

Term Information

Effective Term Spring 2023

General Information

Course Bulletin Listing/Subject Area English
Fiscal Unit/Academic Org English - D0537
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3340
Course Title Reimagining Climate Change
Transcript Abbreviation Climate Change
Course Description The course focuses on literature and media (fiction, non-fiction, film, video games, comics) that discuss the broad issue of climate change and the long relationship between humans and the environment.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week, 6 Week, 4 Week
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, Lima, Mansfield, Marion, Newark, Wooster

Prerequisites and Exclusions

Prerequisites/Corequisites GEL: English 1110 GEL
GEN: 1 WIL Foundation course
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 23.0101
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Sustainability

Course Details

Course goals or learning objectives/outcomes

- Read fictional and nonfictional texts that explain and analyze the myriad ways humans have shaped their natural environment and responded to climate change
- Describe, analyze, and critique imagined futures in relation to the history and present of human interaction with the natural world.
- Discuss and write responses and solutions balancing various arguments about sustainability and the human systems that will need to adapt address it.

Content Topic List

- Environmentalism
- Sustainability
- Climate change
- Human migration

Sought Concurrence

No

Attachments

- Syllabus_ClimateChange.docx: Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)
- SustainabilityForm.pdf: Theme Form
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- English3340Concurrences.pdf: Concurrences
(Concurrence. Owner: Hewitt, Elizabeth A)
- Curriculum Map September2022.docx: Curriculum Map
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)

Comments

- Uploaded curriculum map. *(by Hewitt, Elizabeth A on 09/09/2022 11:20 AM)*
- Here too the advising sheets rather than the curriculum map was uploaded. *(by Vankeerbergen, Bernadette Chantal on 09/08/2022 11:46 AM)*

COURSE REQUEST
3340 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
09/27/2022

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	05/20/2022 07:18 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	05/20/2022 07:18 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	07/11/2022 04:58 PM	College Approval
Submitted	Hewitt, Elizabeth A	07/20/2022 12:03 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	08/08/2022 03:10 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	09/08/2022 11:46 AM	College Approval
Submitted	Hewitt, Elizabeth A	09/09/2022 11:20 AM	Submitted for Approval
Approved	Hewitt, Elizabeth A	09/09/2022 11:38 AM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/27/2022 12:48 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	09/27/2022 12:48 PM	ASCCAO Approval

English 3340: Reimagining Climate Change

Tues/Thurs 12:45-2:05

Spring 20xx

Professor Jared Gardner

Denney Hall 546

Office Hours: TW 10:30 – 12:30 and by appointment



Course learning outcomes

As a General Elective, this class will meet the expected learning outcomes for the Sustainability category:

General Expectations for All Themes		
Goals	Expected Learning Outcomes	Related Course Content
1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.	Successful students are able to 1.1 Engage in critical and logical thinking about the topic or idea of the theme.	In this course, students will ... 1.1 Engage in close reading and critical analysis of a variety of texts from different genres that consider and analyze climate change and sustainability.
	1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.	1.2 Read and write about scholarly and imaginative texts about sustainability from a variety of disciplines.
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic	2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.	2.1 Read imaginative and scholarly texts that emphasize numerous perspectives on climate change, thereby requiring comparison and synthetic analysis of sustainability.

<p>knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2 Develop independent positions and theories about the complex topics of sustainability and climate change in course discussions and various writing projects.</p>
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<p style="text-align: center;">Theme: Sustainability</p>		
<p style="text-align: center;">Goals</p>	<p style="text-align: center;">Expected Learning Outcomes</p>	<p style="text-align: center;">Related Course Content</p>
<p>1: Students analyze and explain how social and natural systems interact, how human well-being depends on these interactions, how actions have impacts on future generations and societies globally, and how values and motivations of stakeholders impact multi-faceted, potential solutions.</p>	<p>Successful students are able to</p> <p>1.1 Describe, analyze, and critique the roles and impacts of human activity on both human society and the natural world currently and in the future.</p>	<p>In this course, students will ...</p> <p>1.1 Read fictional and nonfictional texts that explain and analyze the myriad ways humans have shaped their natural environment and responded to climate change.</p>
	<p>1.2 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>1.2 Read and compare a wide variety of scientific, policy, and speculative literature offering responses to changing knowledge about climate change and its possible futures.</p>
<p>2. Successful students will integrate approaches to sustainability by making connections to out-of- classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.</p>	<p>2.1 Identify, describe, and synthesize approaches or experiences as they apply to sustainability.</p>	<p>2.1 Explore a wide variety of present-day human responses to climate change as they play out in imagined futures.</p>
	<p>2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment and creative work, building on prior experiences to respond to new and challenging contexts.</p>	<p>2.2 Ask students to develop their own positions and commitments to possible solutions and mitigations.</p>
<p>3. Successful students will analyze and explain how social and natural systems function, interact and evolve over time; how human well-being depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors and institutions impact multifaceted potential solutions across time.</p>	<p>3.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems, and on the resilience of these systems.</p>	<p>3.1 Describe the fundamental dependence of humans on environmental systems, and imaging ways in which those systems might adapt to climate change, even if humanity fails to do so.</p>
	<p>3.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, present and future.</p>	<p>3.2 Describe, analyze, and critique imagined futures in relation to the history and present of human interaction with the natural world.</p>
	<p>3.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values.</p>	<p>3.3 Discuss and write responses and solutions balancing various arguments about sustainability and the human systems that will need to adapt address it.</p>

Course Schedule

O=OSU Media Library | C=Carmen | X=Comixology Unlimited

Week 1: Introductions & Contexts

W 1/12	selections from Amitav Gosh, “Stories,” from <i>The Great Derangement: Climate Change and the Unthinkable</i> (2015) [C]
F 1/14	Naomi Oreskes & Erik M. Conway, “ The Collapse of Western Civilization: A View from the Future ” (2013); David Wallace-Wells, “ The Uninhabitable Earth ” (2017)

