DEPARTMENT OF ENGLISH

COURSE INFORMATION

FOR MAJORS

SPRING 2022

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: englishdept@csi.cuny.edu or wendy.pearson@csi.cuny.edu
Website: https://www.csi.cuny.edu/academics-and-research/departments-programs/english
Facebook: https://www.facebook.com/EnglishDeptCSI
Twitter: @ENGDeptCSI
Instagram: @CSI_english

*REGISTRATION FOR THE SPRING 2022 TERM BEGINS ON NOVEMBER 1, 2021*
October 15, 2021

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
- a list of English Major advisors and their email addresses
- information on Graduation with Honors in English
- information on English major requirements

We have also included worksheets for each concentration at the end of the booklet, so that you can document your progress toward graduation as an English major. Please fill in the relevant concentration worksheet before you speak with your advisor.

Please note that each English major is assigned an English major advisor. If you are an English major, you will see on your CUNYfirst account which advisor was assigned to you. You will see this on the right-hand side of your “student center” screen, as illustrated here:

![CUNYfirst advisor contact](image)

Please reach out to your advisor, so that she or he can help you devise a semester schedule that will help you with progress towards your degree.

If you are nearing graduation, have a 3.0 average, and are thinking about graduate school, you should consider our M.A. in English. This thirty-four-credit degree offers options in Literature and Rhetoric. The English office has copies of a brochure describing the program. Professor Rosanne Carlo, Graduate Coordinator, would be glad to talk with you about it.

On behalf of the Department of English,

Professor Lee Papa, Chairperson
Why Choose English as Your Major?

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

2. If you want to pursue a non-teaching career, here are some things to do:

   - Examine your personal interests and skills, and then examine careers which place the highest value on these interests and skills. The Counseling Center at CSI (https://www.csi.cuny.edu/students/counseling-center/academic-counseling) can help you with Academic Counseling, and so can an English advisor.

   1. It is best to contact the Counseling Center for academic counseling as early in your college career as possible, and to contact an English advisor as early in your college career as possible, too. You can arrange an appointment with the Center by phone (718-982-2391) or by email at counseling@csi.cuny.edu., and you can arrange an appointment with an English advisor by contacting us.

   2. The Center for Career and Professional Development (https://www.csi.cuny.edu/campus-life/student-services/center-career-and-professional-development) 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 by email at careers@csi.cuny.edu.

   - Pursue the invaluable understanding and appreciation of the humanities that comes through the breadth and depth of the literature concentration, including dramatic literature. Or consider a concentration in writing or linguistics, or a minor in Speech-Language Pathology. 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 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. Contact businesses and industries personally about management training, and be willing to start at the bottom while learning.

**FURTHER READING**

The following publications are available for reference in the Counseling Center, online, or in the Library:

4. *Ferguson’s Career Guidance Center*. On-line data available to students in the Library.

**Other recommended reference books and reading for English majors:**

- *A Short Guide to Writing about Literature*. Barnet and Cain
- *The Language Instinct*, by Steven Pinker
- *The Last Speakers*, by K. David Harrison
REQUIREMENTS *ALL* ENGLISH MAJORS MUST FULFILL:

**Advisement:**

Before registering, all majors must seek advisement. In fact, the College ensures that students will seek advisement by placing what is known as a “stop,” “service indicator,” or “hold” on their record. This “English stop” can only be removed once you have received advisement from a full-time faculty member in the English Department. Majors who have earned more than 45 credits and who have at least a 3.0 GPA will not have an English stop on their record. However, we strongly encourage such students to seek English advising as well, to ensure that they take all the right classes needed in order to graduate and to explore their career interests.

We look forward to working with you!

**Courses:**

For the Literature, Writing, and Dramatic Literature concentrations, 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.

** For the Linguistics concentration, see page 8.

You must complete 120 credits total to graduate.
Unless noted, all courses in this packet are 4 credits/4 hours.
ENGLISH MAJOR REQUIREMENTS

LITERATURE CONCENTRATION

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
2. American literature
3. Literature in translation
4. Literature written by women, American minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean
5. Genre / Theme**

Additionally, at least one of the courses from above must be pre-1800.

REMAINING COURSES (12 credits):

These eight or twelve credits may be Linguistics (LING 201 / LING 300-level or higher), Literature (ENL), Writing (ENL), or ENL 302 (Oral Interpretation of Literature).

English majors in the adolescence education sequence must take either LING 201 (Introduction to Language) or LING 301 (Introduction to Linguistics). **Additionally, they must take ENL 323 (Coming of Age Narratives) or ENL 305 (Critical Approaches to Children's and Young Adult Literature), which fall under the Genre/Theme Coverage Area in (5) above.
ENGLISH MAJOR REQUIREMENTS

WRITING CONCENTRATION

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 Tradition 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 (12 credits)

These eight or twelve credits may be Linguistics (LING 201 / LING 300-level or higher), Literature (ENL), Writing (ENL), or ENL 302 (Oral Interpretation of Literature).

English majors in the adolescence education sequence must take either LING 201 (Introduction to Language) or LING 301 (Introduction to Linguistics). Additionally, they must take ENL 323 (Coming of Age Narratives) or ENL 305 (Critical Approaches to Children’s and Young Adult Literature).
What is Linguistics?

LINGUISTICS CONCENTRATION WEBSITE: https://linguistics.commons.gc.cuny.edu/

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 LING 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: LING 302 (Phonetics) and LING 402 (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: LING 303 (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: LING 350 (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: LING 304 (Syntax I), LING 404 (Syntax II), LING 405 (Semantics & Pragmatics)*

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: LING 380 (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: LING 305 (Language Acquisition & Psycholinguistics)*
**Historical linguistics:** The study of how a language’s grammar (phonology, syntax, and semantics) changes over time. *Relevant Courses: LING 370 (Language Change) and LING 390 (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-Language Pathology. For more information about the Linguistics Program (including majoring in English with a concentration in Linguistics),

**Please contact:**

**Professor Jason Bishop** at jason.bishop@csi.cuny.edu (office 2S-207),
**Professor Christina Hagedorn** at christina.hagedorn@csi.cuny.edu (office 2S-228)
**Professor Christina Tortora** at christina.tortora@csi.cuny.edu (office 2S-201)
ENGLISH MAJOR REQUIREMENTS

