

ENGLISH

College of Arts and Letters

Program Description

The English Department of California State University, Sacramento, is a community of teachers, scholars, writers, and support staff whose primary mission is to promote learning in composition, creative writing, English education, film, linguistics, literature, and the teaching of English as a second language. The Department seeks to help students acquire knowledge, develop skills, and realize their own intellectual and creative goals.

At the undergraduate and graduate levels, the English Department presents a broad and balanced curriculum designed to develop the reading and writing skills, the interpretative abilities, and the cultural awareness of its students by maintaining and enhancing a tradition of strong teaching, solid scholarship, and vigorous support of creative literary activity.

Degree Programs

BA in English (<https://catalog.csus.edu/colleges/arts-letters/english/ba-in-english/>)

Minor in English (<https://catalog.csus.edu/colleges/arts-letters/english/minor-in-english/>)

Minor in Creative Writing (<https://catalog.csus.edu/colleges/arts-letters/english/-minor-in-creative-writing/>)

Minor in Teaching English to Speakers of Other Languages (TESOL) (<https://catalog.csus.edu/colleges/arts-letters/english/minor-in-teaching-english-to-speakers-of-other-languages-tesol/>)

Single Subject Matter Program (Pre-Credential Preparation) (<https://catalog.csus.edu/colleges/arts-letters/english/subject-matter-program/>)

Certificate in Teaching Composition (<https://catalog.csus.edu/colleges/arts-letters/english/certificate-in-teaching-composition/>)

Certificate in Advanced Study in Teaching English to Speakers of Other Languages (TESOL) (<https://catalog.csus.edu/colleges/arts-letters/english/certificate-in-tesol/>)

MA in English (Creative Writing) (<https://catalog.csus.edu/colleges/arts-letters/english/ma-in-english-creative-writing/>)

MA in English (Literature) (<https://catalog.csus.edu/colleges/arts-letters/english/ma-in-english-literature/>)

MA in Teaching English to Speakers of Other Languages (TESOL) (<https://catalog.csus.edu/colleges/arts-letters/english/ma-in-tesol/>)

MA in Composition, Rhetoric, and Professional Writing (<https://catalog.csus.edu/colleges/arts-letters/english/ma-in-composition-and-rhetorical-analysis/>)

Special Features

- A Course Description Booklet giving detailed descriptions of courses to be offered in the next semester, together with statements of requirements for the major and minor and for the graduate program, will be available on the English Department Web site a month or so

before registration materials are issued. All students are assigned an English faculty advisor; students are encouraged to consult with them in planning schedules. English majors and minors are urged to examine their career goals early in their program and to discuss their plans with English Department faculty advisors.

- Qualified upper division and graduate students may apply for paid assistantships or associateships in the English Department. Student Assistants and Graduate Assistants usually work from 10 to 20 hours per week at such tasks as tutoring and clerical assistance. Teaching Associates normally teach one section of composition each semester for up to three semesters. Information is available on the English Department website.
- Internships are available for academic credit and career training governmental agencies, businesses, community colleges, and other institutions and organizations.
- Students interested in the various aspects of publication are encouraged to become involved in the student-produced *Calaveras Station Literary Journal*, a professional-quality journal of student work published annually. Submissions, solicited in fall semester, are open to all Sacramento State students.

Career Possibilities

Advertising Person · Arts Program Administrator · Business Administrator · Civil Servant · Columnist/Journalist · Contract Specialist · Creative Writer · Drama/Film Critic · Editor/Evaluator · Educator · Film/TV Scriptwriter · Information Specialist · Interpreter · Lawyer · Legislative Assistant · Methods Analyst · Program Developer · Public Relations Person · Researcher · Technical Writer · Writing Consultant

Contact Information

Hellen Lee, Department Chair
Jolie Roberts, Administrative Analyst/Specialist
Brianna Renner, Administrative Support Assistant

Calaveras Hall 104
(916) 278-6586
Department of English Website (<http://www.csus.edu/engl/>)

Faculty

ANDERSON-POWELL, AMY

BARRISH, MATTHEW

BETHEL, DANIEL

CLARK, JOHN T.

CLARK-OATES, ANGELA

COPE, JONAS

CORDOVA, TERESA A.

