



**College of  
Staten Island**  
The City University of New York

## **DEPARTMENT OF ENGLISH**

### **COURSE INFORMATION**

#### **FOR MAJORS**

#### **FALL 2021**

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

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**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 FALL 2021 TERM  
BEGINS ON APRIL 6, 2021**

March 31, 2021

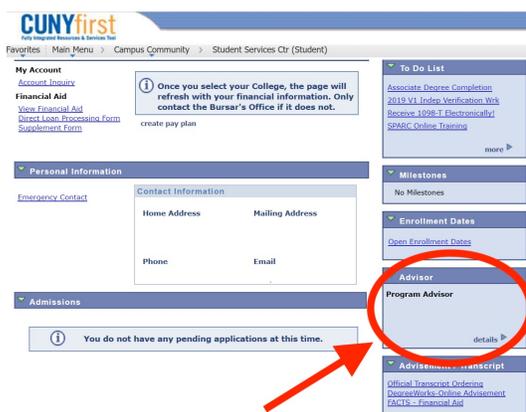
Dear English Major:

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 Fall 2021
- 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:



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-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

## Choosing 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](mailto: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](mailto: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 or in the Library:

1. *Occupational Outlook Handbook* 2012/2013 Edition, U.S. Bureau of Labor Statistics.
2. *Great Jobs for English Majors*, Julie DeGalan & Stephen Lambert.
3. *101 Careers - A Guide to the Fastest Growing Opportunities*, Michael Harkavy.
4. *Ferguson's Career Guidance Center*. On-line data available to students in the Library.

Also, check out *The Linguist List* at <http://linguistlist.org/>, the *Linguistic Society of America* at [www.lsadc.org](http://www.lsadc.org), and the *American Speech-Language-Hearing Association* at <https://www.asha.org/>. These websites are for anyone interested in a career in Linguistics and Speech-Language Pathology.

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

- *The MLA Handbook for Writers of Research Papers* 7th edition
- *A Handbook to Literature* ed. C. Hugh Holman, et. al., 12th edition
- *A Short Guide to Writing about Literature*. Barnet and Cain
- *The Language Instinct*, by Steven Pinker
- *The Last Speakers*, by K. David Harrison

## REQUIREMENTS 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:\*\*

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

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

\*\* For the Linguistics concentration, see page 8.

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 or LING 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 or LING 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 or LING courses (44 credits) to complete the major.

# 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 (8 or 12 credits, depending upon date of declaration)\*:

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.

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

# 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 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 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*).

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

## What is Linguistics?

**LINGUISTICS CONCENTRATION WEBSITE:** <https://linguistics.common.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)*

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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), **Contact Professor Jason Bishop** at [jason.bishop@csi.cuny.edu](mailto:jason.bishop@csi.cuny.edu) (office 2S-207), or **Professor Christina Hagedorn** at [christina.hagedorn@csi.cuny.edu](mailto:christina.hagedorn@csi.cuny.edu) (office 2S-228), or **Professor Christina Tortora** at [christina.tortora@csi.cuny.edu](mailto:christina.tortora@csi.cuny.edu) (office 2S-201).

# ENGLISH MAJOR REQUIREMENTS

## LINGUISTICS CONCENTRATION

**LINGUISTICS CONCENTRATION WEBSITE:** <https://linguistics.common.gc.cuny.edu/>

### THREE REQUIRED LINGUISTICS COURSES (12 credits):

- |            |                             |           |                    |
|------------|-----------------------------|-----------|--------------------|
| • LING 301 | Introduction to Linguistics | 4 credits | (formerly ENL 422) |
| • LING 302 | Phonetics                   | 4 credits | (formerly ENL 428) |
| • LING 304 | Syntax I                    | 4 credits | (formerly ENL 423) |

### ADDITIONAL LINGUISTICS COURSES (20 credits):

Choose FIVE additional Linguistics courses from the following:

- |            |   |                    |
|------------|---|--------------------|
| • LING 201 | Introduction to Language                | (formerly ENH 230) |
| • LING 303 | Phonology I                             | (formerly ENL 449) |
| • LING 305 | Second Language Learning                | (formerly ENL 426) |
| • LING 350 | The Structure of Words                  | (formerly ENL 447) |
| • LING 360 | Word & Sentence Prosody                 |                    |
| • LING 370 | Language Change                         | (formerly ENL 424) |
| • LING 380 | Sociology of Language                   | (formerly ENL 427) |
| • LING 390 | History of English                      | (formerly ENL 425) |
| • LING 402 | Speech Science                          | (formerly ENL 448) |
| • LING 403 | Phonology II                            |                    |
| • LING 404 | Syntax II                               |                    |
| • LING 405 | Semantics & Pragmatics                  |                    |
| • LING 410 | First Language Acquisition              |                    |
| • LING 411 | Psycholinguistics                       |                    |
| • LING 412 | Sign Language Linguistics               |                    |
| • LING 420 | Anatomy & Physiology for Speech Science |                    |
| • LING 430 | Phonetic & Phonological Disorders       |                    |
| • LING 450 | Audiology                               |                    |

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

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).

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.

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

## ENGLISH MAJOR REQUIREMENTS

### DRAMATIC 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 |

#### 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 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*).

**\*NOTE: Students who declare English as their major or switch their major to English after June 30, 2013 must take at least 11 ENL/LING 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.

<b>Program Sequence</b>		
<b>Semesters</b>	<b>Courses Offered</b>	<b>Note</b>
Fall of Junior Year	EDS 201 and EDS 202	Students are advised to take both classes, during which the application package is completed
Spring of Junior Year	EDS 316  EDS 201 or 202	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.
Fall of Senior Year	EDS 302	This now follows EDS 316
Spring of Senior Year	EDS 400 and EDS 401	They will take both: student teaching and seminar

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 2021 FACULTY ADVISORS

**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.**

### PROFESSOR

### E-MAIL

Professor A. Bardsley	alyson.bardsley@csi.cuny.edu
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Professor S. Greeley	stephen.greeley@csi.cuny.edu
Professor C. Hagedorn	christina.hagedorn@csi.cuny.edu

**SPRING 2021 FACULTY ADVISORS, continued**

**PROFESSOR**

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Professor C. Tortora

christina.tortora@csi.cuny.edu

## FALL 2021 ENGLISH MAJOR COURSES

**Key:**

**Fully asynchronous online**..... means completely online, no meetings scheduled online

**Synchronous online**..... means completely online, with all 4 hours scheduled to meet online

**Hybrid synch/asynch online**.... means completely online, with 2 hours scheduled to meet online, and the other 2 hours as asynchronous

ENL 267	Craft of Creative Writing <b>Synchronous online, M/W 2:30-4:25</b>	Prof. C. Marvin
ENL 267	Craft of Creative Writing <b>Synchronous online, Wednesdays 6:30-9:50</b>	Prof. C. Marvin
ENL 274	Introduction to Screen Writing <b>Synchronous online, Tuesdays 10:10-2:15</b>	Prof. J. Couchman
ENL 277	Introduction to Journalism <b>Synchronous online, T/F 10:10-12:05</b>	Prof. F. Kaufman
ENL 290	Introduction to Literary Studies <b>Synchronous online, T/TH 4:40-6:20</b>	Prof. A. Bardsley
ENL 290	Introduction to Literary Studies <b>Synchronous online, Wednesdays 6:30-9:50</b>	Prof. E. Goldner
ENL 300	British and American Literary Traditions <b>Hybrid synch/asynch online, Thursdays 12:20-2:15</b>	Prof. M. Feola
ENL 300	British and American Literary Traditions <b>Synchronous online, Tuesdays 6:30-9:50</b>	Prof. S. Reader
ENL 307	African Literature <b>Synchronous online, Tuesdays 6:30-9:50</b>	Prof. K. Krienke
ENL 309	U.S. Literature in Comparative Contexts <b>Synchronous online, Mondays 6:30-9:50</b>	Prof. E. Goldner
ENL 310	World Literature in Contexts <b>Fully asynchronous online</b>	Prof. S. Greeley

**Key:**

**Fully asynchronous online**..... means completely online, no meetings scheduled online

**Synchronous online**..... means completely online, with all 4 hours scheduled to meet online

**Hybrid synch/asynch online**.... means completely online, with 2 hours scheduled to meet online, and the other 2 hours as asynchronous