Week 2: Early Climate Change History & Fiction

W 1/19	Nathaniel Rich, “ Losing Earth: The Decade We Almost Stopped Climate Change ” (2018); “Hermie” [C]
F 1/21	Ursula Le Guin, “ The New Atlantis ” (1975)

Week 3: Water

W 1/26	Paolo Bacigalupi, “ The Tamarisk Hunter ” (2006)
F 1/28	Bacigalupi, “Shooting the Apocalypse” (2014) [C]; QUIZ 1

Week 4: Re/creation stories

W 2/2	<i>Annihilation</i> (dir. Alex Garland; 2018) [O]
F 2/4	<i>Annihilation</i> (cont.); Jeff Vandermeer, <i>Borne</i> (2017), p. 1-71

Week 5: New Natures

W 2/9	Vandermeer, <i>Borne</i> (cont.), p. 71-164
F 2/11	<i>Borne</i> (cont.), p. 166-332; Vandermeer, “ The Slow Apocalypse & Fiction ” (2015)

Week 6: Film shorts

W 2/16 [Grow](#) (dir. Micah Levin; 2015); *White* (dir. A. Sayeeda Clarke; 2011)

F 2/18 [Water](#) (dir. Dharmasurya Tomar; 2018); [Similo](#) (dir. Zac&Mac, 2014); QUIZ 2

Week 7: Borders & Migration

W 2/23 John Lanchester, *The Wall* (2019), p. 3-108

F 2/25 *The Wall* (cont.), p. 109-254

SHORT PROJECT 1 DUE (3/1)

Week 8: Comics & Climate Futures

W 3/2 James Romberger, "Post York" [C]; Eleanor Davis, "Nita Goes Home" [X]

F 3/4 *Eve* #1-3 (2021) [X]; *I'm Not a Plastic Bag* by Rachel Hope Allison [X]

Week 9: Video Games & Climate Futures

W 3/9 [Survive the Century](#) (2021); [Reset Earth](#) (2021)

F 3/11 [Climate Trail](#) (2019); [Plastic City](#) (2019)

SPRING BREAK

Week 10: Reprogramming the Future

W 3/23 Vandana Singh, "[The Unthinkability of Climate Change](#)" (2017); "Indra's Web" (2011) [C]

F 3/25 Singh, "Reunion" (2019) [C]

Week 11: Climate Changed

W 3/30 Analee Newitz, *Autonomous* (2017), p. 1-104

F 4/1 Newitz, *Autonomous* (cont.), p. 105-2016; Newitz on [Warm Regards](#) podcast (April 2019); QUIZ 4

Week 12: The Power of Hope

W 4/6	Newitz, <i>Autonomous</i> (cont.), p. 217-301; Newitz & Charlie Jane Anders, <i>Our Opinions are Correct</i> podcast, Episode 68: " Everything Is Literally on Fire " (2020)
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F 4/8	2040 (dir. Damon Gameau; 2020)
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	SHORT PROJECT 2 DUE
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Week 13: Speaking for the Future

W 4/13	Kim Stanley Robinson, <i>The Ministry for the Future</i> (2020), p. 1-157
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F 4/15	<i>Ministry for the Future</i> (cont.), p. 159-304; QUIZ 5
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Week 14: Possibilities

W 4/20	<i>Ministry for the Future</i> (cont.), 305-411
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F 4/22	<i>Ministry for the Future</i> (cont.), 413-563; conclusions; QUIZ 6
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5/3	FINAL PROJECT DUE
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Required Books

- Jeff Vandermeer, *Borne* (ISBN: 978-0374537654)
- John Lanchester, *The Wall* (ISBN: 978-0393357776)
- Analee Newitz, *Autonomous* (ISBN: 978-0765392084)
- Kim Stanley Robinson, *Ministry for the Future* (ISBN: 978-0316300148)

Quizzes. There will be 6 Carmen quizzes throughout the semester. They will comprise multiple choice and short answers testing your basic comprehension of the assigned texts. The cumulative average of the quizzes will be worth 25% of your grade, and I will drop your lowest score.

In the News. Throughout the course, each student will post a link to three articles published within six months of the course, along with a 1-2 paragraph summary of what they see as the relevance of the individual article to our reading thus far. At least one of the three articles should be drawn from academic journals or websites (scientific, policy, etc). 10%

Short Projects. There will be two short (roughly 3 pages, roughly 750 words) response posts. Together these are worth 25% of final grade.

Participation and Carmen Posts. I expect engaged and active participation: you should come to each class having read the assigned material with questions and thoughts, and ready to listen and respond to your colleagues. Carmen posts and discussion also counts towards participation. Your participation will be worth 15% of your grade.

Final Project. Your final assignment will be a 5-7 research or creative project with reflections. More detailed guidelines for the final paper assignment options will be available on Carmen. Your final project will be worth 25% of your grade.

Grading.

Quizzes: 25%

Short Projects: 25%

In the News: 10%

Participation and Carmen: 15%

Final Project: 25%

Grading Scheme will follow Ohio State's standard grading scale:

93-100: A

90-92.9: A-

87-89.9: B+

83-86.9: B

80-82.9: B-

77-79.9: C+

73-76.9: C

70-72.9: C-

67-69.9: D+

60-66.9: D

Below 60: E

Academic honesty. Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's Code of Student Conduct, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's Code of Student Conduct and this syllabus may constitute "Academic Misconduct." The Ohio State University's Code of Student Conduct (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's Code

of Student Conduct is never considered an “excuse” for academic misconduct, so I recommend that you review the Code of Student Conduct and, specifically, the sections dealing with academic misconduct. If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University’s Code of Student Conduct (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

Attendance and Lateness policy. I take attendance seriously. I take your health and safety even more seriously, especially during these difficult times. For that reason, if you can’t come to in-person class due to illness, drop me a note and let me know (if there is no communication, you will be marked absent). All in-person classes will be recorded and can be caught up with on-line. I expect you to stay away from class if you fail to pass your daily screening or if you have had contact with someone who has tested positive for COVID, even if you suspect it is a false-positive and/or if they are asymptomatic. You remain responsible for all in-class and on-line work, barring severe health crisis, at which time we will discuss options, including taking an incomplete and completing the class when you have recovered. Any questions or concerns, always contact me.

