

Term Information

Effective Term Spring 2026

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 3261
Course Title Fiction, Then and Now
Transcript Abbreviation FictionThen&Now
Course Description This course examines the transformative power of fiction, its significant social functions, its establishment of and challenge to literary traditions, and its ability to reshape the world.
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

Prerequisites and Exclusions

Prerequisites/Corequisites Prerequisite: General Education 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

Traditions, Cultures, and Transformations

Course Details

Course goals or learning objectives/outcomes

- Analyze "Traditions, Cultures, and Transformations" at a more advanced and in-depth level than in the Foundations component
- Integrate approaches to understanding traditions, cultures, and transformations by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes
- Engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society
- Engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures

Content Topic List

- Fiction
- Literature and Literary Tradition
- Narrative

Sought Concurrence

No

Attachments

- FictionThenNow_ThemeSheetApril2025.pdf: Theme Sheet
(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)
- CurricularMapMajor2025.docx: Major Map
(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)
- FictionThenNow_SampleSyllabusApril2025.pdf: Syllabus
(Syllabus. Owner: Higginbotham, Jennifer K)
- 2025_english_minor.docx: Minor Advising Sheet
(Other Supporting Documentation. Owner: Higginbotham, Jennifer K)

Comments

- The English Department Council approved the course Fiction, Now and Then on April 13, 2025, and we propose including it in the GE Traditions, Cultures, and Transformations. A sample syllabus and completed theme sheet has been uploaded along with a Major Map that includes it as an option under our specialization in Literature, Film, Folklore, and Popular Culture. A revised English Minor Advising sheet is also attached, as we propose to include it as an option for the English Minor. *(by Higginbotham, Jennifer K on 04/16/2025 06:24 PM)*

COURSE REQUEST
3261 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
04/17/2025

Workflow Information

| Status | User(s) | Date/Time | Step |
|------------------|--|---------------------|------------------------|
| Submitted | Higginbotham, Jennifer K | 04/16/2025 06:30 PM | Submitted for Approval |
| Approved | Higginbotham, Jennifer K | 04/16/2025 06:30 PM | Unit Approval |
| Approved | Vankeerbergen, Bernadette Chantal | 04/17/2025 01:48 PM | College Approval |
| Pending Approval | Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Neff, Jennifer Vankeerbergen, Bernadette Chantal Steele, Rachel Lea | 04/17/2025 01:48 PM | ASCCAO Approval |

Fiction, Then and Now

English 3XXX Spring 2025

Instructor

- **Name:** [First and last name of instructor]
- **Email:** [lastname.#@osu.edu]
- **Phone Number:** [XXX-XXX-XXXX]
- **Office location:** [XXX Denney Hall]
- **Office hours:** [Day of week], [Times]

Course Information

- **Course times and location:** [Days of week] [Time] [Room Number]
- **Course Number and Title:** English 3XXX, Fiction, Then and Now
- **Mode of delivery:** In Person
- **Credit hours:** 3

General Education Expected Learning Goals and Outcomes

This course fulfills the general requirements and expected learning outcomes for the **GE Theme: Traditions, Cultures and Transformations**

Goals

1. Successful students will analyze “Traditions, Cultures, and Transformations” at a more advanced and in-depth level than in the Foundations component.
2. Successful students will integrate approaches to understanding traditions, cultures, and transformations 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.
3. Successful students will engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.



THE OHIO STATE UNIVERSITY

Arts & Sciences

English

4. Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals' experience within traditions and cultures.

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic of traditions, cultures, and transformations.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic traditions, cultures, and transformations.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to traditions, cultures, and transformations.
- 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 the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue.
- 3.2 Analyze the impact of a "big" idea or technological advancement in creating a major and long-lasting change in a specific culture.
- 3.3 Examine the interactions among dominant and sub-cultures.
- 3.4 Explore changes and continuities over time within a culture or society.
- 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, culture
- 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues.

In English 3XXX, students will fulfill these learning goals by examining storytelling as both a way of knowing (it is the primary way humans come to terms with their experience of time and change) and a way of doing (humans tell stories in order to change the world—or some corner of it). By pairing the study of forms and functions, that is, the study of elements of fiction with the study of its uses, the course will foster an awareness of how imaginative tale telling has itself changed over time. Even as the course explores distinct functions of fiction—its explorations of love, coming-of-age, war, and health and illness—it will frequently return to the following overarching questions, all of which are relevant to these ELOs. How does the study of fictional stories at different points in time yield insight into the culture at the time of the telling and into cultural changes over time? How does fiction function as a force for good or ill? How does it offer insight into ongoing dialogues about crucial aspects of culture such as race, ethnicity, gender, and perceptions of difference? How does the recognition of the centrality of fiction to past and present cultures enhance our understanding of its powers and limits?

Course Description

This course will consider the significance of storytelling as a cultural and aesthetic practice that humans have deployed for a variety of significant social functions. Students will learn about the formal elements of narrative (character, plot, narration, temporality, spatiality, and so on) as part of our investigation into a range of uses of narrative by different subcultures during different historical periods. We build the investigation on the foundational understanding that narrative is both a way of knowing (it's a major means by which humans process our experiences of the world) and a way of doing (it's a valuable tool for doing things in the world). From there, we explore how storytellers have used the affordances of narrative to come to terms with several more specific areas of human experience: love, coming of age, war, and health and illness. In keeping with the concept of storytelling as the central idea of the course, we shall examine fictions and nonfictions and narratives in different media: print, comics, and film.

Required Course Materials

The following required texts are available for purchase at the university bookstore, Barnes & Noble @ The Ohio State University, 1598 N High Street

- William Shakespeare, *Romeo and Juliet*
- Jane Austen, *Pride and Prejudice*
- Charlotte Brontë, *Jane Eyre*
- Helen Fielding, *Bridget Jones's Diary*
- Sharon Maguire, director, *Bridget Jones's Diary*
- Ralph Ellison, *Invisible Man*
- Ernest Hemingway, *A Farewell to Arms*
- David Small, *Stitches*
- Other texts will be uploaded to Carmen

Assignments

Your Grade will be based on the following written assignments:

Two Essays Reflecting on Narrative, Its Elements, and Its Functions, one written at the beginning of the semester, the other at the end

Prompt for First Reflective Essay: Choose A, B, or C (10% of Final Grade)



1. What are your assumptions about the importance of fictional narratives in your life and in American culture more generally? When you tell stories, what are some of the things you're trying to accomplish? What do you regard as the most important elements of narrative—character, plot, perspective, something else? Why?
2. What are your assumptions about the commonalities and the differences between fiction and nonfiction? What do you think fiction can do what nonfiction can't and vice versa? Do you prefer one over the other? Why or why not?
3. What are your assumptions about the differences between contemporary fictional narratives (say, produced in the 21st-Century) and narrative from earlier periods of history? What, if anything, distinguishes contemporary narratives from earlier ones?

