DEPARTMENT OF ENGLISH

COURSE INFORMATION

FOR MAJORS

SUMMER/FALL 2016

Department of English
The College of Staten Island
City University of New York
2800 Victory Blvd.
Staten Island, NY 10314

Campus Location: Building 2S-218
Phone: 718-982-3640
Fax: 718-982-3643
Email: wendy.pearson@csi.cuny.edu
Website: http://www.english.csi.cuny.edu/
Facebook: https://www.facebook.com/EnglishDeptCSI
Twitter: @ENGDeptCSI

*REGISTRATION FOR THE SUMMER/FALL 2016 TERM BEGINS ON APRIL 5, 2016
April 1, 2016

Dear English Major:

In order to help you during the pre-registration and advisement periods, this package includes the following:

- a list of English courses to be offered for Summer/Fall 2016
- English Major advisors and their office hours
- Graduation with Honors in English
- English major requirements

We have also enclosed worksheets at the end of the booklet to enable you to see the progress you are making toward graduation as an English major. Please fill it in prior to meeting with an advisor.

If you are nearing graduation, have a 3.0 average, and are thinking about graduate school, you may wish to consider the Master of Arts in English program we offer at the College of Staten Island. This thirty-credit M.A. offers options in Literature and Rhetoric. The English office has copies of a brochure describing the program. Professor Katharine Goodland, Graduate Coordinator, would be glad to talk with you about it.

Please note on the list of English major advisors that Professor Kandiyota is chief advisor for majors in literature; Professor Cate Marvin is chief advisor for majors in writing; Professor Katharine Goodland is chief advisor for majors in dramatic literature; and Professors Jason Bishop and Christina Tortora in linguistics.

We hope the enclosed material is of help to you. If you have any questions, please come in to talk with any of the English major advisors. We have an updated English Department website which you can visit at http://www.english.csi.cuny.edu/.

On behalf of the Department of English,

Professor Ashley Dawson, Chairperson
Choosing English As Your Major:

NOTES ON ENGLISH MAJOR AND CAREERS

1. The English Major is desirable preparation for a number of careers. Teaching is only one possibility among many. If you are interested in teaching on the high school level, you should talk with someone in the Education Department as well as with an English Department advisor.

2. If you choose a non-teaching career, follow these steps:
   - Examine your personal interests and skills, and then examine careers that seem to place the highest value on these interests and skills. The Counseling Center at CSI can help you examine your interests and skills. People there can help you explore the variety of occupations English majors can pursue.
     1. It is probably best to contact the Center as early in your college career as possible. Appointments can be arranged by phone (718-982-2391) or in person (Room 1A-109).
     2. The Career and Scholarship Center can also help you develop job search techniques, and they can prepare you to write your resume and get set for employment interviews. Appointments can be arranged by phone (718-982-2300) or in person (Room 1A-105).
   - Pursue the invaluable understanding and appreciation that come through breadth and depth in literature, including dramatic literature. Or consider a concentration in writing or linguistics. Focus especially on analyzing, interpreting, research, reorganization, rephrasing, and on presenting arguments logically, succinctly, and clearly.
   - Choose a minor or a number of electives that appear to relate closely to the field in which you plan to seek employment. Do everything possible to gain "field experience" in this area. Participate in a non-teaching internship, if it is available at the college. If such a program is not available, contact businesses and industries personally about management training, and be willing to start at the bottom while learning.
   - Prepare for the chosen field of interest rather than only for further study in English. Avoid the common assumption that an English major is just "into English." Take a positive attitude toward the chosen field, and accept the fact that it is just as important as any other field pursued by a major in the department.

FURTHER READING

The following publications may be available for reference only in the Counseling Center in 1A-109 or in the Library.

4. The Linguist List (http://linguistlist.org/). This website is a resource for people interested in a career in linguistics; see also www.lsadc.org.
5. Ferguson’s Career Guidance Center. On-line data available to students in the Library.

Recommended Reference Books for English Majors

The MLA Handbook for Writers of Research Papers 7th edition
A Short Guide to Writing about Literature. Barnet and Cain
REQUIREMENTS ALL ENGLISH MAJORS MUST FULFILL:

Advisement:
Before registering, all majors must seek advisement. In fact, the College enforces advisement by placing what is commonly known as a “stop,” “service indicator,” or “hold” on your record, which can only be “removed” once you have received advisement from a full-time faculty member or our Senior Academic Advisor Jennifer Durandoin the English Department.

Sometimes students view advisement as a mere annoyance. However, rest assured, we need to advise you because we want to make sure that you do not register for classes that you do not need to take in order to graduate!

Courses:
No matter which concentration you choose, THESE THREE CLASSES ARE REQUIRED:

ENL 290  INTRODUCTION TO THE STUDY OF LITERATURE*
ENL 300  BRITISH AND AMERICAN LITERARY TRADITIONS
ENL 310  WORLD LITERATURE IN CONTEXTS

*It is preferable that you complete ENL 290 (Introduction to the Study of Literature) early on in your coursework.

Students who have passed ENH 218, ENL 376, or ENL 365, do NOT need to retake the courses.

NEW REQUIREMENTS FOR THOSE DECLARING AFTER JUNE 30, 2013:

Note on the number of courses (credits) needed to complete the major:

- The new set of general education or core requirements is called PATHWAYS.
- All English majors who opt into PATHWAYS must take at least 11 ENL courses (44 credits) to complete the major.
- Students who have declared their English major prior to July 1, 2013 and who do NOT opt into PATHWAYS, are grandfathered in under the old requirements: they must take at least 10 ENL courses (40 credits) to complete the major.
- Students who declare English as their major or switch their major to English after June 30, 2013 must take at least 11 ENL courses (44 credits) to complete the major.
ENGLISH MAJOR REQUIREMENTS

LITERATURE CONCENTRATION
Chief Advisor: Professor Dalia Kandiyoti

THREE REQUIRED COURSES (12 credits):

- ENL 290  Introduction to the Study of Literature  4 credits
- ENL 310  World Literature in Contexts  4 credits
- ENL 300  British and American Literary Traditions  4 credits

LITERATURE COVERAGE AREAS (20 credits):

Students must take one ENL course in each of the following literary coverage areas, and no course may satisfy more than one coverage area.

1. British literature (including period, movement, or major figure).
2. American literature (including period, movement, or major figure).
3. Literature in translation (including period, movement, or major figure).
4. Literature written by women, American minorities, or Third World writers (including period, movement, or major figure).
5. Genre or theme. ENL 323 (Coming of Age Narratives), which falls under this category, is required for English majors in the adolescence education sequence.

At least one of the courses from above must be pre-1800.

REMAINING COURSES (8 or 12 credits-depending upon date of declaration)*:

These eight or twelve credits may be ENL writing or ENL literature courses, ENH or ENL linguistics courses, or ENL 302 (Oral Interpretation of Literature). A linguistics course is strongly recommended.

English majors in the adolescence education sequence must take either ENH 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics).

*NOTE: Students who declare English as their major or switch their major to English after June 30, 2013 must take at least 11 ENL courses (44 credits) to complete the major.
ENGLISH MAJOR REQUIREMENTS

WRITING CONCENTRATION
Chief Advisor: Professor Cate Marvin

THREE REQUIRED COURSES (12 credits):

- ENL 290  Introduction to the Study of Literature  4 credits
- ENL 310  World Literature in Contexts  4 credits
- ENL 300  British and American Literary Traditions  4 credits

WRITING COURSES: (20 credits)

- ENL 267 Workshop in Creative Writing
  (prior to registering for genre-specific writing courses at the 300 and 400 levels)
- Four additional ENL writing courses

NO MORE than TWO 200 level writing courses (8 credits) can be counted toward the major requirements.

REMAINING COURSES (8 or 12 credits-depending upon date of declaration)*:

These eight or twelve credits may be ENL writing or ENL Literature courses, ENH or ENL linguistics courses, or ENL 302 (Oral Interpretation of Literature).

For English majors in the adolescence education sequence, ENL 323 (Coming of Age Narratives) and either ENH 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics) are required.

*NOTE: Students who declare English as their major or switch their major to English after June 30, 2013 must take at least 11 ENL courses (44 credits) to complete the major.
What is Linguistics?

Linguistics is the scientific study of human language; it is concerned with how languages are structured, how they change, and how language is represented in the mind/brain. Linguists therefore study grammar, the social and psychological aspects of how people use language, relationships among different languages and dialects, and how languages change over time. Linguists use various methods to study these topics—including formal analysis, experimental methods, and the investigation of “corpora” (large collections of written or recorded language).