ENL 310	World Literature in Contexts <b>Fully asynchronous online</b>	Prof. S. Greeley
ENL 323	Coming of Age Narratives <b>Hybrid synch/asynch online, Thursdays 6:30-8:10</b>	Prof. L. Saguisag
ENL 337	The Comic Vision <b>Hybrid synch/asynch online, Thursdays 12:20-2:15</b>	Prof. K. Goodland
ENL 345	U.S. Fiction After 1945 <b>Fully asynchronous online</b>	Prof. T. Gray
ENL 348	Women Novelists <b>Hybrid synch/asynch online, Tuesdays 10:10-12:05</b>	Prof. M. Bellamy
ENL 351	20 <sup>th</sup> Century British and Irish Poetry <b>Hybrid synch/asynch online, Thursdays 10:10-12:05</b>	Prof. S. Monte
ENL 358	World Drama Since 1800 <b>Synchronous online, M/W 10:10-12:05</b>	Prof. L. Papa
ENL 362	The Later Shakespeare <b>Hybrid synch/asynch online, Wednesdays 12:20-2:15</b>	Prof. K. Goodland
ENL 369	Gender and The Negotiation of Difference <b>Hybrid synch/asynch online, Thursdays 12:20-2:15</b>	Prof. M. Brim
ENL 372	Craft of Poetry <b>Synchronous online, Mondays 6:30-9:50</b>	Prof. T. Jess
ENL 373	Craft of Playwriting <b>Synchronous online, M/W 12:20-2:15</b>	Prof. L. Papa
ENL 394	Studies in Science Fiction <b>Hybrid synch/asynch online, Wednesdays 6:30-8:10</b>	Prof. L. Saguisag
ENL 431	Fiction Workshop <b>Synchronous online, Fridays 6:30-9:50</b>	Prof. S. Schulman
ENL 434	Creative Nonfiction <b>Synchronous online, M/W 12:20-2:15</b>	Prof. A. Chin
ENL 440	Magazine Writing <b>Synchronous online, M/W 10:10-12:20</b>	Prof. M. Seecharan
ENL 460	Theories of Literature <b>Synchronous online, Thursdays 6:30-9:50</b>	Prof. S. Reader

**Key:**

**Fully asynchronous online**..... means completely online, no meetings scheduled online

**Synchronous online**..... means completely online, with all 4 hours scheduled to meet online

**Hybrid synch/asynch online**.... means completely online, with 2 hours scheduled to meet online, and the other 2 hours as asynchronous

LING 201	Introduction to Language <b>Fully asynchronous online</b>	Prof. B. Kim
LING 201	Introduction to Language <b>Fully asynchronous online</b>	Prof. B. Kim
LING 301	Introduction to Linguistics <b>Fully asynchronous online</b>	Prof. S. Oh
LING 302	Phonetics <b>Fully asynchronous online</b>	Prof. C. Zhou
LING 303	Phonology I <b>Fully asynchronous online</b>	Prof. K. Hughes
LING 304	Syntax I <b>Hybrid synch/asynch online, Wednesdays 2:30-4:25</b>	Prof. C. Tortora
LING 350	Structure of Words <b>Synchronous online, Fridays 2:30-6:20</b>	Prof. J. Pentangelo
LING 405	Semantics and Pragmatics <b>Synchronous online, Wednesdays 6:30-9:50</b>	Prof. J. Pentangelo
LING 410	First Language Acquisition <b>Fully asynchronous online</b>	Prof. C. Fraga
LING 420	Anatomy & Physiology for Speech Science <b>Fully asynchronous online</b>	Prof. C. Hagedorn



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

Focus throughout will be on learning and using specialized terms for analyzing literature's formal elements, with the goal of moving beyond observation and content comprehension, and into analysis the combines close reading and understanding of the use of form to convey complex ideas. Historical and political contexts for particular works will be addressed, but they are not the focus. Frequent informal writing, two short essays, a research project engaging with published literary criticism in the CSI Library, a midterm and a final. **\*This is a Literature course.**

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

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 is a Literature course.**

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

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

**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. **\*This is a Literature course.**

**ENL 307 AFRICAN LITERATURE KRIENKE**

An introduction to sub-Saharan African literature exploring a variety of regions, authors, genres, and literary traditions. Texts will be discussed in relation to their aesthetic, cultural, historical, and philosophical context, and may include indigenous, anglophone, francophone, and lusophone literatures. Texts not originally in English will be read in English translation. Topics may include: influence of precolonial oral traditions; effect of colonialism and anticolonial struggles; gender and sexuality; social and cultural movements in the twentieth century, e.g. négritude and Pan-Africanism.. **\*This is a Literature course, and counts as *Literature in Translation* and as *Literature written by women, American minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean.***

