
Term Information

Effective Term Spring 2024

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 3000
Course Title Writing for Social Change
Transcript Abbreviation Writing SocChange
Course Description In this course we will use academic writing and research practices across various forms of media to investigate the role of citizenship historically and currently, exploring the ways that we as citizens can work towards a more just and diverse society. We will develop a definition of citizenship that emphasizes a citizen's relationship to their local, national, and global environments.
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 Completion of GE Foundation Writing and Information Literacy 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

General Education course:
Citizenship for a Diverse and Just World

Course Details

Course goals or learning objectives/outcomes

- Identify features of effective communication for social change and diversity. Describe key features of citizenship in social movements and social change. Define the rhetorical strategies used by activists.

Content Topic List

- Citizenship
 - Rhetoric
 - Writing
 - Diversity, Equity, Inclusion
 - Social Change
 - Social Protest

Sought Concurrence

No

Attachments

- Citizenship Syllabus ENGL 3000 Feb 3rd.docx: Syllabus
(Syllabus. Owner: Hewitt, Elizabeth A)
- GE Citizenship Theme Submission English 3000_Writing for Social Change.pdf: GE Theme Form
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)
- Curriculum Map Feb2023.docx: Curriculum Map
(Other Supporting Documentation. Owner: Hewitt, Elizabeth A)

Comments

- Attached is a curriculum map for the current major program that includes English 3000 (highlighted). *(by Hewitt, Elizabeth A on 02/27/2023 02:22 PM)*
- Since this is a new course, if it can count in any way in the BA, please upload updated curriculum map. Thanks! *(by Vankeerbergen, Bernadette Chantal on 02/22/2023 11:57 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Hewitt, Elizabeth A	02/20/2023 09:52 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	02/20/2023 09:52 PM	Unit Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	02/22/2023 11:57 AM	College Approval
Submitted	Hewitt, Elizabeth A	02/27/2023 02:22 PM	Submitted for Approval
Approved	Hewitt, Elizabeth A	02/27/2023 02:22 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	03/06/2023 11:42 AM	College Approval
Pending Approval	Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	03/06/2023 11:42 AM	ASCCAO Approval

English 3000, [Semester] Writing for Social Change

3 credit hours

GE Theme: Citizenship for a Diverse and Just World

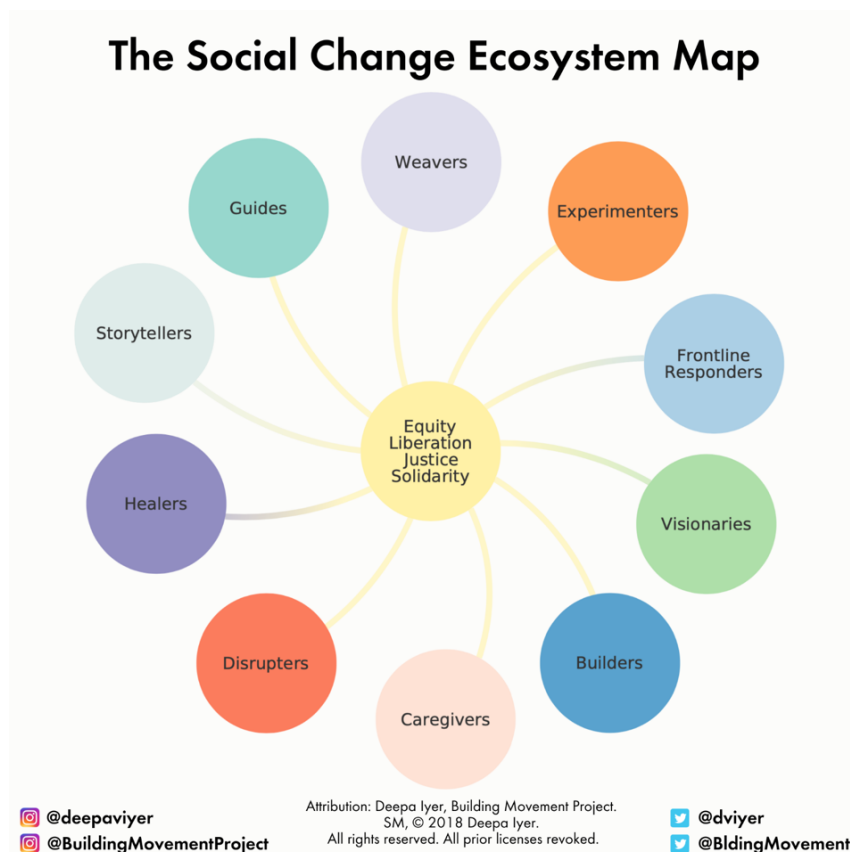
Instructor: TBA

Location (TBA) and Time: T-Th 2:20-3:40

Contact Information: TBA

Office Location and Hours: TBA

Course Format: lecture



[Image description: A map of the social change ecosystem, detailing the various roles workers towards social change may play.]