While linguists study language from these different angles, language itself is usually divided into four basic components, each of which is addressed in courses in the CSI English Dept. These are:

**Phonetics:**
The study of how speech sounds are articulated and perceived in human languages, their acoustic properties, and their measurement. **Relevant Courses:** ENL 428 (Phonetics) and ENL 448 (Speech Science)

**Phonology:**
The study of how speech sounds form a system in languages, how they pattern, and the rules that can be used to describe the patterning. **Relevant Courses:** ENL 449 (English Phonology)

**Morphology:**
The study of how words are structured in languages, including how they are built from smaller units, like roots, suffixes, prefixes, and other processes, and also how words have meaning. **Relevant Courses:** ENL 447 (Structure of Words)

**Syntax and Semantics:**
These areas study sentence grammar: how sentences are structured, and the meanings that result from these structures. **Relevant courses:** ENL 423 (English Sentence Structure)

Additionally, the following areas address the different perspectives on language described above:

**Sociolinguistics**
Studies the impact of social factors, such as class, race, region, gender, and ethnicity on how people use and react to language. **Relevant Courses:** ENL 427 (Sociology of Language)

**Psycholinguistics**
Studies the cognitive/psychological processes used by humans to store linguistic information in, and retrieve it from, the mind/brain. **Relevant Courses:** ENL 426 (Language Acquisition & Psycholinguistics)

**Historical linguistics**
The study of how a language’s grammar (phonology, syntax, and semantics) changes over time. **Relevant Courses:** ENL 424 (Language Change) and ENL 425 (History of English)

*Linguistics is highly relevant to students interested in Education, ESL/Foreign Language Teaching, Law, Publishing, Computer Technology, and careers related to Communication Disorders / Speech Pathology. For more information about the Linguistics Program (including majoring in English/Linguistics), Contact Professor Jason Bishop at [jason.bishop@csi.cuny.edu](mailto:jason.bishop@csi.cuny.edu) (office 2S-207) or Professor Christina Tortora at [christina.tortora@csi.cuny.edu](mailto:christina.tortora@csi.cuny.edu) (office 2S-201).*
ENGLISH MAJOR REQUIREMENTS

LINGUISTICS CONCENTRATION
Chief Advisors: Jason Bishop and Christina Tortora

THREE REQUIRED COURSES (12 credits):

- ENL 290   Introduction to the Study of Literature 4 credits
- ENL 310   World Literature in Contexts 4 credits
- ENL 300   British and American Literary Traditions 4 credits

LINGUISTICS COURSES (20 credits):
Choose FIVE Linguistics courses from the following:*

- ENH 230   Introduction to Language
- ENL 422    Introduction to Linguistics
- ENL 423    English Sentence Structure
- ENL 424    Language Change
- ENL 425    History of English
- ENL 426    Language Acquisition
- ENL 427    Sociology of Language
- ENL 428    Phonetics
- ENL 447    The Structure of Words
- ENL 448    Speech Science
- ENL 449    English Phonology

*English majors in the adolescence education sequence must take either ENH 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics).

REMAINING COURSES (8 or 12 credits-depending upon date of declaration)*:

These eight or twelve credits may be ENL writing or ENL Literature courses, ENH or ENL linguistics courses, or ENL 302 (Oral Interpretation of Literature).

For English majors in the adolescence education sequence, ENL 323 (Coming of Age Narratives) is required and a course in the literature of women, American minorities or third world authors is strongly recommended.

*NOTE: Students who declare English as their major or switch their major to English after June 30, 2013 must take at least 11 ENL courses (44 credits) to complete the major.
ENGLISH MAJOR REQUIREMENTS

DRAMATIC LITERATURE CONCENTRATION
Chief Advisor: Professor Katharine Goodland

THREE REQUIRED COURSES (12 credits):

- ENL 290 Introduction to the Study of Literature 4 credits
- ENL 310 World Literature in Contexts 4 credits
- ENL 300 British and American Literary Traditions 4 credits

DRAMATIC LITERATURE COURSES (12 credits):
Dramatic Literature courses may be selected from the following:

- ENL 361 The Early Shakespeare
- ENL 362 The Later Shakespeare
- ENL 354 English Drama to 1800
- ENL 357 World Drama to 1800
- ENL 355 Modern European Drama
- ENL 356 American Drama
- ENL 358 World Drama since 1800
- ENL 359 Contemporary Drama
- FRN 426 Classical French Drama
- SPN 345 Spanish Theater
- FRN 425 The Golden Age of Spanish Drama
- ENL 272/ENL 373 Playwriting I, II

One course from the above list must be pre-1800 and one course must be post-1800.

Dramatic Arts Courses (8 credits):
May be selected from the following:

- DRA 110 Acting I (4 hours; 3 credits)
- DRA 210 Acting II (4 hours; 3 credits)
- DRA 213 Movement for the Theater (4 hours; 3 credits)
- DRA 214 Voice/Diction for Theater (4 hours; 3 credits)
- DRA 141/DRA 142 Theater Production (3 hours; 3 credits/2 hours; 1 credit)
- DRA 230 Set Design for the Theater (4 hours; 3 credits)
- DRA 300 Topics on Productions (4 hours; 4 credits)
- DRA 320 Directing (4 hours; 4 credits)
- DRA 272 Performance Histories (4 hours; 4 credits)
- DRA/ENG, DRA/ENL, DRA/FRN, or DRA/SPN courses

REMAINING COURSES (8 or 12 credits-depending upon date of declaration)*:
These eight or twelve credits may be ENL writing or ENL Literature courses, ENH or ENL linguistics courses, or ENL 302 (Oral Interpretation of Literature). English majors in the adolescence education sequence are required to take ENL 323 (Coming of Age Narratives) and either ENG 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics).

*NOTE: Students who declare English as their major or switch their major to English after June 30, 2013 must take at least 11 ENL courses (44 credits) to complete the major.
THE ADOLESCENCE EDUCATION SEQUENCE (7-12):

INFORMATION FOR MAJORS WHO WISH TO TEACH HIGH SCHOOL

- You must enroll in EDS 201 in the first semester of your junior year to complete this sequence. To enter the Adolescent Education Sequence, beginning in Fall 2015, you must have a G.P.A. of 3.0. If you are declared in the sequence prior to Fall 2015, you must maintain a GPA of 2.75.
- Please consult Diane Brescia in the School of Education Department for further details.
- Below you will find an outline of this sequence. Please note that it is not as flexible as the English Major. For this reason, you should be sure to complete it according to the guidelines below in order to graduate on time.
- If you complete this sequence as an undergraduate, you have the option of pursuing an M.A. in English; if you do not complete this sequence as an undergraduate, you will not have this option—rather, you will have to pursue an M.S. in Education.

<table>
<thead>
<tr>
<th>Program Sequence</th>
<th>Courses Offered</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall of Junior Year</td>
<td>EDS 201 and EDS 202</td>
<td>Students are advised to take both classes, during which the application package is completed</td>
</tr>
<tr>
<td>Spring of Junior Year</td>
<td>EDS 316</td>
<td>Students may take one of the foundation classes (EDS 201/202) this semester if they were granted permission not to take it the previous term.</td>
</tr>
<tr>
<td>Fall of Senior Year</td>
<td>EDS 302</td>
<td>This now follows EDS 316</td>
</tr>
<tr>
<td>Spring of Senior Year</td>
<td>EDS 400 and EDS 401</td>
<td>They will take both: student teaching and seminar</td>
</tr>
</tbody>
</table>

EDS 201 Social Foundations of Secondary Education 4 credits
EDS 202 Psychological Foundations of Secondary Education 4 credits
EDS 316 The Secondary School Curriculum in English 4 credits
EDS 302 The Secondary School Pedagogy in English 4 credits
EDS 400 Student Teaching in Secondary Education 6 credits
EDS 401 Reflection and Analysis in Student Teaching in Secondary Education 2 credits

Note: ALL ENGLISH MAJORS ENROLLED IN THIS DEGREE PLAN ARE REQUIRED TO TAKE THE FOLLOWING TWO COURSES:

- ENL 323 Coming of Age Narratives
- Either ENH 230 Introduction to Language OR ENL 422 Introduction to Linguistics