Electronic media policy. Laptops and tablets are permitted in class, so long as they are being used for course-related activities. Please be courteous to your colleagues and me and do not browse. Mobile phones and headphones are not permitted. Violations of this policy will result in a E for your participation grade.

Trigger warnings. Some of the materials we will be reading represent individual and mass violence and trauma, and we will encounter representations of discriminatory behavior. I will strive to give a heads-up regarding all readings and screenings in terms of issues that might be potentially of concern to some students.

Learning in the time of COVID. It goes without saying that we are engaged together in an ongoing unprecedented experiment. The adaptations, attention to safety, and uncertainty from day to day as to what might happen next with the pandemic at the local and national level will obviously present new challenges. Patience, care, flexibility, and trust in each other will be a key to our success—and to maintaining our physical and mental health. I am available to talk about any concerns you might have, not just about the content of the class but also about navigating your education and your life during this unprecedented event. Together we can do this, but communication is key.

Students with disabilities. The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical

conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. **SLDS contact information:** slds@osu.edu; 614-292-3307; 098 Baker Hall, 113 W. 12th Avenue.

Mental Health Services. As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

PROJECT PROMPTS

Short Project #1

For this project, you will engage in collective annotations using Hypothes.is on a story we have read so far ("Hermie," "Shooting the Apocalypse," "Tamarisk Hunter," "New Atlantis," or one of the selected chapters from *Borne* available in the Hypothesis links). Plan on adding a minimum of three substantive annotations and at least three replies and/or questions on Hypothesis.

Drawing on yours and your classmates' annotations (treating all as part of the intellectual commons for the class) write a 750 paper closely analyzing one key short section (a paragraph or two in length) or one key term or slang that you believe unlocks some important insight for you about the story that you did not see on first read. After closely reading the paragraphs in question or the instances of the term, conclude by spelling out what you think the consequences of this close attention are to a better understanding of the story (or novel, in the case of *Borne*) as a whole.

Short Project #2

For this project you will be revisiting a world from one of the stories, novels, comics, or films we have read/watched in order to imagine something else the storyworld does not show. You can write it in the form of fictional prose or in essayistic prose describing the world that remains off-camera.

If this approach doesn't spark any world-building ideas, you can also return to one of the stories, novels, comics, or films we have read/watched in order to look at it through the point of view of another character, a secondary, minor or even imagined character bringing their own perspective to the world.

By bringing a second set of eyes *or* by exploring another chunk of the world as yet unexplored you will participate in bringing this storyworld fully to life.

Final Project

Here are some prompts to choose from:

1. ***What Difference Does a Medium Make?*** Choose one text that we have read (or played or watched) this semester and tell a section of the story by adapting the text into the other medium. In other words, reimagine a section from a novel or a whole short story as a screenplay; or reimagine a part of a film as a novel. Your adaptation should be roughly 7-9 pages in screenplay format or 5-6 pages in prose fiction format. Conclude with a reflection (1-2 pages) on what the exercise in adapting from one medium to another taught you (about the original text/film, about adaptation itself, about the unique affordances of fiction and/or film, etc). [a Word template for a screenplay can be

downloaded here: <https://templates.office.com/en-us/Screenplay-TM02805802> (Links to an external site.)]

2. **Historicizing the Future.** Choose a text we have read and research what was happening in climate-change news (policy, scientific study, political debate) in order to seek out what could plausibly be background texts for the book or story when it was written (since most things are published a year or two after they are composed, you could focus on a year or so before publication date). This project requires diving into some archives to recover what was being discussed around the issues in the novel or story at the time it was being written; an appendix will follow shortly with some recommended starting places as well as a short video demonstrating search techniques. Your goal is to identify what you imagine or speculate the author was thinking or reading about from the news of their present as they imagined the future they were going to write. You don't have to find the actual sources they were inspired by or learned from, but you do want to make the case for why you think these sources are directly relevant to the text at hand. You will identify and cite 3-4 sources, offer a description of each, and describe how each relates to your chosen text from the course. Conclude by considering the ways in which the sources material you have found have informed or changed your understanding of the text (5-7 pages).
3. **Critical Lens.** Let us never forget the critical essay, which provides an opportunity to stare a text down until it gives up its secrets--secrets that we readers likely missed the first time through. Here you will begin with a hypothesis that goes beyond what the text itself spells out explicitly. That is, a paper that says what the text says on its surface is an exercise in plot summary and no one wants that. So, our hypothesis will usually begin with a gut feeling, a sense of something unresolved or itching at the back of our mind after finishing the text. For example, I might want to argue that much of *Ministry for the Future* is a long conversation between the author and himself as he tries to argue against violence as a solution to climate change, an argument he himself does not wholly believe. (I don't think I believe this hypothesis—at least not yet—but I am using it as an example). From there I will go through the text finding some places where I can make that case stand up by reading the textual evidence closely to convince the reader. Such a reading is often about getting the text to say things it itself doesn't know about itself—or to help the reader see something crucial or important that is too easily missed. Once you have gathered your key passages for close reading (as you did in short paper one, but instead of 1 you will probably want 3 or 4), you can walk your reader through the evidence to make your case. Sometimes it happens that in presenting our case (writing the paper) we change our mind, which is why we always want to circle back to our opening (hypo/thesis) paragraph and make sure we are sufficiently convinced our hypothesis is in fact our thesis. If so, proclaim it loudly! If not, revise the thesis paragraph... and then proclaim it loudly. (5-7 pages) [PS: this prompt can also involve building on the work from the first short project, this time strengthening the insights that arose from that project into a thesis and finding additional evidence to support it from the text].
4. **The Big Picture.** Instead of a focused engagement with one text, as many of the prompts above are, this prompt asks you to step back and look at the big picture of the class: does Science Fiction help us think through the challenges of climate change towards productive futures, or changed behaviors (or whatever positive outcome you think is in play), or does Science Fiction about climate change accomplish little to rewire thinking