**ENL 309**                      **U.S. LIT. IN COMPARATIVE CONTEXTS**                      **GOLDNER**

This course will treat U.S. literature of the twentieth and twenty-first centuries in a transnational and multi-media frame, as we consider novels, poetry, drama, film, music, and art in relation to the material possibilities of each genre and medium. Thematically, the course will examine tensions and relations among nationalism, transnationalism, and imperialism. We will read two contemporary novels of migration and diaspora in Edwidge Danticat's *The Dew Breaker* and Junot Diaz's *The Brief Wondrous Life of Oscar Wao*. We will explore paintings by the Mexican artist Frida Kahlo, Julie Taymor's movie *Frida*, and poetry by Maria Palacios that celebrates Kahlo's art. We will also study David Hwang's play *M. Butterfly* and the movie based on it. Finally, we will explore the interplay of local histories and transnationalism in a study of blues, jazz, and the poetry of Langston Hughes. **\*This is a Literature course, and counts as *American Literature* and as *Literature written by women, American minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean* (THIS SEMESTER ONLY).**

**ENL 310**                      **WORLD LITERATURE IN CONTEXTS**                      **GREELEY**

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 Literature course.**

**ENL 310**                      **WORLD LITERATURE IN CONTEXTS**                      **GREELEY**

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 Literature course.**

**ENL 323**                      **COMING OF AGE NARRATIVES**                      **SAGUISAG**

*Narratives of Adolescence and Environmental Justice.* In Fall 2021, we will discuss young adult literature (YA) that engages with issues of environmental justice. We will study the ways YA represents young people's responses to climate change, toxic pollution, resource extraction, and biodiversity loss. We will also pay attention to how YA links environmental degradation to racism, patriarchy, colonialism, and other systems of oppression. By reading YA alongside the writing of youth climate activists, we will reflect on the role YA can play in environmental education and activism. Tentative reading list: Cherie Dimaline's *The Marrow Thieves*; Nicole Helget's *The End of the Wild*; Ashley Hope Perez's *Out of Darkness*; Sherri L. Smith's *Orleans*; Piers Torday's *The Last Wild*; speeches/essays by climate activists Xiuhtezcatl Martinez, Vanessa Nakate, and Greta Thunberg. **\*This is a Literature course, and counts as *Genre/Theme*.**

**ENL 337**                      **THE COMIC VISION**                      **GOODLAND**

*Seriously Funny: The Comic Vision from Aristophanes to Shakespeare.* In this course we will explore the philosophical, religious, and psychological underpinnings of the comic vision from Ancient Greece through Shakespeare. Why do we laugh? What do we mean when we speak of "comic relief"? Put another way, what cultural, social, and psychological work does laughter do? What is the comic vision of life? To help us understand these questions, we will study six comedies in conjunction with theories of comedy by theorists including Sigmund Freud and Henri Bergson. The six comedies we will study are: Aristophanes's *Lysistrata*, Plautus's *Menaechmi*, (Brothers), Pedro Calderón de la Barca's *Life's a Dream*, Moliere's *Tartuffe*, Shakespeare's *Comedy of Errors*, and Shakespeare's *The Winter's Tale*. **\*This is a Literature course and a Dramatic Literature course, and counts as *Pre-1800* and as *British Literature* (THIS SEMESTER ONLY); as *Literature in Translation*; and as *Genre/Theme*.**

**ENL 345****U.S. FICTION AFTER 1945****GRAY**

In this course in American fiction, we will read five books written in the late 20th century. The first book we will read is Truman Capote's *In Cold Blood* (1965), a "true account" about the murder of a farm family in Kansas in 1959 (and especially its aftermath). The second book is E.L. Doctorow's *Book of Daniel* (1971), a fictionalized retelling, with a late 1960s countercultural twist, of the Rosenberg spy case in the McCarthy era. We will follow this with Maxine Hong Kingston's *China Men* (1980), her lovely reimagining of her ancestors, who came from China to California in successive generations to build a life for their families and others. Next, we will shift to the upper Midwest for Louise Erdrich's *Tracks* (1988), a dreamy novel which examines the haunting spirit of an Ojibwe Indian woman, who is depicted as inseparable from the stolen land her ancestors seek to regain through story. We will end our course with *The Intuitionist* (1999), the NYC-based debut novel (about an elevator inspector) from Colson Whitehead, who has gone on to become the leading American novelist of the 21st century. Because the 20th century has receded into history, I will seek to establish cultural contexts for each of these five books, even as I ask students to draw from each text firm lessons pertinent to our own times. **\*This is a Literature course, and counts as *American Literature*; as *Literature written by women, American minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean* (THIS SEMESTER ONLY); and as *Genre/Theme*.**

