DEPARTMENT OF ENGLISH

COURSE INFORMATION

FOR MAJORS

SPRING 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
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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 2016 TERM BEGINS ON NOVEMBER 4, 2015*
October 15, 2015

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 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 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 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 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

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

<table>
<thead>
<tr>
<th>LITERATURE COVERAGE AREAS (20 credits):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students must take one ENL course in each of the following literary coverage areas, and no course may satisfy more than one coverage area.</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>REMAINING COURSES (8 or 12 credits-depending upon date of declaration)*:</th>
<th></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). A linguistics course is strongly recommended.</td>
<td></td>
</tr>
<tr>
<td>English majors in the adolescence education sequence must take either ENH 230 (Introduction to Language) or ENL 422 (Introduction to Linguistics).</td>
<td></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.
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

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
- SPN 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></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

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
## FALL 2015 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>M 10:30am-12:00pm T.W 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 S. Benesch</td>
<td>T 2:30-4:15pm</td>
<td>2S-228</td>
</tr>
<tr>
<td>Professor W. Bernhardt</td>
<td>TH 11:00am-1:00pm</td>
<td>2S-212</td>
</tr>
<tr>
<td>Professor R. Carlo</td>
<td>M 4:00-6:00pm</td>
<td>2S-222</td>
</tr>
<tr>
<td>Professor A. Chin</td>
<td>T 5:30-6:30/TH 5:30-6:30pm</td>
<td>2S-213</td>
</tr>
<tr>
<td>Professor A. Dawson</td>
<td>T/TH 3:00-5:00pm</td>
<td>2S-218</td>
</tr>
<tr>
<td>Professor J. Dudley</td>
<td>TH 9:00-10:00am/12:00-1:00pm/TH 1:00-2:00pm</td>
<td>2S-205/2N-105</td>
</tr>
<tr>
<td>Professor M. Feola</td>
<td>TH 11:20-12:10am</td>
<td>2S-208</td>
</tr>
<tr>
<td>Professor G. Gianoulis</td>
<td>W 9:00-10:00am</td>
<td>2S-227</td>
</tr>
<tr>
<td>Professor E. Goldner</td>
<td>T/TH 11:15-12:20pm/TH 6:30-7:30pm</td>
<td>2S-229</td>
</tr>
<tr>
<td>Professor T. Gray</td>
<td>TH 9:30-12:00am</td>
<td>2S-223</td>
</tr>
<tr>
<td>Professor S. Greeley</td>
<td>M 2:00-3:00pm</td>
<td>2S-225</td>
</tr>
<tr>
<td>Professor H. Hoeller</td>
<td>TH 5:15-6:16pm</td>
<td>2S-130</td>
</tr>
<tr>
<td>Professor T. Jess</td>
<td>TH 12:30-1:30pm</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>M 3:00-6:00pm</td>
<td>2S-224</td>
</tr>
<tr>
<td>Professor P. Keil</td>
<td>M 4:00-6:00pm</td>
<td>2S-206</td>
</tr>
<tr>
<td>Professor S. Kadsieh</td>
<td>M/W 2:30-4:00pm</td>
<td>2S-231</td>
</tr>
<tr>
<td>Professor C. Martorana</td>
<td>T/TH 10:00am-2:00pm</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>M/W 9:30-10:30am</td>
<td>2S-230</td>
</tr>
<tr>
<td>Professor T.O’Neill</td>
<td>M/W 1:00-2:00</td>
<td>2S-2261</td>
</tr>
<tr>
<td>Professor L. Papa</td>
<td>W 10:30am-12:30pm TH 10:00-11:30am</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>M 4:40-5:40pm</td>
<td>2S-127</td>
</tr>
<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>TH 5:00-6:00pm</td>
<td>2S-128</td>
</tr>
<tr>
<td>Professor S. Schulman</td>
<td>F 11:00-12:15am/4:30-6:15pm</td>
<td>2S-232</td>
</tr>
<tr>
<td>Professor I. Shor</td>
<td>M 4:45-6:15pm</td>
<td>2S-131</td>
</tr>
<tr>
<td>Professor P. Smith</td>
<td>F 9:00-10:00am</td>
<td>2S-234</td>
</tr>
<tr>
<td>Professor H. Thorne</td>
<td>T/TH 11:00am-12:00pm</td>
<td>2S-227</td>
</tr>
<tr>
<td>Sr. Academic Advisor J. Durando</td>
<td>M 11-3/4-6/TWTHF 9-1/2-4</td>
<td>2S-134</td>
</tr>
</tbody>
</table>
# SPRING 2016 ENGLISH MAJORS COURSES