This assignment addresses the following ELOs:

- 1.1 because it requires critical thinking about the tradition, culture, and transformations of fiction;
- 2.1 and 2.2 because it requires reflection on the student's prior experiences with storytelling;
- 3.1 because it requires reflection on how fiction and storytelling work in the student's life and in American culture more broadly;
- 3.2 because it requires reflection on fiction as a big idea that can be used to effect changes in culture;
- 3.4 because it requires reflection on how fiction has and has not changed over time.

Prompt for Final Reflective Essay (20% of Final Grade)

Re-read your first essay and then discuss how your thinking has or has not changed over the course of the semester. Construct your own narrative about your change over time (or about the lack of change over time), and, in your final paragraphs, step back and discuss which elements you found most helpful in constructing that narrative.



This assignment reinforces the student's relation to the ELOs of the first reflective essay. It also gives special emphasis to ELO 2.2 because it requires the student to highlight how what they've learned in the course has changed or reinforced what they thought at the beginning of the course and because it requires the student to reflect on how they use analytical tools from the course to make their case.

Analytical Essay: Choose One (25% of Final Grade)

Option A: Interpretation Plus Reflection

Select one of the narratives from our reading list and one of the elements of narrative that we have not used very much in our class discussion of that narrative, and then analyze how that element functions to make the narrative more effective—or perhaps less effective. At the end of the essay, briefly (a) discuss how your interpretive work has contributed to your understanding of the element; and (b) identify another narrative from a different historical period in which the element plays an important role and indicate whether its role is similar to or different from the role it plays in your chosen narrative. As you do (b) discuss the relevance of the differences in the historical contexts of the two narratives.

This option addresses the following ELOs:

- 1.1 because it requires critical thinking about how storytelling works;
- 1.2 because it requires in-depth analysis of storytelling;
- 2.1 because it requires a part-whole analysis to storytelling;
- 3.1 because it requires attention to how the narrative(s) under analysis engage with one or more historical or contemporary issue;
- 3.4 because it requires reflection on changes over time in storytelling;
- Possibly 4.2 depending on the choice of narrative: the assignment allows for but doesn't require a focus on race, ethnicity, gender, and perceptions of difference.

Option B: Creative Re-Writing and Analysis

This assignment has two parts. (1) Select a stretch of approximately 750 words from one of our readings and recast it using different resources—for example, switch the narration from one perspective to another; take a passage of dialogue and transform it into I-narration or vice versa; (2) critically analyze the effects of your rewriting. What is added to the audience's perspective/understanding? What is lost? On balance, does the rewriting enhance or detract from the narrative's overall purposes? Why or why not? More generally, how does the rewriting give you more insight into the original? Please type out the passage you're rewriting and put it at the beginning of the paper.



This option addresses the same ELOS as option A and for the same reasons. In addition, it addresses ELO 2.2 because it requires creative work and reflection on what the student learns from that work.

Midterm (20% of Final Grade) and Final Exam (25% of Final Grade)

Short answer questions about the elements of fictional stories, their changes over time, and the texts on our reading list. Some of the questions will be about issues of race, ethnicity, and gender raised by the texts that we have been discussing in class.

The exams will be constructed to reinforce ELOs 1.1, 3.1, 3.2, and 3.4. More than that, they will be constructed to address ELOs 3.3., 4.1, and 4.2, which will be part of our class discussions but may or may not be addressed in the written assignments.

Weighting of Assignments

- Reflective Essay #1: 15%
- Reflective Essay #2: 30%
- Analytical Essay: 25%
- Midterm Exam: 15%
- Final Exam: 15%

Grading Scale

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

Course Schedule



THE OHIO STATE UNIVERSITY

Arts & Sciences

English

This schedule divides the course into five distinct but interrelated units. The schedule also identifies guiding ideas/questions and the reading assignments for each unit. Finally, it indicates the timelines for the written assignments.

Unit I: Understanding Narrative: Definitions, Macro-genres, Aesthetics

January 8 Introduction: Defining Narrative; Narrative as a Way of Knowing and a Way of Doing. Guiding Ideas: Narrative as an aid to making sense of experience, and as a way to influence audiences. Narrative represents change over time. Different definitions take that idea in different directions, and those directions emphasize some aspects of storytelling more than others. It is unwise to seek the one, true definition of narrative and far better to recognize that different definitions orient our approach to it in some ways rather than others. Select an orientation for the course in light of our interest in uses of narrative.

The Narratives:

- Sandra Cisneros, “Barbie-Q”
- Lead story in *The Lantern*

First Reflective Essay Assigned

January 10 Fiction and Nonfiction

Guiding ideas: Fiction and nonfiction are macro-genres of narrative. Nonfiction claims to directly refer to the extratextual world; fiction claims not to make such reference but instead to invent characters and events as a way to comment on and even intervene in the extratextual world. Sometimes the distinction is clear: a newspaper story about a sporting event v. a science fiction short story. But is it always? When does it become hard to maintain?

The Narratives:

- Oates, “Widow’s First Year”: could it be nonfiction? How does that change readers’ relation to it?
- *Columbus Dispatch* Story about Ohio State sports
- Alice Walker, “Beauty: When the Other Dancer is the Self” life-writing that incorporates local fictionality
- Damon Tweedy, “People Like Us”

January 15 Narrative and Other Forms: Lyric, Portraiture, and Personal Essay

Guiding ideas: We can better appreciate the distinctive powers (and limitations) of narrative by comparing it with other modes of coming to terms with human experience, particularly lyric, portraiture (character sketch), and personal essay.

Texts:

- William Shakespeare, Sonnet 73
- Robert Browning, “My Last Duchess”



- Adam Gopnik, “Bumping into Mr. Ravioli”

First Reflective Essay Due

January 17 Narrative, the Aesthetic, and the Uses of Narrative

Guiding Ideas: To what extent is the efficacy of any narrative dependent on its quality as a made object? Is such dependence greater for fiction? Why or why not?

Narratives:

- Look back at *The Lantern* and *Dispatch* articles
- Look back at “Bumping into Mr. Ravioli”
- Edith Wharton, “Roman Fever” 1934

Unit II: Forms and Functions I: Plot, Character, and Narratives about Love

Guiding ideas: Henry James famously asked, “What is character but the determination of incident? What is incident but the illustration of character?” How do we distinguish between plot (the underlying logic of the sequence of events) and character (the agent(s) who act in that sequence)? If narrative requires change over time, does it require change in character?