**ENL 348****WOMEN NOVELISTS****BELLAMY**

This course will explore the writings of contemporary Black women novelists. Anticipated readings include NoViolet Bulawayo's *We Need New Names*, Jesmyn Ward's *Salvage the Bones*, Yaa Gyasi's *Homegoing*. This course will be fully online with weekly synchronous meetings. Course requirements will include weekly blog posts, two formal essays, one group presentation, and reading quizzes. **\*This is a Literature course, and counts as *American Literature* (THIS SEMESTER ONLY) and as *Literature written by women, American minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean*; and as *Genre/Theme*.**

**ENL 351****20<sup>th</sup> CENTURY BRITISH AND IRISH POETRY****MONTE**

This course is a survey of twentieth-century poets who are from or who settled in the British Isles. After a brief consideration of turn-of-the-century poets like A.E. Housman, we will spend fully half the class on four poets whose careers roughly correspond to the four quarters of the century: W.B. Yeats, W.H. Auden, Philip Larkin, and Seamus Heaney. The second half of the class will feature a wide variety of poets, including some contemporary ones; students will be encouraged to choose a British or Irish poet and become a local expert on that poet—perhaps even to review a recent book of his/her poems. While the vast majority of the texts will be provided via Blackboard, students will be required to purchase one book of poems. Note: Due to the uncertainty about in-person classes in the fall, this class is currently listed as "synchronous." If we are not in-person in the fall, we will meet once a week on Zoom; if we are in-person, we will meet once a week in the classroom. In other words, no matter what the format is, this course will effectively be a hybrid, with one real-time class period and one other assignment per week. There will be short assignments, a midterm exam, and a final paper. **\*This is a Literature course, and counts as *English / British Literature* and as *Genre/Theme*.**

**ENL 358****WORLD DRAMA SINCE 1800****PAPA**

We will be concentrating primarily on European playwrights, including 19th-century works by Henrik Ibsen and Anton Chekhov through 21st-century plays by Yasmina Reza and Maria Milisavljevic. We will place the works in their historical and cultural contexts, as well as discuss how they have resonances for the United States today. **\*This is a Literature course and a Dramatic Literature course, and counts as *Literature in Translation* and as *Genre/Theme*.**

**ENL 362****THE LATER SHAKESPEARE****GOODLAND**

*The fine, unstable line between Comedy and Tragedy.* In this course we will explore what Frances Dolan describes as “the fine, unstable line between comedy and tragedy” in six of Shakespeare’s plays. We begin with one of Shakespeare’s earliest plays, *The Comedy of Errors* and end with one of his last plays *The Winter’s Tale*. These two plays will frame our course to help us recognize the underlying dramatic architecture that mingles comedy and tragedy, suggesting that sometimes the difference between comedy and tragedy is a matter of perspective and time. Or is it? We will study *Twelfth Night*, *Antony and Cleopatra*, *Hamlet*, and *King Lear* to see how this question is further complicated. Among the questions we will investigate as we study these plays are: what are the similarities and differences between comedy and tragedy; what are the qualities of a comic character as opposed to a tragic character? Why is the line between comedy and tragedy often unstable in Shakespeare? **\*This is a Literature course and a Dramatic Literature course, and counts as Pre-1800 and as English / British Literature and as Genre/Theme.**

**ENL 369****GENDER & THE NEGOTIATION OF DIFFERENCE****BRIM**

In this course, we’ll read novels and short stories by lesbian, gay, queer, and transgender authors who are also African American, Colombian, Latinx, Indian American, Canadian, Chicano, Lebanese, Japanese American, and Irish. We’ll think about how our writers explore gender in relation to a host of other differences, including race, ethnicity, class, nation, ability, and sexuality. We’ll ask: How are these differences integral to the work of literature? What literary, cultural, and political histories do we need to grapple with to understand these deeply layered texts? How do we need to expand/share our language practices in order to read these works? I don’t speak or read Spanish, for instance, so I will need help from Spanish-speaking students in order to understand some of our readings. One of our novels incorporates Black sign language, so students who know sign languages are encouraged to enroll. Another novel is partially set in wartime Beirut, so students with an understanding of the geopolitics of Lebanon are welcome in this course. Likewise, students who have familiarity with queer and transgender lives will be an asset in this course. Assignments will include weekly reading tests, imaginative participation, and two formal projects. Course texts will include:

- *We Love You, Charlie Freeman*, by Kaitlyn Greenidge
- *Fiebre Tropical*, by Juli Delgado Lopera
- *We the Animals*, by Justin Torres
- *City of God*, by Gil Cuadros
- *Blue Boy*, by Rakesh Satyal
- *Nevada*, by Imogen Binnie
- *Sexile*, by Jaime Cortez
- Selections from *The Collection: Short Fiction from the Transgender Vanguard*
- *I, the Divine: A Novel in First Chapters*, by Rabih Alameddine
- “The Street,” by Colm Tóibín
- “Acrobatique” and “A Letter on the Trials of the Counterreformation in New Lisbon,” by John Keene (collected in *Counternarratives*)

**\*This is a Literature course, and counts as Literature written by women, American minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean.**

**ENL 372****CRAFT OF POETRY****JESS**

In this class, we will study the field of Documentary Poetics, bringing historical research and analysis into our discipline of poetry in order to find new ways of understanding the present. Students should be prepared to face complex issues of race, class, and gender dynamics.. **\*This is a Writing course.**

**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.**

**ENL 394****STUDIES IN SCIENCE FICTION****SAGUISAG**

*Aliens and Alienation.* In Fall 2021, we will consider how authors and filmmakers explore and interrogate one of the most popular tropes in science fiction (SF): the alien encounter. The term “alien” is, in many contexts, deemed synonymous with “other.” As such, we will investigate how SF stokes and/or confronts our anxieties about otherness and difference. Much of the course will be devoted to the study of SF by Black, Indigenous, US-immigrant, queer, and trans authors. We will study how their stories not only interrogate our tendencies to organize the world according to binaries of self and other, human and nonhuman, familiar and foreign, benign and threatening, but also enable us to imagine alternatives to such binaries. **\*This is a Literature course, and counts as *Literature written by women, American minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean (THIS SEMESTER ONLY); and as Genre/Theme.***

**ENL 431****FICTION WORKSHOP****SCHULMAN**

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

**ENL 434****CREATIVE NONFICTION WORKSHOP****CHIN**

In this creative writing workshop, we will focus on different aspects of creative nonfiction, especially memoir writing. We will discuss: fracture; self-portraits and family portraits; the role of memory and perception; the relation of the individual to society; the structure and ethics of “truth” in nonfiction. We will study how writers use literary devices such as point of view, “scenes” vs. “summarizing,” and attention to character, setting, and detail to craft their stories. There will be in-class and take home writing assignments. Be prepared to write! **\*This is a Writing course.**

**ENL 440****MAGAZINE WRITING****SEECHARAN**

This course will explore the world of magazine writing with a focus on navigating journalistic storytelling in the online realm. Students will learn the various concepts of magazine writing including the different types and characteristics of feature stories, how to write queries, understanding what makes an idea compelling, research, markets (audience), analysis of and writing for the tone/style of a publication, and article structure. We will also examine magazine articles throughout history in order to understand how events, shifting ideas, and time impact writing. Readings will include essays from Gay Talese, Joan Didion, Hunter S. Thompson, and others. **\*This is a Writing course.**

**ENL 460****THEORIES OF LITERATURE****READER**

This course aims to introduce students to the theoretical and philosophical foundations of literary study. We will examine influential theories of literature and aesthetics from antiquity to the present, considering how a multitude of thinkers understand the unique character of literature and art. Is literature for entertainment or does it have other responsibilities? Should novels, poems, and plays represent the world as it is or imagine entirely different (perhaps deeper) realities? Why do some thinkers draw a strong connection between literature and politics, while others seek to keep them apart? Just what is studying literature supposed to get you?. **\*This is a Literature course, and counts as *Genre/Theme*.**