**SPRING 2016**

<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>TBA</td>
<td>W</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENH 230</td>
<td>Introduction to Language</td>
<td>TBA</td>
<td>F</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENH 230</td>
<td>Introduction to Language</td>
<td>Prof. S. Benesch</td>
<td>T,TH</td>
<td>12:20-2:15</td>
</tr>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. P. Smith</td>
<td>F</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. T. Jess</td>
<td>T,TH</td>
<td>4:40-6:20</td>
</tr>
<tr>
<td>ENL 277</td>
<td>Introduction to Journalism</td>
<td>Prof. F. Kaufman</td>
<td>M</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. P. Keil</td>
<td>F</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. S. Ray</td>
<td>T,TH</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to the Study of Literature</td>
<td>Prof. L. Saguisag</td>
<td>M,W</td>
<td>2:30-4:25</td>
</tr>
<tr>
<td>ENL 300</td>
<td>British and American Literary Traditions</td>
<td>Prof. S. Reader</td>
<td>TH</td>
<td>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</td>
<td>10:10-12:05</td>
</tr>
<tr>
<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. K. Goodland</td>
<td>T,TH</td>
<td>8:00-9:55</td>
</tr>
<tr>
<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. S. Kudsieh</td>
<td>M</td>
<td>6:30-9:50</td>
</tr>
<tr>
<td>ENL 323</td>
<td>Coming of Age Narratives</td>
<td>Prof. L. Saguisag</td>
<td>M,W</td>
<td>4:40-6:20</td>
</tr>
<tr>
<td>ENL 329</td>
<td>Migration &amp; Diasporas in Literature</td>
<td>Prof. D. Kandiyoti</td>
<td>F</td>
<td>12:20-4:25</td>
</tr>
<tr>
<td>ENL 330</td>
<td>The American Renaissance</td>
<td>Prof. E. Goldner</td>
<td>T,TH</td>
<td>12:20-2:15</td>
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<tr>
<td>ENL 341</td>
<td>Studies in 18th-Century Fiction</td>
<td>Prof. S. Ross</td>
<td>M,W</td>
<td>2:30-4:25</td>
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<tr>
<td>ENL 348</td>
<td>Women Novelists</td>
<td>Prof. M. Brim</td>
<td>T</td>
<td>6:30-9:50</td>
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<tr>
<td>ENL 356</td>
<td>American Drama</td>
<td>Prof. P. Keil</td>
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<td>12:45-4:10</td>
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<tr>
<td>ENL 357</td>
<td>World Drama to 1800</td>
<td>Prof. K. Goodland</td>
<td>T,TH</td>
<td>10:10-12:05</td>
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<tr>
<td>ENL 362</td>
<td>The Later Shakespeare</td>
<td>Prof. K. Goodland</td>
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<td>ENL 367</td>
<td>Arabic Literature in Translation</td>
<td>Prof. S. Kudsieh</td>
<td>M,W</td>
<td>4:40-6:20</td>
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<tr>
<td>ENL 368</td>
<td>Queer Studies</td>
<td>Prof. S. Ray</td>
<td>T,TH</td>
<td>4:40-6:20</td>
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<td>ENL 370</td>
<td>Craft of Creative Nonfiction</td>
<td>Prof. A. Chin</td>
<td>M,W</td>
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<td>ENL 371</td>
<td>Craft of Fiction</td>
<td>Prof. S. Schulman</td>
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<td>ENL 399</td>
<td>Themes in Literature</td>
<td>Prof. T. Gray</td>
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<td>12:20-2:15</td>
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<td>ENL 422</td>
<td>Introduction to Linguistics</td>
<td>Prof. T. O'Neil</td>
<td>M,W</td>
<td>10:10-12:05</td>
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<td>ENL 422</td>
<td>Introduction to Linguistics</td>
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<td>ENL 432</td>
<td>Poetry Workshop</td>
<td>Prof. C. Marvin</td>
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<td>6:30-9:50</td>
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<td>ENL 435</td>
<td>Playwriting Workshop</td>
<td>Prof. L. Papa</td>
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<td>6:30-9:50</td>
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<td>ENL 436</td>
<td>Screen Writing</td>
<td>TBA</td>
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<td>ENL 437</td>
<td>Writing in the Business World</td>
<td>Prof. R. Carlo</td>
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<td>ENL 447</td>
<td>The Structure of Words</td>
<td>Prof. T. O'Neil</td>
<td>M,W</td>
<td>2:30-4:25</td>
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<tr>
<td>ENL 475*</td>
<td>Writing for Advertising and Public Relations</td>
<td>TBA</td>
<td>W</td>
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<tr>
<td>ENL 480*</td>
<td>Studies in Advanced Journalism</td>
<td>Prof. C. Anderson</td>
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*Please see advisor for permission to register for this class.
This course introduces students to the study of language, and its intersections with other areas of inquiry. The course is divided into three main modules: language and the human animal, language structure, and language and society. We begin at the beginning: What is human language, and what makes it different from other communication systems, like road signs, computer programming languages, and the dances of honeybees? When and how did human language begin? How do babies learn their languages without being taught explicitly? By exploring these fundamental questions, you will learn about what makes human beings unique among animal species.