Course Description

“In our lives and as part of organizations, workplaces and movements, many of us play different roles in pursuit of equity, shared liberation, inclusion, and justice... Some of us are newcomers to ongoing social change efforts and don’t know where to start. Still others are catalyzed into action in the midst of a crisis in our community.” – Deepa Iyer

In this three-hour writing course you will develop and refine your skills in analysis, research, and composition. This course emphasizes persuasive and researched writing, revision, and composing in various forms and media. In addition, you will build upon and improve your mastery of academic writing with and from sources; refine your ability to synthesize information; create arguments about a variety of discursive, visual, and/or cultural artifacts; and become more proficient with and sophisticated in your research strategies and employment of the conventions of standard academic discourses.

In this course we will use academic writing and research practices across various forms of media to investigate the role of citizenship historically and currently, exploring the ways that we as citizens can work towards a more just and diverse society. We will develop a definition of citizenship that emphasizes a citizen’s relationship to their local, national, and global environments as well as a citizen’s active engagement in social change. Investigating our own lived experiences as citizens, we will use writing and research as tools for civic engagement, evaluating the power of rhetoric in performing citizenship. We will ask ourselves how we can participate linguistically and rhetorically in conversations surrounding citizenship, justice, and diversity, and to what extent we are socially responsible for that participation. We will consider where the intersection of justice, difference, and citizenship lies, and how these concepts connect to cultural traditions and structures of power. Ultimately, we will explore together how intercultural competence as a global citizen and performing citizenship through writing for social change has lasting implications for issues of diversity, equity, and inclusion. This course meets the expected learning objectives associated with the General Education Theme “Citizenship for a Just and Diverse World.”

Exploring excerpts from a wide range of genre—nonfiction prose, poetry, fiction, manifesto, theory, testimonial, blog, song, video essay, photography—produced by a wide range of movements, we will examine how individual and communal expressions and performances of citizenship shape social action, with writing as one such performance. How does writing use a sense of the self, of individual and social identity, to move and motivate a community of readers, viewers, and other audiences to engage in social change? How does *voice* or *point of view* – often assumed to be that most individual, personal element of writing/art – reflect an individual’s performance of citizenship and interact with their community’s needs and social concerns? What rhetorical techniques combine into that elusive thing we call *voice* and how can we deploy or critique them to advance our agency as citizens? We will engage these questions through writing in multiple genres including rhetorical analyses, literary interpretation, and researched argumentation.

By the end of this course, students will be able to:

1. Identify features of effective communication for social change and diversity
2. Describe key features of citizenship in social movements and social change
3. Define the rhetorical strategies used by activists and how we may employ those strategies as individuals and citizens
4. Analyze the ethical dimensions of citizenship historically and currently
5. Create texts that use effective rhetorical strategies for the purpose of engaging in active citizenship

Course Materials

The following texts are required for the course:

- Holdstein, Deborah H. and Danielle Aquiline. [*Who Says? The Writer's Research*. 3rd ed.](#), Oxford UP, 2020.
- All other readings and viewings available via Carmen.

Goals and Learning Outcomes

Citizenship for a Just and Diverse World

The Theme topics are broad, interdisciplinary and respond to questions and concerns reflecting the 21st century context informing it from historical, current and futuristic approaches. A major goal of the Themes is to provide students with the opportunity to examine a complex topic through multiple perspectives and disciplinary lenses.

- **Goal 1:** Successful students will analyze concepts of citizenship, justice and diversity at a more advanced and in-depth level than in the Foundations component.
- **Goal 2:** Successful students will integrate approaches to understanding citizenship for a just and diverse world 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.
- **Goal 3:** Successful students will explore and analyze a range of perspectives on local, national or global citizenship and apply the knowledge, skills and dispositions that constitute citizenship.
- **Goal 4:** Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world.

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of citizenship for a just and diverse world.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of citizenship for a just and diverse world.
- 2.1 Identify, describe and synthesize approaches or experiences as they apply to citizenship for a just and diverse world.
- 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.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global and/or historical communities.
- 3.2 Identify, reflect on and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique and evaluate various expressions and implications of diversity, equity and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Meeting the Goals/ELOs of Citizenship for a Diverse and Just World

English 3000, “Writing for Social Change,” meets the Goals and Expected Learning Outcomes for the Citizenship for a Diverse and Just World theme through a range of writing assignments and readings that provide you with an opportunity to explore how concepts of citizenship are performed in local, national, and global contexts. You will analyze the rhetorical choices rhetors make in a range of genres as they perform citizenship. Through analyzing essays, music, poetry, and works from a range of genres, you will see how different forms/genres of writing and multiple perspectives become important instruments in social change and play important roles in understanding how citizenship is historically and socially situated. The course assignments will ask you to engage in (through your writing) and reflect on your own performances of citizenship, synthesize and analyze how others’ textual performances of citizenship effect (or not) social change, and explore and critique how (what kinds of) performances of citizenship promote a diverse and just world. As noted above, we will ask ourselves how we can participate linguistically and rhetorically in conversations surrounding citizenship, justice, and diversity, and to what extent we are socially responsible for that participation.