LINGUISTICS CONCENTRATION

LINGUISTICS CONCENTRATION WEBSITE: https://linguistics.commons.gc.cuny.edu/

<table>
<thead>
<tr>
<th>THREE REQUIRED LINGUISTICS COURSES (12 credits):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• LING 301 Introduction to Linguistics 4 credits (formerly ENL 422)</td>
</tr>
<tr>
<td>• LING 302 Phonetics 4 credits (formerly ENL 428)</td>
</tr>
<tr>
<td>• LING 304 Syntax I 4 credits (formerly ENL 423)</td>
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</tbody>
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<table>
<thead>
<tr>
<th>ADDITIONAL LINGUISTICS COURSES (20 credits):</th>
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</thead>
<tbody>
<tr>
<td>Choose FIVE additional Linguistics courses from the following:</td>
</tr>
<tr>
<td>• LING 201 Introduction to Language (formerly ENH 230)</td>
</tr>
<tr>
<td>• LING 303 Phonology I (formerly ENL 449)</td>
</tr>
<tr>
<td>• LING 305 Second Language Learning (formerly ENL 426)</td>
</tr>
<tr>
<td>• LING 350 The Structure of Words (formerly ENL 447)</td>
</tr>
<tr>
<td>• LING 360 Word &amp; Sentence Prosody</td>
</tr>
<tr>
<td>• LING 370 Language Change (formerly ENL 424)</td>
</tr>
<tr>
<td>• LING 380 Sociology of Language (formerly ENL 427)</td>
</tr>
<tr>
<td>• LING 390 History of English (formerly ENL 425)</td>
</tr>
<tr>
<td>• LING 402 Speech Science (formerly ENL 448)</td>
</tr>
<tr>
<td>• LING 403 Phonology II</td>
</tr>
<tr>
<td>• LING 404 Syntax II</td>
</tr>
<tr>
<td>• LING 405 Semantics &amp; Pragmatics</td>
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<tr>
<td>• LING 410 First Language Acquisition</td>
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<td>• LING 411 Psycholinguistics</td>
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<tr>
<td>• LING 412 Sign Language Linguistics</td>
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<tr>
<td>• LING 420 Anatomy &amp; Physiology for Speech Science</td>
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<tr>
<td>• LING 430 Phonetic &amp; Phonological Disorders</td>
</tr>
<tr>
<td>• LING 450 Audiology</td>
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</tbody>
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<tr>
<th>REMAINING COURSES (8 or 12 credits-depending upon date of declaration)*:</th>
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</thead>
<tbody>
<tr>
<td>These eight or twelve credits may be Linguistics (LING 201 / LING 300-level or higher), Literature (ENL), Writing (ENL), or ENL 302 (Oral Interpretation of Literature).</td>
</tr>
<tr>
<td>For English majors in the adolescence education sequence, ENL 323 (Coming of Age Narratives) or ENL 305 (Critical Approaches to Children's and Young Adult Literature) is required.</td>
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</tbody>
</table>
ENGLISH MAJOR REQUIREMENTS

DRAMATIC LITERATURE CONCENTRATION

<table>
<thead>
<tr>
<th>THREE REQUIRED COURSES (12 credits):</th>
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<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>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Dramatic Arts Courses (8 credits):</th>
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</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 Linguistics (LING 201 / LING 300-level or higher), Literature (ENL), Writing (ENL), or ENL 302 (Oral Interpretation of Literature).</td>
</tr>
</tbody>
</table>
English majors in the adolescence education sequence must take either LING 201 (*Introduction to Language*) or LING 301 (*Introduction to Linguistics*). Additionally, they must take ENL 323 (*Coming of Age Narratives*) or ENL 305 (*Critical Approaches to Children’s and Young Adult Literature*).
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
- Please consult Diane Brescia (diane.brescia@csi.cuny.edu) 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>Semesters</th>
<th>Courses Offered</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<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></td>
<td>Spring of Junior Year</td>
<td>EDS 316, EDS 201 or 202</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>Fall of Senior Year</td>
<td>EDS 302</td>
<td>This now follows EDS 316</td>
</tr>
<tr>
<td></td>
<td>Spring of Senior Year</td>
<td>EDS 400 and EDS 401</td>
<td>They will take both: student teaching and seminar</td>
</tr>
</tbody>
</table>

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

Note: ALL ENGLISH MAJORS ENROLLED IN THIS DEGREE PLAN ARE REQUIRED TO TAKE THE FOLLOWING TWO COURSES:
• **Either** ENL 323 *Coming of Age Narratives* OR ENL 305 *Critical Approaches to Children’s and Young Adult Literature*

• **Either** LING 201 *Introduction to Language* OR LING 301 *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.
**SPRING 2022 FACULTY ADVISORS**

While each English Major is assigned a specific advisor, **the Deputy Chair for Advising, Professor Cate Marvin, is on hand to advise all Majors this semester.** You can reach her by email at cate.marvin@csi.cuny.edu or by text at (207) 699-7221.

Each English major is assigned an English major advisor from the list of faculty below. If you are an English major, you will see on your CUNYfirst account which advisor was assigned to you. See page 2 for an illustration of where you will find this information on your CUNYfirst account.

Please email your advisor so that they can help you devise a semester schedule that will help you with progress towards your degree. Once you communicate with your advisor, they will be able to remove your English advising hold.

<table>
<thead>
<tr>
<th>PROFESSOR</th>
<th>E-MAIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor A. Bardsley</td>
<td><a href="mailto:alyson.bardsley@csi.cuny.edu">alyson.bardsley@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor M. Bellamy</td>
<td><a href="mailto:maria.bellamy@csi.cuny.edu">maria.bellamy@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor W. Bernhardt</td>
<td><a href="mailto:william.bernhardt@csi.cuny.edu">william.bernhardt@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor M. Boland</td>
<td><a href="mailto:mary.boland@csi.cuny.edu">mary.boland@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor J. Bishop</td>
<td><a href="mailto:jason.bishop@csi.cuny.edu">jason.bishop@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor M. Brim</td>
<td><a href="mailto:matt.brim@csi.cuny.edu">matt.brim@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor A. Chin</td>
<td><a href="mailto:ava.chin@csi.cuny.edu">ava.chin@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor A. Dawson</td>
<td><a href="mailto:ashley.dawson@csi.cuny.edu">ashley.dawson@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor J. Dudley</td>
<td><a href="mailto:janet.dudley@csi.cuny.edu">janet.dudley@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor M. Feola</td>
<td><a href="mailto:maryann.feola@csi.cuny.edu">maryann.feola@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor G. Gianoulis</td>
<td><a href="mailto:gloria.gianoulis@csi.cuny.edu">gloria.gianoulis@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor E. Goldner</td>
<td><a href="mailto:ellen.goldner@csi.cuny.edu">ellen.goldner@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor T. Gray</td>
<td><a href="mailto:timothy.gray@csi.cuny.edu">timothy.gray@csi.cuny.edu</a></td>
</tr>
<tr>
<td>Professor S. Greeley</td>
<td><a href="mailto:stephen.greeley@csi.cuny.edu">stephen.greeley@csi.cuny.edu</a></td>
</tr>
</tbody>
</table>
### ENGLISH MAJOR COURSES

