English

Professors: Cohen (Emerita), Feeney, S.J., (Emeritus), Fusco, Gilman, Goldthwaite, Green, Lindner (sabbatical leave Fall 2015), Morris (Emeritus), Norberg (chair), Parker, Samway, S.J. (Emeritus), Sorensen, Wendling (Emeritus)

Associate Professors: Berret, S.J., (Emeritus), Brennan, S.J., Darlington, Haslam, Lockridge, Mezey, Patterson, J. Powell (sabbatical leave Fall 2015), Spinner

Assistant Professors: Coyne, Pattillo, K. Powell, Reimold, Wetzel

Visiting Assistant Professors: Ford, Lankin

Adjunct Faculty: Conley, Cope, Flocco, Harding, Kinecke, Kraus, Mowday, Palma, Peyer, Potok, Riley, Ready, Roberts, Seraco, Seefahrt, Stanford, Tomaine, Walls.

Program Overview
Through its challenging and rewarding program of study, the English Department introduces students to the formative traditions of British, Irish, American, and Anglophone literature. We supplement these historical, critical, and generic courses with specialized courses that (1) offer an in-depth examination of individual authors and critical problems, (2) balance theory with the practice of rhetoric, and (3) develop creative talents. Throughout our program, we integrate close reading and extensive writing, and we present fundamentals of research in order to foster intellectual maturity and to prepare our students for more advanced study in literature and writing.

Because we wish our English majors to explore their particular interests, we offer four tracks to guide their course selections: (1) literature, (2) writing, (3) theatre/drama, and (4) journalism. There is a general major option as well for students who do not wish to declare a track. The English major thus equips our students to enter many careers, including teaching, publishing, editing, writing, and business. Current English graduates include college professors, teachers, journalists, novelists, poets, lawyers, pharmacists, physicians, and public-relations specialists. Dual English/Secondary Education majors do not declare a track.

Departmental Mission
Crucial to the centuries-old Ignatian vision that guided the establishment of Jesuit colleges and universities are two concepts: caring for the student as an individual (cura personalis) and imparting to the student a skill in thoughtful, imaginative, and well-organized language (eloquien a perfecta).

The English Department and its curriculum encourage the growth of our students in these traditions. Our courses guide them to appreciate imaginative literature and to master rhetorical skills traditionally associated with Jesuit education—including cultivating an individual and discerning voice in both writing and speaking.

We remain committed to the University’s mission by connecting faith, intellectual commitment, and social justice in our teaching. By offering service-learning and diversity courses and by developing mentoring relationships between faculty and students, we encourage a striving for the greater intellectual and social good.

The English Department supports the University mission by calling upon our students to embrace:
- A life-long openness to imaginative, moral, and spiritual growth
- A confidence in their own intellectual reach and competence
- A commitment to being men and women with and for others
- A commitment to social justice
- A willingness and ability to lead.

Learning Goals and Objectives

Goal 1: Acquire knowledge of significant texts in the British, Irish, American, and Anglophone literary traditions.

Objective 1.1: Students will demonstrate a familiarity with British, Irish, American, and Anglophone key texts and an understanding of the historical continuities among literary conventions and imaginative traditions.

Goal 2: Develop rhetorical skills.

Objective 2.1: Students will recognize and use various rhetorical modes, including (but not limited to) narrative, exposition, analysis, and argument.

Goal 3: Develop creative abilities.

Objective 3.1: Students will exercise their imaginations in crafting their own creative works and performances, particularly through creative writing workshops and theatre courses.
**Goal 4:** Acquire knowledge of significant schools of literary theory.

**Objective 4.1:** Students will demonstrate an understanding of the historical development of literary theory and draw upon these models for their own literary analyses.

**Objective 4.2:** Students will formulate their own theories about what literature is and does.

**Goal 5:** Acquire knowledge of research fundamentals in English.

**Objective 5.1:** Students will locate, assess, and incorporate secondary sources (including electronic ones) into their own arguments.

**Goal 6:** Develop revision strategies and editing skills.

**Objective 6.1:** Students will demonstrate an understanding of revision.

**Objective 6.2:** Students will practice editing skills through examining their own writing and the writing of their peers.

### English in the GEP (See Curricula)

**Variable Core-Writing:**
- ENG 101 The Craft of Language

**Signature Core-Cultural Legacy:**
- ENG 102 Texts and Contexts

**Variable Core-Art or Literature:**
Students who wish to satisfy the Art or Literature portion of the GEP by completing a course in English literature may select from the list of GEP-appropriate courses at the 200 level or from the 300- and 400-level literature courses in the English program listing. Theory and writing courses do not fulfill the GEP Art/Lit requirement unless noted.

### Requirements for the English Major

**GEP Signature Courses (See Curricula): five courses**

**GEP Variable Courses (See Curricula): six to nine courses**

**GEP Integrative Learning Courses (See under the English major tracks): three courses**

### GEP Electives: thirteen to sixteen courses, depending on how many courses are required in the variable core

**Major Concentration: ten courses**
- ENG 222 Sophomore Seminar: Critical Approaches to Literary Studies
- ENG 402 Shakespeare: Early Works
  - Or
- ENG 403 Shakespeare: Later Works
  - British Literature before 1832 or American Literature before 1860
  - British/Irish/World Literature course
  - American Literature course
  - Writing (creative, journalism, rhetoric, pedagogy)

### Diversity within the Major:
One course within the ten must be an English diversity course, which can be taken at any level and can overlap with other English requirements. This course does not satisfy the diversity, globalization or non-Western area studies degree requirement in the GEP.

### Internship policy:
One internship can count toward the major. Additional internships must be taken as general electives.

All English majors will be assigned a Departmental advisor with whom they will consult during the course of their studies and who will help them select a pattern of courses appropriate to their talents, interests, and possible careers.

### Integrated Learning Courses
In consultation with, and with the approval of their faculty advisor, English Majors must complete three additional courses within the College of Arts & Sciences but outside the English major, with no more than two classes taken from the same department.

### Track Options:
Students also take four courses in one of the four track options: Literature, Writing, Theatre/Drama, Journalism. See below for information about the English/Education Dual Major requirements beyond the core.

### Literature Track
The Literature track requires one Medieval/Renaissance course, one Literary Theory or Genre Studies course, one literature course of any period (including dramatic literature), and one English elective.

Writing Track
The Writing Track requires three writing courses and one elective. With the chair’s permission, some Professional Writing and Speaking courses (PWS), offered in the College for Professional and Liberal Studies, may be taken in fulfillment of writing requirements.