about this issue or change behaviors or outlooks? Your answer might well lie in between those two, and you can explore those nuances by discussing the possibilities and limitations. You should point to specific examples of approaches to science fiction we have studied (in any media we have looked at) that you believe is especially effective and/or counterproductive. Engage in conversation with at least two critics who have considered this same question (many of whom have read less deeply on the issue than you have this semester), either in support of your argument or as adversaries. Remember to cite your sources, of course, but also remember it is your voice and big picture thinking we want to foreground and that the outside critics are just there as allies or foils. (5-7 pages)

5. Have another idea? A video essay? Applying methods and questions central to your major to our core reading this semester? I am open to anything (except finger puppets), so if none of the ideas get at what you are itching to do for your final project send me a pitch for a different kind of project

Due 5/3

- double-spaced
- 1 inch margins
- 12-point font
- cite any/all sources
- have fun!

GE THEME COURSES

Overview

Courses that are accepted into the General Education (GE) Themes must meet two sets of Expected Learning Outcomes (ELOs): those common for all GE Themes and one set specific to the content of the Theme. This form begins with the criteria common to all themes and has expandable sections relating to each specific theme.

A course may be accepted into more than one Theme if the ELOs for each theme are met. Courses seeing approval for multiple Themes will complete a submission document for each theme. Courses seeking approval as a 4-credit, Integrative Practices course need to complete a similar submission form for the chosen practice. It may be helpful to consult your Director of Undergraduate Studies or appropriate support staff person as you develop and submit your course.

Please enter text in the boxes to describe how your class will meet the ELOs of the Theme to which it applies. Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be as specific as possible, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

Course subject & number

General Expectations of All Themes

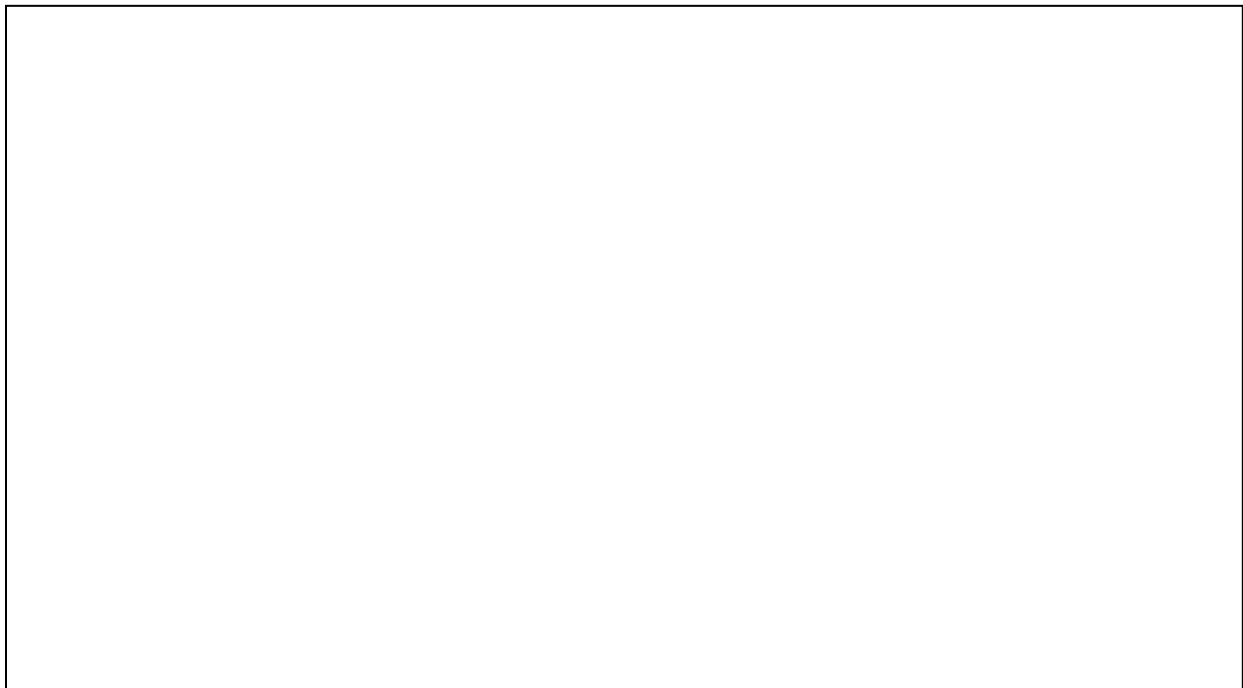
GOAL 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations.

Please briefly identify the ways in which this course represents an advanced study of the focal theme. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities. *(50-500 words)*

Course subject & number

ELO 1.1 Engage in critical and logical thinking about the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

A large, empty rectangular box with a thin black border, intended for the student to write their response to the ELOs. It occupies the lower half of the page.

Course subject & number

GOAL 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met.

(50-700 words)

Course subject & number

Specific Expectations of Courses in Sustainability

GOAL 1: Students analyze and explain how social and natural systems function, interact, and evolve over time; how human wellbeing depends on these interactions; how actions have impacts on subsequent generations and societies globally; and how human values, behaviors, and institutions impact multi-faceted, potential solutions across time.