**KEY:**
- IN-PERSON
- FULLY ONLINE // ASYNCH & SYNCH
- HYBRID

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. C. Marvin</td>
</tr>
<tr>
<td></td>
<td><strong>ONLINE, M/W 4:40 – 6:25</strong></td>
<td></td>
</tr>
<tr>
<td>ENL 267</td>
<td>Craft of Creative Writing</td>
<td>Prof. T. Jess</td>
</tr>
<tr>
<td></td>
<td><strong>HYBRID Mondays, 6:30 – 9:50</strong></td>
<td></td>
</tr>
<tr>
<td>ENL 277</td>
<td>Introduction to Journalism</td>
<td>Prof. F. Kaufman</td>
</tr>
<tr>
<td></td>
<td><strong>PERSON, T/F 12:20 – 2:15</strong></td>
<td></td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to Literary Studies</td>
<td>Prof. C. Miller</td>
</tr>
<tr>
<td></td>
<td><strong>PERSON Mondays, 6:30 – 9:50</strong></td>
<td></td>
</tr>
<tr>
<td>ENL 290</td>
<td>Introduction to Literary Studies</td>
<td>Prof. A. Bardsley</td>
</tr>
<tr>
<td></td>
<td><strong>PERSON T/TH, 12:20 – 2:15</strong></td>
<td></td>
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<tr>
<td>ENL 300</td>
<td>British and American Literary Traditions</td>
<td>Prof. S. Greeley</td>
</tr>
<tr>
<td></td>
<td><strong>PERSON, Wednesdays, 6:30 – 9:30</strong></td>
<td></td>
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<tr>
<td>ENL 300</td>
<td>British and American Literary Traditions</td>
<td>Prof. S. Reader</td>
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<tr>
<td></td>
<td><strong>PERSON, Tuesdays, 4:40-6:20</strong></td>
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<tr>
<td>ENL 308</td>
<td>Theories of Composition</td>
<td>Prof. H. Thorne</td>
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<td></td>
<td><strong>PERSON, T/TH, 12:20 – 2:15</strong></td>
<td></td>
</tr>
<tr>
<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. S. Greeley</td>
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<td>ENL 310</td>
<td>World Literature in Contexts</td>
<td>Prof. Valadakis</td>
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<td>ENL 323</td>
<td>Coming of Age Narratives</td>
<td>Prof. L. Papa</td>
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<td>ENL 329</td>
<td>Migrations and Diasporas in Literature and Culture</td>
<td>Prof. D. Kandiyoti</td>
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<td>ENL 338</td>
<td>Epic and Romance</td>
<td>Prof. S. Monte</td>
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<td>ENL 347</td>
<td>Major Twentieth Century Novelists</td>
<td>Prof. S. Reader</td>
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<td>ENL 353</td>
<td>Contemporary Poetry</td>
<td>Prof. S. Monte</td>
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<td>ENL 361</td>
<td>The Early Shakespeare</td>
<td>Prof. Feola</td>
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<td>Queer Studies</td>
<td>Prof. M. Brim</td>
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<td>ENL 370</td>
<td>Craft of Creative Nonfiction</td>
<td>Prof. A. Chin</td>
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<td>ENL 371</td>
<td>Craft of Fiction</td>
<td>Prof. C. Marvin</td>
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<td>ENL 373</td>
<td>Craft of Playwriting</td>
<td>Prof. L. Papa</td>
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<td>PERSON, Mondays, 6:30 – 9:50</td>
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<td>ENL 377</td>
<td>The African American Literary Tradition</td>
<td>Prof. M. Bellamy</td>
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<td>HYBRID Wednesdays, 10:10 – 12:20</td>
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<td>ENL 378</td>
<td>Major English Author</td>
<td>Prof. C. Miller</td>
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<td>ENL 398</td>
<td>Cultural Variety in the Literature of the United States</td>
<td>Prof. T. Gray</td>
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<td>Themes in Literature</td>
<td>Prof. A. Bardsley</td>
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<td>ENL 432</td>
<td>Poetry Workshop</td>
<td>Prof. P. Smith</td>
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<td>ENL 436</td>
<td>Screenwriting</td>
<td>Prof. J. Couchman</td>
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<td>LING 201</td>
<td>Introduction to Language</td>
<td>Prof. K. Hughes</td>
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<td>Introduction to Language</td>
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<td>Prof. O. Popescu</td>
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<td>Phonetics</td>
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<td>LING 304</td>
<td>Syntax I</td>
<td>Prof. C. Tortora</td>
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<td>LING 350</td>
<td>Structure of Words</td>
<td>Prof. J. Pentangelo</td>
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<td>LING 370</td>
<td>Language Change</td>
<td>Prof. J. Pentangelo</td>
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<td>Speech Science</td>
<td>Prof. J. Colon</td>
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<td>LING 410</td>
<td>First Language Acquisition</td>
<td>Prof. J. Colon</td>
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<td>LING 430</td>
<td>Phonetic and Phonological Disorders</td>
<td>Prof. L. Colonna</td>
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<td>LING 450</td>
<td>Audiology</td>
<td>Prof. K. Galvin</td>
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SPRING 2021 ENGLISH MAJOR COURSE DESCRIPTIONS

[Please note that all ENL and LING courses at the 200/300/400 levels (with the exception of the required 290/300/310) may count toward your “remaining” credits toward the Major.]

ENL COURSES

ENL 267 CRAFT OF CREATIVE WRITING MARVIN
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. The purpose of this course is to provide students with a forum in which to present their own creative work and discuss the creative work of both classmates and published authors. This semester, our primary concerns as writers will be:

- To acquire the terminology with which one discusses aspects of craft in creative writing.
- To explore the distinctions that set apart genres.
- To produce a substantial body of work in all four genres.
- To locate where the boundaries that distinguish genres are blurred

*This is a Writing course and a PREREQUISITE for all 300/400 Writing Courses.

