DEPARTMENT OF ENGLISH

COURSE INFORMATION

FOR MAJORS

SPRING 2015

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 SPRING 2015 TERM BEGINS ON NOVEMBER 6, 2014*
October 10, 2014

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 Spring 2015
- 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 Maryann Feola, Graduate Coordinator, would be glad to talk with you about it.

Please note on the list of English major advisors that Professor Goodland is chief advisor for majors in literature; Professor Cate Marvin is chief advisor for majors in writing; Professor Lee Papa 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 Lee Papa, 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 in 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:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENL 290</td>
<td>INTRODUCTION TO THE STUDY OF LITERATURE*</td>
</tr>
<tr>
<td>ENL 300</td>
<td>BRITISH AND AMERICAN LITERARY TRADITIONS</td>
</tr>
<tr>
<td>ENL 310</td>
<td>WORLD LITERATURE IN CONTEXTS</td>
</tr>
</tbody>
</table>

*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 Katie 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

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** (office 2S-207) or **Professor Christina Tortora at 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 Lee Papa

<table>
<thead>
<tr>
<th>THREE REQUIRED COURSES (12 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ENL 290 Introduction to the Study of Literature 4 credits</td>
</tr>
<tr>
<td>• ENL 310 World Literature in Contexts 4 credits</td>
</tr>
<tr>
<td>• ENL 300 British and American Literary Traditions 4 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DRAMATIC LITERATURE COURSES (12 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dramatic Literature courses may be selected from the following:</td>
</tr>
<tr>
<td>• ENL 361 The Early Shakespeare</td>
</tr>
<tr>
<td>• ENL 362 The Later Shakespeare</td>
</tr>
<tr>
<td>• ENL 354 English Drama to 1800</td>
</tr>
<tr>
<td>• ENL 357 World Drama to 1800</td>
</tr>
<tr>
<td>• ENL 355 Modern European Drama</td>
</tr>
<tr>
<td>• ENL 356 American Drama</td>
</tr>
<tr>
<td>• ENL 358 World Drama since 1800</td>
</tr>
<tr>
<td>• ENL 359 Contemporary Drama</td>
</tr>
<tr>
<td>• FRN 426 Classical French Drama</td>
</tr>
<tr>
<td>• SPN 345 Spanish Theater</td>
</tr>
<tr>
<td>• SPN 425 The Golden Age of Spanish Drama</td>
</tr>
<tr>
<td>• ENL 272/ENL 373 Playwriting I, II</td>
</tr>
<tr>
<td>One course from the above list must be pre-1800 and one course must be post-1800.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dramatic Arts Courses (8 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>May be selected from the following:</td>
</tr>
<tr>
<td>• DRA 110 Acting I (4 hours; 3 credits)</td>
</tr>
<tr>
<td>• DRA 210 Acting II (4 hours; 3 credits)</td>
</tr>
<tr>
<td>• DRA 213 Movement for the Theater (4 hours; 3 credits)</td>
</tr>
<tr>
<td>• DRA 214 Voice/Diction for Theater (4 hours; 3 credits)</td>
</tr>
<tr>
<td>• DRA 141/DRA 142 Theater Production (3 hours; 3 credits/2 hours; 1 credit)</td>
</tr>
<tr>
<td>• DRA 230 Set Design for the Theater (4 hours; 3 credits)</td>
</tr>
<tr>
<td>• DRA 300 Topics on Productions (4 hours; 4 credits)</td>
</tr>
<tr>
<td>• DRA 320 Directing (4 hours; 4 credits)</td>
</tr>
<tr>
<td>• DRA 272 Performance Histories (4 hours; 4 credits)</td>
</tr>
<tr>
<td>• DRA/ENG, DRA/ENL, DRA/FRN, or DRA/SPN courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REMAINING COURSES (8 or 12 credits-depending upon date of declaration)*:</th>
</tr>
</thead>
<tbody>
<tr>
<td>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).</td>
</tr>
</tbody>
</table>

*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, you must have a G.P.A. of 2.75.
- Please consult the Education Department for further details.
- Please find below an outline of this sequence and note that it is not as flexible as the English Major is. 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 taking 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 take an M.A. in Education.