Drama/Theatre Track
The Drama/Theatre Track requires MTF 160 Introduction to Theatre, two additional drama/theatre courses taken in the English Department, and one elective, which may be an English literature or writing course or one of the following Music, Theatre and Film courses: MTF 261 Performance Practicum, MTF 260 Acting I, MTF 264 Acting II, MTF 265 Directing for the Stage, MTF 268 Musical Theatre History and Performance.

Journalism Track
The Journalism Track requires ENG 261 News Reporting, ENG 490 Journalism Internship, and two additional courses in journalism. Students may take any 300 or 400 level journalism course, including ENG 448 Magazine Writing, ENG 451 Food Writing, or ENG 449 Travel Writing. Students in the Journalism Track are also encouraged to consider the Communication Studies Minor.

Minor in Journalism
The minor in Journalism requires four journalism courses beyond the common courses (ENG 101 and ENG 102) of the GEP. Two of those four courses must include ENG 261 Introduction to Reporting & Writing and ENG 490 Journalism Internship. The two remaining courses may be any 300 or 400 level journalism courses, including, ENG 448 Magazine Writing, ENG 451 Food Writing, or ENG 449 Travel Writing. English Majors are not permitted to minor in Journalism. Instead, English Majors are encouraged to do the Journalism Track in the English Major.

College Honors Requirements
To receive College Honors credit, students must undertake two consecutive semesters of research/study in the form of a senior thesis. These two courses may be counted toward the eight course Honors requirement. To be eligible for College Honors, a student must have a 3.5 GPA. Specific requirements for the College Honors thesis may be found under Honors Program.

Interdisciplinary Programs in Africana, American, Ancient, Asian, European, Gender, and Medieval/Renaissance/Reformation Studies
English majors are eligible to participate in the Program in Africana Studies, the Program in American Studies, the Program in Ancient Studies, the Program in Asian Studies, the Program in Gender Studies, and the Program in Medieval, Renaissance, and Reformation Studies described elsewhere in the catalog. All of these minors work well with the major.

Seminars and Writing Workshops
Seminars and writing workshops offered by the Department are designed to fit into a seminar room, with class size optimized at 16; the main purpose of any such seminar will be to give the student experience in intensive reading or writing experience. Literature seminars often involve closely supervised research in a specific area of literary studies. Writing workshops involve development of creative texts (poems, stories, creative nonfiction essays).

Independent Studies and Internships
English majors who have completed four regular semesters with an overall grade point average of 3.0 (or a cumulative average of 3.4 or higher for courses in English) may apply for credit in an independent study program, generally involving a topic that is not typically offered in the English curriculum and that will enrich the major program.
At the end of the sophomore or early in the junior year, interested students may submit a written proposal describing, with particulars, the planned study project. The minimum requirement for such a proposal is that it include a substantial critical or creative writing project. If the proposal is accepted, the student will be assigned a faculty mentor who will oversee the writing project, offer advice on readings, help with the selection of courses, and establish a timetable for the completion of the writing project. The project may extend over one or two semesters. Serious and satisfactory work for one semester will earn three credits. A student who successfully completes the two-semester project will receive six credits. Internship independent studies are intended to introduce a junior or senior to professional writing, editorial, and related skills in a particular communications area. See ENG 370, ENG 470, ENG 490, ENG 491, ENG 492, ENG 493-94 under Course Descriptions for additional information.

Writing Center
The Department of English also supports The Writing Center, where members of the community receive free one-on-one assistance with their writing. The main center is located in Merion Hall 162; a satellite office is located in Post Learning Commons 128. The Center is staffed by trained undergraduate and graduate peer tutors who assist writers at any level of expertise, in any stage in the writing process, from brainstorming and prewriting, to topic selection and focus, to drafting, revision, and editing. The Center also offers online tutoring as well as assistance with digital writing such as blogging, social media, and slide share presentations. projects and analytical essays, as well as résumés, cover letters, and graduate school personal statements.

Students who are interested in becoming peer tutors take ENG 345 Tutor Practicum, Writing Center Theory and Practice. The Tutor Practicum course is open to students in any major, and it is particularly appropriate for pre-law, pre-med and Education majors, as well as English majors and anyone interested in writing as a profession. Permission of the instructor is required; applications for the fall semester course are available in the spring.

English/Secondary Education Double Major
The English/Secondary Education Double Major requires two literature courses, including dramatic literature, and two writing courses. The three Integrative Learning Courses for the Education Track are as follows: SPE 160/160F Introduction to Special Education; SPE 310/310F Assessment: Identification and Progress Monitoring, and SPE 203/203F: Teaching in Inclusive Environments. The following are recommended for satisfying both Education and GEP requirements: first-year EDU 150/150F Schools in Society for the first-year seminar, EDU 157/157F Adolescent Development for the social and behavioral science requirement, and a Linguistics course for the Art/Lit requirement.

Teacher Certification for Secondary Schools
Students majoring in English who complete the double major in Secondary Education may apply to obtain an Instructional I, Secondary Education (12) Teaching Certificate from the State of Pennsylvania. In addition to their English advisor, English/Secondary Education double majors will also be assigned an advisor from the Education Department who will guide them through their required Education courses. The Education advisor will also assist students seeking teacher certification in formally applying for the teacher certification program, usually in the spring semester of their sophomore year. Students must have an overall GPA of 3.0 or higher to enroll in ENG 497 Secondary Student Teaching in their senior year. Students must maintain an overall GPA of 3.0 or higher to obtain teacher certification upon graduation.

Pennsylvania’s Secondary (referred to as “secondary” or “7-12”) preparation program guidelines require a professional core of courses, early and varied field experiences, and student teaching. In addition to the subject-specific content requirements for secondary programs that are met by the student’s major, candidates for the 7-12 teaching certificate in Pennsylvania must complete a prescribed sequence of coursework, which includes the specific requirements for Accommodations and Adaptations for Diverse Learners in Inclusive Settings and Meeting the Needs of English Language Learners under §49.13(4)(i)).

Below is the recommended program for students who will be eligible for a PA Level I teaching certificate in Secondary Education.
EDU 150/150F Schools in Society FYS
EDU 157/157F Adolescent Development
SPE 160/160F Introduction to Special Education
SPE 203/203F Teaching in Inclusive Environments
SPE 310/310F Assessment: Identification and Progress Monitoring
EDU 246/246F Literacy, Language and Culture
In order to meet the certification requirements for English, students are required to take a course in linguistics. Either of the following courses will meet that requirement:

**LIN 101**  Introduction to Linguistics
**LIN 317**  Sociolinguistics

Additional Linguistics courses may be approved as eligible by the Secondary Education Certification Office. Please consult your advisor and the Department of Teacher Education for more information.