ENL 267 CRAFT OF CREATIVE WRITING JESS
Craft of Creative Writing introduces students to the literary conventions of creative nonfiction, fiction, poetry, and playwriting. The course will explore the elements that set the genres apart, the elements they share, and the relationship between reading and writing. Texts will be taken from the four major genres and used as models for students’ creative writing. For English majors and minors, this is designated as a writing course.

*This is a Writing course and a PREREQUISITE for all 300/400 Writing Courses.

ENL 277 INTRODUCTION TO JOURNALISM KAUFMAN
Introduction to Journalism will present students will the concept of newsworthiness while emphasizing the basic elements of journalistic writing and media analysis, including hard news, soft news, objective reporting, working with sources, profiles, spot event coverage, opinion writing, and photojournalism. Special emphasis will be placed on the language, vocabulary, and structural requirements of successful heds, deks, and ledes. Throughout the semester we will focus on newsroom issues such as the manifold legal and ethical issues that surround reportage.

*This is a Writing course.
ENL 290    INTRODUCTION TO THE STUDY OF LITERATURE    BARDSLEY
An introduction to the study of literature and specifically to the ways that people think, talk, and write about literature. We will address 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? Students will read a selection of works that represent a variety of periods and movements; and through frequent informal writing assignments, two short essays, and an annotated bibliography assignment, learn to apply formal terms crucial for further study in the field. This course is required for all English majors. Prerequisite: ENG 151. Pre- or corequisite: Any 200 level ENH course.
*This is a REQUIRED course for all English Majors.

ENL 290    INTRODUCTION TO THE STUDY OF LITERATURE    MILLER
An introduction to the study of literature and specifically to the ways that people think, talk, and write about literature. It addresses the basic questions of literary study and its vocabulary: What is literature? What are the main kinds of literature? What are the main approaches to the study of literature? The course includes reading and writing about a selection of major works that represent a variety of periods and movements. It offers the rudiments of the knowledge necessary for further study in the field. This course is required for all English majors. Prerequisite: ENG 151. Pre- or corequisite: Any 200 level ENH course.
*This is a REQUIRED course for all English Majors.

ENL 300    BRITISH AND AMERICAN LITERARY TRADITIONS    GREELEY
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. Pre- or corequisite: ENL 290.
*This is a REQUIRED course for all English Majors.

ENL 300    BRITISH AND AMERICAN LITERARY TRADITIONS    READER
This course surveys British literature from the medieval period to the early nineteenth century. Covering about a thousand years of literary history will be no easy task, but strong recurrent themes will sustain our reading from week to week: obedience and rebellion, the role of men and women in society, romantic love, magic, the supernatural, and evil. Perhaps most importantly, we will keep the energetic artistic play of these texts in view at all times, exploring how literary form shapes human realities, struggles, and desires. Pre- or corequisite: ENL 290.
*This is a REQUIRED course for all English Majors.

ENL 308    THEORIES OF COMPOSITION    THORNE
ENL 308 will introduce you to contemporary ideas about the teaching of writing. We will explore recent research in writing pedagogy and learn about major topics in the field of writing studies, such as personal writing, multicultural learners, multimodal composing,
and others. In particular, we will focus on critical pedagogy, which is an approach to teaching writing that seeks to empower students by enabling negotiation and power-sharing in the classroom. As a way of putting this approach into practice, the class will be partially student-led, and we will collectively design the course's assignment prompts and grading criteria. ENL 308 is recommended for anyone interested in recent scholarship about the teaching of writing, as well as for students interested in collaborative teaching and learning practices.

*This is a Writing course.

ENL 310 WORLD LITERATURE IN CONTEXTS

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 a requirement for all English majors. Not open to students who have completed ENL 365. Prerequisite or corequisite: ENL 290.

*This is a REQUIRED course for all English Majors.

ENL 310 WORLD LITERATURE IN CONTEXTS

GEELEY

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. In this course, we will be surveying folklore and wonder tales from several major world civilizations with an eye toward origins of indigenous beliefs, the role of magic and enchantment in pre-modern cultures, and parallels between seemingly disparate peoples.

*This is a REQUIRED course for all English Majors.

ENL 323 COMING OF AGE NARRATIVES

PAPA

The Performance of Adulthood: This semester we will be exploring the intersections of performance and the Coming of Age narrative. We'll look at plays and films with protagonists moving from adolescence to adulthood and explore the idea of a performative adulthood. Texts may include The Wolves by Sarah DeLappe, School Girls by Jocelyn Bioh, and other plays, as well as films like Breaking Away, Ginger Snaps, and Moonlight.

*This is a Literature course and counts as Genre/Theme or American. It is also a REQUIRED course for all English Education 7 – 12 Majors.

ENL 338 EPIC AND ROMANCE

MONTE
This course traces the development of two of the most popular genres of the Renaissance that drew on Greek and Latin sources—the long narrative poems that became known as epics and romances. These genres are the forerunners of the modern novel. Because epics and romances are long, we will mostly read selections from them. The ancient epics will include Homer’s *Iliad* and *Odyssey* and Virgil’s *Aeneid*; the Renaissance epics and romances will include Italian works whose stories are associated with King Arthur or Charlemagne (*Orlando Furioso* and *Jerusalem Delivered*), along with English works that were influenced by them (*The Faerie Queen* and *Paradise Lost*). In between the ancient and Renaissance poems, we will read selections of medieval works, including Dante’s *Inferno*. The main theme of the course is how competing values—especially values relating to war and love—are put into play, and how they help determine which stories get told and how they are told. There will also be special emphasis on female characters (ladies, queens, and sorceresses) and on the narrative technique of stories within stories.

*This is a Literature course and counts as Translation or Genre/Theme, and satisfies the Pre-1800 course requirement for Majors on the Literature Track.*

**ENL 347 MAJOR TWENTIETH CENTURY NOVELISTS READER**
This year our course will focus on major examples of mystery and crime fiction in the twentieth century. Beginning with the precursors of Edgar Allan Poe and Arthur Conan Doyle (creator of Sherlock Holmes), we will follow this commercially successful form in Britain and the United States. Three related issues will frame the course: plot, which in mystery novels is both original and formulaic; history, since the genre grows amid swelling urbanization in the nineteenth and twentieth centuries, and; politics, since it often draws upon anxieties about crime, policing, and minority groups. Authors on the reading list include Agatha Christie, Raymond Chandler, Patricia Highsmith, and Barbara Neely. Select films and television episodes will also feature.