Note: EDP 220 IS REQUIRED FOR TEACHER CERTIFICATION IN NEW YORK STATE BUT IS NOT REQUIRED FOR THE DEGREE. THIS COURSE MAY NOT BE COVERED BY FINANCIAL AID
<table>
<thead>
<tr>
<th>PROFESSOR</th>
<th>OFFICE HOURS</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor A. Bardsley</td>
<td>TH 10:30am-12:00pm</td>
<td>2N-106</td>
</tr>
<tr>
<td></td>
<td>T 10:30am-12:00pm</td>
<td>2S-203</td>
</tr>
<tr>
<td>Professor M. Bellamy</td>
<td>W 1:00-2:00pm</td>
<td>2S-204</td>
</tr>
<tr>
<td>Professor W. Bernhardt</td>
<td>T 10:00am-12:00pm</td>
<td>2S-212</td>
</tr>
<tr>
<td>Professor M. Brim</td>
<td>T 5:00-6:00pm</td>
<td>2S-214</td>
</tr>
<tr>
<td>Professor R. Carlo</td>
<td>W 10:00am-12:00pm</td>
<td>2S-222</td>
</tr>
<tr>
<td>Professor A. Chin</td>
<td>W 11:20am-12:20pm</td>
<td>2S-213</td>
</tr>
<tr>
<td>Professor J. Dawson</td>
<td>TH 10:00-3:00pm</td>
<td>2S-218</td>
</tr>
<tr>
<td>Professor J. Dudley</td>
<td>TH 12:00-2:00pm</td>
<td>2S-205</td>
</tr>
<tr>
<td>Professor G. Gianoulis</td>
<td>M 12:30-1:30pm</td>
<td>2S-227</td>
</tr>
<tr>
<td>Professor E. Goldner</td>
<td>T 4:40-6:15pm</td>
<td>2S-229</td>
</tr>
<tr>
<td>Professor K. Goodland</td>
<td>T 10:30am-12:30pm</td>
<td>2S-121</td>
</tr>
<tr>
<td>Professor T. Gray</td>
<td>TH 10:00am-12:00pm</td>
<td>2S-223</td>
</tr>
<tr>
<td>Professor S. Greeley</td>
<td>M 11:00am-12:00pm</td>
<td>2S-225</td>
</tr>
<tr>
<td>Professor T. Jess</td>
<td>T 2:30-4:00pm</td>
<td>2S-122</td>
</tr>
<tr>
<td>Professor D. Kandiyoti</td>
<td>T,TH by appointment</td>
<td>2S-132</td>
</tr>
<tr>
<td>Professor F. Kaufman</td>
<td>M 4:00-6:00pm</td>
<td>2S-224</td>
</tr>
<tr>
<td>Professor P. Keil</td>
<td>F 4:00-6:00PM</td>
<td>2S-206</td>
</tr>
<tr>
<td>Professor S. Kudsieh</td>
<td>M 6:30-8:00pm</td>
<td>2S-231</td>
</tr>
<tr>
<td>Professor C. Martorana</td>
<td>T/TH 1:30-2:30pm</td>
<td>2S-211</td>
</tr>
<tr>
<td>Professor C. Marvin</td>
<td>M/W 4:30-5:50pm</td>
<td>2S-129</td>
</tr>
<tr>
<td>Professor C. Miller</td>
<td>W 5:00-6:15pm</td>
<td>2S-230</td>
</tr>
<tr>
<td>Professor T.O’Neill</td>
<td>M/W 1:00-2:00pm</td>
<td>2S-2261</td>
</tr>
<tr>
<td>Professor L. Papa</td>
<td>T,TH 12:30-2:30pm</td>
<td>2S-133</td>
</tr>
<tr>
<td>Professor S. Ray</td>
<td>T,TH 2:30-4:00pm</td>
<td>2S-233</td>
</tr>
<tr>
<td>Professor S. Reader</td>
<td>T 2:30-3:30pm</td>
<td>2S-127</td>
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<tr>
<td>Professor S. Rocco</td>
<td>T/TH 11:45am-12:15pm</td>
<td>2S-225</td>
</tr>
<tr>
<td>Professor L. Saguisag</td>
<td>M,W 1:15-2:15pm</td>
<td>2S-128</td>
</tr>
<tr>
<td>Professor S. Schulman</td>
<td>F 12:00-2:25pm/6:30-7:30pm</td>
<td>2S-232</td>
</tr>
<tr>
<td>Professor I. Shor</td>
<td>T 4:15-6:15pm</td>
<td>2S-131</td>
</tr>
<tr>
<td>Professor P. Smith</td>
<td>F 1:00-2:00pm</td>
<td>2S-234</td>
</tr>
<tr>
<td>Professor H. Thorne</td>
<td>M,T 5:00-6:00pm</td>
<td>2S-227</td>
</tr>
<tr>
<td>Sr. Academic Advisor J. Durando</td>
<td>M-F 9:00am-4:30pm</td>
<td>2S-134</td>
</tr>
</tbody>
</table>
## SUMMER/FALL 2016 ENGLISH MAJORS COURSES

### SUMMER

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Schedule</th>
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<tbody>
<tr>
<td>ENH 211</td>
<td>Introduction to Poetry</td>
<td>Prof. S. Reader</td>
<td>M-TH 1:00-4:30</td>
</tr>
<tr>
<td>ENH 222</td>
<td>Women and Literature</td>
<td>Prof. M. Bellamy</td>
<td>M-TH 1:00-4:30</td>
</tr>
<tr>
<td>ENH 224</td>
<td>U.S. Lit. &amp; Multi-culture Perspectives</td>
<td>Prof. G. Gianoulis</td>
<td>S 9:00-12:30</td>
</tr>
<tr>
<td>ENL 387</td>
<td>Major World Author I</td>
<td>Prof. L. Papa</td>
<td>M-TH 9:00-12:30</td>
</tr>
<tr>
<td>ENL 422</td>
<td>Introduction to Linguistics</td>
<td>Prof. J. Bishop</td>
<td>T,TH 1:00-4:30</td>
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</tbody>
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### FALL

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>ENH 230</td>
<td>Introduction to Language</td>
<td>TBA</td>
<td>M,W 10:10-12:05</td>
</tr>
<tr>
<td>ENH 230</td>
<td>Introduction to Language</td>
<td>TBA</td>
<td>M 6:30-9:50</td>
</tr>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. P. Smith</td>
<td>F 2:30-6:20</td>
</tr>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. J. Benoit</td>
<td>W 6:30-9:50</td>
</tr>
<tr>
<td>ENL 274</td>
<td>Introduction to Screen Writing</td>
<td>Prof. J. Couchman</td>
<td>TH 10:10-2:15</td>
</tr>
<tr>
<td>ENL 277</td>
<td>Introduction to Journalism</td>
<td>Prof. F. Kaufman</td>
<td>T,TH 10:10-12:05</td>
</tr>
<tr>
<td>ENL 277</td>
<td>Introduction to Journalism</td>
<td>Prof. M. Seecharan</td>
<td>TH 6:30-9:50</td>
</tr>
<tr>
<td>ENL 281</td>
<td>Writing and Peer Tutoring</td>
<td>Prof. R. Brandt</td>
<td>T 6:30-9:50</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. A. Bardsley</td>
<td>T,TH 10:10-12:05</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. S. Kudsieh</td>
<td>M,W 2:30-4:25</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. S. Reader</td>
<td>T 6:30-9:50</td>
</tr>
<tr>
<td>ENL 300</td>
<td>British and American Literary Traditions</td>
<td>TBA</td>
<td>M 6:30-9:50</td>
</tr>
<tr>
<td>ENL 300</td>
<td>British and American Literary Traditions</td>
<td>Prof. L. Papa</td>
<td>T,TH 10:10-12:05</td>
</tr>
<tr>
<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. A. Dawson</td>
<td>M,W 10:10-12:05</td>
</tr>
<tr>
<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. S. Kudsieh</td>
<td>W 6:30-9:50</td>
</tr>
<tr>
<td>ENL 314</td>
<td>Literature of Ancient Greece and Rome</td>
<td>Prof. P. Keil</td>
<td>M,W 4:40-6:20</td>
</tr>
<tr>
<td>ENL 318</td>
<td>16th Century English Literature</td>
<td>Prof. M. Feola</td>
<td>T,TH 12:20-2:15</td>
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<tr>
<td>Course</td>
<td>Title</td>
<td>Professor</td>
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<tr>
<td>ENL 323</td>
<td>Coming of Age Narratives</td>
<td>Prof. L. Saguisag</td>
<td>F 6:30-9:50</td>
</tr>
<tr>
<td>ENL 336</td>
<td>Postmodern American Literature</td>
<td>Prof. T. Gray</td>
<td>T,TH 12:20-2:15</td>
</tr>
<tr>
<td>ENL 344</td>
<td>American Fiction from 1855 until WWII</td>
<td>Prof. H. Hoeller</td>
<td>M,W 2:30-4:25</td>
</tr>
<tr>
<td>ENL 350</td>
<td>American Poetry through the 19th Century</td>
<td>Prof. S. Monte</td>
<td>M,W 12:20-2:15</td>
</tr>
<tr>
<td>ENL 358</td>
<td>World Drama since 1800</td>
<td>TBA</td>
<td>T 6:30-9:50</td>
</tr>
<tr>
<td>ENL 362</td>
<td>The Later Shakespeare</td>
<td>Prof. K. Goodland</td>
<td>T,TH 4:40-6:20</td>
</tr>
<tr>
<td>ENL 369</td>
<td>Gender and the Negotiation of Difference</td>
<td>Prof. S. Ray</td>
<td>TH 6:30-9:50</td>
</tr>
<tr>
<td>ENL 372</td>
<td>Craft of Poetry</td>
<td>Prof. P. Smith</td>
<td>M,W 12:20-2:15</td>
</tr>
<tr>
<td>ENL 373</td>
<td>Craft of Playwriting</td>
<td>Prof. L. Papa</td>
<td>M,W 12:20-2:15</td>
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<tr>
<td>ENL 374</td>
<td>Charles Dickens</td>
<td>Prof. R. O'Malley</td>
<td>M,W 4:40-6:20</td>
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<tr>
<td>ENL 392</td>
<td>The Black Writer in the Modern World</td>
<td>Prof. T. Rowden</td>
<td>TH 4:40-6:20</td>
</tr>
<tr>
<td>ENL 394</td>
<td>Studies in Science Fiction</td>
<td>Prof. L. Saguisag</td>
<td>T,F 4:40-6:20</td>
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<tr>
<td>ENL 412</td>
<td>Broadcast Journalism</td>
<td>TBA</td>
<td>M 6:30-9:50</td>
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<tr>
<td>ENL 422</td>
<td>Introduction to Linguistics</td>
<td>TBA</td>
<td>M, W 12:20-2:15</td>
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<tr>
<td>ENL 423</td>
<td>English Sentence Structure</td>
<td>Prof. C. Tortora</td>
<td>M 6:30-9:50</td>
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<tr>
<td>ENL 428</td>
<td>Phonetics</td>
<td>Prof. C. Hagedorn</td>
<td>F 12:20-4:25</td>
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<tr>
<td>ENL 431</td>
<td>Fiction Workshop</td>
<td>Prof. S. Schulman</td>
<td>F 12:20-4:25</td>
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<tr>
<td>ENL 434</td>
<td>Creative Nonfiction Workshop</td>
<td>Prof. J. Levy</td>
<td>T,TH 12:20-2:15</td>
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<tr>
<td>ENL 449</td>
<td>English Phonology</td>
<td>Prof. J. Bishop</td>
<td>M,W 4:40-6:20</td>
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<tr>
<td>ENL 465</td>
<td>Writing for the Media</td>
<td>TBA</td>
<td>TH 6:30-9:50</td>
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<td>Public Relations</td>
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COURSE DESCRIPTIONS

SUMMER 2016

ENH 211 INTRODUCTION TO POETRY Reader

How is poetry different from other kinds of writing? One obvious answer is that poems are usually short: they pack many ideas into few words. Sometimes called poetic “economy,” the concept of brevity will guide our reading in this one-month intensive introduction to verse forms, ranging from archaic Greek fragments and Japanese haiku to the poetics of Twitter and Instagram.