The second module of the course examines the structure of human language. Although individual languages like American Sign Language, Igbo, Wenzhouese, Nunatsiavummiutut, Quechua, and English differ widely from each other in their sounds, word structure, and sentence structure, all the languages of the world share certain universal building blocks and patterns. You will learn how to describe some of the structural characteristics of language, and to compare different languages.

Finally, you will study the role of language in social contexts. We will examine issues of language discrimination and how language use varies among different communities. You will learn how context affects the way people speak and understand the intentions of other speakers. For example, you probably use different words and sentence structure patterns in class than you do with friends. You may hear someone say, “It’s cold in here,” and understand them to mean, Close the window. Lastly, you will learn about the endangerment crisis faced by the majority of the world’s languages, and what can be done—even here in New York City—to support communities seeking to revitalize their traditional languages.

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

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.

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

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.

(For English majors and minors, this is designated as a linguistics course)
ENL 267  CRAFT OF CREATIVE WRITING  Smith

Introduction to Creative Writing. A brief but thorough exploration of each of four major creative genres--poetry, fiction, creative non-fiction and playwriting. Students will familiarize themselves with the formative elements of each genre by analyzing the work of major writers, engaging in targeted classroom discussion and responding to writing prompts and exercises; the semester will conclude with the crafting and submission of a written portfolio containing work from three of the four genres.  
(For English majors and minors, this is designated as a writing course.)

ENL 267  CRAFT OF CREATIVE WRITING  Jess

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.  
(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 290  INTRODUCTION TO THE STUDY OF LITERATURE  Keil

A range of readings to corral (connect) in your written responses. Some will be given out. These will include several current stories as well as Raymond Chandler’s “The Lady in the Lake” and John Cheever’s Falconer. One will be seen only in video (Thomas Middleton and William Rowley’s The Changeling, in a 1993 performance), essays by Joseph Mitchell, James Baldwin, and David Foster Wallace, as well as a weekly encounter with a long list of poems, all of which will be given out. Please email questions and comments: inscape44@verizon.net.  
(This course is a requirement for all English majors. Not open to students who have completed ENH 218.)

ENL 290  INTRODUCTION TO THE STUDY OF LITERATURE  Ray

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  Saguisag

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  Reader

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  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.