*This is a Literature course and counts as British, American, or Genre/Theme.*

**ENL 353 CONTEMPORARY POETRY MONTE**
This is a course on English-language poetry of the last 20 years or so—American, Canadian, Australian, British, Irish, and more. (In a way, it is a course on twenty-first-century poetry in English.) Instead of reading a few poets intensely, we will be reading a few poems by many poets, and everyone in the class will be encouraged to explore a poet or a group of related poets: everyone will give a presentation on a poet or a group of poets of their interest; everyone will complete a final project on a poet (or poets) of their choice; and everyone will be asked to purchase at least one book by a contemporary poet. (This last requirement is also known as “support a starving poet.” Other than this book, you will only have to purchase one text—to be announced.) In the first part of the course, we will discuss poets who wrote their final poems in the twentieth-first century (such as the Irish poet Seamus Heaney, the Australian poet Les Murray, the Saint Lucian poet Derek Walcott, and the American poet Adrienne Rich) and one poet who should have lived into the twenty-first-century whose influence remains strong (Sylvia Plath). The rest of the course will be devoted to living poets. While the specific poets will be determined partly by student
interest, class units are likely to include: African-American poetry, experimental poetry, political poetry, new formalist poetry, and CSI poets (Profs Marvin, Jess, and Smith).

*This is a Literature course and counts as British, American or Genre/Theme.

ENL 361 THE EARLY SHAKESPEARE FEOLA
This class will begin with a study of The Taming of the Shrew. Along with delving into the play's structure and language, we will explore its treatment of gender and marriage issues. We will then continue with a study of Shakespeare’s early history plays. These plays are rich in passion, politics, intrigue, and betrayal, issues that still perplex us. Among our readings will be Richard II, Henry V, and Richard III. In these plays, battles are plentiful and provocative. However, no experience with wearing armor or sword play is required for students. We will read all plays alongside source material that informed them. We will also discuss how some of these plays have been adapted for the screen. The assigned plays are all available online without cost in Folger Shakespeare Library Editions, as well as being available in paperback.

*This is a Literature course and counts as British or Genre/Theme, and satisfies the Pre-1800 course requirement for Majors on the Literature Track.

ENL 368 QUEER STUDIES BRIM
An introduction to the field of lesbian/gay/bisexual/transgender and queer studies. Readings will be drawn from a variety of literary and critical works that explore sexual identity categories and their meaning in culture For English majors and minors, this is designated as a literature, women, minority and world literature, and genre course. ENL 368 will meet in person. Please email Professor Brim at matt.brim@csi.cuny.edu with any questions.*This is a Literature course and counts as Genre/Theme, or Literature Written by Women/American Minorities, Etc..

ENL 370 CRAFT OF CREATIVE NONFICTION CHIN
In this online creative writing workshop, we will focus exclusively on memoir writing, including experimental forms. We will discuss: fracture; self-portraits and family portraits; the role of memory and perception; and, the relation of the individual to society. We also examine how writers use literary devices such as point of view, "scenes" vs. "summarizing," and attention to character, setting, and detail to craft their stories. Assignments will be reflective of the published stories we read in class. Be prepared to write!

*This is a Writing course.

ENL 371 CRAFT OF FICTION MARVIN
This is a course in writing short fiction. The many elements of craft, such as character, plot, setting, perspective, and dialogue, will be our focus. We will read a number of texts by White and BiPOC folks alongside the antiracist craft book A Stranger’s Journey by David Mura, which explores the Westernized assumption that the White perspective is a neutral identity and
has therefore been centered in our literature. We will examine and challenge this all while working together as a collective of writers.

*This is a Writing course.*

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**ENL 373 CRAFT OF PLAYWRITING PAPA**

This class will serve as both an introduction to the writing of dramatic scripts, as well as a place to develop short plays. We will approach plays as a performed medium, and we will build our skills with various exercises and readings. The class will be writing intensive, both in class and out. Playwriting, like other genres, has its own demands, and we will explore how writers can use the space of the stage and the word on the page to create compelling drama.

*This is a Writing course.*

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**ENL 377 THE AFRICAN AMERICAN LITERARY TRADITION BELLAMY**

This course will focus on two contemporary, award-winning texts about slavery and its aftermath. Colson Whitehead’s Pulitzer Prize and National Book Award-winning novel *The Underground Railroad* is a remarkable departure from previous ways of representing slavery and the structure of slave society and speaks to our contemporary moment in startling ways. *Olio,* Prof. Tyehimba Jess’s Pulitzer-Prize winning work of poetry, focuses on African American performers in the decades after the abolition of slavery. This multi-faceted and textured work offers a myriad of views into African American life in the aftermath of slavery.

This course will be hybrid with weekly in-person meetings. Students will complete weekly online assignments, as well as two formal essays, one group presentation, reading quizzes and other informal group activities.

*This is a Literature course and counts as Genre/Theme, or Literature Written by Women/American Minorities, Etc.*

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**ENL 378 MAJOR ENGLISH AUTHOR: MILLER**

**THE NOVELS OF JANE AUSTEN**

Jane Austen (1775-1817) wrote six major novels that culminate in the marriages of their heroines. Austen, who was never married herself, represented these as happy outcomes, but she also cast a critical and satirical eye on the social practices of courtship and the institution of marriage itself. This course offers an in-depth study of Austen’s novels as entertaining but serious works of social observation and critique, with attention to their role in the development of English prose fiction and in the long tradition of female novelists. Along the way, we will consult critical commentary on Austen’s work, and we will consider several feature-length film adaptions and web series inspired by Austen’s novels. Through short writing assignments and analytical essays, students will gain an appreciation of the subtleties of Austen’s art—its psychological characterizations, its representations of interiority and points of view, its plot structures, and its engagements with philosophical, aesthetic, and ethical concerns. In this intense focus on Austen’s work,
we will also be sharpening our interpretive analytical approach to narrative fiction in general.

*This is a Literature course and counts as British, Genre/Theme, or Literature Written by Women/American Minorities, Etc.

ENL 398 CULTURAL VARIETY IN THE LITERATURE OF THE UNITED STATES

GRAY

You might look back at the past few years and think, "Wow, I feel like I've just been through something." Clearly, what we've been through differs from person to person, and from group to group. But it also seems clear that our nation has experienced a collective turmoil of a kind not witnessed since the 1960s. It’s okay, though, because we have good literature available to give us some truth, and perhaps even some solace. The five authors on our syllabus approach our current moment from a range of perspectives. They write insightfully, wonderfully, and passionately, hewing to singular styles and bases of knowledge while making their ideas shareable. They highlight a variety of multicultural issues: the ongoing trauma of endless wars; complex racial dynamics in the Deep South; the frontier legacy that haunts Native Nations peoples; stereotypes of Asian Americans in visual media; and the ineffable hell of terminal disease. We read five brilliant writers to experience our American cultural moment together. Here is our sequence of readings: 
Redeployment, by Phil Klay (2015); Sing, Unburied, Sing, by Jesmyn Ward (2017); Whereas, by Layli Long Soldier (2018); Interior Chinatown, by Charles Yu (2020); and What Are You Going Through, by Sigrid Nunez (2020). THIS IS AN IN-PERSON CLASS.