Love is a fundamental human emotion that has been addressed in diverse ways by storytellers in different cultural situations, yet they consistently call attention to the characters of the lovers and to questions of constancy and change. We will explore these ideas in our discussions of the selected narratives.

January 22 William Shakespeare, *Romeo and Juliet*, 1599, Acts I-III

January 24 William Shakespeare, *Romeo and Julie*, Acts IV-V

January 29 Jane Austen, *Pride and Prejudice*, 1813 (through Darcy’s first proposal) _

January 31 Jane Austen, *Pride and Prejudice* (to the end)

February 5 Joe Wright, director *Pride and Prejudice*, 2005

February 7 Helen Fielding, *Bridget Jones’s Diary*, 1996 (first half)

February 12 Helen Fielding, *Bridget Jones’s Diary* (second half)

February 14 Sharon Maguire, director, *Bridget Jones’s Diary* 2001

February 19 Midterm Exam

Unit III: Forms and Functions II: Perspective and Coming-of-Age Stories

Guiding ideas: Every story is told from some perspective, and authors have learned to exploit the affordances of both reliable and unreliable perspectives. Some of the most compelling deployments of different perspectives occur in coming-of-age narratives. Such narratives are themselves part of a long tradition because different cultures have sought to produce models of the maturation process. We will explore these ideas in our discussions of the selected texts.

February 21 Charlotte Brontë, *Jane Eyre*, 1847 (first half) (**analytical essay assigned**)

February 26 Charlotte Brontë, *Jane Eyre* (second half)

February 28 Ralph Ellison, *Invisible Man*, 1952 (first third)

March 5 Ralph Ellison, *Invisible Man* (middle third)

March 7 Ralph Ellison, *Invisible Man* (last third) (**analytical essay due**)

Spring Break

Unit IV: Forms and Functions III: Temporality and Spatiality in War Stories

Guiding Ideas: Paul Ricoeur has famously articulated the tight connection between time and narrative: “time becomes human . . . to the extent that it is organized after the manner of a narrative; narrative, in turn, is meaningful to the extent that it portrays the features of temporal experience.” At the same time (!), narrative always occurs in a particular location and authors often make space more than a backdrop for the action. Stories of war typically foreground the importance of both time and space in characters’ efforts to come to terms with their wartime experiences. We will explore these ideas in our discussions of the selected texts.

March 19 Ambrose Bierce, “An Occurrence at Owl Creek Bridge”; Willa Cather, “The Namesake”

March 21 Ernest Hemingway, *A Farewell to Arms*

March 26 Ernest Hemingway, *A Farewell to Arms*

March 28 Ernest Hemingway, *A Farewell to Arms*

April 2 Tobias Wolff, “Close Calls” from *In Pharaoh’s Army*

April 4 Tobias Wolff, “Old China” from *In Pharaoh’s Army* (**Final Reflective Essay Assigned**)

Unit V: Forms and Functions IV: Sequence and Segmentivity in Stories of Health and Illness

Guiding Ideas: While plot foregrounds the sequence of events in a narrative, authors rarely follow chronological sequence in their tellings which invites attention to other dimensions of sequence, how they break narratives into segments and how the sequence of segments influences a narrative’s effects. Graphic narrative, with its sequence of panels combining visual and verbal representations, is an art of sequence and segmentivity. Stories about health and illness often foreground these elements of narrative. We will explore these ideas in our discussions of the selected texts.

April 9 Leo Tolstoy, “The Death of Ivan Ilyich,” 1866

April 11 Leo Tolstoy, “The Death of Ivan Ilyich”

April 16 David Small, *Stitches*, 2009

April 18 David Small, *Stitches*, 2009

April 20 Reflective Essay #2 due

Final Exam TBD

Course and University Policies

Academic Misconduct: 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/>.



Disability Services: The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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. If you are isolating while waiting for a COVID-19 test result, please let me know immediately. Those testing positive for COVID-19 should refer to the [Safe and Healthy Buckeyes site](#) for resources. Beyond five days of the required COVID-19 isolation period, I may rely on Student Life Disability Services to establish further reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.

Religious Accommodations: Ohio State has had a longstanding practice of making reasonable academic accommodations for students' religious beliefs and practices in accordance with applicable law. In 2023, Ohio State updated its practice to align with new state legislation. Under this new provision, students must be in early communication with their instructors regarding any known accommodation requests for religious beliefs and practices, providing notice of specific dates for which they request alternative accommodations within 14 days after the first instructional day of the course. Instructors in turn shall not question the sincerity of a student's religious or spiritual belief system in reviewing such requests and shall keep requests for accommodations confidential.

With sufficient notice, instructors will provide students with reasonable alternative accommodations with regard to examinations and other academic requirements with respect to students' sincerely held religious beliefs and practices by allowing up to three absences each semester for the student to attend or participate in religious activities. Examples of religious accommodations can include, but are not limited to, rescheduling an exam, altering the time of a student's presentation, allowing make-up assignments to substitute for missed class work, or flexibility in due dates or research responsibilities. If concerns arise about a requested accommodation, instructors are to consult their tenure initiating unit head for assistance.

A student's request for time off shall be provided if the student's sincerely held religious belief or practice severely affects the student's ability to take an exam or meet an academic requirement and the student has notified their instructor, in writing during the first 14 days after the course begins, of the date of each absence. Although students are required to provide notice within the first 14 days after a course begins, instructors are strongly encouraged to work with the student to provide a reasonable accommodation if a



request is made outside the notice period. A student may not be penalized for an absence approved under this policy. If students have questions or disputes related to academic accommodations, they should contact their course instructor, and then their department or college office. For questions or to report discrimination or harassment based on religion, individuals should contact the [Office of Institutional Equity](#).

Mental Health: *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.*

Disability Accommodations

The university strives to maintain a healthy and accessible environment to support student learning in and out of the classroom. 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.

If you are ill and need to miss class, including if you are staying home and away from others while experiencing symptoms of a viral infection or fever, please let me know immediately. In cases where illness interacts with an underlying medical condition, please consult with Student Life Disability Services to request reasonable accommodations. You can connect with them at slds@osu.edu; 614-292-3307; or slds.osu.edu.



