

# English

## English 80 Basic Language Skills

Students will:

1. Demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.
2. Demonstrate their ability to employ fluency strategies necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.
3. Demonstrate their ability to apply study skills necessary to comprehend paragraph-length non-fiction texts written at the 5-7th grade level.

## English 82 Introduction to Reading Skills

Students will:

1. Demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze multi-paragraph non-fiction texts written at the 7-9th grade level.
2. Demonstrate their ability to employ comprehension strategies necessary to comprehend multi-paragraph non-fiction texts written at the 7-9th grade level.
3. Demonstrate their ability to analyze multi-paragraph non-fiction texts written at the 7<sup>th</sup>-9<sup>th</sup> grade level.

## English 84 Development of Reading and Writing

Students will:

1. Demonstrate their ability to recognize context clues that assist with vocabulary acquisition necessary to comprehend and analyze non-fiction texts written at the 9-12th grade level.
2. Demonstrate their ability to employ comprehension strategies necessary to comprehend non-fiction texts written at the 9-12th grade level.
3. Demonstrate their ability to analyze non-fiction texts written at the 9<sup>th</sup>-12<sup>th</sup> grade level.

## English C Basic English Skills

Students will:

1. Write a paragraph using personal narrative or description with a topic sentence, supporting details, and a concluding sentence. The paragraph should use basic rules of grammar, usage, spelling, and punctuation.
2. Demonstrate understanding of sentence structure, punctuation, spelling and capitalization.
3. Identify main ideas, supporting details in a short reading passage.

## English B Introduction to College Writing

Students will:

1. Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.
2. Write paragraphs based on personal experience and observations that have undergone multiple revisions and respond to a text discussed in class.

3. Compose logically organized and focused paragraphs that include a clear topic sentence and provide specific supporting details.
4. Use basic rules of grammar, spelling, usage, and punctuation so that the ideas are clear, and follow MLA guidelines to format a document (heading, indentation, spacing, font, centered title).

### **English A Writing the College Essay**

Students will:

1. Compose a coherent, unified, thesis-driven, multi-body paragraph expository essay that has undergone revision and relates to a text discussed in class.
2. Demonstrate the ability to incorporate relevant support and quote from outside sources.
3. Use basic rules of grammar, spelling, usage, and punctuation so that the writer's ideas are clear.
4. Utilize correct MLA style for formatting and documentation.

### **English 1A Reading and Composition**

Students will:

1. Complete a research-based essay that has been written out of class and undergone revision. It should demonstrate the student's ability to thoughtfully support a single thesis using analysis and synthesis.
2. Integrate multiple sources, including a book-length work and a variety of academic databases, peer-reviewed journals, and scholarly websites. Citations must be in MLA format and include a Works Cited page.
3. Demonstrate logical paragraph composition and sentence structure. The essay should have correct grammar, spelling, and word use.

### **English 1B Literature and Composition**

Students will:

1. Write an out-of-class, thesis-driven essay that effectively analyzes the literary elements of a primary text (such as plot, theme, setting, point of view, character, style, symbol, poetic devices, etc.).
2. Effectively incorporate quotes from a primary text.
3. Effectively utilize scholarly sources as secondary support.

### **English 1C Critical Thinking and Composition**

Students will:

1. Compose an argumentative essay that shows an ability to support a claim using analysis, elements of argumentation, and integration of primary and secondary sources.
2. Identify and assess bias, credibility, and relevance in their own arguments and in the arguments of others, including primary and secondary outside sources.
3. Write an essay that is correct in MLA format, paragraph composition, sentence structure, grammar, spelling, and usage.

## **English 12 Introduction to Fiction**

Students will:

1. Examine short stories and novels analytically and interpretively, to identify and analyze literary elements like plot, character, setting, tone, point of view, theme, style, symbol, metaphor, and image.
2. Compare and contrast authors' treatments of theme, character, and subject matter, as well as synthesize diverse critical studies of a given author or particular short stories or novels.
3. Trace the historical development of the short story and the novel by examining selected representational works.

## **English 15A Survey of British Literature**

Students will:

1. Identify representative works of major British authors from the Medieval, Early Modern, Restoration, and 18th Century periods, and examine their literary genres, devices, conventions, and poetic elements.
2. Perform literary analysis on representative works from the periods covered by the course, interpreting linguistic or formal features, and displaying awareness of relevant cultural and historical backgrounds.
3. Research, evaluate, and synthesize secondary material, and incorporate that material into a term paper that interprets a work of British literature from the Anglo-Saxon period through the 18th century.

## **English 15B Survey of British Literature**

Students will:

1. Identify representative works of major British authors from the Romantic, Victorian, Modern, and Postmodern (post-1945) periods and their literary forms, elements, styles, and concerns.
2. Analyze representative works from the periods covered by the course in terms of relevant cultural and historical backgrounds and literary, linguistic, and formal features.
3. Research, evaluate, and synthesize secondary sources, and incorporate these sources into a term paper that interprets a work of British literature from the late 18th century through the present.