DOBSON, MONA

DUNN, SAMUEL J.

DUROSKO, SUSAN

FANETTI, SUSAN

GHOSAL, TORSAL

GIEGER, JASON C.

HAYES, HOGAN

HEATHER, JULIAN

HECKATHORN, AMY C.

KOCHAI, JAMIL JAN

KOMIYAMA, REIKO

LAFLEN, ANGELA

LAPORTE, CARRIE

LEE, HELLEN

LINVILLE, CYNTHIA

LIU, HSIANG (Sean)

MARTINEZ, ROSA

McKINNEY, JOSHUA B.

MICHAELS, ANN

MITCHELL, REBECCA

MONTGOMERY, CHRISTINE LUPO

MORALES, SYLVIA

OVERBY, BLAIR

PICKREL, CAROLYN

RASMUSSEN, COURTNEY

RICE, DOUGLAS F.

SCHARF, ANITA V.

SCHILLING, JASON

SEO, MI-SUK

SWEET, NANCY F.

TOISE, DAVID W.

TRIMBLE, JEREMY

WILLIAMS, (SAMUEL) BRETT

ZARINS, KIM

ENGL 1. Basic Writing Skills.**3 Units****Prerequisite(s):** Score of 146 and below on English Placement Test or credit in ENGL 15. Department approval required.**Term Typically Offered:** Spring only

Prepares students for the challenging thinking, reading, and writing required in academic discourse. Uses writing as a means for discovery and reflection as well as reading as a source for ideas, discussion, and writing. Concentrates on developing expository essays that communicate clearly, provide adequate levels of detail, maintain overall coherence and focus, and demonstrate awareness of audience and purpose.

Note: May be taken for workload credit toward establishing full-time enrollment status, but is not applicable to the baccalaureate degree.**ENGL 1C. Critical Thinking and Writing.****3 Units****Prerequisite(s):** Grade of C- or better in ENGL 5.**Term Typically Offered:** Fall, Spring

Devoted to the principles of critical thinking and the writing of argumentative essays. Focuses upon formulating defensible statements, evaluating evidence, and applying the principles of inductive and deductive reasoning.

ENGL 1X. Academic Literacies Workshop.**1 Unit****Corequisite(s):** ENGL 5 or ENGL 5M or ENGL10 or ENGL 10M or ENGL 11 or ENGL 11M**Term Typically Offered:** Fall, Spring

Offers instruction in elements of academic literacy so that students develop proficiency in the writing process, with a specific emphasis on drafting, planning, and revision strategies and methods. Instruction takes place in traditional classroom or hybrid setting; students, in small groups, engage in guided exploration and facilitated workshops on academic literacy strategies, such as critical reading, writing, and research strategies. Offers support for GE area A2: Written Communication; requires a co-requisite in ENGL 5, 5M, 10, 10M, 11, or 11M.
Credit/No Credit

ENGL 3. Introduction to Academic Discourse.**4 Units****Term Typically Offered:** Fall, Spring

Offers students a rigorous introduction to academic discourse at the college level in the areas of critical reading, critical thinking, academic discussion, and the use of academic research. Concentrates on using expository texts as a foundation for analyzing the rhetorical strategies and effectiveness of an argument. Promotes academic discussion and fosters intellectual curiosity and collaboration.

Note: Receives baccalaureate credit.

Credit/No Credit

ENGL 3M. Introduction to Academic Discourse for Multilingual Students.**4 Units****Term Typically Offered:** Fall, Spring

Offers multilingual students a rigorous introduction to academic discourse at the college level in the areas of critical reading, critical thinking, academic discussion, and the use of academic research. Concentrates on using expository texts as a foundation for analyzing the rhetorical strategies and effectiveness of an argument. Promotes academic discussion and fosters intellectual curiosity and collaboration.

Note: Receives baccalaureate credit.

Credit/No Credit

ENGL 5. Accelerated Academic Literacies. 3 Units

General Education Area/Graduation Requirement: English Composition (1-A)

Term Typically Offered: Fall, Spring

Intensive, semester-long course to help students use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth - students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes; read and write effectively in and beyond the university; develop metacognitive understandings of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses.