Course Goals and Objectives:

Throughout English 3000, students critically read scholarly texts, learn about conventions for academic writing, and practice writing for various rhetorical situations. Regardless of the approach to 3000, the focus of the course must be writing, and students must be given opportunities to revise, reflect, and get personal feedback on their written work.

- **Rhetorical Knowledge:** Students will further develop their understanding of rhetorical situations as they read academic texts and practice tailoring their work for specific audiences.
- **Critical Thinking, Reading, and Writing:** Students will further develop their critical thinking skills as they analyze and synthesize academic texts.
- **Knowledge of Composing Processes:** Students will continue to hone their revision strategies and reflect critically on their writing practices.
- **Knowledge of Conventions:** Students will study academic conventions and apply appropriate conventions to their own work.

Minimal Course Requirements:

Students must compose a substantial amount and variety of work in order to demonstrate that they have met the learning outcomes for English 3000 courses. In English 3000, students will again engage in both writing-to-learn and learning-to-write activities. To that end, they will:

- Compose a variety of texts with opportunities for revision and response.
- Produce a minimum of 5000 total words of text (including a research project) that have been revised and copyedited for applicable rhetorical situations. Multimodal texts may be included as part of the overall body of work students produce in the course.
- Complete frequent low-stakes or writing-to-learn activities such as single-draft reading responses, journals, and in-class efforts, as well as discovery drafts.

Assignments and Deadlines

Academic Engagement (5%): Your participation grade includes: active and respectful participation in class discussion, small groups, and in-class peer workshops; discussion response to peer presentations; prompt response to email or Carmen communications; and weekly short responses to questions on course readings and how they speak to our class focus on citizenship, protest, and social change. As part of these written responses, each student in the class will be asked to post a question on the class discuss board once during the semester to which their classmates will respond. This activity provides a student-centered beginning of class discussion. Although I don't expect everyone to always speak up in class, there are various ways of showing your active presence in class and I am open to discussing options with you.

Rhetoric of Protest Presentation (15%): For this assignment, you will work in small groups to create a presentation (10-15 minutes) that situates the rhetorical strategies of a key actor in a social movement—an individual or organization whose rhetoric (speeches, written publications, social media use, etc.) played a significant role in changing public attitudes or policy (or tried to play such a role and was ineffective). Your presentation should consider: How does the actor or organization engage in protest rhetoric as a performance of citizenship? What acts constitute performance? What definition of citizenship does the actor/organization identify (explicitly or implicitly) that guides their rhetorical performance? What is the role of background/identity and/or social diversity in informing your actor/organization's rhetorical performance of citizenship? What social changes are identified as the goals of the protests? How does your actor/organization's desired audience affect their rhetorical strategies? Practice the rhetorical skills we've explored to inform your audience of how the activist or organization you have chosen participates in citizenship for a diverse and just world through the rhetorical strategies of protest. The presentation must include a works cited slide citing any research used. Each group member should speak for a roughly equal amount of time and put an equal amount of effort into the research, planning, and design of the presentation. Sign-ups for presentation dates will be available in the second week of class.

Activist Text (Re)design (15%): For this assignment you will remix a new media protest text intended to spur social change and compose a brief statement (2 pages) explaining your design and rhetorical decisions and how and why they differ from the original. What change is your text seeking? How is the original (un)successful and what needs to change, and why? How does your new text engage in protest as an act of citizenship? Examples could include: redesigning an infographic for an organization, photoshopping a poorly designed image whose message could be improved, rewriting a portion of a website or social media campaign that is ineffective, or any other idea you come up with.

Personal Protest Narrative (15% total): Knowledge of self is the starting place for increasing awareness of social diversity and beginning to perform citizenship with purpose and intention. In this assignment you will practice your skills in rhetorical analysis while engaging meta-cognitive (reflective) work. You will choose a contemporary issue or social movement that is meaningful to you, an issue related to social diversity or social change that resonates with your personal beliefs *OR* challenges your current views. Then, you will draft your own protest piece in support of this movement using different types of rhetoric to compel your audience to action. You will include at least a page of reflective commentary at the end of this piece in which you analyze your own use of rhetoric, explaining and justifying the decisions you made. This paper should be a minimum of 4 pages total, at least one of which should be reflective commentary. Feel free to use this paper as a chance to begin exploring ideas for your final research project. Expect to submit a draft for peer review prior to the final deadline.