**LING COURSES****LING 201****INTRODUCTION TO LANGUAGE****KIM**

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****KIM**

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****OH**

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.**



## **UNDERGRADUATE COURSE INDEX: *VALID FOR FALL 2021***

### **LITERATURE CONCENTRATION COURSES:**

- **English/British Literature:** ENL 337 (THIS SEMESTER ONLY); ENL 351; ENL 362
- **American Literature:** ENL 309; ENL 345; ENL 348 (THIS SEMESTER ONLY)
- **Literature in Translation:** ENL 307; ENL 337; ENL 358
- **Lit by women, American Minorities, or writers in Asia (including the Middle East), Africa, Latin America and the Caribbean:** ENL 307; ENL 309 (THIS SEMESTER ONLY); ENL 345 (THIS SEMESTER ONLY) ENL 348; ENL 369; ENL 394 (THIS SEMESTER ONLY)
- **Genre and Theme:** ENL 323; ENL 337; ENL 345; ENL 348; ENL 351; ENL 358; ENL 362; ENL 394, ENL 460

**Pre-1800 Courses:** ENL 337, ENL 362

### **WRITING CONCENTRATION COURSES:**

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

**ENL 274, ENL 277, ENL 372, ENL 373, ENL 431, ENL 434, ENL 440**

### **LINGUISTICS CONCENTRATION COURSES:**

**LING 201, LING 301, LING 302, LING 303, LING 304, LING 350, LING 405, LING 410, LING 420**

### **DRAMATIC LITERATURE CONCENTRATION COURSES:**

**ENL 337; ENL 358; ENL 362**

## Fall 2021 Schedule

### Undergraduate Courses:

#### ENGLISH MAJOR REQUIREMENTS FOR 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

#### LINGUISTICS CONCENTRATION COURSES

- |              |   |
|--------------|---|
| 1. LING 201  | Introduction to Language                  |
| 2. LING 201  | Introduction to Language                  |
| 3. LING 301  | Introduction to Linguistics               |
| 4. LING 302  | Phonetics                                 |
| 5. LING 303  | Phonology I                               |
| 6. LING 304  | Syntax I                                  |
| 7. LING 350  | Structure of Words                        |
| 8. LING 405  | Semantics & Pragmatics                    |
| 9. LING 410  | First Language Acquisition                |
| 10. LING 420 | Anatomy and Physiology for Speech Science |

#### LITERATURE CONCENTRATION COURSES

1. ENL 307 African Literature
2. ENL 309 US Literature in Comparative Contexts
3. ENL 323 Coming of Age narratives
4. ENL 337 The Comic Vision
5. ENL 345 American Fiction Since World War II
6. ENL 348 Women Novelists
7. ENL 351 20th-Century British and Irish Poetry
8. ENL 358 World Drama Since 1800
9. ENL 362 (eve) Later Shakespeare
10. ENL 369 Gender and Negotiation of Difference
11. ENL 460 Theories of Literature

#### WRITING CONCENTRATION COURSES

1. ENL 267 Craft of Creative Writing
2. ENL 267 Craft of Creative Writing
3. ENL 277 Journalism
4. ENL 372 Craft of Poetry
5. ENL 373 Craft of Playwriting
6. ENL 431 Fiction Workshop
7. ENL 434 Creative Nonfiction Workshop
8. ENL 440 Magazine Writing

### Graduate Courses:

1. ENG 630 Writing Across the Curriculum
2. ENG 686 The Teaching of Writing
3. ENG 690 Methods of Graduate Study
4. ENG 726: Studies in Shakespeare
5. ENG 730: Studies in Modern World Lit.

## **Spring 2022 Schedule (TENTATIVE; SUBJECT TO CHANGE)**

### **Undergraduate Courses:**

#### ENGLISH MAJOR REQUIREMENTS FOR 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

#### LINGUISTICS CONCENTRATION COURSES

1. LING 201 Intro to Language
2. LING 201 Intro to Language
3. LING 301 Intro to Linguistics
4. LING 302 Phonetics
5. LING 304 Syntax I
6. LING 370 Language Change
7. LING 402 Speech Science
8. LING 404 Syntax II
9. LING 410 First Language Acquisition
10. LING 430 Phonetic and Phonological Disorders
11. LING 450 Audiology

#### LITERATURE CONCENTRATION COURSES

1. ENL 308 Theories of Composition
2. ENL 323 Coming of Age Literature
3. ENL 329 Migration and Diasporas in Literature and Culture
4. ENL 347 Major 20th-century Novelists
5. ENL 353 Contemporary Poetry
6. ENL 361 Early Shakespeare
7. ENL 368 Queer Studies
8. ENL 377 African-American Literary Traditions
9. ENL 378 Modern English Author I
10. ENL 390 Women in Literature and Arts
11. ENL 398 Cultural Variety in the Literature of the U.S.