GE Theme course submission worksheet: Traditions, Cultures, & Transformations

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 (Traditions, Cultures, & Transformations)

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. | |

Example responses for proposals within “Citizenship” (from Sociology 3200, Comm 2850, French 2803):

| | |
|---|---|
| ELO 1.1 Engage in critical and logical thinking. | <i>This course will build skills needed to engage in critical and logical thinking about immigration and immigration related policy through: Weekly reading response papers which require the students to synthesize and critically evaluate cutting-edge scholarship on immigration; Engagement in class-based discussion and debates on immigration-related topics using evidence-based logical reasoning to evaluate policy positions; Completion of an assignment which build skills in analyzing empirical data on immigration (Assignment #1)</i> |
|---|---|

| | |
|---|--|
| | <p>Completion 3 assignments which build skills in connecting individual experiences with broader population-based patterns (Assignments #1, #2, #3)</p> <p>Completion of 3 quizzes in which students demonstrate comprehension of the course readings and materials.</p> |
| <p>ELO 2.1 Identify, describe, and synthesize approaches or experiences.</p> | <p>Students engage in advanced exploration of each module topic through a combination of lectures, readings, and discussions.</p> <p><u>Lecture</u> Course materials come from a variety of sources to help students engage in the relationship between media and citizenship at an advanced level. Each of the 12 modules has 3-4 lectures that contain information from both peer-reviewed and popular sources. Additionally, each module has at least one guest lecture from an expert in that topic to increase students' access to people with expertise in a variety of areas.</p> <p><u>Reading</u> The textbook for this course provides background information on each topic and corresponds to the lectures. Students also take some control over their own learning by choosing at least one peer-reviewed article and at least one newspaper article from outside the class materials to read and include in their weekly discussion posts.</p> <p><u>Discussions</u> Students do weekly discussions and are given flexibility in their topic choices in order to allow them to take some control over their education. They are also asked to provide information from sources they've found outside the lecture materials. In this way, they are able to explore areas of particular interest to them and practice the skills they will need to gather information about current events, analyze this information, and communicate it with others.</p> <p>Activity Example: Civility impacts citizenship behaviors in many ways. Students are asked to choose a TED talk from a provided list (or choose another speech of their interest) and summarize and evaluate what it says about the relationship between civility and citizenship. Examples of Ted Talks on the list include Steven Petrow on the difference between being polite and being civil, Chimamanda Ngozi Adichie's talk on how a single story can perpetuate stereotypes, and Claire Wardle's talk on how diversity can enhance citizenship.</p> |
| <p>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.</p> | <p>Students will conduct research on a specific event or site in Paris not already discussed in depth in class. Students will submit a 300-word abstract of their topic and a bibliography of at least five reputable academic and mainstream sources. At the end of the semester they will submit a 5-page research paper and present their findings in a 10-minute oral and visual presentation in a small-group setting in Zoom.</p> <p>Some examples of events and sites: The Paris Commune, an 1871 socialist uprising violently squelched by conservative forces</p> |

| | |
|--|---|
| | <i>Jazz-Age Montmartre, where a small community of African-Americans—including actress and singer Josephine Baker, who was just inducted into the French Pantheon—settled and worked after World War I.</i> <i>The Vélodrome d’hiver Roundup, 16-17 July 1942, when 13,000 Jews were rounded up by Paris police before being sent to concentration camps</i> <i>The Marais, a vibrant Paris neighborhood inhabited over the centuries by aristocrats, then Jews, then the LGBTQ+ community, among other groups.</i> |
|--|---|

Goals and ELOs unique to Traditions, Cultures, & Transformations

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 engage in a systematic assessment of how cultures and sub-cultures develop and interact, historically or in contemporary society.

GOAL 4: Successful students will engage in a systematic assessment of differences among societies, institutions, and individuals’ experience within traditions and cultures.

| | Course activities and assignments to meet these ELOs |
|--|--|
| ELO 3.1 Describe the influence of an aspect of culture (religious belief, gender roles, institutional organization, technology, epistemology, philosophy, scientific discovery, etc.) on at least one historical or contemporary issue. | |
| ELO 3.2 Analyze the impact of a “big” idea or technological advancement in creating a major and long-lasting change in a specific culture. | |
| ELO 3.3 Examine the interactions among dominant and sub-cultures. | |
| ELO 3.4 Explore changes and continuities over time within a culture or society. | |
| ELO 4.1 Recognize and explain differences, similarities, and disparities among institutions, organizations, cultures, societies, and/or individuals. | |
| ELO 4.2 Explain ways in which categories such as race, ethnicity, and gender and perceptions of difference, impact individual outcomes and broader societal issues | |

**The Ohio State University
College of Arts and Sciences**

English Minor (ENGLISH-MN)

Contact: Rachael Speck (speck.61@osu.edu)

421 Denney Hall, 164 Annie & John Glenn Ave.
614-292-6065
english.osu.edu

Undergraduate Studies in English prepares students to think critically about texts; to construct sound arguments based on evidence; to write elegantly and persuasively; and to understand the historical and cultural contexts in which texts are produced, disseminated, and received. Through the Department of English, undergraduates have access to over 120 courses on topics ranging from Shakespeare to digital media studies, from Romanticism to popular culture, from 20th-century fiction to contemporary disability studies, from traditional grammar to literary publishing, from folklore to narrative theory, from creative nonfiction to business and professional writing, and from rhetoric to film analysis. Although minor programs are not required for graduation, students are encouraged to pursue them. Minors are especially useful to pre-professional students to indicate a breadth of interest that goes beyond narrow specialization. For further information and/or to have your English minor program approved, please schedule an appointment with the English Advisor listed above.

The minor in English consists of 12 hours at the 2000-level or above, which must include:

- One of the following writing courses: English 2367.05, 2367.07S, 3020, 3304, 3305, 3379, 3398, 3405, or 3467S. Since either English 3379 or 3398 is required of all English majors, English minors who wish to enroll in 3379 or 3398 must seek permission of the instructor or an English Advisor, who will sign the student into the course as space allows.
- At least one literature course [see attached list]
- At least 6 hours of coursework at the 3000-level or above.

For more information or to declare a minor:
go.osu.edu/engminors

English minor program guidelines

The following guidelines govern this minor:

Credit hours required A minimum of 12 credit hours. 1000 level courses shall not be counted toward the minimum. At least 6 credit hours must be 3000-level courses or above.

Transfer and EM credit hours allowed A student is permitted to count up to 6 total hours of transfer credit and/or credit by examination.

Overlap with the GE A student is permitted to overlap up to 6 credit hours between the GE and the minor.

Overlap with the major and additional minor(s) • The minor must be in a different subject than the major. • The minor must contain a minimum of 12 hours distinct from the major and/or additional minor(s).

Grades required

- Minimum C- for a course to be counted on the minor.
- Minimum 2.00 cumulative GPA for all minor course work.
- Course work graded Pass/Non-Pass cannot count on the minor.
- No more than 3 credit hours of course work graded Satisfactory/Unsatisfactory may count toward the minor.

X193 credits No more than 3 credit hours.

Minor approval: The minor is complete if a student takes the above coursework and meets the requirements on this sheet. Meeting with an advisor in the academic unit offering the minor is not required.

Changing the minor Any changes must be approved by the college/school advisor.