Note: Writing requirement

ENGL 5M. Accelerated Academic Literacies - Multilingual. 3 Units

General Education Area/Graduation Requirement: English Composition (1-A)

Term Typically Offered: Fall, Spring

Intensive, semester-long course to help multilingual students use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth - students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes; read and write effectively in and beyond the university; develop metacognitive understandings of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses.

ENGL 10. Academic Literacies I. 3 Units

Term Typically Offered: Fall only

Year-long course (combined with ENGL 11) to help students use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth - students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes; read and write effectively in and beyond the university; develop a metacognitive understanding of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses.

Note: Writing requirement

Credit/No Credit

ENGL 10M. Academic Literacies I - Multilingual. 3 Units

Term Typically Offered: Fall, Spring

Year-long course (combined with ENGL 11M) to help multilingual students use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes; read and write effectively in and beyond the university; develop a metacognitive understanding of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses.

Note: Writing requirement

Credit/No Credit

ENGL 11. Academic Literacies II. 3 Units

Prerequisite(s): ENGL 10.

General Education Area/Graduation Requirement: English Composition (1-A)

Term Typically Offered: Spring only

Continued study (following ENGL 10) to help students use reading, writing, discussion, and research for discovery, intellectual curiosity, and personal academic growth - students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes: read and write effectively in and beyond the university; develop a metacognitive understanding of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses.

Note: Writing requirement

ENGL 11M. Academic Literacies II-Multilingual. 3 Units

Prerequisite(s): ENGL 10M.

General Education Area/Graduation Requirement: English Composition (1-A)

Term Typically Offered: Spring only

Continued study (following ENGL 10M) to help multilingual students use reading, writing discussion, and research for discovery, intellectual curiosity, and personal academic growth - students will work in collaborative groups to share, critique, and revise their reading and writing. Students will engage in reading and writing as communal and diverse processes; read and write effectively in and beyond the university; develop a metacognitive understanding of their reading, writing, and thinking processes; and understand that everyone develops and uses multiple discourses.

Note: Writing requirement

ENGL 15. College Language Skills. 4 Units

Prerequisite(s): Score of 120-141 on the English Placement Test.

Term Typically Offered: Fall, Spring

Instruction in reading and writing skills. Focuses on the interrelationship of reading and writing, with emphasis on development, organization, and clarity of communication. Lecture three hours; lab two hours.

Note: Utilizes computers.

ENGL 16. Structure Of English. 3 Units

Prerequisite(s): ENGL 5 or equivalent.

Term Typically Offered: Fall, Spring

Introduction to the terminology and structure of traditional grammar; analysis of the standard rules for agreement, punctuation, pronoun reference, etc.; introduction to social variance with respect to usage-standard vs. non-standard; and a description of the English sound system (vowels and consonants) and its relationship to standard orthography (sound/letter correspondences) spelling rules.

ENGL 20. College Composition II.**3 Units**

Prerequisite(s): Completion of ENGL 5 or ENGL 5M OR ENGL 11 or ENGL 11M or equivalent with a C- or better; sophomore standing (must have completed 30 units prior to registration).

Term Typically Offered: Fall, Spring

Advanced writing that builds upon the critical thinking, reading, and writing processes introduced in ENGL 5 and ENGL 5M. Emphasizes rhetorical awareness by exploring reading and writing within diverse academic contexts with a focus on the situational nature of the standards, values, habits, conventions, and products of composition. Students will research and analyze different disciplinary genres, purposes, and audiences with the goals of understanding how to appropriately shape their writing for different readers and demonstrating this understanding through various written products.

Note: Writing requirement

ENGL 20M. College Composition II for Multilingual Students.**3 Units**

Prerequisite(s): ENGL 5 or ENGL 5M or equivalent; sophomore standing

Term Typically Offered: Fall, Spring

Advanced writing for multilingual that builds upon the critical thinking, reading, and writing processes introduced in English 5/5M. Emphasizes rhetorical awareness by exploring reading and writing within diverse academic contexts focusing on the situational nature of the standards, values, habits, conventions, and products of composition. Students will research and analyze different disciplinary genres, purposes, and audiences with the goals of understanding how to appropriately shape their writing for different readers and demonstrating this understanding through various written products.