Undergraduate Secondary Program (English): A brief outline for your information

<table>
<thead>
<tr>
<th>Program Sequence</th>
<th>Courses Offered</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semesters</strong></td>
<td><strong>Courses Offered</strong></td>
<td><strong>Note</strong></td>
</tr>
<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></td>
<td>EDS 201 or 202</td>
<td></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 4 credits
EDS 401 Reflection and Analysis in Student Teaching in Secondary Education 4 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
# FALL 2014 FACULTY ADVISEMENT OFFICE HOURS

<table>
<thead>
<tr>
<th>PROFESSOR</th>
<th>OFFICE HOURS</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor A. Bardsley</td>
<td>F 10:30-12:00am, T 10:30-12:00am</td>
<td>2S-203</td>
</tr>
<tr>
<td>Professor M. Bellamy</td>
<td>W 12:30-2:00pm</td>
<td>2S-204</td>
</tr>
<tr>
<td>Professor S. Benesch</td>
<td>T 2:30-3:30/5:00-6:00pm</td>
<td>2S-228</td>
</tr>
<tr>
<td>Professor W. Bernhardt</td>
<td>TH 11:00-12:00am</td>
<td>2S-212</td>
</tr>
<tr>
<td>Professor J. Bishop</td>
<td>M,W 2:30-4:30pm</td>
<td>2S-207</td>
</tr>
<tr>
<td>Professor A. Buck</td>
<td>F 4:40-6:20pm</td>
<td>2S-222</td>
</tr>
<tr>
<td>Professor A. Chin</td>
<td>M 11:20-12:20/W 11:00-12:20am</td>
<td>2S-213</td>
</tr>
<tr>
<td>Professor M. Feola</td>
<td>TH 1:25-2:15pm</td>
<td>2S-208</td>
</tr>
<tr>
<td>Professor G. Gianoulis</td>
<td>T 7:00-7:50am</td>
<td>2S-227</td>
</tr>
<tr>
<td>Professor E. Goldner</td>
<td>T 4:40-5:30pm, TH 5:30-6:20pm</td>
<td>2S-229</td>
</tr>
<tr>
<td>Professor T. Gray</td>
<td>W 10:00-12:00am</td>
<td>2S-223</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>By appointment only</td>
<td>2S-132</td>
</tr>
<tr>
<td>Professor F. Kaufman</td>
<td>T,TH 2:30-4:00pm</td>
<td>2S-224</td>
</tr>
<tr>
<td>Professor P. Keil</td>
<td>T 4:00-6:00pm</td>
<td>5S-123</td>
</tr>
<tr>
<td>Professor S. Kudsieh</td>
<td>M,W 4:30-6:00pm</td>
<td>2S-231</td>
</tr>
<tr>
<td>Professor C. Marvin</td>
<td>M/W 4:30-5:30pm</td>
<td>2S-129</td>
</tr>
<tr>
<td>Professor C. Miller</td>
<td>M 9:00-10:00/W 9:00-10:00 &amp; 12:30-2:30</td>
<td>2S-230</td>
</tr>
<tr>
<td>Professor P. Miller</td>
<td>W 3:30-5:00pm</td>
<td>2S-211</td>
</tr>
<tr>
<td>Professor S. Monte</td>
<td>T,TH 9:05-10:05am</td>
<td>2S-123</td>
</tr>
<tr>
<td>Professor L. Papa</td>
<td>W 9:30-12:00am</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 L. Saguisag</td>
<td>T 2:30-4:30pm</td>
<td>2S-128</td>
</tr>
<tr>
<td>Professor S. Schulman</td>
<td>F 11:00-12:20/4:25-6:00pm</td>
<td>2S-232</td>
</tr>
<tr>
<td>Professor I. Shor</td>
<td>S 11:30-12:45pm</td>
<td>2S-131</td>
</tr>
<tr>
<td>Professor P. Smith</td>
<td>F 4:30-6:00pm</td>
<td>2S-234</td>
</tr>
<tr>
<td>Professor . Thorne</td>
<td>M,W 3:00-4:00pm</td>
<td>2S-227</td>
</tr>
<tr>
<td>Professor C. Tortora</td>
<td>M 3:00-4:00pm</td>
<td>2S-201</td>
</tr>
<tr>
<td>Professor C. Wortes</td>
<td>M 1:00-1:50/W 5:00-5:50pm</td>
<td>2S-226A</td>
</tr>
</tbody>
</table>

**Sr. Academic Advisor J. Durando**  M-F 9:00am-1:00pm 2:00-4:00pm  2S-134

**During Spring 2015, students must come to 2S-218 for Faculty advisement updates.**
### SPRING 2015 ENGLISH MAJORS COURSES