College of Arts and Sciences
Curriculum and Assessment Services 306
Dulles Hall 230 Annie and John Glenn Ave
<http://artsandsciences.osu.edu>

Literature Courses for English Minor

2201(H): British Lit: Origins to 1800
2202(H): British Lit: 1800 to Present
2220(H): Intro to Shakespeare
2221: Introduction to Shakespeare, Race, and Gender
2281: Intro to African American Lit
2290: Colonial & US Literature to 1865
2291: US Lit: 1865–Present
2381: Intro to the Black Atlantic
2581: Intro to US Ethnic Literatures
§ 3110: Citizenship, Justice, and Diversity in Literature
§ 3261: Fiction, Then and Now
§ 3264: Monsters Without and Within
3273: Modernist Thought & Culture
3331: Thinking Theoretically
§ 3340: Reimagining Climate Change
§ 3350: Time & Space Travel in SF
§ 3360: Eco-poetics
3361: Narrative & Medicine
3364: Topics in Popular Culture
3372: Topics in SF/Fantasy
3378: Topics in Film & Lit.
§ 3395: Literature & Leadership
4321: Environmental Lit, Culture, and Media
4400: Literary Locations
4450: Lit & Culture of London
4513: Intro to Medieval Lit.
4514: Middle English Lit
4515: Chaucer
4520.01: Shakespeare
4520.02: Topics in Shakespeare
4521: Renaissance Drama
4522: Renaissance Poetry
4523: Topics in Ren. Lit & Culture
4531: Restoration & 18th c. Lit
4533: Early British Novel
4535: Topics in 18th c. Lit/Culture
4540: 19th c. British Poetry
4541: 19th c. British Novel
4547: 20th c. Poetry
4550: Colonial & Early Nation Lit. of US
4551(E): 19th c. US Lit
4552: American Poetry through 1915
4553: 20th c. US Fiction
4559: Intro to Narrative & Narrative Theory
4563: Contemporary Lit
4564.01: Major Author, Med & Renaissance
4564.02: Major Author, 18th & 19th c. British

4564.03: Major Author in Am. Lit to 1900
4564.04: Major Author in 20th c. Lit.
4575: Special Topics in Lit Forms & Themes
4578: Special Topics in Film
4580: Special Topics in LGBTQ Lit & Culture
4581: Special Topics in US Ethnic Lit
4582: Special Topics in African American Lit
4583: Special Topics in World Lit
4586: Studies in American Indian Lit & Culture
4587: Studies in Asian American Lit & Culture
4588: Studies in Latino/a Lit & Culture
4589: Studying the Margins: Language, Power, and Culture
4592: Women in Literature & Culture
4595: Literature & Law
5664: Studies in Graphic Narrative
5710: Intro to Old English Lang & Lit
5720: Grad Studies in Shakespeare
5721: Grad Studies in Renaissance Drama
5722: Grad Studies in Renaissance Poetry
5723: Grad Studies in Renaissance Lit & Cult

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

| | Goal (1) | Goal (2) | Goal (3) | Goal (4) | Goal (5) |
|--|-----------|-----------|-----------|-----------|----------|
| Required Pre-1800 literature course (<i>choose 1 required for all concentrations</i>) | | | | | |
| English 2201(H): British Lit: Medieval to 1800 | Beginning | Beginning | | Beginning | |
| English 2220(H): Intro to Shakespeare | Beginning | Beginning | | Beginning | |
| English 2221: Race, Ethnicity, Gender in Shakespeare | Beginning | Beginning | Beginning | Beginning | |
| English 2290: Colonial & US Literature to 1865 | Beginning | Beginning | Beginning | Beginning | |
| English 4513: Intro to Medieval Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4514: Middle English Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4515: Chaucer | Advanced | Advanced | | Advanced | Advanced |
| English 4520.01: Shakespeare | Advanced | Advanced | | Advanced | Advanced |
| English 4520.02: Topics in Shakespeare | Advanced | Advanced | | Advanced | Advanced |
| English 4521: Renaissance Drama | Advanced | Advanced | | Advanced | Advanced |
| English 4523: Topics in Renaissance Lit/Culture | Advanced | Advanced | | Advanced | Advanced |
| English 4531: Restoration & 18 th c. Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4533: Early British Novel: Origins to 1830 | Advanced | Advanced | | Advanced | Advanced |
| English 4535: Topics in Restoration & 18 th c. British Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4550: Topics in Colonial & Early National Lit | Advanced | Advanced | | Advanced | Advanced |
| Required Post-1800 literature course: (<i>choose 1 required for all concentrations</i>) | | | | | |
| English 2202(H): British Lit: 1800 to Present | Beginning | Beginning | Beginning | Beginning | |
| English 2281: Intro to African American Lit | Beginning | Beginning | Beginning | Beginning | |
| English 2381: Intro to the Black Atlantic | Beginning | Beginning | Beginning | Beginning | |
| English 2581: Intro to US Ethnic Literatures | Beginning | Beginning | Beginning | Beginning | |
| English 2291: US Lit: 1865–Present | Beginning | Beginning | Beginning | Beginning | |
| English 4540: 19 th c. British Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4542: 19 th c. British Novel | Advanced | Advanced | | Advanced | Advanced |
| English 4543: 20 th c. British Fiction | Advanced | Advanced | | Advanced | Advanced |
| English 4547: 20 th c. Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4549: Modern Drama | Advanced | Advanced | | Advanced | Advanced |

| | | | | | |
|---|--------------|--------------|-----------|--------------|--------------|
| English 4551: Topics in 19 th c. US Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4552: Topics in American Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4553: 20 th c. US Fiction | Advanced | Advanced | | Advanced | Advanced |
| English 4563: Contemporary Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4581: Topics in US Ethnic Literatures | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4582: Topics in African American Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4586: Studies in American Indian Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4587: Studies in Asian American Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4588: Studies in Latinx Li/Culture | Advanced | Advanced | Advanced | Advanced | Advanced |
| Methods Course (<i>Required for each concentration</i>) | | | | | |
| English 3379 (WRL) | | Intermediate | Beginning | | Intermediate |
| English 3398 (Lit & CW & Pre-Education) | Intermediate | Intermediate | Beginning | Intermediate | Intermediate |
| Diversity Course (<i>choose 1 required for all concentrations</i>) | | | | | |
| English 4577.01: Folklore I, Groups & Communities | | Advanced | Advanced | Advanced | Advanced |
| English 4580: Topics in LGBTQ Lit/Cultures | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4581: Topics in US Ethnic Literatures | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4582: Topics in African American Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4586: Studies in American Indian Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4587: Studies in Asian American Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4588: Studies in Latinx Li/Culture | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4589: Studying in the Margins | | Advanced | Advanced | Advanced | Advanced |
| English 4592: Topics in Women, Lit, & Culture | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4597.01: Disability Experience | | Advanced | Advanced | Advanced | Advanced |