## **English 20 Shakespeare's Plays: Tragedies and Romances**

Students will:

1. Analyze representative Shakespearean tragedies and romances in terms of the language, characters, and themes.
2. Demonstrate knowledge of Elizabethan history and culture.

3. Identify, and illustrate with examples, the elements of classical tragedy.
4. Demonstrate an ability to read, summarize, and evaluate critical analysis of Shakespeare's work.

### **English 21 Shakespeare's Plays: Comedies and Histories**

Students will:

1. Analyze representative Shakespearean comedies and histories in terms of the language, characters, and themes.
2. Demonstrate knowledge of Elizabethan history and culture.
3. Identify, and illustrate with examples, the elements of classical comedy.
4. Demonstrate ability to read, summarize, and evaluate critical analysis of Shakespeare's works.

### **English 24AB Creating Writing: Introduction to Poetry**

Students will:

1. Compose, revise, discuss and critique their own poems and the poems of others incorporating knowledge of poetic terms and techniques, conventions, and forms.
2. Recognize, define, and identify poetic terms and genres.
3. Identify common poetic meters and rhyme schemes and apply them to their writing.

### **English 25A Creative Writing: Introduction to the Craft of Fiction**

Students will:

1. Identify and utilize specific strategies for creating character, setting, dialogue, and plot in short fiction.
2. Compose a 12-20 page short story demonstrating their competency with those elements of fiction.
3. Respond to the evaluations of their short stories given by their peers.

### **English 26 The Literature of Science Fiction**

Students will:

1. Students will be able to identify representative works of science fiction from the twentieth century to the present.
2. Students will be able to analyze representative works of science fiction from the twentieth century to the present.
3. Students will be able to place representative works of science fiction from the twentieth century to the present within the historical and cultural contexts in which the genre developed.

### **English 27 Children's Literature**

Students will:

1. Demonstrate an understanding and appreciation of prevalent archetypal themes, plots and characters in children's literature.

2. Analyze literary elements of children's literature in a specific story or in a series of interrelated stories using specific evidence from the story/stories.
3. Compare and evaluate classic and contemporary works of children's literature, using various literary criticisms such as psychological and feminist criticisms.

### **English 28 Images of Women in Literature**

Students will:

1. Identify female archetypes, women's roles, and women's themes in a variety of literary forms by both male and female writers from diverse historical, cultural, regional and ethnic backgrounds.
2. Demonstrate how literary elements, such as plot, point of view, character, theme, symbolism, irony, and style, contribute to the portrayal of women in literary works.
3. Compose a college-level essay analyzing a literary work or works in terms of literary elements, women's themes, women's roles, and female archetypes.

### **English 30 The Bible as Literature**

Students will:

1. Identify and analyze representative works of the Hebrew Scriptures and the New Testament in terms of literary genres, tone, fundamental themes, historical and cultural ideologies, and biblical scholarship.
2. Demonstrate knowledge of the principle divisions of the Bible and will recall and identify major names and characters found in the Bible.
3. Recognize and discuss symbolism and figurative language used throughout the Bible as well as describe and explain background information pertaining to the ancient Middle East.

### **English 31 Mythology and Folklore**

Students will:

1. Show understanding of representative myths and folktales in terms of fundamental themes, archetypal images, symbolism, historical and cultural contexts, and critical analysis.
2. Identify the differences between myth and folklore as well as recognize names, symbols, creatures, and heroes in various myths and folktales.
3. Identify and assess cultural differences as seen in the styles, subject matter, and level of sophistication of various mythological writings.
4. Identify mythological allusions found in diverse literatures and assess representative myths in terms of their effectiveness in expressing the relationship of individuals to society and humankind's understanding of the cosmos.

### **English 32 Creative Writing: A Workshop in Fiction**

Students will:

1. Utilize specific strategies for creating character, setting, dialogue, and plot in their own short fiction.
2. Compose two 12-20 page short stories demonstrating their competency with those elements of fiction.

3. Respond to the evaluations of their short stories given by their peers in the revision of their two short stories.

### **English 34 The Short Story**

Students will:

1. Explore, analyze, and evaluate representative work(s) in the short story genre from a variety of perspectives or theories, such as feminist, psychoanalytical, queer and postcolonial.

2. Assess short story narratives through traditional literary elements such as character, plot, setting, theme, narrative voice and symbolic patterns.
3. Understand and critique short story narratives from more universally significant perspectives and contexts, such as social-historical, gender, ethnic, sexual orientation, socio-economic and religious.

### **English 35 World Literature, 3500 BCE to 1650 CE**

Students will:

1. Demonstrate an understanding of literary elements such as plot, point of view, character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE.
2. Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.
3. Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written before 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct sentence structure, and following MLA format for citations.