Note: Writing requirement

ENGL 21. First Year Seminar: Becoming an Educated Person.**3 Units**

Term Typically Offered: Fall only

Introduction to the meaning of higher education, resources of the University, and skills for lifelong learning. Designed to help students develop academic success strategies and to improve information literacy, intercultural competence, and integrative thinking. Provides students with the opportunity to interact with fellow students and seminar faculty to build a community of academic and personal support, as well as explore gerontological concepts needed to respond to demographic changes in today's world.

ENGL 30A. Introduction to Creative Writing.**4 Units**

Term Typically Offered: Fall, Spring

Workshop for students who have had little or no experience writing fiction or poetry and who are trying to decide if they are interested in becoming writers. Over the course of the semester, students write and polish several poems and short stories which they present for critique and commentary. In addition, they study the basic elements of fiction and poetry and learn how to use these effectively in their own work.

ENGL 30B. Introduction to Writing Fiction.**4 Units**

Term Typically Offered: Fall, Spring

Workshop for students who have had little or no experience writing fiction. Students write and polish several short stories which they present for critique and commentary. In addition, they study the basic elements of plot, character, description, and dialogue and learn how to use these effectively in their own fiction.

ENGL 30C. Introduction to Poetry Writing.**4 Units**

Term Typically Offered: Fall, Spring

Designed for lower division students who have little or no experience writing poetry. Students will write approximately twelve poems in a variety of forms and receive instruction and practice in the workshop method. In addition, they study the basic elements of poetic craft: rhythm, enjambment, basic figures of speech, etc., and how to use them effectively in their own poetry.

ENGL 40A. Introduction to British Literature I.**3 Units**

General Education Area/Graduation Requirement: Humanities (3-B)

Term Typically Offered: Fall only

Major developments in the literature of England from Chaucer through the close of the Augustan Age.

ENGL 40B. Introduction to British Literature II.**3 Units**

General Education Area/Graduation Requirement: Humanities (3-B)

Term Typically Offered: Spring only

Major developments in the literature of England from the Pre-Romantics and Romantics through the 20th century.

ENGL 50A. Introduction to American Literature I.**3 Units**

General Education Area/Graduation Requirement: Humanities (3-B)

Term Typically Offered: Fall only

Major developments in the literature of America from the beginnings through the Civil War.

ENGL 50B. Introduction to American Literature II.**3 Units**

General Education Area/Graduation Requirement: Humanities (3-B)

Term Typically Offered: Spring only

Major developments in American Literature from the end of the Civil War to the present.

ENGL 60. Active Reading Across the Curriculum.**2 Units**

Term Typically Offered: Fall, Spring

Students will learn strategies and techniques to promote the social, personal, cognitive, and knowledge-building dimensions of reading. Students will learn new approaches to improve their engagement, comprehension, and analytical skills with a variety of genres in order to practice reading in more skillful ways.

Note: May be repeated for credit.

Credit/No Credit

ENGL 60M. Reading for Speed and Efficiency for Multilingual Students.**2 Units**

Term Typically Offered: Fall, Spring

Strategies and techniques to promote greater reading efficiency and flexibility as well as to increase reading speed for college-level multilingual readers. Classroom instruction includes drills to develop rate and comprehension as well as supplementary practice in the LSC reading lab.

Note: Utilizes computers; May be repeated for credit.