ENL 310  WORLD LITERATURE IN CONTEXTS  Goodland

Are we, as Montaigne observed, “only interpreters of interpretations”? Is the meaning of a literary work universal or limited to the cultural context in which it emerged? What aspects of literature are unique from other forms of writing? How does a literary work participate in its cultural milieu? Why study literature? In this course we will explore these questions by focusing upon the origins and afterlives of Antigone, a story that began as a myth, and was transformed by Sophocles in the fifth century B.C.E. to become one of the most haunting and haunted dramas in the history of the theater. We will begin with a detailed study of the play in its original Athenian cultural context as a basis for exploring how playwrights and novelists from the sixteenth century to the present have reinterpreted the story across time and space.
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.

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

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 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 329       MIGRATION & DIASPORAS IN LITERATURE       Kandiyoti

A staggering number of renowned writers and artists of the twentieth- and twenty-first centuries have been exiles and migrants. The massive displacements since the past century have also inspired non-migrant artists. This course examines writing and culture born of contemporary migrations of immigrants, exiles, and refugees. Literature, film and visual art about displacement and movement raise crucial questions about home and memory: Where do the displaced belong? How do the displaced remember and memorialize past homes and belongings? Are there particular artistic choices made by displaced writers, artists, and filmmakers? In addition to issues of memory, identity, and belonging, we will examine representations of global cities and discuss coexistence, cosmopolitanism, hospitality, conflict, and rights and their relation to modernity and postmodernism. We will also discuss “return narratives” to original homelands and the issue of witnessing. Postcoloniality, decoloniality, the global South, East-West, cities of sanctuary, diasporas, transnationalism, globalization, and the Black Atlantic will be among our critical terms that will animate discussions of literature, photography, film, and the visual arts.

(For English majors and minors, this course is designated as literature and fulfills the Literature in Translation, Genre/theme, and Women, Minority, and World Literature requirement for Literature concentrators.)
ENL 330  THE AMERICAN RENAISSANCE  Goldner

The course examines the literature of the United States in its postcolonial period from 1830 to approximately 1870, as the nation begins to pursue a path towards empire and reaches a crisis over slavery. Exploring the discourse of US nationalism, we will probe constructions of nation, race, gender, and empire, as well as resistances to them. We will discuss the meanings of efforts to produce a national literature that aspires towards democracy, even as those efforts are set amid contesting claims over what styles and whose voices such a literature should include. We will read essays, slave narratives, recollections of oral performances, fiction, and poetry in texts by Emerson, Douglass, Thoreau, Jacobs, Whitman, S. Truth, Melville, and Dickinson.

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

ENL 341  STUDIES IN 18TH CENTURY FICTION  Ross

A study of eighteenth-century English fiction that focuses primarily on the novel tradition. We will pay attention to the political and social context of each work, particularly exploring themes of resistance and rebellion. We will also examine the various literary modes of eighteenth-century prose, including romance, realism, mock-heroism, satire, sensibility, and the gothic. Readings may include Daniel Defoe's *Robinson Crusoe*, Eliza Haywood's *Love in Excess*, Samuel Richardson's *Pamela*, Henry Fielding's *Joseph Andrews*, Frances Burney's *Evelina*, Ann Radcliffe's *Sicilian Romance*, and Maria Edgeworth's *Belinda*. For English majors and minors, this is designated as a literature, literature in translation, genre, and pre-1800 course.

(For English majors and minors, this is designated as a literature, Literature in Translation, Genre, and pre-1800 course.

ENL 348  WOMEN NOVELISTS  Brim

In this course we will study the lesbian novel. We'll situate our inquiry historically, with emphasis on black women's writing of the Harlem Renaissance, experimental fiction of the Modernist period, mid-century butch-femme culture, postmodern innovations of the 1990s, and present day representations that are yet to be named. We'll pay close attention to formal elements of the literature (sentence structure, non/linear narrative, intertextuality, graphics and cover art), asking how form works with content to produce meaning. We'll set the lesbian novel in relation to dominant-culture literature as well as sexual and gender subcultures as we consider the political conditions of lesbian representation. Though our primary focus is on the novel, we'll dip into other genres where it is helpful to do so. Course work will include heavy reading, small writing assignments, and a final project. Please contact Professor Brim at matt.brim@csi.cuny.edu if you have questions.