**Minor in Educational Studies**
A minor in Educational Studies is available for undergraduates who are interested in building a foundation in education without pursuing PDE certification.

**Curriculum**
Required Core:
EDU 150/EDU 160—Schools in Society
EDU 246—Literary, Language, and Culture
SPE 160—Introduction to Special Education

One Developmental Course:
EDU 151—Learning, Cognition, and Development
EDU 121—Child Development
EDU 157—Adolescent Psychology

Any Two Additional Courses
EDU 155—Foundations of Early Childhood Education
EDU 231—Educational Assessment
EDU 232—Reading / Literature I
EDU 241—Socio-Emotional and Motor Development
EDU 247—Literacy in the Content Areas
SPE 200/203—Teaching in an Inclusive Environment

**For More Information contact:**
Dr. Frank Bernt, Chair
Teacher Education Department

**Note.** A minor in Educational Studies is not sufficient to satisfy coursework for PDE Level 1 certification.

**GEP Variable Course**

**ENG 101 The Craft of Language (3 credits)**
A study of the use and power of words including poetic terms and of how words are best put together in an essay. This is mainly a writing course, and literary form will be used as a means to teach writing. The emphasis will be on expository prose. Required of all students except those qualifying for Advanced Placement.

**GEP Signature Course**

**ENG 102 Texts and Contexts (3 credits)**
A course in the reading of key literary texts in both the British and American traditions. Students will examine a representative sampling of texts in detail, with guided instruction in writing personal, critical, and creative responses to them. Required of all students except those transfer students who have taken an equivalent course elsewhere.

**English First-Year Seminars**

**ENG 150 First-Year Seminar (3 credits)**
The First-Year Seminar is designed to introduce students to the adventures of learning in a college context. First-Year Seminars focus in depth on a question or topic of disciplinary or interdisciplinary interest. By means of its specific focus, the seminar will explore the thinking, research, and writing practices in a particular field. Discussions based on careful reading of texts, writing assignments, both reflection and research types, and in-class student presentations will be supplemented, as appropriate, with activities including guest lecturers, museum trips, attendance at local cultural events and/or field excursions. Topics vary according to individual instructors.

**English 200-Level Courses**
Courses offered at the 200 level include courses geared toward non-majors wishing to fulfill the GEP Art/Literature requirement, intersession courses, and introductory courses in the major. Many of the courses numbered 200-219 are particularly appropriate for the GEP Art/Literature requirement. Courses numbered 220-299 are introductory-level major courses. ENG 206: Public Speaking, ENG 222 Sophomore Seminar, ENG 241 Creative Writing Workshop, and ENG 261 Introduction to Reporting and Writing are typically offered each semester. Other 200-level courses are typically offered on two-year to four-year cycles.
ENG 201 Major American Writers (3 credits)
Study of selected works of those writers who have most influenced the continuity and development of our national literature. Among those considered may be Irving, Poe, Emerson, Fuller, Hawthorne, Stowe, Melville, Whitman, Twain, Dickinson, Chopin, Gilman, Frost, Hemingway, Faulkner, and Morrison.

ENG 202 Global English Literature (3 credits)
This course examines English as a global literary language through works of fiction and film. Students will read works by authors who represent diverse regions of the English-speaking world beyond the United Kingdom (excluding the U.S.) that expand the English language, rethink the present-day legacy of the British Empire, and redefine conceptions of Englishness. Specific course topics and reading lists vary with each course offering. Diversity/Globalization/Non-Western overlay.

ENG 203 The Poet's Voice (3 credits)
The primary emphasis will be on the reading of major poems in English seen as performances in language requiring close attention to the text. The historical and cultural concerns reflected will also receive attention.

ENG 204 Drama (3 credits)
Critical study of various forms of drama.

ENG 205 Cultural Diversity (3 credits)
Specific focus of the course will depend on the instructor. Approaches to the issue of cultural diversity in literature may include the courses such as the following: American Voices; British Multiculturalism and the Booker Prize, or Multiethnic Literature. Diversity Globalization/Non-Western overlay.

ENG 206 Public Speaking and Presentation: Rhetoric in Modern Practice (3 credits)
A practical course in the oral presentation of carefully crafted material. Based on principles of rhetoric, new and old, the course helps students in discovering, structuring, and expressing ideas with conviction and confidence. Some attention will be given to the appreciation of significant speech texts within these rhetorical traditions. Students will make multiple presentations and engage in peer critiques.

ENG 207 Images of Women in Literature (3 credits)
Specific focus of this course will be the female character in literature and the construction of gender identity. Primarily literary and historical in approach, but may include the psychological and the mythic. Works by a variety of authors in several genres will be examined.

ENG 208 Special Topics in Literature (3 credits)
Depending on the instructor, the course will focus on a particular topic of interest in literature (e.g., American West in Imagination, Psychology and Literature).

ENG 209 Literature and Film (3 credits)
This course deals with film treatments of significant literary texts. Specific focus of the courses depends on the instructor (e.g., King Arthur In Literature and Film, American War Literature and Film: Vietnam to Now, Horror in Literature and Film, etc.).

ENG 210 The Roaring Twenties (3 credits)
Exploration of diverse writers who were part of the "make it new" challenge in the tumult of cultural change during the 1920s in America, with particular attention given to contributions by Anderson, Fitzgerald, Millay, Cummings, Parker, Hemingway, Faulkner, O'Neill, and Hughes.

ENG 211 Black Popular Culture (3 credits)
Beginning with W. E. B. Du Bois’s 1897 essay “The Problem of Amusement” we trace the trajectory of the literary interpretations of Black popular culture in the U.S. paying particular attention to its evolution through detective fiction, graphic novels, new media, and science fiction. Likely authors include: Kyle Baker, Octavia Butler, Chester Himes, Nalo Hopkinson, Aaron McGruder, Mia McKenzie, and Walter Mosely. Diversity/Globalization/Non-Western overlay Africana Studies.

ENG 215 Passing Narratives in Black Literature (3 credits)
Beginning with W. E. B. Du Bois's 1897 essay “The Problem of Amusement” we trace the trajectory of the literary interpretations of Black popular culture in the U.S. paying particular attention to its evolution through detective fiction, graphic novels, new media, and science fiction. Likely authors include: Kyle Baker, Octavia Butler, Chester Himes, Nalo Hopkinson, Aaron McGruder, Mia McKenzie,

ENG 216 Rereading the Sixties (3 credits)
Exploration of representative texts from diverse parts of the universe-in-revision that was the 1960s—from Kubrick’s Dr. Strangelove to Vonnegut’s Slaughterhouse-Five; from Sylvia Plath’s Ariel to Dennis Hopper's Easy Rider; from Nikki Giovanni’s poetry to Bonnie and Clyde; from Tom Wolfe’s Electric Kool-Aid Acid Test to Pynchon’s The Crying of Lot 49. We start with “Berkeley in the Sixties,” and it never ends.