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Days</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENH 230</td>
<td>Introduction to Language</td>
<td>Prof. C. Wortes</td>
<td>T</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENH 230</td>
<td>Introduction to Language</td>
<td>Prof. C. Wortes</td>
<td>T,TH</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. C. Marvin</td>
<td>W</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. P. Smith</td>
<td>F</td>
<td>10:10-2:15</td>
</tr>
<tr>
<td>ENL 277</td>
<td>Introduction to Journalism</td>
<td>Prof. F. Kaufman</td>
<td>T,F</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. H. Thorne</td>
<td>T</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. S. Kudsieh</td>
<td>TH</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. D. Falk</td>
<td>T,TH</td>
<td>12:20-2:15</td>
</tr>
<tr>
<td>ENL 300</td>
<td>British and American Literary Traditions</td>
<td>TBA</td>
<td>M</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 300</td>
<td>British and American Literary Traditions</td>
<td>Prof. R. O'Malley</td>
<td>M,W</td>
<td>12:20-2:15</td>
</tr>
<tr>
<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. S. Ray</td>
<td>T,TH</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. M. Schuyler</td>
<td>F</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 319</td>
<td>European Literature of the Renaissance And 17th Century</td>
<td>Prof. S. Monte</td>
<td>M,W</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENL 323</td>
<td>Coming of Age Narratives</td>
<td>Prof. L. Saguisag</td>
<td>T</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 327</td>
<td>20th Century American Poetry</td>
<td>Prof. S. Monte</td>
<td>M,W</td>
<td>12:20-2:15</td>
</tr>
<tr>
<td>ENL 338</td>
<td>Epic and Romance</td>
<td>Prof. S. Kudsieh</td>
<td>T,TH</td>
<td>4:40-6:20</td>
</tr>
<tr>
<td>ENL 345</td>
<td>American Fiction since WWII</td>
<td>Prof. T. Gray</td>
<td>T,TH</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENL 348</td>
<td>Women Novelists</td>
<td>Prof. M. Bellamy</td>
<td>W</td>
<td>2:30-4:25</td>
</tr>
<tr>
<td>ENL 357</td>
<td>World Drama to 1800</td>
<td>Prof. P. Keil</td>
<td>M</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 362</td>
<td>The Later Shakespeare</td>
<td>Prof. K. Goodland</td>
<td>M,W</td>
<td>4:40-6:20</td>
</tr>
<tr>
<td>ENL 367</td>
<td>Arab Literature in Translation</td>
<td>TBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENL 368</td>
<td>Queer Studies</td>
<td>Prof. M. Brim</td>
<td>W</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 370</td>
<td>Craft of Creative Nonfiction</td>
<td>Prof. A. Chin</td>
<td>M,W</td>
<td>12:20-2:15</td>
</tr>
<tr>
<td>ENL 371</td>
<td>Craft of Fiction</td>
<td>Prof. P. Smith</td>
<td>F</td>
<td>2:30-6:20</td>
</tr>
<tr>
<td>ENL 377</td>
<td>African American Literary Traditions</td>
<td>TBA</td>
<td>T,TH</td>
<td>12:20-2:15</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Instructor</td>
<td>Days</td>
<td>Time</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------</td>
<td>----------------</td>
<td>------</td>
<td>------------</td>
</tr>
<tr>
<td>ENL 422</td>
<td>Introduction to Linguistics</td>
<td>Prof. C. Tortora</td>
<td>M,W</td>
<td>4:40-6:20</td>
</tr>
<tr>
<td>ENL 428</td>
<td>Phonetics</td>
<td>Prof. J. Bishop</td>
<td>M,W</td>
<td>2:30-4:25</td>
</tr>
<tr>
<td>ENL 432</td>
<td>Poetry Workshop</td>
<td>Prof. T. Jess</td>
<td>T,TH</td>
<td>4:40-6:20</td>
</tr>
<tr>
<td>ENL 435</td>
<td>Playwriting Workshop</td>
<td>Prof. L. Papa</td>
<td>TH</td>
<td>12:20-2:15</td>
</tr>
<tr>
<td>ENL 436</td>
<td>Screen Writing</td>
<td>Prof. J. Couchman</td>
<td>W</td>
<td>10:10-2:15</td>
</tr>
<tr>
<td>ENL 445</td>
<td>Journalism and Society</td>
<td>Staffed by Com</td>
<td>M,W</td>
<td>4:40-6:20</td>
</tr>
<tr>
<td>ENL 475</td>
<td>Writing for Advertising and Public Relations</td>
<td>Staffed by Com</td>
<td>W</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 5XX</td>
<td>Methods in Linguistic Research</td>
<td>Prof. C. Tortora</td>
<td>T,TH</td>
<td>10:10-12:05</td>
</tr>
</tbody>
</table>
### COURSE DESCRIPTIONS