(For English majors and minors, this course is designated as literature and fulfills the Genre/theme and Women, Minority, and World Literature requirement for Literature concentrators.)
ENL 356 AMERICAN DRAMA Keil

The reading list represents some classics as well as some new trends. Some plays will be given out, some seen on video. I won’t assign a play to see in our fair city, but I encourage going and any experiences can be used in your written responses for the class. Those responses should show the connections between the plays. William Saroyan, *The Time of Your Life*; Branden Jacobs-Jenkins, *An Octoroon*; Eugene O’Neill, *The Iceman Cometh*; Edward Albee, *The Zoo Story*; Stephen Adly Guirgis, *tba*; Tennessee Williams, *The Glass Menagerie*; Arthur Miller, *A View From the Bridge* [one-act version]; and Orson Welles, *Moby Dick Rehearsed*. Plus, some brief videos of Laurette Taylor, Dan Hedaya, Cherry Jones, and others with important acting statements, also for your responses. Please email questions and comments; inscape44@verizon.net.

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

ENL 357 WORLD DRAMA TO 1800 Goodland

In this course we will study ten of the world’s most enduring works of theater, focusing upon how each of them explores fundamental aspects of the human condition. We will consider their differences and continuities across genre and culture, examining how they shape and are shaped by the time and place in which they were produced.

(For English majors and minors, this is designated as a literature, Literature in Translation, Genre, pre-1800, and dramatic literature course.)

ENL 362 THE LATER SHAKESPEARE Goodland

Shakespeare’s later plays are notable for their probing explorations of gender, love, lust, and death. In this course we will read six of these plays, focusing upon Shakespeare’s dramaturgical innovations and exploring how these plays challenge conventional ideologies of gender and genre. Since this is an evening class, we will take advantage of the lively New York City theatre scene and attend two or three productions of plays we are studying. In addition to writing essays, students will have the opportunity to learn how to write theater reviews, and may voluntarily submit them for publication.

(For English majors and minors, this is designated as a literature, British literature, pre-1800, and dramatic literature course.)

ENL 367 ARABIC LITERATURE IN TRANSLATION Kudsieh

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. Assigned texts: *Season of Migration* by Tayeb Saleh, *Arabeques* by Antoun Shammas, *Stone
of Laughter by Hoda Barakat, The Meursault Investigation by Kamel Daoud, and Zaat by Sonallah Ibrahim.

(For English majors or minors concentrating in literature, this course fulfills the requirements for Literature in Translation.)

ENL 368 QUEER STUDIES Ray

An introduction to the major theoretical questions and preoccupations in queer studies since its emergence in the 1990s. We will examine how queer theory troubles received notions of sex, gender, and sexuality; how it intersects with race, class, (post)colonialism, and ability; how the category of “queer” presents itself in non-western contexts and to what effects. Readings will be drawn mostly from theoretical and critical works, with selected examples from literature and public culture.

(For English majors and minors, this is designated as a literature, Women, Minority and World literature, and Genre course.)

ENL 370 CRAFT OF CREATIVE NONFICTION Chin

This course introduces students to the genre and focuses on literary aspects of nonfiction writing. The course explores elements that are specific to nonfiction as well as aspects that it shares with other literary genres. Texts may cover autobiography, memoir, journals, narrative journalism, and literary essays. Class discussions of students' work and selected readings.