| Concentration I: Literature, Film, Folklore, & Pop Culture | | | | | |
|---|--------------|--------------|-----------|--------------|--------------|
| English 2201 (H): British Lit: Origins to 1800 | Beginning | Beginning | | Beginning | |
| English 2202 (H): British Lit: 1800 to Present | Beginning | Beginning | Beginning | Beginning | |
| English 2220 (H): Shakespeare | Beginning | Beginning | | Beginning | Beginning |
| English 2221: Shakespeare, Race, and Gender | Beginning | Beginning | Beginning | Beginning | Beginning |
| English 2260 (H): Intro to Poetry | Beginning | Beginning | | Beginning | Beginning |
| English 2261 (H): Intro to Fiction | Beginning | Beginning | | Beginning | Beginning |
| English 2262 (H): Intro to Drama | Beginning | Beginning | | Beginning | Beginning |
| English 2263: Intro to Film | Beginning | Beginning | | Beginning | Beginning |
| English 2264: Intro to Popular Culture Studies | Beginning | Beginning | Beginning | Beginning | Beginning |
| English 2270 (H): Intro to Folklore | Beginning | Beginning | Beginning | Beginning | Beginning |
| English 2275: Thematic Approaches to Lit | Beginning | Beginning | | Beginning | Beginning |
| English 2277: Intro to Disability Studies | | Beginning | Beginning | Beginning | Beginning |
| English 2280 (H): English Bible | Beginning | Beginning | | Beginning | Beginning |
| English 2281: Intro to African American Lit | Beginning | Beginning | Beginning | Beginning | Beginning |
| English 2290: Colonial & US Literature to 1865 | Beginning | Beginning | Beginning | Beginning | |
| English 2291: US Lit: 1865–Present | Beginning | Beginning | Beginning | Beginning | |
| English 2381: Intro to Black Atlantic | Beginning | Beginning | Beginning | Beginning | Beginning |
| English 2463: Intro to Video Game Studies | | Beginning | Beginning | Beginning | |
| English 2464: Intro to Comic Studies | Beginning | Beginning | Beginning | Beginning | Beginning |
| English 2581: Intro to Ethnic Lit | Beginning | Beginning | Beginning | Beginning | Beginning |
| English 3110: Citizenship, Justice, & Diversity in Lit | Intermediate | Intermediate | Beginning | Beginning | Intermediate |
| English 3260: Poetry and Transformation | Intermediate | Intermediate | Beginning | Beginning | Intermediate |
| English 3261: Fiction, Then and Now* | Intermediate | Intermediate | | Intermediate | |
| English 3262: Adaptation Across Culture and Media | Intermediate | Intermediate | Beginning | Beginning | Intermediate |
| English 3264: Monsters Without and Within | | Intermediate | | Beginning | Intermediate |
| English 3265: Fictions of Creation* | | Intermediate | Beginning | Intermediate | Intermediate |
| English 3331: Thinking Theoretically | | Intermediate | Beginning | Intermediate | Intermediate |
| English 3340: Reimagining Climate Change | Intermediate | Intermediate | | Intermediate | Intermediate |
| English 3350: Time & Space Travel in SF | Intermediate | Intermediate | | Intermediate | |
| English 3360: Ecopoetics | Intermediate | Intermediate | | Intermediate | |
| English 3273: Modernist Thought & Culture | Intermediate | Intermediate | | Intermediate | Intermediate |
| English 3361: Narrative and Medicine | | Intermediate | | Intermediate | Intermediate |
| English 3364: Special Topics in Pop Culture | | Intermediate | | Intermediate | Intermediate |
| English 3372: Special Topics in SF/Fantasy | | Intermediate | | Intermediate | Intermediate |
| English 3378: Special Topics in Film & Lit | | Intermediate | | Intermediate | Intermediate |
| English 3379: Cinema Revolutions* | | Intermediate | | Intermediate | Intermediate |

| | | | | | |
|---|--------------|--------------|--|--------------|--------------|
| English 3395: Literature and Leadership | Intermediate | Intermediate | | Intermediate | Intermediate |
| English 3495: Literature and Law | Intermediate | Intermediate | | Intermediate | Intermediate |
| English 4321: Environmental Lit | | Advanced | | Advanced | Advanced |
| English 4400: Literary Locations | Intermediate | | | Advanced | Advanced |
| English 4450: Literature and Culture of London | Intermediate | | | Advanced | Advanced |
| English 4513: Intro to Medieval Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4514: Middle English Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4515: Chaucer | Advanced | Advanced | | Advanced | Advanced |
| English 4520.01: Shakespeare | Advanced | Advanced | | Advanced | Advanced |
| English 4520.02: Special Topics in Shakespeare | Advanced | Advanced | | Advanced | Advanced |
| English 4521: Renaissance Drama | Advanced | Advanced | | Advanced | Advanced |
| English 4522: Renaissance Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4523: Special Topics in Renaissance Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4531: Restoration and 18 th c. Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4533: Early British Novel | Advanced | Advanced | | Advanced | Advanced |
| English 4535: Special Topics in Restoration & 18 th c. | Advanced | Advanced | | Advanced | Advanced |
| English 4540: 19 th century British Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4542: 19 th century British Novel | Advanced | Advanced | | Advanced | Advanced |
| English 4543: 20 th century British Fiction | Advanced | Advanced | | Advanced | Advanced |
| English 4547: 20 th century Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4549: Modern Drama | Advanced | Advanced | | Advanced | Advanced |
| English 4550: Special Topics in US Colonial & Early | Advanced | Advanced | | Advanced | Advanced |
| English 4551 (E): Special Topics in 19 th c. US Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4552: Special Topics in American Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4553: 20 th century US Fiction | Advanced | Advanced | | Advanced | Advanced |
| English 4559: Intro to Narrative and Narrative Theory | | Advanced | | | Advanced |
| English 4560: Special Topics in Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 4563: Contemporary Literature | Advanced | Advanced | | Advanced | Advanced |
| English 4564.01: Major Author in Med/Renaissance | Advanced | Advanced | | Advanced | Advanced |
| English 4564.02: Major Author in 18 th /19 th century | Advanced | Advanced | | Advanced | Advanced |
| English 4564.03: Major Author in American to 1900 | Advanced | Advanced | | Advanced | Advanced |
| English 4564.04: Major Author in 20 th century | Advanced | Advanced | | Advanced | Advanced |
| English 4575: Special Topics in Lit. Forms & Themes | Advanced | Advanced | | Advanced | Advanced |
| English 4575E: Special Topics in Lit. Forms & Themes | Advanced | Advanced | | Advanced | Advanced |
| English 4576.01: History of Critical Theory | Advanced | Advanced | | Advanced | Advanced |
| English 4577.01: Folklore I | Advanced | Advanced | | Advanced | Advanced |
| English 4577.02: Folklore II | Advanced | Advanced | | Advanced | Advanced |
| English 4577.03: Folklore III | Advanced | Advanced | | Advanced | Advanced |