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENH 230</td>
<td>INTRODUCTION TO LANGUAGE</td>
<td>Wortes</td>
</tr>
<tr>
<td></td>
<td>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. (linguistics)</td>
<td></td>
</tr>
<tr>
<td>ENL 267</td>
<td>CRAFT OF CREATIVE WRITING</td>
<td>Marvin</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ENL 267</td>
<td>CRAFT OF CREATIVE WRITING</td>
<td>Smith</td>
</tr>
<tr>
<td></td>
<td>A focused and energized introduction to four genres--poetry, fiction, creative nonfiction and playwriting--in one semester. Through concentrated reading and response, students will learn to recognize and analyze these disciplines, as well as explore their most important parallels and contrasts.</td>
<td></td>
</tr>
<tr>
<td>ENL 277</td>
<td>INTRODUCTION TO JOURNALISM</td>
<td>Kaufman</td>
</tr>
<tr>
<td></td>
<td>A general introduction to the principles of journalism. Work on reporting, editing, and layout, and an examination of distribution/feedback systems.</td>
<td></td>
</tr>
<tr>
<td>ENL 290</td>
<td>INTRODUCTION TO THE STUDY OF LITERATURE</td>
<td>Thorne</td>
</tr>
<tr>
<td></td>
<td>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 is required of all English majors and offers the rudiments of the knowledge necessary for further study and teaching in the field. Satisfies the general education category of Textural, Aesthetic, and Linguistic Analysis for non-English majors. (literature)</td>
<td></td>
</tr>
</tbody>
</table>
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 is required of all English majors and offers the rudiments of the knowledge necessary for further study and teaching in the field. Satisfies the general education category of Textural, Aesthetic, and Linguistic Analysis for non-English majors.

ENL 290 INTRODUCTION TO THE STUDY OF LITERATURE Kudsieh

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 is required of all English majors and offers the rudiments of the knowledge necessary for further study and teaching in the field. Satisfies the general education category of Textural, Aesthetic, and Linguistic Analysis for non-English majors.

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.

ENL 300 BRITISH AND AMERICAN LITERARY TRADITIONS O'Malley

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.

ENL 310 WORLD LITERATURE IN CONTEXTS Ray

The idea and act of journey, of moving from one geographic and cultural location to another, is a central motif in a lot of colonial and postcolonial literature. This course will examine some of the exceptionally diverse forms these journeys have taken—voluntary travel and tourism, colonial expedition, enforced (im)migration, forced displacement, contemporary labor migration under global capital—and the equally diverse ways in which they have been depicted in literature. We will seek to understand the similarities and differences in past and present representations of these journeys, and explore their gender, colonial and postcolonial, and economic dimensions. The aim of this course is to go beyond merely situating the texts in their historical and cultural contexts. We will also question and unravel how they enhance our understanding of the world and of ourselves. Reading list includes: Amitav Ghosh’s *Sea of Poppies*, Chimamanda
Ngozi Adichie’s *Americanah*, Joseph Conrad’s *Heart of Darkness*, and selections of short prose and poetry by Chinua Achebe, Pankaj Mishra, Zadie Smith, Luis de Camões, and Charles Baudelaire.

**ENL 310  WORLD LITERATURE IN CONTEXTS**  Schuyler

This course considers three different locations, each at a specific period in that region’s literary and political history. First, we look at the Augustan Age of England as we study such authors as Daniel Defoe, Aphra Behn, and Francis Burney. Then, we focus on the prose and drama of Russia in the 1800s written by the likes of Anton Chekhov, Ivan Turgenev, and Nikolai Gogol. Finally, we consider Postcolonial Africa through the works of such writers as Assia Djebar, Ngugi wa Thiong’o, Chinua Achebe, and Nadine Gordimer. Requirements in this reading- and writing-intensive course include three short research essays and individual leadership of class discussions.

**ENL 319  EUROPEAN LITERATURE OF THE RENAISSANCE AND 17TH CENTURY**  Monte

This course is a survey of Italian, French, Spanish, and English literature of the Renaissance. Authors include (but are not limited to): Petrarch, Ariosto, Du Bellay, Montaigne, Cervantes, Donne, and Shakespeare. A variety of genres will be considered, including narrative poetry, lyric poetry, drama, and the novel. Assignments will include quizzes, reading responses, short papers, and a final exam. You will only have to purchase one book for this course, The Norton Anthology of Western Literature, Volume 1.

(For literature concentrators, this course is designated as Literature in translation and qualifies as pre-1800.)