Final Research Project (50% total): The final research project will synthesize and extend the observations and conclusions reached through researching, writing, and critical engagement with a topic of your choice pertaining to citizenship and protest. All of your papers will go

through a process of invention/brainstorming, planning, drafting, workshopping/editing, and revising.

OPTION 1: Option 1 for the research project involves analysis of an organization, movement, or activist, describing its presence and influence in the public and academic spheres. Your project could address a local, national, or global issue, and should identify and analyze the rhetorical strategies your organization, movement, or activist uses to accomplish social change. For example, your project could analyze how a specific group rhetorically addresses food insecurity in the Columbus area, or the global responses to the women's rights issues currently being protested in Iran. Ultimately, you should articulate a researched, original argument concerning the role of individuals and communities in performing citizenship that leads to social change and social justice.

OPTION 2: Option 2 for the research project asks you to write a proposal for real-world social change. Your proposal could be on the local, national, or global level, and should show significant research into the topic of your choice (its history, its current status, its problems, who it affects, who its audience is, how your proposed changes would affect it), utilizing the rhetorical strategies of protest to convince your audience to enact your proposed changes. For example, you could write a proposal to the Secretary of State arguing for longer in-person voting hours, or a proposal for more accessible bathroom stalls on OSU's campus. Ultimately, you should articulate a researched, original proposal that serves as an act of protest as citizenship.

The final paper is a multi-step project scaffolded to accommodate the research process, which includes the following (further details will be available on our Carmen site):

- **Project Proposal (10%)**: As the first step for the Final Research Project you will be required to submit a short (2-3 page) proposal outlining your research and writing plans. While these plans may of course change, you should strive to offer as detailed an account of your ideas as possible. Include such information as the organization, movement, or activist you will be researching, your preliminary thesis statement or research question, the critical lens through which you will be approaching your topic, and any secondary sources you are considering using. You must receive approval for your project proposal to receive credit for your final project.
- **Literature Review—The State of Protest Today (10%)**: For this assignment, you will develop your understanding of the social, conceptual, and historical context of your topic for the final research paper. After submitting your proposal for the final research project, you will be asked to locate at least 5 secondary sources that address your research questions in substantial and relevant ways. You will draft a (4-page minimum) review of literature. The review should include your research questions as well as a conclusion that addresses the sources' possible implications for your project and establishes the rhetorical strategies your research project explores (Option 1) or problem your research proposal will address (Option 2).

- **Research Presentation (10%):** You will develop a concise, engaging review of your final research project in a ‘flash talk’ format – a presentation of 3-4 minutes maximum. While the presentation must have an oral component, you are encouraged to be creative with this assignment and consider how choice in format (video, multimodal presentation with voiceover, podcast, etc.) affects your audience. Research flash talks will be presented in the final weeks of class, giving the classroom an opportunity to provide feedback on projects and learn from each other.
- **Final Project Draft:** A formal draft of the final paper is due two weeks prior to the final project deadline. You will be expected to address instructor and peer feedback on this draft and demonstrate your ability to reassess, revise, and copy-edit your own writing.
- **Final Project Submission (20%):** The final project should be constructed as an MLA-formatted research paper at least 10 pages in length not including the works cited list, or an equivalent multimodal project. Your paper should engage with at least seven secondary and primary sources. Option 1 will be an analysis of your chosen organization, movement, or activist’s rhetorical strategies in acts of protest as a performance of citizenship. Option 2 should explore the implications of your proposal as a rhetorical performance of citizenship (see Options 1 and 2 above).

Grading Scale

The maximum number of points you can earn is 100. At the end of the semester, the total number of points you’ve earned will become a letter grade, according to the following scale:

A	93-100	C+	77-79
A-	90-92	C	73-76
B+	87-89	C-	70-72
B	83-86	D+	67-69
B-	80-82	D	60-66

Course Policies

Academic Misconduct: 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 <http://studentlife.osu.edu/csc/>.

Attendance: Because our course is fully in-person, it's important to be present, however I am always willing to make exceptions for circumstances comprising an excused absence. Students who need to miss class or who are not able to participate or submit an assignment due to their physical or mental health, exposure to the coronavirus, care for people exposed to the coronavirus, personal emergencies, or any other reason should contact me as soon as possible to arrange for accommodation. Students requiring specific or long-term accommodation should seek support from appropriate university offices including but not limited to: Student Advocacy, Student Life Disability Services, and the Office of Institutional Equity.