| | | | | | |
|--|----------|--------------|-----------|----------|--------------|
| English 4578: Special Topics in Film | Advanced | Advanced | | Advanced | Advanced |
| English 4580: Special Topics in LGBTQ Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4581: Special Topics in US Ethnic Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4582: Special Topics in African American Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4583: Special Topics in World Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4586: Studies in American Indian Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4587: Studies in Asian American Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4588: Studies in Latino/a Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4589: Studying the Margins | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4590.01H: The Middle Ages | Advanced | Advanced | | Advanced | Advanced |
| English 4590.02H: The Renaissance | Advanced | Advanced | | Advanced | Advanced |
| English 4590.03H: The Long 18 th century | Advanced | Advanced | | Advanced | Advanced |
| English 4590.04H: Romanticism | Advanced | Advanced | | Advanced | Advanced |
| English 4590.05H: The Later 19 th century | Advanced | Advanced | | Advanced | Advanced |
| English 4590.06H: The Modern Period | Advanced | Advanced | | Advanced | Advanced |
| English 4590.07H: Literature in English after 1945 | Advanced | Advanced | | Advanced | Advanced |
| English 4590.08H: US and Colonial Lit | Advanced | Advanced | | Advanced | Advanced |
| English 4591.01H: Special Topics in CW | Advanced | Advanced | | Advanced | Advanced |
| English 4592: Special Topics in Women in Lit | Advanced | Advanced | Advanced | Advanced | Advanced |
| English 4595: Literature & Law | Advanced | Advanced | | Advanced | Advanced |
| English 4597.02: Regional Cultures in Transition | | Advanced | Advanced | Advanced | Advanced |
| English 4597.04H: Approaches to Narrative | | Advanced | | Advanced | Advanced |
| English 5189: The Ohio Field School | | Advanced | | Advanced | Advanced |
| English 5612: The History of the Book in Modernity | Advanced | | | Advanced | Advanced |
| English 5664: Studies in Graphic Narrative | Advanced | Advanced | | Advanced | Advanced |
| English 5710: Intro to Old English | Advanced | Advanced | | Advanced | Advanced |
| English 5720: Graduate Studies in Shakespeare | Advanced | Advanced | | Advanced | Advanced |
| English 5721: Graduate Studies in Renaissance Drama | Advanced | Advanced | | Advanced | Advanced |
| English 5722: Graduate Studies in Renaissance Poetry | Advanced | Advanced | | Advanced | Advanced |
| English 5723: Graduate Studies in Renaissance Lit | Advanced | Advanced | | Advanced | Advanced |
| English 5797: Study at Foreign Institution | Advanced | Advanced | | Advanced | Advanced |
| | | | | | |
| Concentration II: Writing, Rhetoric, Literacy | | | | | |
| English 2150: Career Preparation | | Beginning | | | Beginning |
| English 2176: Rhetorics of Race, Ethnicity, and Gender | | Beginning | Beginning | | Beginning |
| English 2269: Digital Media Composing | | Beginning | | | Beginning |
| English 2276: Arts of Persuasion | | Beginning | | | Beginning |
| English 2367.01: Language, Identity, and Culture | | Intermediate | | | Intermediate |

| | | | | | |
|--|--|--------------|--------------|--------------|--------------|
| English 2367.01E: Language, Identity, and Culture | | Intermediate | | | Intermediate |
| English 2367.01H: Language, Identity, and Culture | | Intermediate | | | Intermediate |
| English 2367.01S: Language, Identity, and Culture | | Intermediate | | | Intermediate |
| English 2367.02: Lit in US Experience | | Intermediate | | | Intermediate |
| English 2367.02H: Lit in US Experience | | Intermediate | | | Intermediate |
| English 2367.03: Documentary in the US | | Intermediate | | | Intermediate |
| English 2367.05: Writing about US Folk Experience | | Intermediate | | | Intermediate |
| English 2367.06: Composing Disability | | Intermediate | Intermediate | | Intermediate |
| English 2367.07S: Literacy Narr. of Black Columbus | | Intermediate | Intermediate | | Intermediate |
| English 2367.08: Writing about Video Games | | Intermediate | | | Intermediate |
| English 3011.01: Digital Activism | | Advanced | | Advanced | Intermediate |
| English 3011.02: Social Media Rhetoric | | Advanced | | Advanced | Intermediate |
| English 3020: Writing and Sustainability | | Intermediate | | Intermediate | Intermediate |
| English 3022: Sustainability and Media | | Intermediate | | Intermediate | Intermediate |
| English 3031: Rhetorics of Health, Wellness, Illness | | Intermediate | | Intermediate | Intermediate |
| English 3271: Structure of English Language | | Advanced | | | Advanced |
| English 3304: Business & Professional Writing | | Advanced | | | Advanced |
| English 3305: Technical Writing | | Advanced | | | Advanced |
| English 3405: Special Topics in Professional Comm | | Advanced | | | Advanced |
| English 3406: Reviewing, Editing, Testing Tech Doc | | Advanced | | Advanced | Advanced |
| English 3467S: Issues in Tutoring Writing | | Advanced | | | Advanced |
| English 4150: Cultures of Professional Writing | | Advanced | | | Advanced |
| English 4189: Capstone Internship in PW | | | | Advanced | Advanced |
| English 4554: English Studies & Global Human Rights | | Advanced | | | Advanced |
| English 4555: Rhetoric and Legal Argumentation | | Advanced | | | Advanced |
| English 4567S: Rhetoric and Community Service | | Advanced | Advanced | | Advanced |
| English 4569: Digital Media and English Studies | | Advanced | | | Advanced |
| English 4571: Special Topics in English Linguistics | | Advanced | | | Advanced |
| English 4572: English Grammar | | Advanced | | | Advanced |
| English 4573.01 (E): Rhetorical Theory & Criticism | | Advanced | | | Advanced |
| English 4573.02: Rhetoric & Social Action | | Advanced | | | Advanced |
| English 4574: History and Theories of Writing | | Advanced | | | Advanced |
| English 4584: Special Topics in Literacy Studies | | Advanced | Advanced | | Advanced |
| English 4591.02H: Special Topics in Rhetoric | | Advanced | | | Advanced |
| English 4597.01: Disability Experience | | Advanced | Advanced | Advanced | Advanced |
| English 5804: Analyzing Language in Social Media | | Advanced | | | Advanced |
| | | | | | |
| Concentration III: Creative Writing | | | | | |