ENG 217 Music and American Literature (3 credits)
This course will study the relation of words to music in several different forms: songs, musical shows, an opera, and references to music in poems and novels. It will cover mostly popular music of the twentieth century, including ragtime, blues, jazz, and rock. The class will listen to music and learn some elementary reading of music. Broader topics will involve race, ethnicity, gender, romance, and youth culture.

ENG 218 Lesbian and Gay Narrative (3 credits)
Lesbian and Gay Narrative is designed to introduce students to works by and about lesbian, gay, bisexual, transgendered and queer or questioning persons. Our survey will include works in a variety of genres: plays, novels (including one graphic novel and one bio mythography), essays and poetry. These will come from a range of historical periods.

ENG 222 Sophomore Seminar: Critical Approaches to Literary Studies (3 credits)
A seminar, ideally taken by English majors in the sophomore year, to explore a variety of significant texts in the British and American tradition, each to be examined from diverse critical perspectives, including (but not limited to) the following: formalist/New Critical, structuralist, New Historicist, feminist, deconstruction/poststructuralist, Marxist, psychoanalytic, race/ethnic/postcolonial studies. Restricted to English majors and minors.

ENG 241 Creative Writing: Introductory Workshop (3 credits)
Exploration of at least two creative genres (fiction, nonfiction, poetry, plays). For models and inspiration, students will examine selected works by contemporary creative writers in varied styles. Writing workshop format. Does not fulfill GEP Art/Lit requirement.

ENG 261 News Reporting (3 credits)
This course introduces students to reporting and writing for the news media. In frequent assignments throughout the semester, students will practice the basic principles of journalism with an emphasis on structure, accuracy, clarity and style, key for journalists working in any medium. They will gain experience in story pitching and development and in newsgathering methods, including interviewing, fact gathering and fact checking. Additionally, students will study timely topics related to journalism ethics and the law as well as journalism’s transition into the digital age. While this course is based in the classroom, students are expected to learn and adhere to professional newsroom standards. Does not fulfill GEP Art/Lit requirement.

ENG 263 Writing for Organizations (3 credits)
Comprehensive examination of various forms of writing that are produced in managing organizations, including email, memoranda, letters, reports, brochures, guidelines, and slide share presentation materials. Does not fulfill GEP Art/Lit requirement.

English 300-Level Courses
Courses offered at the 300 level include general surveys and mid-level workshops.

300-303: Medieval/Renaissance literature courses
304-319: British/Irish/Anglophone literature courses
320-329: American literature courses
330-339: drama/theatre courses
340-359: creative writing courses
360-369: journalism courses
370: junior-level independent study
380-389: theory and genre studies courses

ENG 345 Tutor Practicum is offered every fall. ENG 341 Poetry Workshop, ENG 342 Fiction Workshop, and ENG 343 Nonfiction Workshop are typically offered each year. Other 300-level courses are typically offered on two-year to four-year cycles.

ENG 301 Middle English Literature (3 credits)
This course will provide an overview of Middle English literature, excluding Chaucer, by beginning with the earliest Middle English texts and ending with Sir Gawain and the Green Knight. We will focus on language, translation, and close reading
to start, with the goal of arriving at a broader consideration of the Middle English literary tradition and its role in the creation of English literature as we now know it.

ENG 302 Renaissance Non-Dramatic Literature (3 credits)
Was the Renaissance the age of the individual? Was poetry – the dominant literature of the day – a means to power, a force for good or instead a corrupting agent? This course will consider divergent views on the English Renaissance alongside major works by authors such as Sidney, Spenser and Milton.

ENG 303 Renaissance Drama (3 credits)
A study of the drama of Tudor and Jacobean England, excluding Shakespeare. The plays of Marlowe, Jonson, Webster, and Ford and their distinctive dramatic qualities will be emphasized. Acceptable for Theatre/Drama track.

ENG 305 Eighteenth Century English Literature (3 credits)
This course deals with the literature of the Restoration and eighteenth-century, a time of intellectual, cultural, and political revolutions. Among the writers who may be studied are Behn, Dryden, Swift, Pope, Haywood, Defoe, Richardson, Fielding, Johnson, Sterne, Burney, Inchbald, and Wollstonecraft. Depending on the instructor, the course may focus on a particular genre or it may deal with a specialized topic, such as “The Rise of Gender in the Novel,” “The Idea of Authorship in the 18th Century,” or “The Satiric Mode.”

ENG 306 Nineteenth Century English Literature (3 credits)
Depending on the instructor, the course may be focused in a variety of ways, all exploring different developments in literature in England in the 19th Century (Major Romantic Poets, The Nineteenth-Century English Novel, Rebels- Reactionaries: Victorian Romanticism, Victorian Literature).

ENG 307 Modernism-British and Irish Literature (3 credits)
A study of representative authors of British and Irish Modernism, including Auden, Conrad, Eliot, Forster, Joyce, Lawrence, Woolf, and Yeats. Depending on the instructor, this course may also explore works by Bowen, Ford, Lewis, Moore, O’Brien, Wilde, or other authors.

ENG 308 Twentieth-Century Irish Literature (3 credits)
Investigates crucial authors and stages in the development of Irish literature in English from the period of Gregory, Joyce, O’Casey, Synge, and Yeats, through the mid-century period of Beckett, Behan, Bowen, Kavanagh, and O’Brien, to works by late twentieth-century authors (for example, Banville, Boland, Carr, Enright, Friel, and Heaney)

ENG 311 Contemporary British and Irish Literature (3 credits)
A study of contemporary, representative British and Irish novelists, playwrights, and poets from the Thatcher era to the present

ENG 315 Literature of South Asia (3 credits)
This course examines contemporary fiction and film from the Indian subcontinent (primarily India, but with some focus on Pakistan as well). Works studied include both Anglophone texts and texts in translation read alongside major events of twentieth- and twenty-first century South Asian history, particularly Independence and Partition. Featured authors may include: Mulk Raj Anand, Saadat Hasan Manto, R.K. Narayan, Arundhati Roy, and Salman Rushdie. Diversity/Globalization/Non-western overlay.