*This is a Literature course and counts as American, or Literature Written by Women/American Minorities, Etc.

ENL 399 THEME IN LITERATURE: ECOFEMINISM IN LITERATURE AND CULTURE.

BARDSLEY

Before global heating and the climate crisis were front page news, feminists of various backgrounds, including Black, Indigenous, and People of Color feminists, Anglo-American feminists, and feminists of the Global South, disabled feminists, and queer feminists, were affirming and applying approaches to humans’ relationship to the earth that were alternatives to the exploitation and destruction they observed. We will read a variety of poetry, creative non-fiction, and fiction, while we become grounded in an understanding of what ecofeminism is and has been, its relationship to other forms of eco-criticism, the visions it has articulated, and the limits to it that have been remarked. Frequent informal writing assignments, two short papers, and a longer project, to be discussed, will be included.

*This is a Literature course and counts as American or Literature Written by Women/American Minorities, Etc.
ENL 432    POETRY WORKSHOP     SMITH
This advanced workshop is crafted to familiarize students with both formal poetic tradition and its possibilities for innovation. Instruction on fixed forms—i.e., sonnet, villanelle, sestina, ghazal, etc.—will be followed by study of the elements that should comprise every poet’s toolbox. Those elements upend expectations, establish signature and push poems from their boundaries on the page. There will be much writing and critique, spirited discourse and appearances by guest poets to illustrate just how many ways poetry can fit into a life.

*This is a Writing course.*

ENL 436    SCREENWRITING     COUCHMAN
This course is a follow-up to CIN/ENL 274, Introduction to Screenwriting. You will delve more deeply into such matters as structure, characterization, and subtext. Each student will write, in addition to a few screenwriting exercises, a film treatment and a 30-page script for either a short film or the first act (more or less) of a feature. We will hear scripts read aloud during class workshops throughout the semester. The course still concentrates on classical narrative form, though we will study screenplays that manipulate that form in provocative ways. If you have an urge to write a piece in a less classical vein, this is the semester to do it! For English majors and minors, 436 is designated as a writing course. Prerequisite: CIN/ENL 274.

*This is a Writing course.*
LINGUISTICS COURSES

LING 201 INTRODUCTION TO LANGUAGE HUGHES
This course, intended for a general undergraduate audience, will provide an overview of various aspects of human language. We will consider the many ways in which human language is unique, and what makes languages of the world similar in many respects, though diverse in others. Additionally, we will discuss common misconceptions about human language, issues in language acquisition, and groundbreaking scientific developments related to language and the brain. Though this course does not provide in-depth training in formal linguistic analysis, it will provide a basic understanding of how language is systematically studied by linguists.
*This is a Linguistics course.

LING 201 INTRODUCTION TO LANGUAGE OH
This course, intended for a general undergraduate audience, will provide an overview of various aspects of human language. We will consider the many ways in which human language is unique, and what makes languages of the world similar in many respects, though diverse in others. Additionally, we will discuss common misconceptions about human language, issues in language acquisition, and groundbreaking scientific developments related to language and the brain. Though this course does not provide in-depth training in formal linguistic analysis, it will provide a basic understanding of how language is systematically studied by linguists.
This is a Linguistics course.

LING 301 INTRODUCTION TO LINGUISTICS POPESCU
This course is an introduction to the scientific study of human language, a prerequisite for further study in linguistics/speech-language pathology. We will cover the basic areas of linguistic grammar: phonetics, phonology, morphology and syntax. Students may also have the opportunity to explore applications of linguistic theory to questions about language change (historical linguistics), first language acquisition (how children learn language), second language learning (how adults learn a second language), sign languages, language and the brain (psycholinguistics and neurolinguistics), and computational linguistics. *This is a Linguistics course.

LING 302 PHONETICS ZHOU
This course is an introduction to the linguistic subfield of phonetics—the study of how speech sounds are articulated, transcribed, and represented in the mind/brain. Students will learn how to use the International Phonetic Alphabet and how to produce nearly all of the basic sounds used in all of the world’s languages. This course is a prerequisite for all upper-level courses related to speech sounds, including courses related to speech-language pathology.
*This is a Linguistics course and an SLP course.

**LING 304**  
**SYNTAX I**  
TORTORA  
This course is an introduction to syntax, the study of phrase structure in human language. Through examination primarily of English varieties, students will develop various skills in scientific analysis, such as: the identification of evidence to support hypotheses; the ability to deduce the nature of lexical and syntactic categories (such as noun, verb, noun phrase, subject, object); and the ability to recognize the abstract properties, elements, and operations which give rise to e.g. syntactic ambiguity, recursion, and the variety of surface forms we recognize as distinct "constructions," such as active vs. passive, interrogatives, and relative clauses.  
*This is a Linguistics course.*

**LING 350**  
**STRUCTURE OF WORDS**  
PENTANGELO  
An introduction to linguistic morphology, the study of word structure and word formation in languages of the world. This course will explore how words can be analyzed into smaller units of meaning and sound, the semantic properties of words, the origin of English words, and how word structure interacts with sound and sentence structure.  
*This is a Linguistics course.*

**LING 370**  
**LANGUAGE CHANGE**  
PENTANGELO  
How languages change and why, using the English language and the Indo-European family as examples. For English majors and minors, this is designated as a linguistics course.  
*This is a Linguistics course.*

**LING 402**  
**SPEECH SCIENCE**  
COLON  
An introduction to the experimental methods used to study speech production and perception. Using the facilities of the CSI Speech Laboratory, students will learn to analyze speech acoustically and physiologically. This course will also involve research design and the writing of research papers. For English majors and minors, this is designated as a linguistics course.  
*This is a Linguistics course.*

**ENL 410**  
**FIRST LANGUAGE ACQUISITION**  
COLON  
An examination of how typically-developing children naturally acquire their first language, surveying what is known about grammatical development at the levels of phonetics, phonology, morphology, and syntax. Both theory and data on child language acquisition are discussed, with special emphasis on developmental universals  
*This is a Linguistics course.*

