use of large-scale data analysis to explore sociolinguistic questions, which requires interdisciplinary approaches, bringing practical skills necessary to address the theoretical questions.

Our course will embody this trend, bringing together one scholar who specializes in sociolinguistic approaches to digital media (Squires) and one scholar who specializes in computational data analysis (de Marneffe). The idea for this course in fact emerged from conversations between the two instructors, whose research interests are on the surface far afield from one another. de Marneffe invited Squires to give a guest presentation about her research on social media to the Computational Linguistics discussion group at OSU (Clippers). It was well attended and spurred many interesting ideas about how computational linguistics could help with research questions like Squires'. It was also clear that there was ample student interest in the general topic, prompting the two instructors to consider co-teaching this course.

Squires has twice taught a graduate course about language in digital media in the English department at OSU. The last time she taught the course it was over-enrolled with students from five different departments (English, Teaching & Learning, Spanish & Portuguese, Art, Comparative Studies). Several students in the course offered as feedback that they would have liked more hands-on experience in doing the data analysis of social media data, which the presently proposed course would make available. Similarly, Squires' undergraduate course on language and media has also been very popular, and students in that course have been very excited about the social media segments of the course.

de Marneffe has taught a graduate seminar on computational methods for collecting and analyzing quantitative linguistic data, with a primary focus on the use of corpora in exploring theoretical questions in various areas of linguistics. The course attracted students from various departments at OSU (Linguistics, CSE, Spanish & Portuguese, East Asian Languages & Literatures). de Marneffe also developed a course which introduces technical tools and programming techniques to undergraduate and graduate students interested in language processing. The course has been regularly taught for two years now. Both courses received very positive feedback from the students who said to have benefitted tremendously from the hands-on aspect of the classes.

Our course hopes to reach both undergraduate and graduate students who are interested in analyzing social media, regardless of their technical background. Our prior teaching experiences indicate that there is a wide audience for such a course.

How the course will benefit students, how it will advance the participating departments' academic goals, and how it will fit into each department's curricular map:

It is clear that there is broad student interest in social media in general, since it is a large part of their daily lives. In Squires' classes about the topic, students have been excited to learn about social science research on this. Not only will students in the course learn to think more critically about these daily media practices and their role in society, but the hands-on skills they will acquire will be a practical asset, giving them experience they can take to whatever their future endeavors are, whether those are academic or professional.

Both departments are committed to building bridges across disciplines, and the course will be a concrete example of the benefits emerging from such a synergy. In the English department, the course will contribute to the department's goals of teaching students to consider critically texts of different sorts, language use and literacy in those texts, and popular culture. These goals exist at both the undergraduate and graduate levels. Current research in Linguistics is rapidly evolving towards using large amount of data of different kinds to answer theoretical questions. To be competitive in the field, Linguistics students will need to develop this research ability. The course will demonstrate on real data how computational methods can help answer language questions and will offer practical training on how to process and analyze large amounts of data.

The added value that team teaching brings to the course:

A course like this simply could not be taught by one instructor. The two instructors have complementary backgrounds and skills that suit them perfectly to working together to offer students a comprehensive learning experience around social media as social and linguistic behavior.

The form that team teaching in the course will take:

Both instructors will be present at all class meetings, but the content of the semester will be roughly divided into two halves: one focusing on prior research and sociolinguistic approaches to

digital media, led by Squires, and another focusing on the research process, led by de Marneffe. We envision having several topics across the course of the semester and within each topic, each instructor will be responsible for a portion of the instruction (for instance, we first spend two days discussing theoretical background on the topic, then spend two days working on its practical application). In structuring the course in this way, the instructors will also be able to learn from one another.

Course learning goals and a plan for assessing student success in reaching them:

Students will acquire a familiarity with the research specific to social media data and more general to social science. They will acquire the practical skills needed to conduct their own linguistic research on social media data. Students' understandings of theoretical issues will be assessed through short reading responses. Students' grasp of practical analysis skills will be assessed by small data analysis homework assignments. The semester's learning will culminate in a collaborative group dataset that each student will conduct their own analysis and final report about. Instructors will share responsibility for grading students' assignments, each focusing on the parts pertaining to their strengths.

November 6, 2015

Julie McGory, PhD
Undergraduate Programs
Department of Linguistics
The Ohio State University

Hi Julie,

The School of Communication is happy to provide concurrent approval for LING and ENG 5804: Analyzing language in social media. As mentioned before, we are in the process of hiring a faculty member who specializes in social media analytics, and we assume that courses associated with that person's specialty will be given similar consideration by English and Linguistics. In addition, we hope that this concurrence signals an opportunity for the programs to work together for our mutual benefit in the future.

Sincerely,



Daniel G. McDonald
Professor and Director

Curriculum Map: 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	
Students Select One Additional Survey				
English 2290	Beginning		Beginning	
English 2291	Beginning		Beginning	
Methods Course (One Required)				
English 2270 (Folklore)	Intermediate	Intermediate	Intermediate	Intermediate
English 3379 (WRL)		Intermediate		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Intermediate	Intermediate
Concentration I: Literature				
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 3331		Intermediate	Intermediate	Intermediate
English 3361		Intermediate	Intermediate	Intermediate
English 3364			Intermediate	Intermediate
English 3372			Intermediate	Intermediate
English 3378			Intermediate	Intermediate
English 3398	Intermediate	Intermediate	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

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
English 5801		Advanced	Advanced	Advanced
English 5980		Advanced	Advanced	Advanced
Concentration II: Writing, Rhetoric, Literacy:				
English 2269		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 3271		Advanced		Advanced
English 3304		Advanced		Advanced
English 3305		Advanced		Advanced
English 3379		Intermediate		Intermediate
English 3467S		Advanced		Advanced
English 4150		Advanced		Advanced
English 4555		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
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
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
English 5804		Advanced		Advanced
Folklore:				
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
Undergraduate Research				
English 4998	Advanced	Advanced	Advanced	Advanced
English 4998H	Advanced	Advanced	Advanced	Advanced
English 4999	Advanced	Advanced	Advanced	Advanced
English 4999H	Advanced	Advanced	Advanced	Advanced
Required Courses Outside the Unit for Pre-Ed:				
EDTL 2389			Intermediate	Intermediate
EDTL 3356	Intermediate		Intermediate	
General Elective Courses:				
English 4189		Advanced		
English 5191		Advanced		
English 5193	Advanced	Advanced	Advanced	Advanced
English 5194	Advanced	Advanced	Advanced	Advanced
General Education Courses:				
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
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 4554		Advanced		Advanced
English 4597.02		Advanced	Advanced	Advanced
English 4597.04H		Advanced	Advanced	Advanced