Written Assignments: Your written assignments, including discussion posts, should be your own original work. If you include quotes from assigned readings, please include author and page number. If you are referencing another source, please include a full citation and link to the source.

Formatting Requirements: All formal assignments should follow MLA 8th edition style to cite the ideas and words of your research sources. An excellent resource is the [Purdue OWL webpage](#), which has the most up to date information about MLA citations.

Class Cancellations: In the unlikely event of class cancellation due to emergency, I will request a note be placed on our classroom's door and I will email you. Following the cancellation, I will contact you via email as soon as possible to let you know what will be expected of you for our next class meeting.

Late Work: Student work must be completed and submitted on time. I value promptness and articulated revision over 'correctness' and 'perfection' in my grading. That said, the easiest way to get a bad grade in my class is by turning work in late or not at all. If there isn't a reasonable excuse such as illness or family emergency, you will lose 1 letter grade for each day the assignment is late.

Accommodations and Disability: The University strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Course Technology: For help with your password, University e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours> and support for urgent issues is available 24x7. Self-Service and Chat support: <http://ocio.osu.edu/selfservice> Phone: 614-688-HELP (4357) Email: 8help@osu.edu TDD: 614-688-8743

Course Values

Classroom Community and Inclusivity: The classroom is comprised of people with a rich variety of backgrounds and perspectives. We should all be committed to building an atmosphere of learning that respects and appreciates a range of beliefs and identities. Our course may bring up conflicting opinions and delve into sensitive material. While it is acceptable and expected that we may disagree with one another, all debate and discussion should be conducted in a civil and mutually respectful manner. While working together to build this classroom atmosphere, we are all tasked with, at minimum: being open to the views of others; being respectful of each other's identities and experiences; maintaining personal and professional confidentiality; and referring to every member of the course by their preferred names and pronouns.

Content Advisory: Some contents of this course may involve media that may be triggering to some students due to descriptions of and/or scenes depicting acts of violence, acts of war, or sexual violence and its aftermath. Please take any necessary steps to take care of yourself while watching/reading this material (debriefing with a friend, Counseling and Consultation Services at 614-292-5766, and contacting the instructor).

Statement on Title IX: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator at titleix@osu.edu

Land Acknowledgement: We would like to acknowledge the land that The Ohio State University occupies is the ancestral and contemporary territory of the Shawnee, Potawatomi, Delaware, Miami, Peoria, Seneca, Wyandotte, Ojibwe and Cherokee peoples. Specifically, the university resides on land ceded in the 1795 Treaty of Greenville and the forced removal of tribes through the Indian Removal Act of 1830. As a land grant institution, we want to honor the resiliency of these tribal nations and recognize the historical contexts that has and continues to affect the Indigenous peoples of this land.

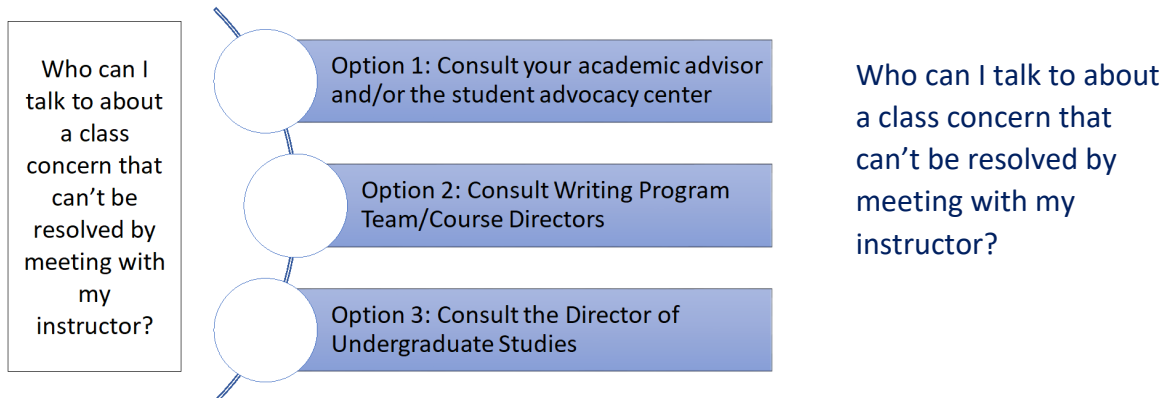
Campus Resources

The Writing Center offers free help with writing at any stage of the writing process for any member of the university community. You may schedule an appointment for an in-person or online consultation by visiting cstw.osu.edu/writing-center or by calling (614) 688-4291. You do not have to submit a piece of writing in order to schedule a writing center appointment; students report that some of their most productive sessions entail simply talking through ideas.