**LING 430**  
**PHONETIC AND PHONOLOGICAL DISORDERS**  
COLANNA  
An introduction to major disorders of linguistic speech sounds, both phonetic (articulatory) and phonological (cognitive) in nature. The course highlights theories of description and assessment, and linguistic approaches to intervention.  
*This is a Linguistics course.*
LING 450    AUDIOLOGY    GALVIN
An introduction to the typically-developed anatomy and physiology of the structures involved in the production of human speech and in hearing. Topics include the mechanisms of respiration, phonation, articulation, and audition.
*This is a Linguistics course and an SLP course.
**LITERATURE CONCENTRATION COURSES:**

- **English/British Literature:** ENL 347, ENL 353, ENL 361, ENL 378
- **American Literature:** ENL 323 (This semester only), ENL 347, ENL 353, ENL 377, ENL 398, ENL 399
- **Literature in Translation:** ENL 338
- **Lit by women, American Minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean:** ENL 368, ENL 377, ENL 378 (This semester only), ENL 398 (This semester only), ENL 399 (This semester only).
- **Genre and Theme:** ENL 323, ENL 338, ENL 347 (This semester only), ENL 353, ENL 361, ENL 368, ENL 377
- **Pre-1800 Courses:** ENL 338, ENL 362

**WRITING CONCENTRATION COURSES:**

- ENL 267 (Required as a Prerequisite to all 300/400 Writing Courses)
- ENL 277, ENL 370, ENL 371, ENL 373, ENL 432, ENL 436

**LINGUISTICS CONCENTRATION COURSES:**

LING 201, LING 301, LING 302, LING 303, LING 304, LING 350, LING 370, LING 402, LING 410, LING 430, LING 450

**DRAMATIC LITERATURE CONCENTRATION COURSES:**

ENL 338; ENL 361
Fall 2022 Schedule

Required Courses for All Literature, Writing, and Dramatic Literature Concentrators

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

Literature

1. ENL 305 Critical Approaches to Children’s and Young Adult Literature (eve)
2. ENL 320 Seventeenth-Century English Literature (day)
3. ENL 325 Readings in Victorian Literature (day)
4. ENL 327 Twentieth-Century American Poetry (day)
5. ENL 335 Modern Asian Literature (day)
6. ENL 339 The Tragic Vision (day)
7. ENL 344 U.S. Fiction from the Late Nineteenth Century to WW II (eve)
8. ENL 356 American Drama (day)
9. ENL 362 The Later Shakespeare (eve)
10. ENL 390 Women in Literature and the Arts
11. ENL 392 Literature of the African Diaspora (day)
12. ENL 396 Postcolonial Literature (eve)

Creative Writing

1. ENL 267 Craft of Creative Writing (day) prerequisite
2. ENL 267 Craft of Creative Writing (eve) prerequisite
3. ENL 277 Journalism (day)
4. ENL 372 Craft of poetry (eve)
5. ENL 373 Craft of playwriting (day)
6. ENL 431 Fiction Workshop (eve)
7. ENL 434 Creative Nonfiction Workshop (day)
8. ENL 440 Magazine Writing

**Linguistics Courses**

1. LING 101 Linguistic Diversity
2. LING 201 Introduction to Language
3. LING 201 Introduction to Language
4. LING 301 Introduction to Linguistics
5. LING 301 Introduction to Linguistics
6. LING 302 Phonetics
7. LING 304 Syntax I
8. LING 370 Language Change
9. LING 350 Structure of Words
10. LING 405 Semantics and Pragmatics
11. LING 410 First Language Acquisition
12. LING 420 Anatomy & Physiology for Speech Science

**Graduate**

1. ENG 630: Writing Across the Curriculum
2. ENG 690: Methods of Graduate Study
3. ENG 722: Studies in Literature of the English Renaissance
4. ENG 728: Studies in US Literature after 1900
English Department FAQ for Undergraduates

Please contact Prof Cate Marvin if you have any questions about the English Major.
She may be reached at cate.marvin@csi.cuny.edu.

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 if 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.

What classes will I be required to take?
All majors (except Linguistics concentrators) 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.

Can a single course fulfill more than one requirement?
For the most part, no, but there are exceptions. For example, a single course in the Literature concentration can fulfill the pre-1800 requirement, as well as one of the
coverage areas. Likewise, certain LING courses can also count for the SLP minor. Please see your advisor to resolve questions about this.

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 Advisor in order to have advising holds removed. Other holds may involve the Bursar or the Registrar.

Who takes care of advising?
Every English major is assigned a faculty advisor. If you are an English major, please log onto CUNYfirst to see who your advisor is. This information will appear on the right-hand side of your “student center” screen (see page 2 above). You can find a schedule of faculty office hours outside the English Department office in 2S-218, or you can call 718-982-3640.

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

How many credits do I need to graduate with a B.A.?
You need a total of 120 credits to graduate.
Graduating English majors may apply for graduation with honors in English. **Candidates must have a grade point average of 3.5 or higher and must take an independent study with a full-time faculty member in order to write an honors-quality paper,** which will be submitted to the Honors Committee on the dates described below.

The paper submitted need not be a new work; it may be a revision or extension of a paper previously submitted in a course. Research papers, critical papers, and original works of prose or poetry are acceptable. Candidates should ask an English Department faculty member of their choosing to supervise the preparation of the paper; papers submitted to the Honors Committee must have the signature of this faculty member on the title page.

Honors projects should demonstrate superior originality, depth, and research, and critical or creative intelligence. Papers must be technically correct and research papers must have accurate MLA (if Literature or Writing) or LSA (if Linguistics) citations.

**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 prior to graduation.**

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 an electronic copy in PDF format (signed by the mentoring professor) to Professor Sarah Schulman at sarah.schulman@csi.cuny.edu.

Papers for majors graduating in January must be submitted by **December 1**; papers for majors graduating in June or August must be submitted by **May 1**. These dates are departmental deadlines.
Many of our majors have been inquiring about graduate work in English. CSI offers a thirty-four-credit Master of Arts degree in English with concentrations in Literature and Rhetoric.

The English MA program offers students opportunities for advancing their personal and professional goals within a vibrant learning community. We offer classes in literature, rhetoric, college teaching, and linguistics that emphasize active learning through engaged inquiry, research-based writing, and oral presentations. We welcome students who wish to enlarge their knowledge of literature, improve their critical thinking and writing, and gain an understanding of teaching theory and methods for the college English classroom. Because our students come to us with different writing priorities and professional interests, we support them in pursuit of a diverse set of goals—whether to broaden their understanding of literature, teach in local high schools, attend an MFA or PhD program, or enter the workforce in a humanities or writing-based career.