ENH 222 WOMEN AND LITERATURE Bellamy

A study of works by and about women drawn from a variety of periods and genres. (literature) (p&d) (TALA)

ENH 224 U.S. LITERATURE AND MULTI-CULTURE PERSPECTIVES Gianoulis

Literature by and about members of ethnic, racial, religious, sexual, and other minorities in the U.S. (literature) (p&d) (TALA)

ENL 387 MAJOR WORLD AUTHOR I Papa

Summer ENL 387: Major World Authors: Dario Fo and Franca Rame

Spend the first summer session reading the hilarious farces and plays of Nobel Prize winner Dario Fo and his writing partner, Franca Rame. We'll read major works by the Italian writers, as well as explore commedia dell'arte, political performance, and comedy writing.

(For English majors and minors, this course is designated as literature and fulfills the Literature in Translation and Genre/theme requirement for Literature concentrators).

ENL 422 INTRODUCTION TO LINGUISTICS Bishop

Linguistics is the scientific study of language; this course, will cover the basic areas of linguistics: phonetics and phonology (how speech sounds are articulated, and organized in our minds), morphology (word structure), and syntax and semantics (sentence grammar and meaning). An emphasis will be on analyzing some aspects of the English of NYC. Additionally, there may be opportunity to explore other areas of language, such as Language Acquisition (how
children and adults “learn” language), Language and the Brain (the psychology and biology of language), Sign Language, or Computational Linguistics. This course is also highly relevant to students with interests in Speech-Language Pathology, and is a prerequisite for several other linguistics and Speech Pathology-related courses.

(This course counts towards the major for students pursuing a Linguistics Concentration)

**FALL 2016**

**ENH 230**  
**INTRODUCTION TO LANGUAGE**  
**TBA**

This course is an introduction to the study of language. It explores the following relationships: language and society; language and culture; language and thought; language and biology. (literature) (TALA)

(For English majors and minors, this is designated as a linguistics course.)

**ENL 267**  
**CRAFT OF CREATIVE WRITING**  
**Smith**

Craft of Creative Writing introduces students to the literary conventions of creative nonfiction, fiction, poetry, and playwriting. The course will explore the elements that set the genres apart, the elements they share, and the relationship between reading and writing. Texts will be taken from the four major genres and used as models for students’ creative writing. For English majors and minors, this is designated as a writing course.

(For English majors and minors, this is designated as a writing course.)

**ENL 267**  
**CRAFT OF CREATIVE WRITING**  
**Benoit**

Craft of Creative Writing introduces students to the literary conventions of creative nonfiction, fiction, poetry, and playwriting. The course will explore the elements that set the genres apart, the elements they share, and the relationship between reading and writing. Texts will be taken from the four major genres and used as models for students’ creative writing.

(For English majors and minors, this is designated as a writing course.)

**ENL 274**  
**INTRODUCTION TO SCREEN WRITING**  
**Couchman**

Writing for television and film. Class discussions of students’ work and the problems of creating in this field. Selected readings.

(For English majors and minors, this is designated as a writing course.)
ENL 277  INTRODUCTION TO JOURNALISM  Kaufman

A general introduction to the principles of journalism. Work on reporting, editing, and layout, and an examination of distribution/feedback systems.

(For English majors and minors, this is designated as a writing course.)

ENL 277  INTRODUCTION TO JOURNALISM  Seecharan

A general introduction to the principles of journalism. Work on reporting, editing, and layout, and an examination of distribution/feedback systems.

(For English majors and minors, this is designated as a writing course.)

ENL 281  WRITING AND PEER TUTORING  Brandt

Description: This course introduces students to peer tutoring in a writing center. During classroom hours, students will learn about and discuss current writing center theory, writing as a process, revision strategies, and a variety of tutoring methods. In addition to classroom hours, students will complete two lab hours/week. During lab hours, students will observe tutoring sessions, receive mentoring from experienced tutors, and experience various approaches to the teaching and tutoring of writing. This course is ideal for students interested in writing, tutoring, and/or teaching.

Prerequisites: ENG 151; 3.0 cumulative GPA/3.25 GPA in major; a letter of recommendation from a previous/current English instructor

ENL 290  INTRODUCTION TO THE STUDY OF LITERATURE  Bardsley

An introduction to the study of literature and specifically to the ways that people think, talk, and write about literature. It addresses the basic questions of literary study and its vocabulary: What is literature? What are the main kinds of literature? What are the main approaches to the study of literature? The course includes reading and writing about a selection of major works that represent a variety of periods and movements. It offers the rudiments of the knowledge necessary for further study in the field.

(This course is required for all English majors. Not open to students who have completed ENH 218.)

ENL 290  INTRODUCTION TO THE STUDY OF LITERATURE  Kudesieh

An introduction to the study of literature and specifically to the ways that people think, talk, and write about literature. It addresses the basic questions of literary study and its vocabulary: What is literature? What are the main kinds of literature? What are the main approaches to the study of literature? The course includes reading and writing about a selection of major works that
represent a variety of periods and movements. It offers the rudiments of the knowledge necessary for further study in the field.

**Assigned texts:** short stories by James Joyce, Toni Morrison, and other authors; a selection of poems; *Othello* by Shakespeare (play); and *Season of Migration to the North* by Tayeb Salih (novel).

(This course is required for all English majors. Not open to students who have completed ENH 218.)

**ENL 290**  
**INTRODUCTION TO THE STUDY OF LITERATURE**  
**Reader**

Wherever we find poems, plays, or stories, we also find people who like to talk about them. This course offers skills for doing just that. Serving as a foundation for other courses in the English department, the content of ENL290 includes an array of literature (multiple poems, a novel, and a play are on deck) as well as vocabulary and techniques for writing about such literature convincingly. Assignments will invite participants to explore different forms of literary criticism, including reviews, appreciations, and critical essays.

(This course is required for all English majors. Not open to students who have completed ENH 218.)

**ENL 300**  
**BRITISH AND AMERICAN LITERARY TRADITIONS**  
**TBA**

A one-semester survey of British and American literature from the Medieval through the Romantic periods. It will include important works from many genres and modes, placing those works in their aesthetic and cultural contexts.

(This course is required for all English majors. Not open to students who took ENL 376.)

**ENL 300**  
**BRITISH AND AMERICAN LITERARY TRADITIONS**  
**Papa**

A one-semester survey of British and American literature from the Medieval through the Romantic periods. It will include important works from many genres and modes, placing those works in their aesthetic and cultural contexts.

(This course is required for all English majors. Not open to students who took ENL 376.)

**ENL 310**  
**WORLD LITERATURE IN CONTEXTS**  
**Dawson**

*Postcolonial Ecologies: Literature and the Environment in the Global South*

In a bitter irony, the people who inhabit formerly colonized areas of the globe – recently dubbed the “tropics of chaos” – are those most seriously affected by climate change. Of course, they are also the least responsible for greenhouse gas emissions. In order to understand their plight, and to
forge meaningful political solidarities across various boundaries, we need to understand the history of what Alfred Crosby calls “ecological imperialism” - the environmental impact of empire.

Postcolonial Ecologies will examine poetry, film and fiction from the Anglophone Caribbean, Africa, South Asia, and the Pacific Islands in order to assess how contemporary writers represent the history of ecological imperialism, current environmental crises, and postcolonial ecology and sustainability. Some topics we are likely to explore include representations of nature, land and identity in the wake of colonial displacement, plantation monoculture, theorizing human/non-human relations, petrofiction, nuclear militarism, and climate refugees. Authors to be discussed are likely to include Amitav Ghosh, Jamaica Kincaid, Zakes Mda, Abdelrahman Munif, Olive Senior, Indra Sinha, and Karen Tei Yamashita.

(This course is requirement for all English majors. Not open to students who have completed ENL 365.)

ENL 310 WORLD LITERATURE IN CONTEXTS Kudsieh

An exploration of the literatures of several cultures amid specific historical contexts, as well as a study of cultural differences and similarities and cross-cultural influences. This course examines the literature of polities in at least three disparate geographical regions, during at least two historical periods. It engages students in a practice of literary criticism that sets the texts within particular historical formations, even as students pursue cross-cultural study.

Assigned texts for Fall 2016: Metmorphoses by Ovid; selected lays by Marie de France, selected stories from the One Thousand and One Night, Midsummer Night's Dream by Shakespeare; Metamorphosis by Franz Kafka; and Cockroach by Rawi Hage.

(This course is requirement for all English majors. Not open to students who have completed ENL365.)