Credit/No Credit

<p>ENGL 61. Reading Rhetorically. 3 Units General Education Area/Graduation Requirement: Humanities (3-B) Term Typically Offered: Fall, Spring</p>	<p>ENGL 96B. Academic Literacies: Experimental. 1 Unit Corequisite(s): ENGL 96A Term Typically Offered: Summer only</p>
<p>Students explore social and cultural issues on a specific subject through a text analysis process focused on the relationships between author, audience, purpose, communicative strategies, social contexts, and culture. The course guides students as they develop reading and writing strategies that contribute to rhetorical awareness and flexibility.</p>	<p>A 1-week Smart Start course for baccalaureate credit designed to prepare incoming students for success in GE A2 in their first year. Working independently and collaboratively, students will cultivate reading and writing skills necessary for successful completion of college level work. Credit/No Credit</p>
<p>ENGL 65. Introduction to World Literatures in English. 3 Units Term Typically Offered: Fall, Spring</p>	<p>ENGL 97. Introduction to Film Studies. 3 Units Term Typically Offered: Fall, Spring</p>
<p>An introduction to world literature written in English that places writers and their works within colonial, post-colonial, and literary contexts. Texts may come from Africa, India, Southeast Asia, the Middle East, the Caribbean, Canada, and non-English Britain.</p>	<p>Examines cinematic techniques, styles, vocabulary, and discourses. Introduces different ways for writing about films and for working with a variety of cinematic terms. Film form and style will be studied by examining specific scenes in films from different genres, nations, and directors. Films used throughout the course will be selected from different historical periods. Cross-listed: FILM 97.</p>
<p>ENGL 85. Grammar for Multilingual Writers. 2 Units Term Typically Offered: Spring only</p>	<p>ENGL 98. Introduction to Film Discourse and Analysis. 4 Units Term Typically Offered: Fall, Spring</p>
<p>Covers the major systems of English grammar in the context of reading passages and the students' own writing. Practice in editing authentic writing. Note: May be repeated for credit.</p>	<p>An introduction to cinematic vocabulary, film history, and film analysis. Through this introduction, students will learn how to write about and analyze film. The course prepares students for upper division work in film studies and cultural analysis. The course includes a significant research and/or creative project.</p>
<p>Credit/No Credit</p>	<p>ENGL 100B. Literary Theory. 4 Units Term Typically Offered: Fall, Spring</p>
<p>ENGL 86. College Language Skills for Multilingual Students. 4 Units Prerequisite(s): Score of 120-141 on the English Placement Test or score of 2 or 3 on the English Diagnostic Test. Term Typically Offered: Fall, Spring</p>	<p>Designed to engage students in a productive conversation about the various theories of literature and reading that currently inform Literary Studies. Provides a historical overview of modern theory including, but not limited to, Formalism, Structuralism, Psychoanalysis, Marxism, Deconstruction, and Feminism. Students are encouraged to apply these theories to their practice of literary criticism and to assess the strengths and weaknesses of each paradigm.</p>
<p>Focuses on the interrelationships of reading and writing, with emphasis on development, organization, grammar, and clarity of communication. Lecture three hours; lab two hours. Note: Utilizes computers.</p>	<p>ENGL 100Z. Topics in Literary Theory and Criticism. 4 Units Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W</p>
<p>Credit/No Credit</p>	<p>General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI) Term Typically Offered: Fall, Spring</p>
<p>ENGL 87. Basic Writing Skills for Multilingual Students. 3 Units Prerequisite(s): Score of 142-145 on English Placement Test or score of 4 on English Diagnostic Test, or credit in ENGL 86. Term Typically Offered: Fall, Spring</p>	<p>Investigates one or more schools of literary theory or criticism and their application to works of literature and/or film. Note: May be repeated twice for credit as long as topics vary; Writing Intensive</p>
<p>Emphasizes writing and language development. Instruction in reading and essay writing, from idea generation to revision and editing. Credit/No Credit</p>	<p>ENGL 105. Film Theory and Criticism. 4 Units Term Typically Offered: Fall, Spring</p>
<p>ENGL 90A. Modern Short Plays. 3 Units General Education Area/Graduation Requirement: Humanities (3-B) Term Typically Offered: Fall, Spring</p>	<p>Survey of film theory focusing on Auteurism, Class, Expressionism, Formalism, Genre, Gender, Narratology, Neorealism, Phenomenology, Post Structuralism, Psychoanalysis, Realism, Semiology, Structuralism and Third Cinema.</p>
<p>ENGL 96A. Academic Strategies: Experimental. 1 Unit Corequisite(s): ENGL 96B Term Typically Offered: Summer only</p>	
<p>ENGL 96A is a 1-unit Smart Start course for baccalaureate credit designed to prepare students to succeed in GE A2 in their first year. Working independently and collaboratively, students will use an inquiry-based approach to learning through research, reflection, and engagement with real world scenarios. Students will develop various academic literacies in order to understand the conventions of written communication required for success in a college setting. Crosslisted: MATH 96E</p>	
<p>Credit/No Credit</p>	

ENGL 109M. Preparing to Write in the Disciplines - Multilingual. 3 Units**Prerequisite(s):** ENGL 20 with at least a C- grade or better.**Term Typically Offered:** Fall, Spring

Provides intensive practice for multilingual writers in prewriting, drafting, revising, and editing academic writing. Students work with a TESOL-trained instructor to research, analyze, reflect on, and write about the kinds of writing produced in academic disciplines. Students produce a considerable amount of writing such as informal reading responses, rhetorical analyses, and an extended academic research project. Students will submit their writing late in the semester in a Portfolio, from which they will receive a Writing Placement for Juniors.