**ENL 323  COMING OF AGE NARRATIVE**  Saguisag

In this course, we will examine various examples of adolescent literature, a genre that explores the nature of adolescence and theorizes the ways young people negotiate the transition from childhood to adulthood. We will specifically focus on young adult (YA) literature, a subgenre of adolescent literature that is intended for a youth readership. As we read our assigned texts, we will pay special attention to the ways YA literature reflects, promotes and/or interrogates common conceptualizations of adolescence. We will also consider whether these texts suggest the universality or plurality of adolescent experiences. We will supplement our readings by studying representations of adolescence in other forms of media.

This course also includes a special thematic unit titled “Growing Up in Dystopia.” In this unit, we will examine and discuss texts that depict the experiences of young people living in environments that are marked by social and political strife.

(For literature concentrators, this course is designated as Genre/Theme.)

**ENL 327  20th CENTURY AMERICAN POETRY**  Monte

This is a course on American Poetry from 1900 to about 1980. Poets will include (but are not limited to): Robert Frost, Marianne Moore, T.S. Eliot, Wallace Stevens, Langston Hughes, Elizabeth Bishop, Robert Lowell, Sylvia Plath, Adrienne Rich, James Merrill, and John Ashbery.
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. You will only have to purchase one book for this course, Twentieth-Century American Poetry (edited by Gioa, Mason, and Schoerke).
(For literature concentrators, this course is designated as Genre/Theme and American Literature.)

ENL 338  EPIC AND ROMANCE  Kudsieh

Study of these genres, their similarities and dissimilarities, from classical and medieval times to the present.
(For literature concentrators, this course is designated as Literature in Translation, Genre/Theme, and qualifies as pre-1800).

ENL 345  AMERICAN FICTION SINCE WWII  Gray

This course will consider six texts paired in thematic groupings. In the first unit, "Creative Reportage," we will examine James Agee's and Walker Evans's Let Us Now Praise Famous Men (1941, reissued 1960) and Truman Capote's In Cold Blood (1965), investigating the ways in which mainstream journalism assignments about heartland crises (poverty, violence) got transformed into colorful fictional narrative. In the second unit, "Native Healing," we will read two dreamy texts, Leslie Marmon Silko's Ceremony (1977) and Alejandro Morales' The Rag Doll Plagues (1992), emphasizing the importance of returning to "the Old Ways" in a diseased postmodern world. In the final unit, "Kids Don't Follow," we will get gritty, reading Hubert Selby, Jr's Requiem for a Dream (1978) and Eleanor Henderson's Ten Thousand Saints (2010), investigating feedback loops of addiction that affect parents and their teenage sons and daughters. The six texts share a common message: we're all just looking for a cure.
(For literature concentrators, this course is designated as Genre/Theme and American Literature.)

ENL 348  WOMEN NOVELISTS  Bellamy

This course will focus on the work of three of the United States’ most critically-acclaimed contemporary women novelists: Edwidge Danticat, Louise Erdrich, and Cristina García. For each author we will read two novels that explore important moments or issues in her respective cultural history. Texts under consideration for this course include: Danticat’s The Farming of Bones and The Dew Breaker; Erdrich’s Tracks and Four Souls; and García’s Dreaming in Cuban and Monkey Hunting. Please note: this is a hybrid course that will meet in person on Wednesdays with all other course activities conducted on-line. Students should expect to do a significant amount of independent and group work and be prepared to participate in at least one group presentation.
(For literature concentrators, this course is designated as of Literature by Women, Minorities and Third World authors and Genre/Theme.)

ENL 357  WORLD DRAMA TO 1800  Keil

The first part of the readings are from the Don Juan story: Tirso de Molina’s The Trickster of Seville and His Guest of Stone; Molière’s Don Juan; scenes from Mozart’s Don Giovanni; Pushkin’s The Stone Guest; and Elvire Jouvet 40,a play about rehearsing a scene from Molière. Then, Goethe’s Faust, Part One. And, two comedies, William Wycherley’s The Country Wife.
and Carlo Goldoni’s *The Servant of Two Masters*. Two films, *La Mandragola*, Alberto Lattuada’s 1965 film of Niccolò Machiavelli’s *Mandrake* and Emil Jannings’s 1937 *The Broken Jug*, rom the Heinrich von Kleist play. Some of the readings will be given out, but two books should be bought: Richard Wilbur’s translation of Molière’s play, a Harvest paperback, and Peter Constantine’s of *Faust*, a Penguin paperback.

I haven’t included the Greek tragedies and any Shakespeare, thinking these will be read or have been read before. I’ll rehearse my thoughts on both, and they may be compared to any of the class plays. Other writers, Christopher Marlowe, for example, can be used in the papers for this class, relating again to the assigned plays.

The list is lopsided, with nothing before the late Renaissance and then perhaps too much of Don Juan, but what is listed is somewhat representative of the time period. Please question or comment: inscape44@verizon.net.