Research Tutors: If you need additional help with your research for this class, including finding articles, organizing your research, or citing your sources, you can visit the reference desk on the first floor of Thompson Library. You can also visit libanswers.osu.edu and use the contact information there to call, email, or chat with a reference team member (please let them know you are taking English 3000).

Writing Program Student Concerns

Writing Program Student Concerns



- Option 1: Consult your [academic advisor](#) and/or the [student advocacy center](#).
- Option 2: Consult Writing Program Team/Course Directors. For ENGL 3000, your contact is Dr. Beverly J. Moss (moss.1).
- Option 3: Consult the Director of Undergraduate Studies, Dr. Elizabeth Hewitt (hewitt.33).

The Student Advocacy Center is committed to helping students navigate Ohio State's structure and to resolving issues that they encounter at the university. Its purpose is to empower students to overcome obstacles to their growth both inside and outside the classroom, and to help them maximize their educational experience. The SAC is open Monday-Friday from 8:00 AM – 5:00 pm. You can visit them in person at 001 Drackett Tower, call at (614) 292-1111, email advocacy@osu.edu, or visit their website: <https://advocacy.osu.edu/>.

Mental Health Services are available to you. 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. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. 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 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

Course Schedule

Texts should be read, viewed, or listened to in advance of the class under which they are listed. This course schedule is subject to change as needed to meet course goals. I will notify you of any changes through email and/or Carmen Announcement.

Week 1: [Dates]	
What is Protest? What is Citizenship?	
<p>Tuesday’s Readings:</p> <ul style="list-style-type: none"> • This course syllabus • Trodd, <i>American Protest Literature</i>, “Introduction” • La Force, “The 25 Most Influential Works of American Protest Art Since World War II” <p>Thursday’s Readings:</p> <ul style="list-style-type: none"> • Hildebrandt, <i>Performing Citizenship</i>, “Introduction” • In-Class Activity: How do different nationalities define citizenship? Why might these differences exist? Do these definitions align with your experiences? <ul style="list-style-type: none"> ○ U.S Citizenship ○ Swedish Citizenship ○ Japanese Citizenship 	<p>Due:</p> <p>Introductory writing</p> <p>Get required texts</p>

Week 2: [Dates] Intro to Rhetoric: Rebellion	
<p>Tuesday's Readings:</p> <ul style="list-style-type: none"> • Thoreau, "Resistance" • Crick, "From Cosmopolis to Cosmopolitics: The Rhetorical Study of Social Movements" (excerpt) • <i>Who Says?</i> Chapter 1, "What Is Information?" <p>Thursday's Readings/Songs:</p> <ul style="list-style-type: none"> • Vox, "The Evolution of American Protest Music" • Gil Scott Heron, "The Revolution Will Not Be Televised" • Billie Holiday, "Strange Fruit" • Grandmaster Flash and the Furious Five, "The Message" • Creedence Clearwater Revival, "Fortunate Son" 	<p>Due Friday: Syllabus Quiz</p> <p>Sign up for Rhetoric of Protest Presentation</p>
Week 3: [Dates] Writing Workshop: Brainstorming and Peer Review	
<p>Tuesday's Readings:</p> <ul style="list-style-type: none"> • <i>Who Says?</i> Chapter 2, "Says Who? The Writer's Authority, the Writer's Voice" • <i>Who Says?</i> Chapters 3 "But You Said This Was Collaborative: Plagiarism" <p>Thursday's Readings:</p> <ul style="list-style-type: none"> • <i>Who Says?</i> Chapter 4 "Who Cares? Identifying the Problem" • In class Personal Protest Narrative Peer Review: Modeling good peer review strategies 	<p>Due Tuesday: First draft of Personal Protest Narrative (PPN)</p> <p>Due Friday: Peer reviews of PPN</p>
Week 4: [Dates] Wielding Ethos: Appeals to A Dominant Audience	
<p>Tuesday's Readings/Viewings:</p> <ul style="list-style-type: none"> • Apess, "An Indian's Looking-Glass for the White Man" • "Reconsider Columbus Day" • Jones, "Indian Burn" From <i>The Bird Is Gone</i> <p>Thursday's Readings:</p> <ul style="list-style-type: none"> • Wade, "7 Ways My Nondisabled Friends Get It Right" • Baldwin, "Everybody's Protest Novel" (excerpt) • Yousafzia, <i>I Am Malala</i> (excerpt) 	<p>Due Tuesday: Personal Protest Narrative</p>