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

ENL 371 CRAFT OF FICTION Schulman

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

ENL 399 THEMES IN LITERATURE: AMERICANA Gray

As a theme, Americana is hard to categorize or explain. It's mysterious and evocative, to be sure, but damn difficult to define. Back in 1925, poet William Carlos Williams published a book of essays entitled In the American Grain. The phrase suggests a national genius that is deep-seated and often hidden, and by turns prideful and haunting. Often, there emerges a familiar pattern of recognition: "it can't happen here"; "it can happen here"; "it can't happen anywhere else." Americana is at base a brand of American Exceptionalism, but that doesn't mean it presents a starry-eyed view of the nation. On the contrary, it's complex, sometimes gritty, a fantasy that aims to be real.
Emphasis will be on US texts published after 1945. Possible texts for the semester include musical selections too numerous to name; music criticism by Greil Marcus, Peter Guralnick, and Ellen Willis; "alternative country" music journalism from No Depression magazine; selected fiction by Jack Kerouac; Bobbie Ann Mason's novel In Country; Colson Whitehead's novel John Henry Days; James Welch's novel Fools Crow; Maxine Hong Kingston's novel Tripmaster Monkey; Bernard Malamud's novel The Natural; 1960s and 1970s essays by Joan Didion; poetry by Claudia Rankine, Tyehimba Jess, James Wright, Phillip Levine, Jimmy Santiago Baca (among others); films such as Easy Rider, Gimme Shelter, Superfly, Badlands, When the Levees Broke. Some, but not all, of this, plus whatever else seems to fit.

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

ENL 422 INTRODUCTION TO LINGUISTICS O'Neill

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).
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<td>ENL 422</td>
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<td>ENL 432</td>
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<td>critique of students' poetry.</td>
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<td>ENL 435</td>
<td>PLAYWRITING WORKSHOP</td>
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<td>ENL 436</td>
<td>SCREEN WRITING</td>
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<td>Study of the craft of constructing</td>
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<td>WRITING IN THE BUSINESS WORLD</td>
<td>Carlo</td>
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<tr>
<td></td>
<td>Communications, reports, descriptive</td>
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<td>statements, promotional writing, etc.,</td>
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<td>which form the basis for written</td>
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<td></td>
<td>work in business, advertising, and</td>
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<td>industry.</td>
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</table>
This course is an introduction to the structure of words in human language, a branch of linguistics called morphology. What is a word? The answer to this question turns out to be surprisingly complex. It raises many more questions about what native speakers unconsciously know about words and about how languages change over time. Why do we say *cats, tables,* and *ideas,* but not *mans, childs,* and *gooses?* Why do English speakers say *happiness* and *felicity,* but not *happity* or *felicness?* How do the meanings of words change over the centuries? If someone says that they just *re-opened the window again,* can you tell how many times it was opened before? Why can Totonac speakers express the sentence, ‘He has burned his insides with it,’ using just one word: *shliipuulakhlkuuyuulh?*

In this course, students will learn how to approach these questions from a scientific perspective. You will analyze English words and learn about the history of English word formation. Since English is just one piece of the puzzle—one language among approximately 7,000—you will also learn about word structure in other languages from around the world. You will examine how morphology fits into the rest of the language system by studying the relationships between word structure, sound structure, sentence structure, and meaning.

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

**ENL 475  WRITING FOR ADVERTISING AND PUBLIC RELATIONS  TBA**

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.)

*Please see advisor for permission to register for this class.*

**ENL 480  STUDIES IN ADVANCED JOURNALISM  Anderson**

Analysis of the techniques required for good feature writing, magazine writing, personal journalism, investigative reporting, interviewing, etc. Overview of the changing journalism environment and the techniques and skills necessary to build a successful journalism organization. Overview of the job and skills of a news editor. Emphasis amongst these different options varies from term to term.