Our MA program offers several opportunities for intellectual and professional development. All students take a Methods of Graduate Study course and work closely with a mentor on an MA thesis project. Eligible students can cultivate their teaching skills as adjuncts in CSI’s Writing Program.

For undergraduate English Majors who completed the Education sequence and primary certification, our program provides professional certification as required by New York State. For those students who wish to teach in the public schools but did not complete primary certification as undergraduates, the MSED is required for certification to teach in NY State.

Our MA Program also hires students to teach sections of ENG 111 and 151 at CSI. MA students who complete coursework in the teaching of writing (ENG 686, ENG 630) are eligible to apply to adjunct for the Writing Program. MA Writing Program Instructors (MAWPs) are part of a year-long training program run by our Writing Program Administrator, Dr. Mary Boland.

On average, the program has between thirty-five to forty-five students most taking one or two courses per semester while working full-time. Our courses are capped at 20, which creates a more individualized learning experience. The application requirements may be found on CSI’s website here:

https://www.csi.cuny.edu/admissions/graduate-admissions/graduate-applications

Professor Rosanne Carlo, who advises MA students and coordinates the MA Program in English, will be happy to talk with you about graduate studies. You can contact Professor Carlo by emailing her: rosanne.carlo@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 English degree in two areas of concentration: Literature and Rhetoric.

What are the admissions requirements?

Fast-Track Admissions Program:
 CSI English Majors with a GPA of 3.5 or higher are guaranteed admission to our Masters of Arts (MA) in English. You will receive a letter informing you of your Fast-Track invitation.

Note: Fast-Track students only need to fill out the general application to the English, Master of Arts program and to pay the application fee.

Fast-Track students do NOT need to include recommendation letters, a writing sample, or a letter of intent with their application.

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.)
3. A personal statement of at 500 words, which explains your preparation for the program and your reasons for seeking an advanced degree.
4. A 10-page analytical essay, which demonstrates your ability to analyze primary and secondary texts. You may also submit 2-3 essays in order to meet the required 10 pages.
5. Bachelor of Arts degree from an accredited institution
6. At least 32 credits of undergraduate courses in English (excluding freshman composition)
7. A cumulative grade point average of 3.0 (B) or a grade point average of 3.0 (B) in English courses
8. Two letters of recommendation from English professors.
9. A personal statement of intent (500-700 words) describing the academic experiences that have brought you to this moment in which you have chosen to pursue graduate study in English and your reasons for pursuing the degree.
10. A minimum of 8-10 pages of academic writing in English courses with verified authorship. You may submit one paper or several to reach the required total of 8-10 pages.

The Graduate Record Examination is not required for admission.
Students may be admitted conditionally with the approval of the coordinator of the English MA program; their admission will be reviewed after completion of two courses. Prospective applicants with questions concerning the application requirements are encouraged to email the coordinator of the program.
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 ENL or LING courses.

**Declaration of Major: YEAR **

40 or 44 Major Credits Required**  
120 Total Credits Required for BA

<table>
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<tr>
<th>GENERAL EDUCATION:</th>
<th>MAJOR REQUIREMENTS: 12 CREDITS</th>
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<tr>
<td>_____ ANY 200 LEVEL ENL or LING</td>
<td>_____ ENL 290 (218)</td>
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<td>_____ ENL 300 (376)</td>
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<td>_____ ENL 310 (365)</td>
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**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 WOMEN, AM. MIN., ASIAN ETC. WRIT.: | ENL |
| GENRE / THEME***: | ENL |

| 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 OR ENL 305 FOR GENRE/THEME, AND LING 201 OR LING 301***

**ANY ENL OR LINGUISTICS (200-level or above) COURSES:**

| ENL / LING | ENL / LING | ENL / LING |

**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
**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 LING courses.

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

**GENERAL EDUCATION:**

- _____ANY 200 LEVEL ENH or LING

**MAJOR REQUIREMENTS: 12 CREDITS**

- _____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 _______
- 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 OR ENL 305, AND LING 201 or LING 301**

**ANY ENL or LINGUISTICS (200-level or above) COURSES:**

- ENL / LING _______
- ENL / LING _______
- ENL / LING _______

**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

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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*)

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

LINGUISTICS CONCENTRATION WEBSITE: https://linguistics.commons.gc.cuny.edu/

Linguistics concentrators must complete 11 courses (44 credits) in Linguistics / English beyond general education requirements. Three of these courses (12 credits) must be LING 301 (formerly ENL 422), LING 302 (formerly ENL 428), and LING 304 (formerly ENL 423). At least five additional courses (20 credits) must be LING courses. Up to three courses (12 credits) may be LING or ENL courses.

Declaration of Major: YEAR
40 or 44 Major Credits Required** 120 Total Credits Required for BA

GENERAL EDUCATION: MAJOR REQUIREMENTS: 12 CREDITS
_____ANY 200 LEVEL ENH or LING _____LING 301
_____LING 302
_____LING 304

FIVE LINGUISTICS COURSES: 20 CREDITS
choose from the following: CHECK COMPLETED COURSES
LING 201 _____ LING 303 _____ LING 305 _____ LING 350 _____
LING 360 _____ LING 370 _____ LING 380 _____ LING 390 _____
LING 402 _____ LING 403 _____ LING 404 _____ LING 405 _____
LING 410 _____ LING 411 _____ LING 412 _____ LING 420 _____
LING 430 _____ LING 420 _____ LING 450 _____

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 OR ENL 305

ANY ENL or LINGUISTICS (200-level or above) COURSES:
ENL / LING _________ ENL / LING _________ ENL / LING _________

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
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 or LING courses.

<table>
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<tr>
<th>Declaration of Major: YEAR</th>
<th>40 OR 44 Major Credits Required</th>
<th>120 Total Credits Required for BA</th>
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GENERAL EDUCATION: MAJOR REQUIREMENTS: 12 CREDITS

_____ ANY 200 LEVEL ENH or LING _____ 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 STUDENTS MUST TAKE ENL 323 OR ENL 305, AND LING 201 or LING 301

ANY ENL or LINGUISTICS (200-level or above) COURSES:

ENL / LING _________ ENL / LING _________ ENL / LING _________

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

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<th>Time</th>
<th>Monday</th>
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**PLAN AHEAD**

**SPRING 2022 COURSES:**

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