#### WRITING CONCENTRATION COURSES

1. ENL 267 Craft of Creative Writing
2. ENL 267 Craft of Creative Writing
3. ENL 277 Journalism
4. ENL 281 Writing and Peer Tutoring
5. ENL 370 Craft of Creative Nonfiction
6. ENL 371 Craft of Fiction
7. ENL 432 Poetry workshop
8. ENL 435 Playwriting Workshop
9. ENL 436 Screen Writing

### **Graduate Courses:**

1. LING 604 Modern English Grammar
2. ENG 689 Theories of Rhetoric
3. ENL 732 Studies in Fiction
4. ENL 736 Studies in US Multicultural Lit.

## **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.

### **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 holds removed.

**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>

## 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 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](mailto: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.

## GRADUATE WORK IN ENGLISH

Many of our majors have been inquiring about graduate work in English. CSI offers a thirty four-credit Master of Arts degree.

The Masters of English 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.

On average, the program has between thirty-five to forty-five students most taking one or two courses per semester while working full-time. 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](mailto: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?**

*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.

*At a minimum, you need to have:*

1. 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
4. Two letters of recommendation from English professors.
5. 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.
6. 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.

## **What is the application deadline?**

The desired deadline for spring is November 15 and for fall, May 1; however, we accept applications beyond these deadlines on a rolling basis up to the last possible date for enrolling in classes. You may initiate your application online on the CSI website, and contact the Office of Recruitment and Admissions if you need assistance.

## **Is the GRE or GRE Subject Test required?**

No.

## **Program Requirements:**

All students:

1. ENG 690, Methods of Graduate Study: 3 credits
2. One pre-1800 ENG 700 course: 4 credits
3. ENG 780, thesis tutorial: 3 credits.

***Literature Concentration:*** Seven courses, including the required pre1800 level ENG 700 course (28 credits). All seven courses may be in literature (700 level). You may also take up to two 600 level courses, and still have a literature concentration.

***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, included in this number is the required pre-1800 ENG 700 level course.

These requirements can be found in the Graduate Catalogue:

<http://csicuny.smartcatalogiq.com/current/Graduate-Catalog/Graduate-Programs-Disciplines-and-Offerings-in-Selected-Disciplines/English-MA>

## WORKSHEET FOR LITERATURE CONCENTRATORS

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

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

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

<b>Declaration of Major: YEAR</b>	
<b>40 or 44 Major Credits Required**</b>	<b>120 Total Credits Required for BA</b>

<b>GENERAL EDUCATION:</b> _____ ANY 200 LEVEL ENH or LING	<b>MAJOR REQUIREMENTS: 12 CREDITS</b> _____ ENL 290 (218) _____ ENL 300 (376) _____ ENL 310 (365)
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<b>LITERATURE COURSES: 20 CREDITS</b>	
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 _____

<b>ADDITIONAL COURSES: 8 or 12credits required: _____</b>	
**DECLARATION AFTER JUNE 30, 2013 REQUIRES 12 ADDITIONAL CREDITS	
**DECLARATION BEFORE JUNE 30, 2013 REQUIRES 8 ADDITIONAL CREDITS	
*** <b>ADOLESCENCE EDUCATION SEQUENCE STUDENTS MUST TAKE ENL 323 OR ENL 305 FOR GENRE/THEME, AND LING 201 or LING 301</b>	
<b>ANY ENL OR LINGUISTICS (200-level or above) COURSES:</b>	
ENL / LING _____	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

**\*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 LING courses.

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

**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

**\*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\*)

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

**LINGUISTICS CONCENTRATION WEBSITE:** <https://linguistics.common.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:

\_\_\_\_\_ ANY 200 LEVEL ENH or LING

### MAJOR REQUIREMENTS: 12 CREDITS

\_\_\_\_\_ 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

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

# WORKSHEET FOR DRAMATIC LITERATURE CONCENTRATORS

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

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

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

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

# FALL 2021 CLASS SCHEDULE WORKSHEET

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
8:00-9:55AM							
10:10AM-12:05PM							
12:20PM-2:15PM							
2:30PM-4:25PM		CLUB HOURS		CLUB HOURS			
4:40-6:20PM							
6:30-9:50PM							

**PLAN AHEAD**

**SPRING 2022 COURSES:**

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