ENG 317 Literature of South Africa (3 credits)
This course provides a historical view of South African literature, focusing on apartheid, its segregationist precedents, and its present-day legacies. Utilizing novels, historical and legal documents, and creative nonfiction, as well as short fiction and film, the course introduces students to the writings of South Africans who represent diverse subject positions and experiences, but who are all united in the common goal of re-examining and working through South Africa’s traumatic past. Diversity/Globalization/Non-western overlay. Africana Studies.

ENG 319 Postmodernism - Honors
Engagement with a wide range of writers whose work represents both radical extension and rejection of the earlier modernist movement, with exploration of texts by Fowles, Barth, Barthelme, Calvino, Heller, Vonnegut, Pynchon, Smith, Eggers.

ENG 321 Early American Literature (3 credits)
A study of the literary genres that emerged from the colonization of North America and the establishment of the federal republic of the United States, with a focus on the role of literature in
defining American national identity. Readings will include histories, journals, sermons, poems, autobiographies, and novels by authors including John Winthrop, Anne Bradstreet, Mary Rowlandson, Benjamin Franklin, Olaudah Equiano, Nathaniel Hawthorne, Harriet Beecher Stowe, as well as explorers, Indigenous people, and other early national authors.

**ENG 322 American Romantic and Transcendental Literature (3 credits)**

An in-depth study of the writers associated with the Transcendentalism and the social reform movements they inspired, including abolition, women's suffrage, labor reform, and projects of associated living. Authors considered include Ralph Waldo Emerson, Margaret Fuller, Frederick Douglass, Henry David Thoreau, Nathaniel Hawthorne, Herman Melville, and Walt Whitman. A variety of critical and creative writing assignments will provide opportunities for us to reflect on how matters of race, gender, class and ethnicity continue to affect perceptions of democracy today.

**ENG 323 American Literature, 1865–1915 (3 credits)**

A survey of American literature between the Civil War and World War I, from realism to naturalism, with consideration of such writers as Twain, Howells, James, Crane, Dickinson, Robinson, Cable, Wharton, Norris, and Dreiser.

**ENG 324 Twentieth Century American Literature (3 credits)**

An exploration of a century of dramatic change in the American literary landscape—from Dreiser’s *Sister Carrie* to Toni Morrison’s *The Bluest Eye*, through poets as diverse as E. E. Cummings, Allen Ginsberg, and Rita Dove; with options that may include key work from William Faulkner, Richard Wright, Sylvia Plath, Don DeLillo, and Louise Erdrich.

**ENG 325 Contemporary American Literature (3 credits)**

An exploration of representative American works (creative non-fiction, fiction, poetry) from the past 25 years—including books from Jhumpa Lahiri, Joy Harjo, Tobias Wolfe, Junot Díaz, Mark Doty, Kevin Powers, and Cheryl Warren, Taylor, Styron, Smith, Edgerton, and McCorkle.

**ENG 327 Southern Literature (3 credits)**

An overview of Southern literature from the nineteenth century to the present, with consideration of both poetry and fiction. Selected authors may include Poe, Twain, Faulkner, Welty,

**ENG 328 African American Literature (3 credits)**

This thematic survey explores how African American authors write about what it means (and has meant) to be a Black person in the U.S. Exploring poetry, autobiography, drama, short stories, novels, essays, and films we grapple with the multifaceted experiences of “Blackness” in literary texts produced from the era of slavery to the present. Through our reading we develop an understanding of specific African American literary traditions. Diversity/Globalization/Non-western overlay. Africana Studies.

**ENG 329 Black Women’s Literature (3 credits)**

Linked by history, race, gender, and fate, but arguably little else, how do Black women writing in the U.S. write themselves into the idea of America? This course examines exclusively Black women’s literature in order to answer this question. Covering a minimum of three traditional African American literary periods, students are positioned to question notions of privilege and power driven by the intersectionalities of gender and race. Diversity/Globalization/Non-western. Africana Studies.

**ENG 330: Caribbean Literature in English (3 credits)**

This course explores the intersectionalities of racial, ethnic, and linguistic identities within Anglophone and Francophone Caribbean literary traditions. In dialogue these literary traditions complicate a monolithic Caribbean narrative. With careful study of language, class, color, and identity we determine how authors contend with and memorialize French, British, and American imperialisms in the Caribbean. Likely authors include: Michelle Cliff, Edwidge Danticat, Merle Hodge, Thomas Glave, George Lamming, and Jamaica Kincaid. Diversity/Globalization/Non-western. Africana Studies.

**ENG 331 Modern Drama (3 credits)**

Major English and continental dramatists of the modern period from Ibsen to the present; a survey emphasizing not only major writers but also significant changes in dramatic form.

**ENG 332 Playwriting (3 credits)**

This course offers students the experience of creating original material for stage presentation, with particular focus on the one-act play structure
and concern for character, scene, and plot development. Does not fulfill GEP Art/Lit requirement.

ENG 333 Reading, Writing, and Adapting for the Theatre: Dramaturgy (3 credits)
Examination of the diverse functions of the dramaturge developing background perspective for bringing dramatic texts to the stage, adapting various texts for stage presentation, writing interpretive notes for staged productions. Students will adapt literary texts for Reader's Theatre performance.

ENG 341 Poetry Workshop (3 credits)
Exploration of poetry by reading and writing. Each student will be responsible for creating a set of poems. Writing workshop format. Does not fulfill GEP Art/Lit requirement.

ENG 342 Fiction Workshop (3 credits)
Exploration of fiction by reading and writing. Each student will be responsible for creating a set of stories. Writing workshop format. Does not fulfill GEP Art/Lit requirement.

ENG 343 Nonfiction Workshop (3 credits)
Exploration of creative nonfiction by reading and writing, with particular focus on the form of the personal essay. Each student will be responsible for creating a set of essays. Writing workshop format. Does not fulfill GEP Art/Lit requirement.

ENG 344 Screenwriting (3 credits)
Exploration of screenwriting in a workshop format with consideration of the whole process involved in development of screen projects, including feature-length film projects. Does not fulfill GEP Art/Lit requirement.

ENG 345 Tutor Practicum, Writing Center Theory and Practice (3 credits)
This course introduces students to writing center history, theories, and practices. Readings include landmark and contemporary texts about writing pedagogy in general and the tutoring of writing specifically. Additionally, students study issues and strategies of relevance to ESL writers for whom English is not their first or home language. Students are introduced to the practices of peer tutoring through class discussions and through observation and tutoring in the University Writing Center. Upon successful completion of this course, they are eligible to be hired in subsequent semesters as writing tutors. Open to students from all majors who are interested in writing and/or the teaching of writing. Permission of instructor required. Writing Intensive. Does not fulfill GEP Art/Lit requirement.