Week 5: [Dates]	
Writing Workshop: Evaluating and Integrating Sources	
<p>Tuesday's Readings:</p> <ul style="list-style-type: none"> • <i>Who Says?</i> Chapter 5 "The Wikipedia Problem: Evaluating and Trusting Sources in a Digital Age" • <i>Who Says?</i> Chapter 6 "What Counts and Why? Finding and Engaging Sources" <p>Thursday's Reading/Viewing:</p> <ul style="list-style-type: none"> • Purdue OWL MLA Tutorials (see Carmen) 	<p>Due Thursday: Rhetoric of Protest Presentation (Group 1)</p>
Week 6: [Dates]	
Considering Ethos: Credibility and Respectability	
<p>Tuesday's Readings/Viewings:</p> <ul style="list-style-type: none"> • Castillo, "Women Don't Riot" • Freyer, "In Iran, women are protesting the hijab. In India, they're suing to wear it" • "Tarana Burke On How The #MeToo Movement Started and Where It's Headed" <p>Thursday's Readings/Viewings:</p> <ul style="list-style-type: none"> • Last Week Tonight with John Oliver, "Misinformation" • Phillips, <i>You Are Here: A Field Guide for Navigating Polarized Speech, Conspiracies, and Our Polluted Media Landscape</i> (excerpt) 	<p>Due Thursday: Activist Text (Re)design</p>
Week 7: [Dates]	
Conveying Pathos: To Witness	
<p>Tuesday's Poetry:</p> <ul style="list-style-type: none"> • McKay, "The Lynching" • Ut, "Napalm" • Rich, "Frame" • Rankine, <i>Citizen</i> (excerpt) <p>Thursday's Readings/Viewings:</p> <ul style="list-style-type: none"> • Greta Thunberg's Speech at The U.N. Climate Action Summit • Vargas, "Seed" 	<p>Due Tuesday: Rhetoric of Protest Presentation (Group 2)</p> <p>Due Thursday: Project Proposal</p>

Week 8: [Dates]	
Community Pathos: Memory and Mourning in Virtual Spaces	
<p>Tuesday's Readings/Viewings:</p> <ul style="list-style-type: none"> Blankenship, <i>Changing the Subject: A Theory of Rhetorical Empathy</i> (excerpt) AIDS Memorial Quilt Virtual Exhibition <p>Thursday's Readings/Viewings:</p> <ul style="list-style-type: none"> CCCADI Digital Exhibition, "On Protest and Mourning" <i>La Times</i>, "The Chicano Moratorium: 50 Years Later" 	Due Thursday: Rhetoric of Protest Presentation (Group 3)
Week 9: [Dates]	
Writing Workshop: Argument and Thesis	
<p>Tuesday's Reading:</p> <ul style="list-style-type: none"> <i>Who Says?</i> Chapter 7 "Yours, Mine, or Ours? Integrating Resources" <p>Thursday's Reading:</p> <ul style="list-style-type: none"> <i>Who Says?</i> Chapter 8, "Now I Have Evidence: Writing and Crafting Your Research" 	<p>Due Tuesday: First Draft of Lit Review</p> <p>Due Thursday: Peer Reviews of Lit Review</p>
Week 10: [Dates]	
Pride and Pathos: Against Respectability	
<p>Tuesday's Readings/Viewings:</p> <ul style="list-style-type: none"> Malcom X, "The Ballot or The Bullet" Ginsberg, <i>Howl</i> (excerpt) Anon, "Queers Read This" (excerpt) <p>Thursday's Readings/Viewings:</p> <ul style="list-style-type: none"> ACT UP, "Read My Lips" EY, "Gen Z: Society's Change Agents" Rouvikonas, "Video-Activism and Small-Scale Resistance: The Visual Rhetoric of Youtube Videos" 	<p>Due Thursday: Final Draft of Lit Review</p> <p>Due Thursday: Rhetoric of Protest Presentation (Group 4)</p>