ENL 314 LITERATURE OF ANCIENT GREECE AND ROME Keil

The bedrock, the Greek tragedies. Three books to have: Anne Carson’s An Oresteia (Aeschylus, Agamennon; Sophocles, Elektra; Euripides, Orestes), Faber and Faber PBK (as all here); then Sophocles, Antigone, Richard Emil Braun, translator (Oxford); and Rex Warner’s translation of Euripides’s Medea (Dover). (Noneordered in the campus bookstore.) To study these, we’ll read Aristotle’s Poetics, in a copy I’ll give out, alongwith related essays, also all given out. Another, a fourth, Greek book to have, The Last Days of Socrates: Plato’s Euthyphro, The Apology, Crito, and Phaedo (Penguin Classics, translated by Harold Tarrant). For the Romans: AllenMandelbaum’s translation of Virgil’s Aeneid, the first, second, fourth, and sixth books. I’ll give out selections from Ovid Metamorphoses, especially Daedalus, Orpheus, and Arachne. And, also given out, selections from the Meditations of Marcus Aurelius, and a collection of poems, Sappho to Horace. These are the class readings, craftily designed to allow for your papers to explore and compare, compare and contrast, other readings you discover or are guided to. Some brief counterpoints in our classes: a no-experience-necessary afternoon on the nature of the Greek and Latin languages; a consideration of a now-prominent topic, Atheismin Pagan Culture; and, an as-needed turn to images from Greek
pottery; plussubtle and brief comments from me on Jewish and Christian contrasts to our readings. Email, please, with puzzlements and correctives: inscape44@verizon.net.

(For English majors and minors, this course is designated as literature and fulfills the Literature in Translation, pre-1800 requirement for Literature concentrators.)

ENL 318  16th CENTURY ENGLISH LITERATURE  Feola

Special focus: Love and Marriage

Welcome to the magical, lyrical, thought-provoking century known as the English Renaissance. The texts we will study address many of the same passions and problems that engage us today: politics, religion, rebellion, travel, love, and marriage. We also will explore the fascination that writers had with innovation and literary form.

For many students, the Renaissance conjures up images of royal purple and gold; for others it is remembered as the era when new worlds were encountered. However, it was also a time of lively questions and commentary concerning marriage. [Henry VIII, the second Tudor monarch, had six wives, and his daughter, Elizabeth I is remembered as the “Virgin Queen.”] Also, during this period an increasing number of women and commoners [people like us] began making their way into print. With so much change and [early] modern ideas taking shape, your study of Tudor literature and culture will expand your understanding of the periods that preceded it, as well as those that followed.

Experience with jousting on horseback or owning a silk wardrobe are not prerequisites!

(For English majors and minors, this course is designated as literature and fulfills the British Literature and pre-1800 requirements for Literature concentrators).

ENL 323  COMING OF AGE NARRATIVES  Saguisag

This course explores representations of adolescent experiences in a variety of historical and cultural contexts.

(For English majors and minors, this course is designated as literature and fulfills the Genre/theme requirement for Literature concentrators. As well, this course is required for students in the Adolescence Education sequence.)

ENL 336  POSTMODERN AMERICAN LITERATURE  Gray

As before, this course will survey the rise of postmodernism in the late 1940s to the present day. But this semester we will take a different approach, concentrating on literature and other arts (music/film) that seek asylum from the hyperkinetic hubbub postmodernism unleashed. Indeed, we will investigate works that acknowledged postmodern trends, and possibly even introduced such trends, but in the final analysis sought some kind of balance between the experimental and
the meditative, and between multifocal plurality and unitary centeredness. A new unit on postmodern Zen (Gary Snyder, Joanne Kyger, Phillip Whalen) will be offered this semester, as will a unit on the traveler's space (Patti Smith, Paul Bowles). Old favorites Bob Dylan and Andy Warhol will appear once more, but we will concentrate on their quieter works. We will include a unit on urban pastoral to show how poets (Ed Roberson, James Schuyler) and painters (Jane Freilicher) have found solace and calm even in the midst of the turbulent metropolis. It's possible we might also read The Wind-Up Bird Chronicle by Haruki Murakami, who, although he isn't an American author, enjoys great popularity here and has long been influenced by western popular culture. Yes, the postmodern universe still spins relentlessly, but you can always try to imagine a still point in the midst of all that.

(For English majors and minors, this course is designated at literature and fulfills the American literature requirement for Literature concentrators.)

**ENL 344 AMERICAN FICTION FROM 1855 UNTIL WWII**  
Hoeller

The time period between 1885 and World War II saw some of the most astonishing and radical changes in how to write fiction in the history of American literature. In this course we will study American realism as it emerged in the late nineteenth century, then American naturalism, and then American modernism and the Harlem Renaissance. Each movement produced remarkable writers such as William Dean Howells, Frank Norris, Charles Chesnutt, Edith Wharton, Gertrude Stein, William Faulkner, Nella Larsen, Zora Neale Hurston, Richard Wright and others. All strove to depict the America they knew in new and vivid detail, and all made fascinating and radical stylistic choices to do so. Each writer was driven by expanding the realm of what the novel could depict. These writers tackled class, race, sexuality, violence, the body, and an emerging industrialized, urban, rapidly modernizing America in unprecedented ways, focusing their fictional lenses on those that had not been peopling novels in the past and whose stories had not been told; they presented these stories in new forms that captured the spirit and reality of their characters’ rapidly modernizing worlds.

(For English majors and minors, this course is designated at literature and fulfills the American literature requirement for Literature concentrators.)

**ENL 350 AMERICAN POETRY THROUGH THE 19TH CENTURY**  
Monte

This is a course on American Poetry from colonial times until the early twentieth century. Poets will include (but are not limited to): Anne Bradstreet, Walt Whitman, Henry Wadsworth Longfellow, Edgar Allan Poe, Herman Melville, Emily Dickinson, Emma Lazarus, E.A. Robinson, and early Robert Frost. Assignments will include short papers and the option of a research term paper for students who want to study one or two poets in depth.

(For English majors and minors, this course is designated at literature and fulfills the American literature and Genre/Theme requirement for Literature concentrators.)
ENL 358    WORLD DRAMA SINCE 1800    TBA

Selected plays from 1800 to the present.

(For English majors and minors, this is designated as literature and fulfills the Literature in Translation and/or Genre/theme requirement for Literature concentrators. This is a designated post-1800 Dramatic Literature course.)

ENL 362    THE LATER SHAKESPEARE    Goodland

The Later Shakespeare: Problems and Possibilities Shakespeare’s Later plays have much in common with his earlier work, but at every level—from dramatic verse to dramaturgical innovation to their constructions of human nature—they are more complex. This period encompasses Shakespeare’s most searching portraits of human depravity as well as his most optimistic expressions of human possibility. In this course we will explore the complex interplay of different forms of power in the human relationships dramatized in these plays paying particular attention to the tension between lust and love, depravity and forgiveness.

(For English majors and minors, this is designated as literature and fulfills the British Literature and pre-1800 requirement for Literature concentrators. This is a designated pre-1800 Dramatic Literature course.)

ENL 369    GENDER AND THE NEGOTIATION OF DIFFERENCE    Ray

An introduction to feminist theory and literature, and how they intersect with race, class, sexuality, and post-colonialism. We will study representative selections from Anglo-American, French, and postcolonial feminist theory. Possible literary readings include: Rokeya Sakhawat Hossain’s *Sultana’s Dream*, Adrienne Rich’s *The Dream of a Common Language*, Tsitsi Dangarembga’s *Nervous Conditions*, and selected shorter works of fiction, non-fiction, and poetry.

(For English majors or minors, this is designated as literature and fulfills the Literature by Women, American Minorities, or Third World Writers requirement for Literature concentrators.)

ENL 372    CRAFT OF POETRY    Smith

Students will explore the use of fundamental poetic devices through their own creative writing. The particular undertaking of employing concrete language to create image will be addressed throughout the course. Students will use assigned texts as models for the creation of original poems. Classroom critique of students’ poetry.

(For English majors and minors, this is designated as a writing course.)
ENL 373  CRAFT OF PLAYWRITING  Papa

This course provides students an introduction to the various elements of playwriting, including plot and character development, staging, and dialogue creation, as well as an opportunity to explore these elements through their own writing and the writing of others.

(For English majors and minors, this is designated as a writing and dramatic literature course.)

ENL 374  CHARLES DICKENS  O'Malley

This course takes a focused look at the life and writing of Charles Dickens, one of the most prolific and popular British authors of the Victorian era. Students will read a broad selection of his works, from his early journalism to his last, unfinished novel, while exploring their historical and political contexts. We will discuss the themes that recur throughout Dickens' long career, such as urbanization, industrialization, and class tensions, while evaluating his use of satire, caricature, and sentimentality to respond to those concerns. The class will also look at re-tellings of his texts from television and film to probe questions of modernization and adaptation.

(For English majors and minors, this is designated as literature and fulfills the British literature requirement for Literature concentrators.)

ENL 392  THE BLACK WRITER IN THE MODERN WORLD  Rowden

An intensive study of various recent and contemporary Black authors, writing in all of the literary genres, and their grappling with traditional and changing environments.

(For English majors and minors, this is designated as a literature and fulfills the Literature by Women, American Minorities, and Third-World Writers and Genre/Theme requirement for Literature concentrators.)