ENG 360 Feature Writing (3 credits)
At its most basic definition, feature writing is journalism that tells a story—generally, the kind of story that you don't soon forget, that lingers for many moments, or days, or years after you first encounter it. In this course, students study outstanding examples of feature stories and multimedia feature packages. From those examples, they learn how to combine the best reporting practices with the best storytelling practices in order to produce their own powerful features that marry in-depth reporting and research with captivating and creative storytelling skills. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

ENG 361 Mobile Journalism (3 credits)
This course examines the impact of mobile technology on news organizations around the world and the ways in which these organizations capitalize on mobile technology as a delivery platform. On a practical (and practiced) level, students spend the semester using mobile technology as journalists. They explore social media platforms of particular use to journalists as well as produce their own media content using various mobile tools. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

ENG 362 Photojournalism (3 credits)
This is an introductory course in photojournalism presented in a multimedia context. Students will be required to have access to either point-and-shoot cameras or (ideally) DSLR camera kits. The course will be taught as a hands-on workshop. Instruction will progress from basic camera operation and single image assignments to more comprehensive visual storytelling. Does not fulfill GEP Art/Lit requirement.

ENG 363 Sports Journalism (3 credits)
This hands-on, multimedia course covers all aspects of current sports journalism, from reporting and telling stories in print and broadcast media as well as in blogs, podcasts and social media. In
addition to learning how to break news across multiple platforms, students will practice the kind of in-depth reporting and compelling storytelling that leads to profiles and full-length features. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

ENG 364 History of Journalism (3 credits)
This course surveys the history of journalism and mass media in the United States (from the colonial press to contemporary news media). Topics include the Revolutionary period; the emergence of the penny press; yellow journalism; women’s stunt journalism; the African American Press; muckraking; and the evolution of “modern” mainstream journalism. Students will gain an understanding of the role of journalism in the U.S., while also becoming critical consumers of news media. Does not fulfill GEP Art/Lit requirement.

ENG 370 Independent Study: Junior Level (3 credits)
The chief purpose of the junior-level independent study project is for the student to acquire knowledge in a particular area of literature (reading and research project) or to produce a substantial piece of writing, either creative or discursive (writing project). For the reading and research project, the student will develop a course of study with the project director that may utilize audiovisual as well as printed material. In addition to a reading program, the student will write a substantial paper that develops from that reading program; the paper should use primary texts and have a textual perspective—historical, critical, aesthetic, or mythic. For the writing project, the student will develop a program of reading and writing with the project director. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field).

ENG 381 The History of the English Language (3 credits)
A survey of the outer and inner history of the English language, from its Indo-European origins to its present American and worldwide use, including dialectal variations in modern American English. This course fulfills requirements within the Linguistics Major and Minor. See LIN 381.

ENG 382 Literary Theory: Plato to Poststructuralism (3 credits)
Examination of some of the major issues in literary theory from the time of Plato to the present, including, but not limited to, the rhetorical effect of literature, the relationship between the text and the world, notions of the expressive power of literature, the formal qualities of the literary text, and poststructuralist notions of language. The course provides students with the opportunity to draw upon theory for their own literary analyses and prompts them to formulate their own theories about what literature is and does. Does not fulfill GEP Art/Lit requirement.

ENG 383 Seminar in Rhetorical Theory (3 credits)
Focused examination of some key factors in rhetoric over the ages: for example, invention strategies, the ethics of writing, methods of delivery. Does not fulfill GEP Art/Lit requirement.

ENG 384 The Essay (3 credits)
A comprehensive study of the essay form through time, with special concern for identifying forces of change upon the style and function of the essay within selected cultural contexts. Acceptable for GEP Art/Lit requirement.

English 400-Level Courses
Courses offered at the 400 level include genre- and nationality-specific courses, courses focusing on specific writers, advanced workshops, and specialty courses.

- 400-403: Medieval/Renaissance literature courses
- 404-419 British/Irish/Anglophone literature courses
- 420-429: American literature courses
- 430-439: drama/theatre courses
- 440-459: creative writing courses
- 460-469: journalism courses
- 470: senior-level independent study
- 480-489: theory and genre studies courses
- 490-499: special projects

ENG 402 Shakespeare: Early Works is offered each fall. ENG 403 Shakespeare: Later Works is offered each spring. Other 400-level courses are offered on two-year to four-year cycles.

ENG 401 Chaucer and the Medieval World (3 credits)
An examination of the development of various medieval narrative forms, including the romance, and the climax of their development in the poetry of Geoffrey Chaucer. The major historical focus will be on work written in England from 1300 to 1485; there will be some continental material included.
ENG 402 Shakespeare: Early Works (3 credits)
Shakespeare's early plays and poems before 1601, primarily the histories and comedies. Close attention will be given to the dramatic structure in Shakespeare's plays with special emphasis on the poetic.

ENG 403 Shakespeare: Later Works (3 credits)
A reading of Shakespeare's plays from Hamlet to The Tempest. Close attention will be given to the dramatic structure in Shakespeare's plays with special emphasis on the poetic. A special study of the problem plays and the tragedies.

ENG 404 British/Irish/Anglophone Authors (3 credits)
An in-depth study of one to two significant authors of a particular period, the choice to be made by the instructor.

ENG 405 Henry VIII in Life and Legend: Writing and Tyranny (3 credits)
A study of writings from and about Henry VIII and his court, with a particular focus on the controversial personalities of Thomas Wolsey, Thomas More, Thomas Cromwell, Anne Boleyn, Katherine of Aragon, and Henry himself. May include poems by Wyatt and Surrey, Cavendish's *Life of Wolsey*, Shakespeare and Fletcher's play *Henry VIII*, More's *Utopia* and other of his works, the second novel in Hilary Mantel's *Wolf Hall* series (*Bring up the Bodies*), and selected writings about Henry's first divorce. *Ethics Intensive overlay*.

ENG 407 Twentieth-Century British and Irish Novel (3 credits)
A study of major developments in British and Irish fiction from World War I to the present, including Conrad, Forster, Joyce, Lawrence, Woolf, and Beckett. Depending on the instructor, this course may also explore works by Bowen, Ford, Fowles, Greene, Lewis, Moore, O'Brien, or other authors.

ENG 410 Irish Gothic Fiction (3 credits)
Interrogating issues of genre and historical context, this course traces the evolution of Irish gothic and ghost stories from the early nineteenth century to the present.