1.1 Describe elements of the fundamental dependence of humans on Earth and environmental systems and on the resilience of these systems. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Course subject & number

1.2 Describe, analyze and critique the roles and impacts of human activity and technology on both human society and the natural world, in the past, currently, and in the future. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

1.3 Devise informed and meaningful responses to problems and arguments in the area of sustainability based on the interpretation of appropriate evidence and an explicit statement of values. Please link this ELO to the course goals and topics and indicate *specific* activities/assignments through which it will be met. (50-700 words)

Subject: Fwd: Concurrence Request for English 3340
Date: Monday, July 18, 2022 at 8:56:59 AM Eastern Daylight Time
From: Vankeerbergen, Bernadette
To: Hewitt, Elizabeth
Attachments: image002.png

Fyi

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From: Acuff, Joni E. <acuff.12@osu.edu>
Sent: Monday, July 18, 2022, 8:16 AM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Subject: Re: Concurrence Request for English 3340

AAEP supports this with concurrence.

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From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Friday, July 15, 2022 2:34:02 PM
To: _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Concurrence Request for English 3340

Dear Chairs and Directors,

The attached proposal for a new course in the Department of English, ENGL 3340 "Reimagining Climate Change," might be of interest to some of your units. It will be a 3-credit course applying for the Sustainability Theme status in the new GE. The Department of English is seeking concurrence for the new course. Please email your responses/concurrences to Beth Hewitt (hewitt.33@osu.edu), Director of Undergraduate Studies, and cc me. *Responses are due by **Monday, August 1, 2022***. Concurrence will be assumed if no response is received within two weeks.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.
Assistant Dean, Curriculum
College of Arts and Sciences
306B Dulles Hall, 230 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679
<http://ascas.osu.edu>

Subject: RE: Concurrence Request for English 3440
Date: Tuesday, July 26, 2022 at 2:51:01 PM Eastern Daylight Time
From: Osborne, Jeanne
To: Hewitt, Elizabeth
Attachments: image001.png

Dear Dr. Hewitt,

On behalf of the College of Food, Agricultural, and Environmental Sciences, please accept concurrence for a new course, ENGLISH 3440: 'Reimagining Climate Change' for the Sustainability Theme in the new GE. This proposal has been reviewed by academic units within the CFAES, and the School of Environment and Natural Resources and Department of Agricultural Communication, Education and Leadership responded with concurrence.

The CFAES supports this proposal; this new course may be of interest to some students within the CFAES and SENR.

Please let me know if you need any additional information.

Take care,

Jeanne



Jeanne M. Osborne | *Pronouns: She, Her, Hers*

Assistant Dean for Academic Affairs
College of Food, Agricultural, and Environmental Sciences
100E Agricultural Administration, 2120 Fyffe Rd.
Columbus, OH 43210
Tel: 614-292-1734
Fax: 614-292-1218
e-mail: Osborne.2@osu.edu

'Unexpected kindness is the most powerful, least costly, and most underrated agent of human change' (Bob Kerrey)

From: Hewitt, Elizabeth <hewitt.33@osu.edu>
Sent: Friday, July 15, 2022 4:10 PM
To: Osborne, Jeanne <osborne.2@osu.edu>
Subject: Concurrence Request for English 3440

Dear Assistant Dean Osborne,

I'm a professor and director of Undergraduate Studies in the Department of English and we are proposing a new course, "Reimagining Climate Change." It will be a 3-credit course applying for the Sustainability Theme

status in the new GE and will also be an upper-division course for our own majors many of whom are interested in imaginative literature about climate change. We are seeking concurrence for this course.

Would you please email me your response by August 1, 2022. I'm relatively new to this job (and this is the first time I've requested concurrence), but I've been told that concurrence will be assumed if no response is received within two weeks. Please feel free to reach out to me with any questions.

My very best,
Beth Hewitt

Elizabeth Hewitt
Professor and Director of Undergraduate Studies
Department of English
Ohio State University, Columbus

Subject: Re: Concurrence Request for English 3340

Date: Saturday, July 16, 2022 at 12:46:37 AM Eastern Daylight Time

From: Prud'homme, Andrea

To: Hewitt, Elizabeth

This shouldn't be a problem for Fisher

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From: Hewitt, Elizabeth <hewitt.33@osu.edu>

Sent: Friday, July 15, 2022 11:10:17 PM

To: Prud'homme, Andrea <prudhomme.3@osu.edu>

Subject: Concurrence Request for English 3340

Dear Associate Dean Prud'homme,

I'm a professor and director of Undergraduate Studies in the Department of English and we are proposing a new course, "Reimagining Climate Change." It will be a 3-credit course applying for the Sustainability Theme status in the new GE and will also be an upper-division course for our own majors many of whom are interested in imaginative literature about climate change. We are seeking concurrence for this course.

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My very best,
Beth Hewitt

Elizabeth Hewitt
Professor and Director of Undergraduate Studies
Department of English
Ohio State University, Columbus

Subject: RE: Concurrence Request for English 3340
Date: Friday, July 15, 2022 at 4:13:26 PM Eastern Daylight Time
From: Ralph, Anne E.
To: Hewitt, Elizabeth
Attachments: image001.png

Hi, Beth,
Thanks for your email. The College of Law is pleased to grant concurrence. Please let me know if the College of Law can help in any other way.
Very best,
Anne



Anne E. Ralph
Associate Dean for Academic Affairs & Clinical Professor of Law
Michael E. Moritz College of Law
55 West 12th Avenue | Columbus, OH 43210
614-247-4797 Office | ralph.52@osu.edu
Pronouns: she/her/hers

From: Hewitt, Elizabeth <hewitt.33@osu.edu>
Sent: Friday, July 15, 2022 4:10 PM
To: Ralph, Anne E. <ralph.52@osu.edu>
Subject: Concurrence Request for English 3340

Dear Associate Dean Ralph,

I'm a professor and director of Undergraduate Studies in the Department of English and we are proposing a new course, "Reimagining Climate Change." It will be a 3-credit course applying for the Sustainability Theme status in the new GE and will also be an upper-division course for our own majors many of whom are interested in imaginative literature about climate change. We are seeking concurrence for this course.