ENL 394  STUDIES IN SCIENCE FICTION  Saguisag

This course examines conventions, histories, and theories of science fiction. Science fiction is sometimes alternately called speculative fiction because it asks “What if?” What if we could travel through time? What if aliens landed on Earth? What if apes learned to use the modes of human speech? This semester, we will study how science fiction writers respond to such “what if” questions. We will read a wide variety of texts that imagine and/or interrogate scientific, technological and medical developments and the consequences of these advancements. More particularly, we will study narratives that 1) explore what it means to be human, and 2) examine the role of scientific discoveries in solving and/or maintaining social inequalities. This course will allow students to develop an appreciation for various forms and styles of science fiction as well as participate in academic conversations about the definitions, histories and purposes of the genre.

(For English majors and minors, this is designated as a literature and fulfills the Genre/Theme requirement for Literature concentrators.)
ENL 412  BROADCAST JOURNALISM  TBA

An introduction to the theory, history, and practice of modern newscasting. The class will also focus on the way that traditional broadcast is converging with digital video production and distribution in the creation of news. Special emphasis will be placed on preparing material for broadcast on radio, television, and online. Readings will explore the economic realities of broadcasting, legal sanctions, and social impact. Students will monitor newscasts, analyze them, and write copy suitable for broadcast. For students wishing to register for the course COM 100 is recommended.

(For English majors and minors, this is designated as a writing course.)

ENL 422  INTRODUCTION TO LINGUISTICS  TBA

Linguistics is the scientific study of language; this course will cover the basic areas of linguistics: phonetics and phonology (how speech sounds are articulated, and organized in our minds), morphology (word structure), and syntax and semantics (sentence grammar and meaning). An emphasis will be on analyzing some aspects of the English of NYC. Additionally, there may be opportunity to explore other areas of language, such as Language Acquisition (how children and adults “learn” language), Language and the Brain (the psychology and biology of language), Sign Language, or Computational Linguistics. This course is also highly relevant to students with interests in Speech-Language Pathology, and is a prerequisite for several other linguistics and Speech Pathology-related courses.

(This course counts towards the major for students pursuing a Linguistics Concentration)

ENL 423  ENGLISH SENTENCE STRUCTURE  Tortora

The structure of English sentences, examined from both the transformational and traditional points of view.

(For English majors and minors, this is designated as a linguistics course.)
In this course, students will learn how to articulate nearly all of the sounds in all of the languages in all of the world. As an introduction to Linguistic Phonetics, this course will provide training in the use of the International Phonetic Alphabet for describing, transcribing, and producing speech sounds. This course is therefore highly useful to students studying second languages, and is a prerequisite for other coursework in both linguistics and Speech Pathology.

(This course counts towards the major for students pursuing a Linguistics Concentration. Pre/Co-requisite: ENL 422)

An advanced workshop, ENL 431 concerns aspects of formal technique in the writing of fiction. Students' work may be directed toward narrative sequencing, pacing, character development, dialogue, shifts in point-of view and tense, metafiction, and the many structures to which short and long works of fiction adhere and reinvent.

(For English majors and minors, this is designated as a writing course.)

An advanced workshop in creative nonfiction. The class may focus on the outline and structure of nonfiction stories; on reporting techniques; choosing a narrative voice and strategy; and on crafting leads, overtures, and transitions. The workshop will also require substantial readings of nonfiction pieces. Texts may cover: autobiography, memoir, journals, narrative journalism, and literary essays. Class discussion of students' long work.

(For English majors and minors, this is designated as a writing course.)

This course is an introduction to phonology, the analysis of linguistic sound systems, applied primarily to varieties of English and closely related languages. Emphasis is on learning how to examine sound patterns in terms of rules, features, and underlying forms. For English majors and minors, this is designated as a linguistics course.

(This course counts towards the major for students pursuing a Linguistics Concentration. Prerequisites: ENL 422 Recommended: ENL 428)
ENL 465      WRITING FOR THE MEDIA PUBLIC RELATIONS      TBA

Developing skills in writing for traditional electronic media (such as radio and television) as well as new media (such as the Internet). This writing-intensive course emphasizes the translation of ideas into written text or spoken dialogue appropriate to the medium, genre, and target audience, as well as treatments, proposals, and other forms of pre-production writing.

(For English majors and minors, this is designated as a writing course.)
UNDERGRADUATE COURSE INDEX: VALID FOR FALL 2016

LITERATURE CONCENTRATION COURSES:

- English/British Literature: ENL 318, ENL 362, ENL 374
- American Literature: ENL 334, ENL 336, ENL 350
- Literature in Translation: ENL 314, ENL 358
- Women’s Lit., American Minorities, or Third World Authors: ENL 369, ENL 392
- Genre and Theme: ENL 323, ENL 350, ENL 358, ENL 392, ENL 394

Pre-1800 Courses: ENL 314, ENL 318, ENL 362

WRITING CONCENTRATION COURSES:

ENL 267 (Required as a Prerequisite TO ALL 300/400 WRITING COURSES)

ENL 274, ENL 277, ENL 372, ENL 373, ENL 412, ENL 431, ENL 434, ENL 465

LINGUISTICS CONCENTRATION COURSES:

ENH 230, ENL 422, ENL 423, ENL 428, ENL 449

DRAMATIC LITERATURE CONCENTRATION COURSES:

ENL 356, ENL 357, ENL 362
### Undergraduate Courses:

#### ENGLISH MAJOR REQUIREMENTS
- ENL 290 Introduction to the Study of Literature (day)
- ENL 290 Introduction to the Study of Literature (day)
- ENL 290 Introduction to the Study of Literature (eve)
- ENL 300 British and American Literary Traditions (day)
- ENL 300 British and American Literary Traditions (eve)
- ENL 310 World Literature in Contexts (day)
- ENL 310 World Literature in Contexts (eve)

#### LINGUISTICS CONCENTRATION COURSES
1. ENH 230 Introduction to Language (day)
2. ENH 230 Introduction to Language (eve)
3. ENL 422 Introduction to Linguistics (day)
4. ENL 423 English Sentence Structure (eve)
5. ENL 428 Phonetics (day)
6. ENL 449 English Phonology (day)

#### WRITING CONCENTRATION COURSES
1. ENL 267 Craft of Creative Writing (day) Prerequisite
2. ENL 267 Craft of Creative Writing (eve) Prerequisite
3. ENL 277 Journalism (eve)
4. ENL 277 Journalism (day)
5. ENL 372 Craft of Poetry (eve)
6. ENL 373 Craft of Playwriting (day)
7. ENL 431 Fiction Workshop (day)
8. ENL 434 Creative Nonfiction Workshop (day)

#### LITERATURE CONCENTRATION COURSES
1. ENL 314 Literature of Ancient Greece and Rome (day)
2. ENL 318 Sixteenth-Century English Literature (day)
3. ENL 323 Coming of Age Narratives (eve)
4. ENL 336 Postmodern American Literature (day)
5. ENL 344 American Fiction From 1885 Until World War II (day)
6. ENL 350 American Poetry Through the Nineteenth Century (day)
7. ENL 358 World Drama Since 1800 (eve)
8. ENL 362 The Later Shakespeare (day)
9. ENL 369 Gender and the Negotiation of Difference (eve)
10. ENL 374 Charles Dickens (eve)
11. ENL 392 The Black Writer in the Modern World (day)
12. ENL 394 Studies in Science Fiction (day)

#### Graduate Courses:
1. ENG 684 The Grammar of Words (eve)
2. ENG 686 The Teaching of Writing (eve)
3. ENG 724 Studies in Nineteenth-Century British Literature (eve)
4. ENG 735 Studies in Women and Literature (eve)
SPRING 2017 Schedule:

Undergraduate Courses

ENGLISH MAJOR REQUIREMENTS

- ENL 290 Introduction to the Study of Literature (day)
- ENL 290 Introduction to the Study of Literature (day)
- ENL 290 Introduction to the Study of Literature (eve)
- ENL 300 British and American Literary Traditions (day)
- ENL 300 British and American Literary Traditions (eve)
- ENL 310 World Literature in Contexts (day)
- ENL 310 World Literature in Contexts (eve)

LINGUISTICS CONCENTRATION COURSES

1. ENH 230 Introduction to Language (eve)
2. ENH 230 Introduction to Language (day)
3. ENH 230 Introduction to Language (day)
4. ENL 422 Introduction to Linguistics (eve)
5. ENL 427 Sociology of Language (eve)
6. ENL 4xx Speech Anatomy (day)
7. ENL 4xx Phonetic and Phonological Disorders (day)

WRITING CONCENTRATION COURSE

1. ENL 267 Craft of Creative Writing (day) Prerequisite
2. ENL 267 Craft of Creative Writing (eve) Prerequisite
3. ENL 277 Journalism (day)
4. ENL 370 Craft of Creative Nonfiction (eve)
5. ENL 371 Craft of Fiction (eve)
6. ENL 432 Poetry Workshop (day)
7. ENL 435 Playwriting Workshop (day)

LITERATURE CONCENTRATION COURSES

1. ENL 323 Coming of Age Narratives (day)
2. ENL 356 American Drama (day)
3. ENL 335 Modern Asian Literature (day)
4. ENL 349 English and Commonwealth Fiction Since World War II (day)
5. ENL 351 Twentieth-Century British and Irish Poetry (day)
6. ENL 357 World Drama to 1800 (day)
7. ENL 361 The Early Shakespeare (eve)
8. ENL 368 Queer Studies (day)
9. ENL 377 The African American Literary Tradition (day)
10. ENL 390 Studies in Women in Literature and the Arts (eve)
11. ENL 396 Studies in Global Literature I (day)
12. ENL 398 Cultural Variety in the Literature of the United States (eve)

Graduate Courses:

1. ENG 630 Writing Across the Curriculum (eve)
2. ENG 640 Workshop in Creative Writing (eve)
3. ENG 710 Studies in Literary Theory (eve)
English Department FAQ for Undergraduates:

How do I declare a major in English?