| | | | | | | |
|--|--------------|--------------|-----------|--------------|--------------|--------------------|
| English 2265: Intro to Fiction Writing | | Beginning | | Beginning | Beginning | |
| English 2266: Intro to Poetry Writing | | | | | | |
| English 2267: Intro to Creative Writing | | Beginning | | Beginning | Beginning | |
| English 2268: Intro to Creative Nonfiction | | Beginning | | Beginning | Beginning | |
| English 3465: Special Topics in Intern Fiction | | Intermediate | | Intermediate | Intermediate | |
| English 3466: Special Topics in Intern Poetry | | Intermediate | | Intermediate | Intermediate | |
| English 3468: Special Topics in Intern Nonfiction | | Intermediate | | Intermediate | Intermediate | |
| English 4565: Advanced Fiction Writing | | Advanced | | Advanced | Advanced | |
| English 4566: Advanced Poetry Writing | | Advanced | | Advanced | Advanced | |
| English 4568: Advanced Creative Nonfiction | | Advanced | | Advanced | Advanced | |
| English 4591.01H: Special Topics in Creative Writing | | Advanced | | Advanced | Advanced | |
| | | | | | | |
| Undergraduate Research | | | | | | |
| English 4998 (H): Undergraduate Research | Advanced | Advanced | | Advanced | Advanced | |
| English 4999 (H): Undergraduate Research Thesis | Advanced | Advanced | | Advanced | Advanced | |
| | | | | | | |
| Required Courses Outside the Unit for Pre-Ed Concentration: | | | | | | |
| EDTL 2389 | | | | Intermediate | Intermediate | |
| EDTL 3356 | Intermediate | | | Intermediate | | |
| | | | | | | |
| General Elective Courses: | | | | | | |
| English 5191: Internship in English Studies | | Advanced | | | | |
| English 5193: Individual Studies | Advanced | Advanced | | Advanced | Advanced | |
| English 5194: Group Studies | Advanced | Advanced | | Advanced | Advanced | |
| | | | | | | |
| General Education Courses (GEN): | | | | | | GE Category |
| English 2176: Rhetorics of REGD | | Beginning | Beginning | | | REGD |
| English 2201(H): British Lit: Medieval to 1800 | Beginning | Beginning | | | Beginning | LVPA |
| English 2202 (H): British Lit: 1800 to Present | Beginning | Beginning | | | Beginning | LVPA |
| English 2220 (H): Intro to Shakespeare | Beginning | Beginning | | | Beginning | LVPA |
| English 2221: Shakespeare, Race, and Gender | Beginning | Beginning | Beginning | | Beginning | REGD |
| English 2260 (H): Intro to Poetry | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2261 (H): Intro to Fiction | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2262: Intro to Drama | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2263: Intro to Film | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2264: Intro to Popular Culture | Beginning | Beginning | Beginning | Beginning | Beginning | LVPA, REGD |
| English 2269: Digital Media Composing | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2270 (H): Intro to Folklore | Beginning | Beginning | Beginning | Beginning | Beginning | HCS, REGD |

| | | | | | | |
|--|--------------|--------------|--------------|--------------|--------------|-----------------|
| English 2275: Thematic approaches to Lit | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2276: Arts of Persuasion | | Beginning | | Beginning | Beginning | Citizenship |
| English 2277: Intro to Disability Studies | Beginning | | | Beginning | Beginning | REGD |
| English 2280 (H): English Bible | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2281: Intro to African American Lit | Beginning | Beginning | Beginning | Beginning | Beginning | LVPA, REGD |
| English 2282: Intro to Queer Studies | | Beginning | Beginning | Beginning | Beginning | LVPA, REGD |
| English 2290: US Lit: Colonial to 1865 | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2291: US Lit: 1865 to Present | Beginning | Beginning | | Beginning | Beginning | LVPA |
| English 2367.02 (H): Lit in the US Experience | | Intermediate | | Beginning | Intermediate | LVPA |
| English 2367.05: Writing about US Folk Experience | | Intermediate | | | Intermediate | Lived Env. |
| English 2367.07S | | Intermediate | Intermediate | Intermediate | Intermediate | Lived Env. |
| English 2381: Intro to the Black Atlantic | Beginning | Beginning | Beginning | Beginning | Beginning | REGD |
| English 2464: Intro to Comics Studies | Beginning | | Beginning | | Beginning | LVPA |
| English 2581: Intro to US Ethnic Lit | Beginning | Beginning | Beginning | Beginning | Beginning | REGD |
| English 3011.01: Digital Activism | | Intermediate | | Intermediate | Intermediate | Citizenship |
| English 3011.02: Social Media Rhetoric | | Intermediate | | Intermediate | Intermediate | Citizenship |
| English 3020: Writing and Sustainability | | Intermediate | | Intermediate | Intermediate | Sustainability |
| English 3022: Sustainability & Media | | Advanced | | Intermediate | Intermediate | Sustainability |
| English 3031: Rhetorics of Health, Illness, Wellness | | Intermediate | Beginning | Intermediate | Intermediate | Health |
| English 3110: Citizenship, Justice, & Diversity in Lit | | Intermediate | Beginning | Intermediate | Intermediate | Citizenship |
| English 3260: Poetry and Transformation | | Intermediate | | Intermediate | Intermediate | TCT |
| English 3261: Fiction, Then and Now* | Intermediate | Intermediate | | Intermediate | | TCT |
| English 3262: Adaptation Across Culture and Media | | Intermediate | | Intermediate | Intermediate | TCT |
| English 3264: Monsters Without and Within | | Intermediate | | Intermediate | Intermediate | Citizen, Health |
| English 3265: Fictions of Creation* | | Intermediate | Beginning | Intermediate | Intermediate | Citizenship |
| English 3340: Reimagining Climate Change | | Intermediate | | Intermediate | | Sustainability |
| English 3350: Time & Space Travel in SF | | Intermediate | | Intermediate | | Lived Env. |
| English 3360: Ecopoetics | | Intermediate | | Intermediate | | Lived Env. |
| English 3364: Special Topics in Popular Culture | | Intermediate | Beginning | Intermediate | | HCS, REGD |
| English 3372: Special Topics in SF/Fantasy | | Intermediate | | Intermediate | Intermediate | LVPA |
| English 3378: Special Topics in Film & Lit | | Intermediate | | Intermediate | Intermediate | LVPA |
| English 3379: Cinema Revolutions* | | Intermediate | | Intermediate | Intermediate | TCT |
| English 3395: Literature & Leadership | | Intermediate | | Intermediate | | Citizenship |

*indicates courses in development/under review as of April 2025