(For literature concentrators, this course is designated as Genre/Theme and Literature in Translation and a Dramatic Literature course.)

**ENL 362 THE LATER SHAKESPEARE**  
**Goodland**

A selection of Shakespeare’s work written after 1600: the major tragedies, the problem plays, the late comedies and romances.

(For literature concentrators, this course is designated as British Literature, and qualifies as a pre-1800 and Dramatic Literature course.)

**ENL 367 ARAB LITERATURE IN TRANSLATION**  
**TBA**

A study of Arabic literature in translation covering a variety of genres, authors, cultural traditions, and historical periods. Works will be examined in relation to literary and other cultural-historical contexts. Topics covered may include: the rise of nationalism, colonialism and post-colonialism, hybrid identities, gender issues, national traumas, and dystopias.

(For literature concentrators, this course is designated as Literature in Translation).

**ENL 368 QUEER STUDIES**  
**Brim**

ENL 368 will introduce students to the interdisciplinary field of queer studies. It will provide an overview of the foundational texts and theories that have both defined and challenged modern constructions of sexual identity, including 19th-century sexological research, the psychoanalytic tradition, gay and lesbian assimilationist/separationist identity politics, and especially the recent scholarly interventions made possible by queer theory. The course will emphasize contemporary issues that have impacted the meaning/understanding of sex and desire: gay and lesbian activist movements, homophobia, feminist theory, the AIDS crisis, transgender liberation, queer of color critique, and the transnational flow of non-normative desire. Ultimately the course will help students examine the ways sexuality and desire exist within and through broader frameworks of cultural and social power. Please contact me at matt.brim@csi.cuny.edu if you have any questions about the course.

(For literature concentrators, this course is designated as Literature by Women, Minorities and Third World authors and Genre/Theme.)
ENL 370  CRAFT OF CREATIVE NONFICTION  Chin

In this first of the creative nonfiction workshops, we will focus on aspects of the genre, including memoir writing, narrative journalism, and experimental essays. We will discuss: the role of memory and perception; the interaction between the past and present; the relation of the individual and society; the structure and ethics of “truth” in nonfiction. We will be looking at how writers use literary devices such as point of view, “scenes” vs. “summarizing,” and attention to character, setting, and detail to craft their stories. Your assignments will be reflective of the forms we look at in class. There will be in-class and take home writing assignments. Be prepared to write.

ENL 371  CRAFT OF FICTION  Smith

This course explores the literary conventions that distinguish fiction as a genre. By considering models for their own creative writing, students will learn how to employ basic narrative techniques in creating their own short fiction, the focus of which may include but not be limited to: image, voice, character, setting, and plot.

ENL 377  AFRICAN AMERICAN LITERARY TRADITIONS  TBA

A study of the African-American literary tradition engaging such issues as the struggle for human rights and dignity, the definition and representation of African-American culture and identity, and double consciousness. Readings may include works by Frederick Douglass, Harriet Jacobs, W.E.B. DuBois, Langston Hughes, Zora Neale Hurston, Richard Wright, Ralph Ellison, Gwendolyn Brooks, James Baldwin, and Toni Morrison.

(For literature concentrators, this course is designated as Literature by Women, Minorities and Third World authors and American Literature.)

ENL 422  INTRODUCTION TO LINGUISTICS  Tortora

The goal of this course is for you to become familiar with the basics of Linguistics (a field concerned with the scientific study of human language). In this course you will gain an understanding of:

- Phonetics: the study of speech sounds, and how they are produced; you will learn the basics of vocal tract anatomy, and how this relates to sound patterns found in English and in other languages. You will also become proficient in the use of the International Phonetic Alphabet (IPA).

- Phonology: the study of sound systems; you will learn the basics of how speech sounds interact with one another in a rule-governed, systematic way.

- Morphology: the study of the structure of words and word formation processes.

- Syntax: the study of the structure of phrases and sentences.
- Semantics/Pragmatics: the study of linguistic and contextual meaning.
- Child Language Acquisition: the investigation of how children acquire language, and how their acquisition informs our understanding of the above 5 components of language.
- Sign Language: the study of signed languages such as American Sign Language (ASL), and their similarity to spoken languages both in terms of their structure and how they are acquired by children.
- Language variation and change: the study of linguistic diversity, variation, and change.

Since it is assumed that all students in this class speak English, most of our examples (especially in the first half of the term) will be drawn from English. However, because Linguistics is concerned with the study of human language (and not any one particular language alone), examples may also be drawn from a variety of the world's languages (from Africa, Asia, the Pacific Islands, Australia, Europe, and North and South America).