You declare a major through the Registrar. In order to declare a major you must satisfy one of the following:

1. Complete 60 credits and have passed all three CUNY Assessment Tests
2. Students who have completed fewer than 60 credits may also declare a bachelor’s degree major provided they meet the following criteria:
   a. have passed or are exempt from the three CUNY Assessment Tests
   b. have successfully completed 12 credits at or above the 100 level
   c. have a GPA of 2.00 or above.

What areas of concentration are available for English majors?

The English Department offers concentrations in Literature, Writing, Linguistics, and Dramatic Literature. Additionally, the department offers a Literature concentration for students in the Adolescence Education sequence.

What classes will I be required to take?

All majors are required to take the following courses:

- ENL 290: Introduction to the Study of Literature
- ENL 300: British and American Literary Traditions
- ENL 310: World Literature in Contexts

Each concentration has course requirements and distributions that must be fulfilled.

For more information, check the English Department website or the CSI catalog: [http://www.csi.cuny.edu/catalog/undergraduate](http://www.csi.cuny.edu/catalog/undergraduate)

How do I find out what courses fulfill which requirements?

Every semester, the English Department puts out a sheet for majors that documents which of the offered courses fulfill various majors’ requirements.

You can find that on the department website: [http://www.english.csi.cuny.edu/](http://www.english.csi.cuny.edu/)

Can a single course fulfill more than one requirement?

For the most part, no. The exception is that a single course in the Literature concentration can fulfill the pre-1800 requirement, as well as one other.
I took English courses at another college. Can they count towards my major at CSI?

Yes. You may transfer up to half the credits required by the major. Consult with the department chair or deputy chairs in order to see what credits can be transferred. Be sure to bring your transcript from your previous college, as well as any course descriptions and syllabi.

I have a registration hold. What do I do?

All students must see an English Department Faculty Adviser in order to have holds removed.

Who takes care of advising?

Every full-time professor is available for advising during his or her office hours. As well, we have a full-time advisor, Jennifer Durando, who is available for advisement five days a week. You can find a schedule of office hours outside the English Department office in 2S-218. Or you can call 718-982-3640 to find out who is available.

The class I want to take is full. Can I get an overtally?

Overtallies are allowed only in extremely rare circumstances, such as a course needed in order to graduate that semester. Otherwise, it is the policy of the department not to allow an overtally.

Where can I get help with my writing?

The Writing Center is available to all students on campus. It is located at 2S-216. For more information, call 718-982-3635 or go to the Writing Center web page: http://www.english.csi.cuny.edu/writing-center.html
ENGLISH MAJORS WISHING TO GRADUATE WITH HONORS

Graduating English majors may apply for graduation with honors in English.

Candidates must:

- Have a grade point average of 3.5 or higher in the major.
- Submit a paper for consideration to the English Department Honors Committee, who will make a recommendation about the candidate’s honors status.

Please note:

- You do not need to submit new work; you may submit a revision or extension of a course paper.
- Research papers, critical papers, and original creative works are acceptable. Candidates must contact an English Department faculty member to supervise the preparation of the paper.
- Because the Honors Committee is rigorous in its selection, you should choose work of the highest quality before meeting with a faculty member.
- Papers submitted to the Honors Committee must have the signature of this faculty member on the title page.

Since a paper may need substantial revision before being submitted to the Honors Committee, you are strongly urged to begin preparing your honors project the semester of graduation.

Successful honors projects are characterized by originality, depth, and critical thinking; many honors papers also include research. Papers must be carefully proofread, and those including research must have accurate MLA citations. Submissions must be typed in clear, letter-quality print and be free of comments by faculty members or others. Papers should be 14-20 pages in length. Please submit one hard copy of your paper signed by the mentoring professor to 2S-218 and one electronic copy of the exact replica of the hard copy in PDF format to Professor Sarah Schulman at sarah.schulman@csi.cuny.edu

Papers for majors graduating in January must be submitted to one of the secretaries in the English Department office (2S-218) by November 1; papers for majors graduating in June or August must be submitted by April 1. No late submissions will be accepted.
Many of our majors have been inquiring about graduate work in English. CSI offers a thirty-credit Master of Arts degree for students who are not pursuing teacher education. For students desiring professional certification as high school teachers of English (adolescence education), thirty-four credits are required for the degree. This option is for students who have initial certification. (Those who do not should contact the Education Department.)

Approximately forty-five students are currently in the program, most taking one or two courses per semester while working full-time. Admission to our non-research-oriented program requires a BA, a major in English, and a 3.0 average. Thirty graduate credits are ordinarily transferable into a Ph.D. program.

A career in college teaching ordinarily requires the Ph.D., which requires approximately four additional years of full-time study (about two years of courses and seminars, a year for examinations, and a dissertation year). Doctoral work often requires a reading knowledge of two and sometimes three foreign languages.

More than one hundred universities in the United States offer the Ph.D., including, in our area, Columbia, the CUNY Graduate School, New York University, and Rutgers University. Admission to many Ph.D. program requires the Graduate Record Examination, which measures verbal, quantitative, and analytical abilities. The Graduate Record Examination can be taken more than once. Most doctoral programs also require the separate Subject Test in Literature in English. While you may apply throughout the year, one ordinarily takes the GRE and completes the application process in the fall of the senior year. GRE scores help students choose appropriate regional or national doctoral programs. Programs frequently require at least one year of full-time study. Adequate financial support is limited, especially in the first year, and particularly in the New York area.

Dr. Katharine Goodland, who advises MA students and coordinates the MA Program in English, will be happy to talk with you about graduate studies. You can contact Dr. Katharine Goodland at 718-982-3639 or katharine.goodland@csi.cuny.edu.
English Department FAQ for Graduate Students

What graduate degrees are offered by the Department of English?

The department offers a Master of Arts degree in one of two area concentrations: Literature and Rhetoric.

What are the admissions requirements?

You must provide the following in order to be considered for admission:

1. Application and application fee
2. Transcripts from any post-secondary school attended. (If you attended the College of Staten Island, you do not need to provide a transcript.)

You also need to have:

1. A Bachelor of Arts degree from an accredited institution
2. At least 32 credits of undergraduate courses in English (excluding freshman composition)
3. A cumulative grade point average of 3.0 (B) or a grade point average of 3.0 (B) in English courses

What is the application deadline?

Admissions for spring are November 15 and for fall July 15. Admissions begin with a student contacting CSI’ Graduate Admissions Office.

Is the GRE or GRE Subject Test required?

No.

How many courses do I have to take?

If you are not seeking professional certification as a high school teacher of English, you must complete 30 credits:

Literature: Seven courses (28 credits), including at least five courses in literature at the 700 level. You must take at least one course in English literature before 1800.

Rhetoric: Seven courses (28 credits), including three in linguistics, writing, or the teaching of writing at the 600 level. The remaining four courses are in literature at the 700 level. You must take at least one course in English literature before 1800.

Additionally, all students must take a two-credit course, ENG 892, which concludes with an exit exam.
If you are seeking professional certification as a high school teacher of English, you must also take EDS 692 Advanced Methods of Teaching Secondary School English (3 credits) and Independent Study in Education (1 credit)

You must also take eight credits of English courses linking content and pedagogy. See the online catalog for a list of accepted courses:

http://www.csi.cuny.edu/catalog/graduate/english_degree.html

**What else is required to graduate?**

You must complete two Master’s papers. These are written under the supervision of the graduate professor for whom you originally wrote the paper and with the consultation of the MA Coordinator. Also, you must pass an exit exam based on three of the courses you have taken.

**Do I need a foreign language?**

No.
WORKSHEET FOR LITERATURE CONCENTRATORS
(For students who declare or switch to the English major after June 30, 2013 and for all English majors who opt into PATHWAYS*)

ENL course requirement: 11 courses/44 credits*

Literature concentrators must complete 11 courses (44 credits) in English beyond general education requirements. Three of these courses (12 credits) must be ENL 290 (formerly ENH 218), ENL 300 (formerly ENL 376), and ENL 310 (formerly ENL 365). At least five courses (20 credits) must be ENL literature courses. Up to three courses (12 credits) may be non-literature ENL courses.