Note: This course has the same learning outcomes as English 109W Preparing to Write in the Disciplines, but it is taught by an instructor trained to work with multilingual writers.

ENGL 109W. Preparing to Write in the Disciplines. 3 Units**Prerequisite(s):** English 20 with a C- grade or better.**Term Typically Offered:** Fall, Spring

Provides intensive practice in prewriting, drafting, revising, and editing academic writing. Students research, analyze, reflect on, and write about the kinds of writing produced in academic disciplines. Students produce a considerable amount of writing such as informal reading responses, rhetorical analyses, and an extended academic research project. Students will submit their writing late in the semester in a Portfolio, from which they will receive a Writing Placement for Juniors Score.

ENGL 109X. Writing-Intensive Workshop. 1 Unit**Prerequisite(s):** Completion of Writing Placement for Juniors.**Corequisite(s):** Writing-Intensive upper-division course.**Term Typically Offered:** Fall, Spring

Student-centered group tutorial which offers supplemental instruction in elements of academic writing taught in writing-intensive upper-division courses. It provides support to students concurrently enrolled in writing-intensive upper-division courses throughout the writing process, including drafting, revising, and editing.

Credit/No Credit

ENGL 110A. Linguistics and the English Language. 3 Units**Term Typically Offered:** Fall, Spring

Survey of modern English and the basic concepts of modern linguistics. Students will learn how linguists view regularity in language, as exemplified by data from English. Students will also learn how English spelling is an imperfect representation of sounds, how the sound system of English operates, how words and sentences are formed and may be analyzed, how the language changes over time, space, and social setting, and how the language is learned by children and adults.

ENGL 110B. History of the English Language. 3 Units**Term Typically Offered:** Fall, Spring

Survey of the linguistic and social history of the English language, tracing its growth from a minor dialect of the Germanic family to one of the most widely spoken languages of the world. Topics include structural change in the language, vocabulary growth, and variation in English around the world.

ENGL 110C. Technology in Second Language Teaching. 3 Units**Term Typically Offered:** Summer only

Prepares language teachers to effectively integrate technology into classrooms. Examines theoretical rationales for using computer-assisted language learning, the range of uses of technology in classrooms, and best practice. Develops students' technological literacy and ability to critically evaluate computer-assisted language teaching materials. Cross Listed: ENGL 210C; only one may be counted for credit.

ENGL 110J. Traditional Grammar and Standard Usage. 3 Units**Term Typically Offered:** Fall, Spring

Develops a thorough understanding of basic issues in traditional English grammar and usage. It emphasizes knowledge of traditional grammar needed by single-subject credential students expecting to teach high school English. Topics include parts of speech, functions of words in sentences, phrases and clauses, and punctuation. Students will learn to apply their knowledge of grammar in composition instruction and marking essays. Students will also study use of specific grammatical features in developing rhetorical styles.

ENGL 110P. Second Language Learning and Teaching. 3 Units**Term Typically Offered:** Fall, Spring

Surveys the major issues involved in the acquisition of second languages and in teaching second language (L2) students. Topics covered include differences between first and second language acquisition, including age, biology, cognitive styles, personality, sociocultural factors, and linguistic variables; in addition, various models, techniques and approaches to L2 teaching are covered. Special attention is given to the unique demographics and characteristics of language minority students in California's public schools.

ENGL 110Q. English Grammar for ESL Teachers. 3 Units**Term Typically Offered:** Fall, Spring

A survey of those aspects of English grammar that are relevant to teaching second language learners of English. The emphasis is on elements of simple and complex sentences, particularly the structure of noun phrases, the meanings of verb forms, and the expression of adverbial meanings.