(For English majors and minors, this is designated as a writing course.) *Please see advisor for permission to register for this class.*
UNDERGRADUATE COURSE INDEX: VALID FOR SPRING 2016

<table>
<thead>
<tr>
<th>LITERATURE CONCENTRATION COURSES:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English/British Literature: ENL 362</td>
</tr>
<tr>
<td>• American Literature: ENL 330, ENL 356, ENL 399</td>
</tr>
<tr>
<td>• Literature in Translation: ENL 329, ENL 341, ENL 357, ENL 367</td>
</tr>
<tr>
<td>• Women’s Lit., American Minorities, or Third World Authors: ENL 329, ENL 348, ENL 367, ENL 368</td>
</tr>
<tr>
<td>• Genre and Theme: ENL 323, ENL 329, ENL 341, ENL 348, ENL 356, ENL 357, ENL 368, ENL 399</td>
</tr>
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</table>

Pre-1800 Courses: ENL 341, ENL 357, ENL 362

<table>
<thead>
<tr>
<th>WRITING CONCENTRATION COURSES:</th>
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<tbody>
<tr>
<td>ENL 267 (Required as a Prerequisite TO ALL 300/400 WRITING COURSES)</td>
</tr>
<tr>
<td>ENL 267 ENL 277, ENL 370, ENL 371, ENL 432, ENL 436, ENL 437, ENL 475*, ENL 480*</td>
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<tr>
<th>LINGUISTICS CONCENTRATION COURSES:</th>
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<tr>
<td>ENH 230, ENL 422, ENL 447</td>
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<tr>
<th>DRAMATIC LITERATURE CONCENTRATION COURSES:</th>
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<tbody>
<tr>
<td>ENL 356, ENL 357, ENL 362</td>
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</tbody>
</table>

*Please see advisor for permission to register for this class
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. 726 Studies in Shakespeare
4. 736 Studies in African Am Literature
Fall 2016 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 (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)
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

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 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.
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>
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<tbody>
<tr>
<td>40 or 44 Major Credits Required**</td>
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**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

GENERAL EDUCATION: MAJOR REQUIREMENTS: 12 CREDITS

- _____ ANY 200 LEVEL ENH
- _____ 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: ENL _________
- _____ AMERICAN LITERATURE: ENL _________
- _____ LITERATURE IN TRANSLATION: ENL _________
- _____ LIT. BY MIN, WOMEN, 3RD WRLD: ENL _________
- _____ GENRE OR THEME***: ENL _________
- _____ ONE COURSE FROM ABOVE MUST BE PRE-1800: ENL _________

ADDITIONAL COURSES: 8 or 12 credits required: ______

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 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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<th>Declaration of Major: SEMESTER</th>
<th>YEAR</th>
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<tr>
<td>40 or 44 Major Credits Required**</td>
<td>120 Total Credits Required for BA</td>
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### GENERAL EDUCATION:

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<th>ENL 290 (218)</th>
<th>ENL 300 (376)</th>
<th>ENL 310 (365)</th>
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</table>

### MAJOR REQUIREMENTS: 12 CREDITS

**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.

<table>
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<th>ENL 267</th>
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### 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**

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

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<th>ENL</th>
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### Electives: 10-34 credits

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<th>Overall GPA/Major GPA: Min 2.0 GPA</th>
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| 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.

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GENERAL EDUCATION:  

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MAJOR REQUIREMENTS: 12 CREDITS

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<td>ENL 310 (365)</td>
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</table>

FIVE LINGUISTICS COURSES: 20 CREDITS
choose from the following: CHECK COMPLETED COURSES

<table>
<thead>
<tr>
<th>ENH 230</th>
<th>ENL 422</th>
<th>ENL 423</th>
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<tr>
<td>ENL 425</td>
<td>ENL 426</td>
<td>ENL 427</td>
<td>ENL 428</td>
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<tr>
<td>ENL 447</td>
<td>ENL 448</td>
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</table>

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

<table>
<thead>
<tr>
<th>ENL</th>
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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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</table>

GENERAL EDUCATION: MAJOR REQUIREMENTS: 12 CREDITS

| ANY 200 LEVEL ENH | 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

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# SPRING 2016 CLASS SCHEDULE WORKSHEET

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>8:00-9:55AM</td>
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<td>12:20PM-2:15PM</td>
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<td>2:30PM-4:25PM</td>
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<td>4:40-6:20PM</td>
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<td>6:30-9:50PM</td>
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# PLAN AHEAD

**FALL 2016 COURSES:**

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