<table>
<thead>
<tr>
<th>Declaration of Major: YEAR</th>
<th>40 or 44 Major Credits Required</th>
<th>120 Total Credits Required for BA</th>
</tr>
</thead>
</table>

**GENERAL EDUCATION:**

__ANY 200 LEVEL ENH__

**MAJOR REQUIREMENTS: 12 CREDITS**

__ENL 290 (218)__

__ENL 300 (376)__

__ENL 310 (365)__

**LITERATURE COURSES: 20 CREDITS**

MUST TAKE ONE ENL COURSE IN EACH OF THE FOLLOWING LITERARY COVERAGE AREAS: NO COURSE MAY SATISFY MORE THAN ONE COVERAGE AREA

__BRITISH LITERATURE:__

__AMERICAN LITERATURE:__

__LITERATURE IN TRANSLATION:__

__LIT. BY MIN, WOMEN, 3RD WRLD:__

__GENRE OR THEME***:__

__ONE COURSE FROM ABOVE MUST BE PRE-1800: ENL__________

**ADDITIONAL COURSES: 8 or 12 credits required:**

**DECLARATION AFTER JUNE 30, 2013 REQUIRES 12 ADDITIONAL CREDITS**

**DECLARATION BEFORE JUNE 30, 2013 REQUIRES 8 ADDITIONAL CREDITS**

***ADOLESCENCE EDUCATION SEQUENCE STUDENTS MUST TAKE ENL 323 FOR GENRE/THEME AND ENH 230 OR ENL 422***

**ANY ENL WRITING OR LITERATURE COURSES, ENH OR ENL LINGUISTICS COURSES**

<table>
<thead>
<tr>
<th>ENL ________</th>
<th>ENL ________</th>
<th>ENL ________</th>
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</thead>
<tbody>
<tr>
<td>Electives: 10-34 credits</td>
<td>Overall GPA/Major GPA: Min 2.0 GPA</td>
<td>Graduating with Honors: 3.5 GPA or higher AND Honors Thesis under supervision of ENG faculty member</td>
</tr>
</tbody>
</table>

**Transfer Students:** Min. 30 credits and 50% of the major courses must be done in residency

**Adolescence Education** (ENG 7-12) students must begin Education sequence in Junior Year

*For students who declare their English major prior to July 1, 2013 and who do NOT opt into PATHWAYS, only 10 total ENL courses (40 credits) are required.
WORKSHEET FOR WRITING CONCENTRATORS

(For students who declare or switch to the English major after June 30, 2013 and for all English majors who opt into PATHWAYS*)

**ENL course requirement: 11 courses/44 credits**

Writing concentrators must complete 11 courses (44 credits) in English beyond general education requirements. Three of these courses (12 credits) must be ENL 290 (formerly ENH 218), ENL 300 (formerly ENL 376), and ENL 310 (formerly ENL 365). At least five courses (20 credits) must be ENL writing courses, and one of these ENL writing courses must be ENL 267 (*Craft of Creative Writing*). Up to three courses (12 credits) may be non-writing ENL courses, such as courses in literature and linguistics.

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<thead>
<tr>
<th>Declaration of Major: SEMESTER</th>
<th>YEAR</th>
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</thead>
<tbody>
<tr>
<td>40 or 44 Major Credits Required**</td>
<td>120 Total Credits Required for BA</td>
</tr>
</tbody>
</table>

**GENERAL EDUCATION:**

| ANY 200 LEVEL ENH |
| ENL 290 (218) |
| ENL 300 (376) |
| ENL 310 (365) |

**FIVE ENL WRITING COURSES: 20 CREDITS**

REQUIRED: ENL 267 AS PRE-REQUISITE TO 300/400 WRITING COURSES. FOUR ADDITIONAL COURSES: AT LEAST 12 CREDITS OF THESE CREDITS MUST BE AT THE 300 OR 400 LEVEL. NO MORE THAN TWO 200 LEVEL COURSES (8 cr) WILL BE COUNTED TOWARD THE MAJOR REQUIREMENTS.

| ENL 267 |
| ENL ____ |
| ENL ____ |

**ADDITIONAL COURSES:** 8 or 12 credits required:

**DECLARATION AFTER JUNE 30, 2013 REQUIRES 12 ADDITIONAL CREDITS**

**DECLARATION BEFORE JUNE 30, 2013 REQUIRES 8 ADDITIONAL CREDITS**

***ADOLESCENCE EDUCATION SEQUENCE MUST TAKE ENL 323 AND ENH 230 OR ENL 422***

ANY ENL WRITING OR LITERATURE COURSES, ENH OR ENL LINGUISTICS COURSES

| ENL ____ |
| ENL ____ |

*Electives: 10-34 credits Overall GPA/Major GPA: Min 2.0 GPA
Graduating with Honors: 3.5 GPA or higher AND Honors Thesis under supervision of ENG faculty member
Transfer Students: Min. 30 credits and 50% of the major courses must be done in residency
Adolescence Education (ENG 7-12) students must begin Education sequence in Junior Year

*For students who declare their English major prior to July 1, 2013 and who do NOT opt into PATHWAYS, only 10 total ENL courses (40 credits) are required.*
WORKSHEET FOR LINGUISTICS CONCENTRATORS

(For students who declare or switch to the English major after June 30, 2013 and for all English majors who opt into PATHWAYS*)

ENL course requirement: 11 courses/44 credits*

Linguistics concentrators must complete 11 courses (44 credits) in English beyond general education requirements. Three of these courses (12 credits) must be ENL 290 (formerly ENH 218), ENL 300 (formerly ENL 376), and ENL 310 (formerly ENL 365). At least five courses (20 credits) must be ENL linguistics courses. Up to three courses (12 credits) may be non-linguistics ENL courses, such as courses in literature and writing.

<table>
<thead>
<tr>
<th>Declaration of Major: YEAR</th>
<th>40 or 44 Major Credits Required**</th>
<th>120 Total Credits Required for BA</th>
</tr>
</thead>
</table>

GENERAL EDUCATION:        MAJOR REQUIREMENTS: 12 CREDITS

______ANY 200 LEVEL ENH        ____ENL 290 (218)
______ENL 300 (376)
______ENL 310 (365)

FIVE LINGUISTICS COURSES: 20 CREDITS

choose from the following: CHECK COMPLETED COURSES

ENH 230 _____________ ENL 422 _____________ ENL 423 _____________ ENL 424 _________
ENL 425 _____________ ENL 426 _____________ ENL 427 _____________ ENL 428 _________
ENL 447 _____________ ENL 448 _____________ ENL 449 _____________

ADDITIONAL COURSES: 8 or 12 credits required: _______

**DECLARATION AFTER JUNE 30, 2013 REQUIRES 12 ADDITIONAL CREDITS

**DECLARATION BEFORE JUNE 30, 2013 REQUIRES 8 ADDITIONAL CREDITS

**ADOLESCENCE EDUCATION SEQUENCE MUST TAKE ENL 323 AND ENH 230 OR ENL 422

ANY ENL WRITING, LITERATURE, DRAMATIC LITERATURE, OR ENH/ENL LINGUISTICS COURSES

ENL _____________ ENL _________ ENL _____________

Electives: 10-34 credits  Overall GPA/Major GPA: Min 2.0 GPA
Graduating with Honors: 3.5 GPA or higher
AND Honors Thesis under supervision of ENG faculty member
Transfer Students: Min. 30 credits and 50% of the major courses must be done in residency
Adolescence Education (ENG 7-12) students must begin Education sequence in Junior Year

*For students who declare their English major prior to July 1, 2013 and who do NOT opt into PATHWAYS, only 10 total ENL courses (40 credits) are required.
Dramatic Literature concentrators must complete 11 courses (44 credits) in English beyond general education requirements. Three of these courses (12 credits) must be ENL 290 (formerly ENH 218), ENL 300 (formerly ENL 376), and ENL 310 (formerly ENL 365). Up to three courses (12 credits) may be non-dramatic-literature ENL courses, including writing, linguistics, and other literature courses.

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<thead>
<tr>
<th>Declaration of Major: YEAR</th>
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<tr>
<td>40 OR 44 Major Credits Required</td>
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</table>

**GENERAL EDUCATION:**  
_____ANY 200 LEVEL ENH

**MAJOR REQUIREMENTS: 12 CREDITS**  
_____ENL 290 (218)  
_____ENL 300 (376)  
_____ENL 310 (365)

**DRAMATIC LITERATURE COURSES: 12 CREDITS:** Choose from ENL 361, 362, 354, 357, 355, 356, 358, 359, FRN 426, SPN 345, SPN 425, ENL 272/ENL 373  
ONE PRE-1800 AND ONE POST-1800 COURSE REQUIRED  
ENL ___________ ENL ___________ (pre-1800) ENL ___________ (post-1800)

**DRAMATIC ARTS COURSES: 8 CREDITS**  
Choose from DRA 110, 141/142, 210, 213, 217, 221, 230, 272, 321  
DRA ___________ DRA ___________

**ADDITIONAL COURSES: 8 or 12 credits required:** _____  
**DECLARATION AFTER JUNE 30, 2013 REQUIRES 12 ADDITIONAL CREDITS**  
**DECLARATION BEFORE JUNE 30, 2013 REQUIRES 8 ADDITIONAL CREDITS**  
**ADOLESCENCE EDUCATION SEQUENCE MUST TAKE ENL 323 AND ENH 230 OR ENL 422**  
ANY ENL WRITING OR LITERATURE COURSES, ENH OR ENL LINGUISTICS COURSES  
ENL ___________ ENL ___________ ENL ___________

Electives: 10-34 credits  
**Overall GPA/Major GPA:** Min 2.0 GPA  
**Graduating with Honors:** 3.5 GPA or higher  
AND Honors Thesis under supervision of ENG faculty member  
**Transfer Students:** Min. 30 credits and 50% of the major courses must be done in residency  
**Adolescence Education** (ENG 7-12) students must begin Education sequence in Junior Year

*For students who declare their English major prior to July 1, 2013 and who do NOT opt into PATHWAYS, only 10 total ENL courses (40 credits) are required.*
### FALL 2016 CLASS SCHEDULE WORKSHEET

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
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<td>2:30PM-4:25PM</td>
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### PLAN AHEAD

**Spring 2017 COURSES:**

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