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My very best,
Beth Hewitt

Elizabeth Hewitt
Professor and Director of Undergraduate Studies
Department of English
Ohio State University, Columbus

Subject: Re: Concurrence Request for English 3340
Date: Tuesday, July 19, 2022 at 7:56:20 AM Eastern Daylight Time
From: Lisbon, Laura
To: Hewitt, Elizabeth
CC: Vankeerbergen, Bernadette
Attachments: image001.png

Dear Beth and Bernadette,
The Department of Art is in concurrence for the new course, ENGL3340.
Thank you,
Laura



Laura Lisbon

Pronouns: she/her/hers

Professor and Chair

Department of Art

College of Arts and Sciences

254C Hopkins Hall 128 N Oval Mall

Columbus, OH 43210-1319

614.247.5551 Office/ [614.292.5072](tel:614.292.5072) Art Office

lisbon.1@osu.edu, art.osu.edu

From: "Vankeerbergen, Bernadette" <vankeerbergen.1@osu.edu>
Date: Friday, July 15, 2022 at 2:34 PM
To: _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: "Hewitt, Elizabeth" <hewitt.33@osu.edu>
Subject: Concurrence Request for English 3340

Dear Chairs and Directors,

The attached proposal for a new course in the Department of English, ENGL 3340 "Reimagining Climate Change," might be of interest to some of your units. It will be a 3-credit course applying for the Sustainability Theme status in the new GE. The Department of English is seeking concurrence for the new course. Please email your responses/concurrences to Beth Hewitt (hewitt.33@osu.edu), Director of Undergraduate Studies, and cc me. *Responses are due by **Monday, August 1, 2022***. Concurrence will be assumed if no response is received within two weeks.

Many thanks,
Bernadette



THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum
College of Arts and Sciences
306B Dulles Hall, 230 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679
<http://asccas.osu.edu>

Subject: Re: Concurrence Request for English 3340
Date: Sunday, July 17, 2022 at 3:56:56 PM Eastern Daylight Time
From: Shank, Barry
To: Heller, Sarah-Grace, Vankeerbergen, Bernadette
CC: Hewitt, Elizabeth
Attachments: image001.png, image002.png

I agree with Sarah-Grace.

Barry

From: Heller, Sarah-Grace <heller.64@osu.edu>
Date: Saturday, July 16, 2022 at 6:55 PM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>, _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Re: Concurrence Request for English 3340

This looks terrific! Happy to support it.

Sarah-Grace



THE OHIO STATE UNIVERSITY

Sarah-Grace Heller

Chair, Department of French and Italian
Associate professor of French, affiliate faculty Medieval and Renaissance Studies

The Ohio State University

200 Hagerty Hall
1775 College Rd, Columbus , OH 43209

heller.64@osu.edu / <https://frit.osu.edu/osu.edu>

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Date: Friday, July 15, 2022 at 2:34 PM
To: _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Concurrence Request for English 3340

Dear Chairs and Directors,

The attached proposal for a new course in the Department of English, ENGL 3340 "Reimagining Climate Change," might be of interest to some of your units. It will be a 3-credit course applying for the Sustainability Theme status in the new GE. The Department of English is seeking concurrence for the new course. Please email your responses/concurrences to Beth Hewitt (hewitt.33@osu.edu), Director of Undergraduate Studies, and cc me. *Responses are due by **Monday, August 1, 2022***. Concurrence will be assumed if no response is received within two weeks.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

306B Dulles Hall, 230 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

Subject: Fw: Concurrence Request for English 3340
Date: Monday, July 25, 2022 at 4:02:40 PM Eastern Daylight Time
From: Hamilton, Ian
To: Hewitt, Elizabeth
CC: Vankeerbergen, Bernadette
Attachments: image002.png, Outlook-cteugyy2.png

Dear Elizabeth,

EEOB provide concurrence on this proposed course. There is little overlap with existing or proposed EEOB offerings.

Regards,
Ian



Ian Hamilton

Professor

Vice Chair of Undergraduate Studies, EEOB

College of Arts & Sciences

Department of Evolution, Ecology and Organismal Biology & Department of Mathematics

390 Aronoff Laboratory, 318 W 12th Ave, Columbus, OH 43210

hamilton.598@osu.edu

Pronouns: he/him/his

From: Carstens, Bryan C. <carstens.12@osu.edu>
Sent: Monday, July 18, 2022 8:40 AM
To: Hamilton, Ian <hamilton.598@osu.edu>
Subject: Fw: Concurrence Request for English 3340

Hi Ian,

This course doesn't seem to conflict with any of our offerings. Do you agree with my interpretation?

Bryan C. Carstens

(he/his)

The Ohio State University

Professor & Chair; Department of [Evolution, Ecology, and Organismal Biology](#)

Director of Tetrapods Collection; [Museum of Biological Diversity](#), 1315 Kinnear Rd., Columbus, OH 43212

twitter: [@bryanccarstens](#)

cell: 734.474.8527

web: <https://carstenslab.osu.edu/> & [Google scholar](#)

Editor in Chief, [Systematic Biology](#)

Founding Editor, [Bulletin of the Society of Systematic Biology](#)

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Friday, July 15, 2022 2:35 PM
To: _ASC NMS Chairs Directors <ASC-nms-chairs-directors@osu.edu>
Subject: Concurrence Request for English 3340

Dear Chairs and Directors,

The attached proposal for a new course in the Department of English, ENGL 3340 "Reimagining Climate Change," might be of interest to some of your units. It will be a 3-credit course applying for the Sustainability Theme status in the new GE. The Department of English is seeking concurrence for the new course. Please email your responses/concurrences to Beth Hewitt (hewitt.33@osu.edu), Director of Undergraduate Studies, and cc me. *Responses are due by **Monday, August 1, 2022***. Concurrence will be assumed if no response is received within two weeks.

Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.
Assistant Dean, Curriculum
College of Arts and Sciences
306B Dulles Hall, 230 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679
<http://ascas.osu.edu>

Subject: Re: Concurrence Request for English 3340
Date: Saturday, July 16, 2022 at 6:55:53 PM Eastern Daylight Time
From: Heller, Sarah-Grace
To: Vankeerbergen, Bernadette, _ASC AH-Chairs-Directors
CC: Hewitt, Elizabeth
Attachments: image002.png, image001.png

This looks terrific! Happy to support it.
Sarah-Grace



Sarah-Grace Heller

Chair, Department of French and Italian
Associate professor of French, affiliate faculty Medieval and Renaissance Studies

The Ohio State University

200 Hagerty Hall
1775 College Rd, Columbus , OH 43209

heller.64@osu.edu / <https://frit.osu.edu/osu.edu>

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Date: Friday, July 15, 2022 at 2:34 PM
To: _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Concurrence Request for English 3340

Dear Chairs and Directors,

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Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum
College of Arts and Sciences
306B Dulles Hall, 230 Annie & John Glenn Ave.
Columbus, OH 43210

Phone: 614-688-5679
<http://ascas.osu.edu>

Subject: Reimagining Climate Change

Date: Saturday, July 16, 2022 at 8:17:33 PM Eastern Daylight Time

From: Holub, Robert C.

To: Hewitt, Elizabeth

CC: Vankeerbergen, Bernadette

Dear Professor Hewitt,
GLL is happy to support this course proposal.
Robert Holub

Robert C. Holub

Robert C. Holub
Ohio Eminent Scholar and Professor of German
Chair, Germanic Languages and Literatures
Adjunct Professor, Teaching Educational Policy and Leadership
340 Hagerty Hall
1775 South College Road
Columbus, OH 43210
Fax: 614-292-8510
Mobile: 510-316-0205
holub.5@osu.edu
<http://press.princeton.edu/titles/10635.html>
<http://www.upenn.edu/pennpress/book/15881.html>

Subject: Re: English 3340

Date: Wednesday, July 20, 2022 at 9:10:09 AM Eastern Daylight Time

From: Hewitt, Elizabeth

To: Soland, Birgitte

Thanks Birgitte!

beth

Professor Elizabeth Hewitt

Department of English

OSU

From: Soland, Birgitte <soland.1@osu.edu>

Date: Tuesday, July 19, 2022 at 10:36 PM

To: Hewitt, Elizabeth <hewitt.33@osu.edu>

Cc: Levi, Scott <levi.18@osu.edu>

Subject: English 3340

Dear Beth (if I may),

The History Department is happy to grant concurrence for English 3340. It sounds like a great course.

Best,

Birgitte

Birgitte Sølund, Assoc. Prof.

Chair of Undergraduate Studies

Department of History

230 Annie and John Glenn Avenue

Columbus, Ohio 4320

Subject: Re: Concurrence Request for English 3340
Date: Friday, July 15, 2022 at 4:23:46 PM Eastern Daylight Time
From: Liu, Morgan
To: Vankeerbergen, Bernadette
CC: Hewitt, Elizabeth
Attachments: image001.png

Dear Beth,

You have NESAs concurrence. Great course!

Morgan

Morgan Y. Liu	<i>Postal:</i> Department of NESA
Chair, Department of	300 Hagerty Hall
Near Eastern & South Asian	1775 College Road
Languages & Cultures	Columbus, OH 43210-1340
Associate Professor	U.S.A.
Department of Anthropology	liu.737@osu.edu
The Ohio State University	u.osu.edu/liu.737/about-me/

From: "Vankeerbergen, Bernadette" <vankeerbergen.1@osu.edu>
Date: Friday, July 15, 2022 at 2:34 PM
To: _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: "Hewitt, Elizabeth" <hewitt.33@osu.edu>
Subject: Concurrence Request for English 3340

Dear Chairs and Directors,

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Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.
Assistant Dean, Curriculum
College of Arts and Sciences
306B Dulles Hall, 230 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679

<http://ascas.osu.edu>

Subject: Re: Concurrence Request for English 3340
Date: Friday, July 15, 2022 at 2:53:11 PM Eastern Daylight Time
From: Brintlinger, Angela
To: Hewitt, Elizabeth
Attachments: image002.png, Outlook-0u1opj2y.png

Slavic concurs.

Angela Brintlinger
Ohio State University
Director, Center for Slavic, East European and Eurasian Studies
Professor and Chair, Department of Slavic and East European Languages and Cultures
Affiliate, Mershon Center for International Security Studies
Member, Guarini Institute of Public Affairs Advisory Council



From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Sent: Friday, July 15, 2022 2:34 PM
To: _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Concurrence Request for English 3340

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Many thanks,
Bernadette



Bernadette Vankeerbergen, Ph.D.
Assistant Dean, Curriculum
College of Arts and Sciences
306B Dulles Hall, 230 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679
<http://ascas.osu.edu>

Subject: Re: Concurrence Request for English 3340
Date: Saturday, July 16, 2022 at 11:37:50 AM Eastern Daylight Time
From: Williams, Kristi
To: Hewitt, Elizabeth
Attachments: image001.png

Dear Beth,

The Department of Sociology is happy to offer concurrence.

Best,
Kristi Williams



Kristi Williams, PhD
Professor and Chair
Department of Sociology
238 Townshend Hall, 1885 Neil Avenue Mall, Columbus, OH 43210
6146883207 Office
williams.2339@osu.edu / sociology.osu.edu



From: Bernadette Vankeerbergen <vankeerbergen.1@osu.edu>
Date: Friday, July 15, 2022 at 2:34 PM
To: _ASC SBS-Chairs <ASC-SBS-Chairs@osu.edu>
Subject: Concurrence Request for English 3340

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Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

306B Dulles Hall, 230 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

Subject: Re: Concurrence Request for English 3340
Date: Sunday, July 17, 2022 at 8:09:41 PM Eastern Daylight Time
From: Westlake, E.J.
To: Heller, Sarah-Grace, Vankeerbergen, Bernadette, _ASC AH-Chairs-Directors
CC: Hewitt, Elizabeth
Attachments: image002.png, image001.png

Ditto!