Week 11: [Dates]	
Limitations of Logos: Exploring Solutions through Cognitive Barriers	
<p>Tuesday's Readings/Viewings:</p> <ul style="list-style-type: none"> • Riederer, "Rape and Rhetoric" • "The Danger of Silence: TedTalk" <p>Thursday's Readings/Viewings:</p> <ul style="list-style-type: none"> • Sawyer and Wagner, "Mass Incarceration: The Whole Pie 2022" Prison Policy Initiative • Baldwin, "My Dungeon Shook" 	<p>Due Thursday: Rhetoric of Protest Presentation (Group 5)</p>
Week 12: [Dates]	
Applying Logos: In-Community Critique	
<p>Tuesday's Readings:</p> <ul style="list-style-type: none"> • Frye, "Oppression" • Ferguson, "Women's Liberation Has a Different Meaning for Blacks" <p>Thursday's Readings/Viewings:</p> <ul style="list-style-type: none"> • Aoki, "The Gift" • hooks, <i>Feminism is for Everybody</i> (excerpt) • Chin, "All Oppression is Connected" Performance 	<p>Due Thursday: Rhetoric of Protest Presentation (Group 6)</p>
Week 13: [Dates]	
Student Presentations: Contemporary Works of Protest	
<ul style="list-style-type: none"> • No Readings--Presentations of Research 	<p>Due Tuesday/Thursday: Presentation of Research</p>
Week 14: [Dates]	
Intertextual Legacies and Revision	
<p>Tuesday's Reading:</p> <ul style="list-style-type: none"> • <i>Who Says?</i> Chapter 9, "What's Appropriate? Citing Sources and Citation Formats" <p>Thursday's Readings/Viewings:</p> <ul style="list-style-type: none"> • <i>Who Says?</i> Chapter 10 "What Now? Revising, Presenting, Reviewing" • Coates, "Between the World and Me" Interview 	<p>Due Tuesday: Final Project Draft</p> <p>Due Thursday: Final Project Draft Peer Review</p>

Week 15: [Dates]

Wrap-Up: Where do we go from here?

Tuesday's Readings:

- Iyer, "The Social Change Ecosystem Map"
- In-Class Activity: Having explored kinds of protest rhetoric from diverse perspectives across a range of media, the Ecosystem Map Analysis asks you to interrogate the texts we've covered in more detail through Iyer's Social Change Ecosystem Map. We will divide into small groups in class to map our texts on the map as it is, and consider what doesn't fit. What doesn't the Social Change Ecosystem Map account for? What's left out of the map? How does this map function for us in terms of protest writing and citizenship?

Thursday's Readings:

- Zinn, "Afterward"
- Stroh, "Systems Thinking for Social Change: Making an Explicit Choice" and "Why Good Intentions Are Not Enough"

Week 16, Finals Week - Final Project Due [date]

GE Theme course submission worksheet: Citizenship for a Just & Diverse World

Overview

Courses in the GE Themes aim to provide students with opportunities to explore big picture ideas and problems within the specific practice and expertise of a discipline or department. Although many Theme courses serve within disciplinary majors or minors, by requesting inclusion in the General Education, programs are committing to the incorporation of the goals of the focal theme and the success and participation of students from outside of their program.

Each category of the GE has specific learning goals and Expected Learning Outcomes (ELOs) that connect to the big picture goals of the program. ELOs describe the knowledge or skills students should have by the end of the course. Courses in the GE Themes must meet the ELOs common for **all** GE Themes and those specific to the Theme, in addition to any ELOs the instructor has developed specific to that course. All courses in the GE must indicate that they are part of the GE and include the Goals and ELOs of their GE category on their syllabus.

The prompts in this form elicit information about how this course meets the expectations of the GE Themes. The form will be reviewed by a group of content experts (the Theme Advisory) and by a group of curriculum experts (the Theme Panel), with the latter having responsibility for the ELOs and Goals common to all themes (those things that make a course appropriate for the GE Themes) and the former having responsibility for the ELOs and Goals specific to the topic of **this** Theme.

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship)

In a sentence or two, explain how this class “fits’ within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

(enter text here)

Connect this course to the Goals and ELOs shared by *all* Themes

Below are the Goals and ELOs common to all Themes. In the accompanying table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The specifics of the activities matter—listing “readings” without a reference to the topic of those readings will not allow the reviewers to understand how the ELO will be met. However, the panel evaluating the fit of the course to the Theme will review this form in conjunction with the syllabus, so if readings, lecture/discussion topics, or other specifics are provided on the syllabus, it is not necessary to reiterate them within this form. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

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

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.

	Course activities and assignments to meet these ELOs
ELO 1.1 Engage in critical and logical thinking.	
ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.	
ELO 2.1 Identify, describe, and synthesize approaches or experiences.	
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.	

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Goals and ELOs unique to Citizenship for a Just & Diverse World

Below are the Goals and ELOs specific to this Theme. As above, in the accompanying Table, for each ELO, describe the activities (discussions, readings, lectures, assignments) that provide opportunities for students to achieve those outcomes. The answer should be concise and use language accessible to colleagues outside of the submitting department or discipline. The ELOs are expected to vary in their “coverage” in terms of number of activities or emphasis within the course. Examples from successful courses are shared on the next page.

GOAL 3: Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship.

GOAL 4: Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.

	Course activities and assignments to meet these ELOs
ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.	
ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.	
ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.	
ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.	

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Curriculum Map: B.A. English (Revised to include GEN courses)

	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				Advanced
English 5711	Advanced				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 3000		Advanced	Intermediate		Advanced
English 3011.01		Advanced			Advanced
English 3011.02		Advanced			Advanced
English 3020		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