ENG 411: Black British Literature (3 credits)
This course focuses on narrative and criticism by Black British writers since the 1948 arrival of the Empire Windrush. We examine the way "Blackness" in Britain has been called upon to both unite and exclude while exploring the contested perception that Black experience in Britain should be examined solely in terms of race and identity. Likely authors include: Sam Selvon, Kwame Kwei-Armah, Jackie Kay, Andrea Levy, Caryl Phillips, and Zadie Smith. *Diversity/Globalization/Non-western overlay: Africana Studies.*

ENG 415 Postcolonial Studies (3 credits)
An examination of diverse literary texts, films and theoretical essays that engage the idea of "post colonialism," the circumstances and effects of one nation having sovereign power over another. We will emphasize works with a relationship to the British Empire (e.g., Forster, Conrad, Rushdie, Collins, Dickens, Joyce, Winterson), but we will not be limited to this particular historical context. *Diversity.*

ENG 416 Rebellious Women Writers: Reformers, Slaves, and Suffragists (3 credits)
This course explores how British and American women of the late seventeenth to early twentieth centuries used writing to rebel against the status quo. We will examine both the historical circumstances in which women found themselves and the literary production that resulted. We will examine a wide variety of women's texts—narrative fictions, poetry, political polemics, conduct books, letters, autobiographies, social theories, sermons, and protest leaflets—and we will discuss the effects of these different responses to women's plight. We will look closely at the influences that British and American writers exerted upon one another. *Diversity.*

ENG 420 American Authors (3 credits)
An in-depth study of one or two significant American authors, the choice to be made by the instructor.

ENG 421 The American Novel, 19th and 20th Centuries (3 credits)
A study of the evolution of the novel in America; may include novels by Cooper, Hawthorne, Melville, Twain, Chesnutt, Wharton, James, Hemingway, Pynchon, Bellow, Updike, Kesey, Tan, Silko, or others depending on the instructor.

ENG 423 American Poetry, 19th and 20th Centuries (3 credits)
An analytical study of poetic development, with emphasis on Romantic and modern theory and practice. Among those studied: Poe, Whitman, Dickinson, Stevens, and Frost.
ENG 424 Contemporary American Poetry (3 credits)
An exploration of the American poetry scene, from the 1950s to the present, including representative works from a number of movements: the Beats, the Confessionals, the Black Arts movement, women’s poetry, the New York School, deep image poetry, and most recently, Language Poetry and New Formalism. The course is writing-intensive, with a student response journal and various assignments—including creative imitations, an explication, an analytical essay, and a review of a poetry collection.

ENG 425 American Drama (3 credits)
A critical study of selected plays. The emphasis will be on the works of O’Neill, Wilder, Williams, Miller, MacLeish, and Albee. Acceptable for Theatre/Drama track.

ENG 426 Nature Writing in America (3 credits)
Examination of the literary treatment of nature in American culture, from Thoreau’s Walden through the environmentalist writers of the contemporary period.

ENG 427 The Harlem Renaissance (3 credits)
Black artists in Harlem (and other densely populated urban areas) produced a significant collection of work remarkable for its breadth and complexity during the anachronistically named Harlem Renaissance (1922-1941). This course explores that creative explosion in an attempt to develop a comprehensive understanding of what compelled the movement and why the Harlem Renaissance continues to be so influential in Black literature and culture today. ENG 215, 328, or 329 recommended. Diversity/Globalization/Non-western overlay. Africana Studies.

ENG 428 The Beat Rebellion (3 credits)
A study of writers in the 1950s and early 1960s whose work reflected rebellion with regard to social and cultural norms.

ENG 429 Reading and Writing the Civil Rights Movement (3 credits)
Consideration of how writing—speeches, poetry, fiction, and autobiography—both responded to and documented the Civil Rights movement and how writing was used to shape a social change agenda—with a close look at the rhetorical strategies involved in a wide range of texts; authors will include Martin Luther King, Jr., Malcolm X, Maya Angelou, James Baldwin, Taylor Branch, John Steinbeck, Alice Walker, and Eudora Welty. Diversity/Globalization/Non-western overlay.

ENG 431 Special Topics in Theatre (3 credits)
Course content to be determined by instructor.

ENG 432 Theatre Performance Practicum-English (3 credits)
Rehearsal and performance of a campus production (produced by the Cap and Bells Dramatic Society and directed by a faculty director) with the student in the role of actor or stage manager. Comprehensive study of the rehearsal and performance processes which culminates in the writing of a final research paper of ten pages in length. In order to register for this course, the production must be the third campus production in which the student has served as cast member or stage manager. Instructor approval required.

ENG 441 Literacy as a Social Practice (3 credits)
An investigation of literacy as a social practice, using composition theory, ethnography, fiction, autobiography, and popular culture to define literacy and ask questions about it. With concern for the defining forces of race, class, and gender, the course explores different uses of literacy and considers the concept of a literacy “crisis.” Students will compose narratives of their own literacy practices and pursue independent research on some aspect of literacy and its applications to schools, society, and quality of life. Diversity. Does not fulfill GEP Art/Lit requirement.

ENG 443 Special Topics in Writing (3 credits)
In this course, students will engage in writing projects based on a specialized area of study (e.g., Writing and Faith, Running to Write). Does not fulfill GEP Art/Lit requirement.

ENG 444 Writing Through Race, Class, and Gender (3 credits)
Through critical readings in autobiography and creative writing exercises, an exploration of the forces brought to bear on production of texts by race and gender experience. Diversity. Acceptable for GEP Art/Lit requirement.

ENG 445 Gender and Narrative (3 credits)
A writing course designed to explore alternative and experimental genres that combat sexism and do social and political work, with particular focus on narratives developed to challenge dominant
cultural structures and practices. Diversity. Acceptable for GEP Art/Lit requirement.

ENG 450 Hospital Stories (3 credits)
In this course, students explore how race, class, gender, and sexuality are depicted through the writing of caregivers, medical professionals, and patients in essays, memoirs, and creative nonfiction. The course focuses on how cultural difference affects access to medical care and perceptions of the female body. Other possible topics include mental illness and AIDS/HIV. Acceptable for GEP Art/Lit requirement.

ENG 460 Magazine Writing (3 credits)
In this course, students gain practice developing story ideas, pitching articles, writing to word-count, and abiding by AP style. The course also examines a variety of glossies plus online magazines in order for students to stay current with changing journalistic practices. Does not fulfill GEP Art/Lit requirement.

ENG 461 Food Writing (3 credits)
This class explores the political, spiritual, and economic aspects of eating and offers students the chance to practice writing about food in different modes, from restaurant reviews to blog posts to personal essays. Does not fulfill GEP Art/Lit requirement.