**ENL 428 PHONETICS Bishop**

This course is an introduction to the basic articulation, acoustics, and patterning of sounds used in the world's languages. It includes extensive practice in speech-sound perception, phonetic transcription using the International Phonetic Alphabet, and a basic introduction to phonological analysis. Students will learn how speech sounds, especially English ones, are made (and the physiology that they are made with). The course is therefore of interest to students studying linguistics, foreign languages, English, and English Language Education; it is also relevant to those with interests in the field of Speech and Language Pathology.

**ENL 432 POETRY WORKSHOP Jess**

An advanced workshop, this course directs students with a particular emphasis on aspects of form. Students may write poems in free-verse and traditional forms, which may include the sonnet, the sestina, and the villanelle. Students will use assigned texts as models for the creation of original poems. The course will involve classroom critique of students' poetry. For English majors and minors, this is designated as a writing course.

**ENL 435 PLAYWRITING WORKSHOP Papa**

This is an advanced workshop in playwriting. Skills developed in this course include the creation of more complex plots, dialogue, and characters, as well as greater expertise to critique the works of others with more depth and attention to detail. For English majors and minors, this is designated as a writing course.
ENL 436  SCREEN WRITING  Couchman

This is the study of the craft of constructing the screenplay, treatment, synopsis, and shooting script. The student will work on the problems of creating the original filmscript as well as adapting a piece of existing material for the screen. For English majors and minors, this is designed as a writing course.

ENL 445  JOURNALISM AND SOCIETY  COM

This is a course where we will learn to “read” and write the news. We will analyze the ways in which news stories define our understanding of society. The course will consider both the effect of print and broadcast journalism on politics, values, and social standards and the pressures on the press, which define its values. Topics vary from term to term. For English majors and minors, this is designated as a writing course.

ENL 475  WRITING FOR ADVERTISING AND PUBLIC RELATIONS  COM

This course is an introduction to the techniques of developing concepts and writing copy for advertising in print and broadcast media, and public relations material such as press releases, newsletters, brochures, and publicity material. The course analyzes advertising, public relations, and other corporate communications tactics in terms of their target audience, message, and effectiveness, as well as the channels of communication. Students will be assigned a number of writing projects including copywriting, concept development proposals, press releases, and newsletter articles. For English majors and minors, this is designated as a writing course.

ENL 5XX  METHODS IN LINGUISTIC RESEARCH*  TORTORA

The focus of this new "special topics" course is hands-on research in Linguistics. This semester, the research topic is "A Corpus of New York City English." In this course, students will participate in the creation of a corpus of speech from the dialect of New York City. Research activities will include: (a) developing an understanding of the empirical and theoretical questions underlying the need to build corpus of New York City English; (b) training in oral history and sociolinguistic interview techniques (involving both theory and Lab practice); (c) working on the concept of "IRB approval" for "human subjects" studies; (d) conducting interviews with speakers of New York City dialect (for example, Staten Islanders); (e) processing and analyzing the data; (f) devising project reports (which will include training on how to organize such reports around the ideas of "Background," "Environmental Scan," "Methodology," and "Results"). For further information on the New York City English Corpus project that this course relates to, interested students may visit the website for the corpus (nycerg.commons.gc.cuny.edu) and/or contact Professor Tortora at christina.tortora@csi.cuny.edu.

*Please note: this course has not yet been placed in the catalogue / on the class schedule. We anticipate the course going live for registration on around November 10, 2014.
UNDERGRADUATE COURSE INDEX: VALID FOR SPRING 2015

LITERATURE CONCENTRATION COURSES:

- English/British Literature: ENL 362
- American Literature: ENL 327, ENL 345, ENL 377
- Literature in Translation: ENL 319, ENL 338, ENL 357, ENL 367
- Women’s Lit., American Minorities, or Third World Authors: ENL 348, ENL 368, ENL 377
- Genre and Theme: ENL 323, ENL 327, ENL 348, ENL 357, ENL 368

Pre-1800 Courses: ENL 319, ENL 357, ENL 362

WRITING CONCENTRATION COURSES:

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

ENL 277, ENL 370, ENL 371, ENL 432, ENL 435, ENL 436, ENL 445

LINGUISTICS CONCENTRATION COURSES:

ENH 230, ENL 422, ENL 428, ENL 5XX

DRAMATIC LITERATURE CONCENTRATION COURSES:

ENL 357, ENL 362
Fall 2015 Roster

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. ENL 422 Introduction to Linguistics (eve)
2. ENL 426 Language Acquisition and Psycholinguistics (day)
3. ENL 448 Speech Science (eve)
4. ENH 230 Introduction to Language (day)
5. ENH 230 Introduction to Language (eve)