### **English 36 World Literature, 1650 CE to Present**

Students will:

1. Demonstrate an understanding of literary elements such as plot, point of view, character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE.
2. Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written since 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.
3. Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct sentence structure, and following MLA format for citations.

### **English 39 Literature and Film**

Students will:

1. Analyze selected novels, plays, and short stories and to compare them with corresponding film adaptations.
2. Evaluate the strengths and weaknesses of adapted works in comparison with the original printed versions.
3. Demonstrate an ability to analyze basic techniques employed by screenwriters, filmmakers, and writers of fiction and/or drama.

### **English 40A American Literature**

Students will:

1. Students will be able to identify representative works of American literature from its beginnings through the Civil War.
2. Students will be able to analyze representative works of American literature from its beginnings through the Civil War.
3. Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from its beginnings through the Civil War.

### **English 40B American Literature**

Students will:

1. Students will be able to identify representative works of American literature the post-Civil War period until the present.
2. Students will be able to analyze representative works of American literature from the post-Civil War period until the present.
3. Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from the post-Civil War period until the present.

### **English 41B Survey of Film: 1950s to the Present**

Students will:

1. Identify values and aesthetics such as film genres, people and pivotal events of post-1950s narrative films on an objective test.
2. Compose an essay evaluating values, aesthetics, technical aspects such as plot, character, tone, point of view and imagery, and the cultural significance of films and in the post-1950s.
3. Compose an essay evaluating films from the 1950s era to present incorporating secondary sources such as film criticism and/or theory.

### **English 42 Chicano and Latino Literature**

Students will:

1. Identify and analyze representative works of literature in terms of historical and cultural backgrounds, regional and ethnic experiences, and unifying themes and motifs that reflect the Chicano/Latino experience.
2. Present a clear thesis that makes an interpretative argument about Chicano/Latino texts and that is developed through appropriate identification of representative cultural themes.
3. Support for this thesis by including relevant quotations from primary and multiple secondary texts throughout the paper as well as detailed interpretation of these quotations.
4. Use correct MLA documentation methods as well as correct grammar, spelling and punctuation.

### **English 43 African American Literature**

Students will:

1. Analyze representative works of African American literature in terms of its historical progression.
2. Analyze representative works of African American literature in terms of cultural, regional, and ethnic considerations.



3. Analyze representative works of African American literature in terms of unifying themes and motifs.
4. Assess how African-American literature relates to society as a whole and/or how it relates to other literature of the dominant culture.

#### **English 44 The Literature of American Ethnic Groups**

Students will:

1. Identify representative works by contemporary authors of major ethnic groups in America, both by chronology and by theme.
2. Analyze representative works by contemporary authors of major ethnic groups in America, both by chronology and by theme.
3. Develop a thesis regarding how a representative work by an author of a major ethnic group in America uses themes consistent to the genre. The writing will employ organized, unified, coherent points that are supported by appropriate quotations from and references to the text. It will also use vocabulary appropriate to the subject, exhibit correct sentence structure, and follow MLA format for citations.

#### **English 48 Modern Literature of Latin America**

Students will:

1. Identify representative works of the modern literature of Latin America in terms of the historical, political and cultural backgrounds, literary movements such as modernism, postmodernism and surrealism, and unifying themes and styles reflected in the literature.
2. Analyze representative works of the modern literature of Latin America in terms of the historical, political and cultural backgrounds, literary movements such as modernism, postmodernism and surrealism, and unifying themes and styles reflected in the literature.
3. Identify literary aspects such as symbols, themes, characters, point of view, mood, tone, setting, plot, and style as found in the selected works of the authors surveyed.
4. Analyze literary aspects such as symbols, themes, characters, point of view, mood, tone, setting, plot, and style as found in the selected works of the authors surveyed.

#### **English 50RWA Integrated Reading and Writing**

Students will:

1. Demonstrate literal and inferential comprehension of non-fiction works.
2. Read a college-level text and develop an analytical response that demonstrates college-readiness.
3. Write a multi-paragraph thesis-driven expository essay that has undergone revision and demonstrates readiness for college-level writing.
4. Demonstrate familiarity with MLA formatting, MLA source-documentation, and basic research techniques.

#### **English 78 Creative Writing: Screenwriting**

Students will:

1. Develop a film story with a first, second, and third act, and the scenes written for that story will adhere to proper screenplay format by including headings, scene descriptions, and dialogue.
2. Demonstrate the ability to create a 3-act story that must include scenes from their story's first, second, and third acts.
3. Demonstrate the ability to develop a story for film that includes at least 20 pages of scenes written for his/her film story.

### **English 98ABCD Literary Magazine Editing and Publishing**

Students will:

1. Employ effective methods for publicizing, collecting and organizing submissions for literary journals.
2. Fairly evaluate creative works for inclusion in a literary journal.
3. Use computer software to compose the layout and publish a literary journal in a manner consistent with other college literary journals.