ENG 462 Travel Writing (3 credits)
This course explores the elements of crafting narratives about journeys. Using students’ previous experiences of travel (and current experiences when applicable), students explore the elements of creative nonfiction writing. Students complete a variety of writing exercises, including a detailed travel journal, and other exercises on detail and description. After the exercises, students will write longer narratives that may include a profile of a person or place, a reflective memoir, and an essay about some aspect of another culture’s cuisine or cultural differences. Acceptable for GEP Art/Lit requirement.

ENG 463 Literary Journalism (3 credits)
This reading-intensive course provides an historical overview of a genre most often referred to as “literary journalism,” once called “new journalism,” and now sometimes dubbed “new journalism” or “immersion journalism.” Students may read works by writers such as Nellie Bly, Stephen Crane, John Hersey, Joan Didion, Truman Capote, Tom Wolfe, Hunter S. Thompson, Ted Konover, Sonia Nazario, Adrian Nicole LeBlanc, and Susan Orlean, among others. In addition to their literary consumption and interrogation of the field, students will produce several short exercises in the style of the genre and one final project. Does not fulfill GEP Art/Lit requirement.

ENG 465 Special Topics in Journalism (3 credits)
Focus on a particular issue in journalism, examination of some trend, or consideration of selected columnists/distinctive voices in journalism. Prerequisite: ENG 261: Introduction to Reporting & Writing, or permission of instructor. Does not fulfill GEP Art/Lit requirement.

ENG 466 Journalism Innovation and Entrepreneurship (3 credits)
This course prepares and inspires students to approach journalism from the start-up perspective. The theories and practices of entrepreneurial journalism will be studied and simulated, with a special emphasis on new venture creation, cutting-edge business strategy and state-of-the-art storytelling techniques. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

ENG 467 Ethics in Journalism (3 credits)
At a time when the news media’s role in society, its accepted practices and its storytelling tools and platforms are all undergoing radical transformations, adhering to ethical standards is more important than ever for veteran and aspiring journalists. This course examines and challenges those ethics, their significance in the public sphere and the principles and theories serving as their foundation. Students should have taken ENG 261 or have prior journalism experience before enrolling in this course. Does not fulfill GEP Art/Lit requirement.

ENG 468 Global Journalism (3 credits)
This course explores the growing influence and impact of international journalism from native and non-native perspectives. The history and current state of foreign correspondence and war reporting will also be studied, along with the challenges and opportunities of practicing journalism in various parts of the world. Does not fulfill GEP Art/Lit requirement.

ENG 469 The Art of Editing (3 credits)
This course will introduce students to three basic levels of editing: substantive editing, copyediting,
and proofreading. The course may include guest editor presentations as well as intensive review of grammar and writing skills and an introduction to copyediting marks. Finally, students will try on the multi-faceted roles of an editor—and experience the challenges of balancing aesthetic and pragmatic concerns—through several major writing and editing projects, including one multi-media project. Does not fulfill GEP Art/Lit requirement.

**ENG 470 Independent Study: Senior Level (3 credits)**
The senior-level independent study is for students to engage in faculty mentored research and writing. Students will develop a course of study with the faculty mentor that results in a substantial piece of scholarship, creative writing, or journalism. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field).

**ENG 481 Literary Forms and Styles (3 credits)**
Specific focus of the course will depend on the instructor. Approaches to the study of genres may be The Satiric Mode, The Lyric, The Short Story in America, Autobiography, The Sonnet, Science Fiction, and Books That Cook.

**ENG 482 Literature and Culture (3 credits)**
Specific focus of the course will depend on the instructor. Approaches to considering the relationship between literature and culture may be Three Catholic Southern Writers: Dubus, O’Connor, Percy; The Mythic Imagination; Death, Mourning and Consolation; Representing the Irish Troubles; and Religion in Nineteenth-Century British Poetry.

**ENG 483 Seminar in Narrative Form (3 credits)**
Drawing on both fictional and theoretical texts, the course explores how narrative attempts to give meaning and coherence to experience and how readers process narrative. Literary texts include linear and non-linear narratives and range from early modern to postmodern texts. Theoretical perspectives include structuralist, poststructuralist, and feminist. Acceptable for GEP Art/Lit requirement.

**ENG 484 Special Topics in Critical Theory (3 credits)**
This course provides an intense focus on a particular area of contemporary literary theory. Depending on the instructor, the course may cover major theoretical movements (e.g., feminist theory, deconstruction, new historicism) or concentrate on certain major figures (e.g., Bakhtin, Derrida, Cixous, Foucault). Does not fulfill GEP Art/Lit requirement.

**ENG 490 Journalism Internships: Independent Study (3 credits)**
The primary purpose of this internship is to introduce a student to journalism experience at a media outlet. In addition to helping students enhance their journalism skills, that experience should also help them develop their understanding of the journalist’s role in society. Students will normally work from ten to fifteen hours per week at an appropriate site and will meet with their English-department mentor regularly during the semester. Students will maintain a portfolio of work completed, keep a journal or field notes of their working experience, secure an assessment of their work performance from a supervisor, and submit a final reflection essay and an updated resume that includes the internship experience. Restricted to English majors and journalism minors.

**ENG 491 Community Service Internships: Independent Study (3 credits)**
The primary purpose of this independent study is to introduce a junior or senior to professional writing, editorial, and related skills in a community-service setting. Students will normally work from ten to twenty hours per week at an appropriate site and will meet with their English-department mentors regularly during the semester. Acceptable venues include nonprofit organizations, private and public schools, and other suitable sites. Students will maintain a portfolio of work completed, keep a journal or field notes of their work experiences, secure assessment from a supervisor of their work performance, and submit a final reflection and updated resume that includes the internship experience. Restricted to English majors and minors. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field), or permission of mentor and chair.

**ENG 492 Writing and Editing Internships: Independent Study (3 credits)**
The primary purpose of this independent study is to introduce a student to professional writing, editorial, social media management or related skills in a particular communications area. Students normally work from ten to twenty hours per week at an appropriate site and will meet with their English department mentor regularly during the semester. Acceptable venues include magazines, academic journals, publishing companies, television
stations, radio stations, public relations firms and departments, advertising agencies, governmental and university departments, and other suitable sites. Students will maintain a portfolio of work completed, keep a journal or field notes of their working experience, secure assessment from a supervisor of their work performance, and submit a final reflection and updated resume that includes the internship experience. *Restricted to English majors and minors. Minimum GPA of 3.0 (or cumulative average of 3.4 or higher for courses in the major field), or permission of mentor and chair.*

**ENG 493 Independent Research Project (Fall) (3 credits)**
Includes College Honors theses. Requirements for college honors are listed above and under ‘Honors Program’.

**ENG 494 Independent Research Project (Spring) (3 credits)**
Includes College Honors theses. Requirements for college honors are listed above and under ‘Honors Program’