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 372 Craft of Poetry (day)
5. ENL 373 Craft of Playwriting (day)
6. ENL 431 Fiction Workshop (day)
7. ENL 434 Creative Nonfiction Workshop (eve)

LITERATURE CONCENTRATION COURSES

1. ENL 303 U.S. Fiction, Early National Period to Late Nineteenth Century (day)
2. ENL 309 U.S. Literature in Comparative Contexts (day)
3. ENL 316 Literature of Medieval Europe (day) LT & 18C
4. ENL 320 Seventeenth-Century English Literature (eve)
5. ENL 323 Coming of Age Narratives (eve)
6. ENL 325 Readings in Victorian Literature (day)
7. ENL 335 Modern Asian Literature (day)
8. ENL 353 Contemporary Poetry (day)
9. ENL 361 The Early Shakespeare (day)
10. ENL 381 Major American Author I (eve)
11. ENL 384 Major Woman Author I (day)
12. ENL 392 The Black Writer in the Modern World (day)

Graduate Courses:

1. ENG 670 Workshop in Autobiographical Writing (eve)
2. ENG 686 The Teaching of Writing (eve)
3. ENG 725 Studies in Twentieth Century Literature (eve)
4. ENG 727 Studies in U.S. Literature (eve)
5. ENG 729 Studies in Classical and Biblical Backgrounds to Literature (eve)
SPRING 2016 Roster:

Undergraduate Courses:

LINGUISTICS CONCENTRATION COURSES

1. ENL 422 Introduction to Linguistics (day)
2. ENL 447 The Structure of Words (day)
3. ENH 230 Introduction to Language (day)
4. ENH 230 Introduction to Language (eve)

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 370 Craft of Creative Nonfiction (day)
5. ENL 371 Craft of Fiction (day)
6. ENL 432 Poetry Workshop (eve)
7. ENL 435 Playwriting Workshop (eve)

LITERATURE CONCENTRATION COURSES

1. ENL 323 Coming of Age Narratives (day)
2. ENL 329 Migration and Diasporas in Literature and Culture (day)
3. ENL 341 Studies in Eighteenth-Century Fiction (day)
4. ENL 348 Women Novelists (eve)
5. ENL 330 The American Renaissance
6. ENL 356 American Drama (eve)
7. ENL 357 World Drama to 1800(day)
8. ENL 362 The Later Shakespeare (eve)
9. ENL 367 Arab Literature in Translation (day)
10. ENL 368 Queer Studies (day)
11. ENL 399 Themes in Literature (day)

Graduate Courses:

1. ENG 630 Writing Across the Curriculum
2. 682 Modern English Grammar
3. 724 Studies in Nineteenth Century British Literature
4. 726 Studies in Shakespeare
5. 736 Studies in African Am Literature
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: World Literature in Contexts
ENL 310: British and American Literary Traditions

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

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/

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 15. No late submissions will be accepted.
GRADUATE WORK IN ENGLISH

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. Maryann Feola, 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. Maryann Feola at 718-982-3666 or maryann.feola@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.
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.

**Declaration of Major:**

<table>
<thead>
<tr>
<th>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:**

- 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 OR ENL 302

- ENL
- ENL
- ENL

Elective: 10-34 credits

**Overall GPA/Major GPA:**

- Min 2.0 GPA

- AND Honors Thesis under supervision of ENG faculty member

**Graduating with Honors:**

- 3.5 GPA or higher

**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.

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

GENERAL EDUCATION:  MAJOR REQUIREMENTS: 12 CREDITS

_____ 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 (8cr) WILL BE COUNTED TOWARD THE MAJOR REQUIREMENTS.

_____ ENL 267  

ENL _________  

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 OR ENL 302

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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>40 or 44 Major Credits Required**</td>
</tr>
</tbody>
</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.
WORKSHEET FOR DRAMATIC 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*

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.

Declaration of Major: YEAR

<table>
<thead>
<tr>
<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) |

**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 (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 OR ENL 302 |

Electives: 10-34 credits

**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.
# SPRING 2015 CLASS SCHEDULE WORKSHEET

<table>
<thead>
<tr>
<th></th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
<th>SATURDAY</th>
<th>SUNDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:55AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:10AM-12:05PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20PM-2:15PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:30PM-4:25PM</td>
<td></td>
<td>CLUB HOURS</td>
<td></td>
<td>CLUB HOURS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4:40-6:20PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:30-9:50PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## PLAN AHEAD

### FALL 2015 COURSES:

____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________
____________________________________________________________________________________