Sent from my T-Mobile 5G Device
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From: Heller, Sarah-Grace <heller.64@osu.edu>
Sent: Saturday, July 16, 2022 4:55:51 PM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
Subject: Re: Concurrence Request for English 3340

This looks terrific! Happy to support it.
Sarah-Grace



THE OHIO STATE UNIVERSITY

Sarah-Grace Heller

Chair, Department of French and Italian
Associate professor of French, affiliate faculty Medieval and Renaissance Studies

The Ohio State University

200 Hagerty Hall
1775 College Rd, Columbus , OH 43209

heller.64@osu.edu / <https://frit.osu.edu/osu.edu>

From: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Date: Friday, July 15, 2022 at 2:34 PM
To: _ASC AH-Chairs-Directors <ASC-ah-chairs-directors@osu.edu>
Cc: Hewitt, Elizabeth <hewitt.33@osu.edu>
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Bernadette



Bernadette Vankeerbergen, Ph.D.

Assistant Dean, Curriculum

College of Arts and Sciences

306B Dulles Hall, 230 Annie & John Glenn Ave.

Columbus, OH 43210

Phone: 614-688-5679

<http://ascas.osu.edu>

Curriculum Map: B.A. English

	Goal (1)	Goal (2)	Goal (3)	Goal (4)	Goal (5)
Required English Surveys (Both)					
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	Beginning	Intermediate	Intermediate
English 3379 (WRL)		Intermediate	Beginning		Intermediate
English 3398 (Lit & CW)	Intermediate	Intermediate	Beginning	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 2221	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	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272	Beginning	Beginning		Beginning	Beginning
English 2275	Beginning	Beginning		Beginning	Beginning
English 2277	Beginning		Beginning		Beginning

English 2280	Beginning	Beginning		Beginning	Beginning
English 2280H	Beginning	Beginning		Beginning	Beginning
English 2281	Beginning	Beginning	Beginning	Beginning	Beginning
English 2290	Beginning			Beginning	
English 2291	Beginning			Beginning	
English 2296H	Beginning	Beginning		Beginning	Beginning
English 2381	Beginning	Beginning		Beginning	
English 2463	Beginning		Beginning		Beginning
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340	Intermediate	Intermediate		Intermediate	
English 3350	Intermediate	Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3273	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 3395	Intermediate	Intermediate		Intermediate	
English 3398	Intermediate	Intermediate		Intermediate	Intermediate
English 4321	Advanced	Advanced		Advanced	Advanced
English 4400	Advanced	Advanced		Advanced	Advanced
English 4450	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 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 4554		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	Advanced
English 4581	Advanced	Advanced	Advanced	Advanced	Advanced
English 4582	Advanced	Advanced	Advanced	Advanced	Advanced
English 4583	Advanced	Advanced	Advanced	Advanced	Advanced
English 4586	Advanced	Advanced	Advanced	Advanced	Advanced
English 4587	Advanced	Advanced	Advanced	Advanced	Advanced
English 4588	Advanced	Advanced	Advanced	Advanced	Advanced
English 4589	Advanced	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	Advanced
English 4595	Advanced	Advanced		Advanced	Advanced
English 4597.01		Advanced	Advanced	Advanced	Advanced
English 4597.04H		Advanced		Advanced	Advanced
English 5612	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 5980	Advanced	Advanced			Advanced
Concentration II: Writing, Rhetoric, Literacy:					
English 2150		Intermediate			Intermediate
English 2176		Beginning			Beginning
English 2269		Beginning			Beginning
English 2276		Beginning			Beginning
English 2367.01		Intermediate			Intermediate
English 2367.01E		Intermediate			Intermediate
English 2367.01H		Intermediate			Intermediate
English 2367.01S		Intermediate	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 2367.06		Intermediate	Intermediate		Intermediate
English 2367.07S		Intermediate	Intermediate		Intermediate
English 2367.08		Intermediate			Intermediate
English 3011.01		Advanced			Advanced

English 3011.02		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3271		Advanced			Advanced
English 3304		Advanced			Advanced
English 3305		Advanced			Advanced
English 3362	Intermediate	Intermediate		Intermediate	
English 3379		Intermediate			Intermediate
English 3395	Intermediate	Intermediate		Intermediate	
English 3467S		Advanced			Advanced
English 4150		Advanced			Advanced
English 4555		Advanced			Advanced
English 4567S		Advanced	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		Advanced
English 4585		Advanced	Advanced		Advanced
English 4591.02H		Advanced			Advanced
English 5804		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
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		Advanced		Advanced	Advanced
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	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 (GEL and GEN):					
English 2176		Beginning			Beginning
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 2221	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	Beginning
English 2269	Beginning	Beginning		Beginning	Beginning
English 2270	Intermediate	Intermediate		Intermediate	Intermediate
English 2270H	Intermediate	Intermediate		Intermediate	Intermediate
English 2272		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 2367.06		Intermediate	Intermediate		Intermediate

English 2367.07S		Intermediate	Intermediate		Intermediate
English 2381	Beginning	Beginning		Beginning	
English 2463		Intermediate		Intermediate	Intermediate
English 2464	Beginning		Beginning		Beginning
English 2581	Beginning	Beginning		Beginning	
English 3011.01		Advanced			Advanced
English 3011.02		Advanced			Advanced
English 3022		Advanced			Intermediate
English 3031		Intermediate	Beginning	Intermediate	Beginning
English 3110	Intermediate	Intermediate	Beginning		Intermediate
English 3264	Intermediate	Intermediate			
English 3340		Intermediate		Intermediate	
English 3350		Intermediate		Intermediate	
English 3360	Intermediate	Intermediate		Intermediate	
English 3362	Intermediate	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	Advanced
English 4597.04H		Advanced		Advanced	Advanced