ENGL 116A. Studies in Applied Linguistics. 3 Units**Prerequisite(s):** GVAR Certification before Fall 09, or WPJ score of 70+, or at least a C- in ENGL 109M or ENGL 109W.**Term Typically Offered:** Fall, Spring

Students learn the basics of the English system of phonology and morphology. Takes an integrated approach synthesizing the issues of phonics, schemata-building, and whole language strategies in teaching reading and writing to young learners. Students will also learn the importance of first and second language acquisition for elementary school students. Evaluation will include classroom examinations, and students will also undertake a detailed case study of one child learning to read and write.

ENGL 116B. Children's Literary Classics. 3 Units

Prerequisite(s): Successful completion of at least 60 units (junior standing).

Term Typically Offered: Fall, Spring

Introduction to the rich profusion of children's literature from a variety of cultures and countries and provides the opportunity to respond to this literature creatively and personally. Students will become familiar with the basic terminology of literary analysis – themes, irony, point-of-view, etc.– in order to deepen and enrich their experiences with the fiction, drama, and poetry available to young people. The readings are balanced for gender, culture, and ethnic concerns.

ENGL 120A. Advanced Composition. 4 Units

Prerequisite(s): GEAR Certification before Fall 09, or WPJ score of 70+, or at least a C- in ENGL 109M or ENGL 109W.

Term Typically Offered: Fall, Spring

Intensive writing workshop in which student writing is the focus. Students will engage in a writing process that will include feedback from peers and the instructor throughout the process. This writing process may occur in a variety of rhetorical situations and genres. Through reflection on their writing products and processes, students will gain an awareness of themselves as writers. By the end of the course students will complete an extensive research project and a guided project focused on academic inquiry.

Note: ENGL 120A is a requirement for English majors.

ENGL 120C. Topics in Composition. 4 Units

Prerequisite(s): Junior standing; a WPJ Portfolio score or ENGL 109M or ENGL 109W or ENGL 20 or ENGL 120A

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)

Term Typically Offered: Fall, Spring

Offers a rotating series of topics relevant to composition studies, such as technology-based writing, writing across the curriculum, critical literacy, etc. Introduces students to the theory and practice of the field under consideration. Regardless of the topics, students will explore the major scholarly works of the field and produce writing that analyzes and utilizes the concepts in the area under consideration.

Note: May be repeated for credit as long as topic differs.

ENGL 120E. Digital Writing and Rhetoric. 4 Units

Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)

Term Typically Offered: Fall only – even years

Serves as an introduction to theories about and forms of digital writing while also providing students with opportunities to make digital arguments that reflect on digital media themselves. Introduces students to basic skills in interface and narrative design including typography, layout, color, imagery, and media integration. The course focuses on teaching students how to develop what they already know about rhetoric and writing while also helping them apply those rhetorical skills within digital spaces.

ENGL 120L. Community Literacy and Public Rhetorics. 4 Units

Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)

Term Typically Offered: Fall, Spring

Examines how writers navigate the intersections and tensions between academic, professional, and community writing to engage local publics through a variety of literacy practices. Students will be introduced to theories and methods from community writing studies to construct a framework for analyzing and composing rhetoric that enacts change in diverse publics. Students will inquire, discover, and act beyond the classroom through a structured service learning project. Service Learning may be required

ENGL 120P. Intro to Professional Writing. 4 Units

Prerequisite(s): GEAR certification before Fall 09; or WPJ score of 80+; or 3-unit placement in ENGL 109M or ENGL 109W; or 4-unit placement in ENGL 109M or ENGL 109W and co-enrollment in ENGL 109X; or WPJ score 70 or 71 and co-enrollment in ENGL 109X.

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)

Term Typically Offered: Fall, Spring

Teaches students the most common professional writing genres used in career fields ranging from business to public relations to nonprofit management. Focuses on how business or technical communication is different from academic styles and introduces students to the current writing challenges and practices in these fields. Students will gain instruction and practice composing various essential writing formats, such as memos, reports, and feasibility studies.

ENGL 120Q. Topics in Professional Writing. 4 Units

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)

Term Typically Offered: Fall, Spring

Offers a rotating series of topics relevant to professional writing, such as editing, grant writing, usability research and user-centered design. Introduces students to the theory and practice of the field under consideration. Students will explore the major scholarly works of the field and produce writing that analyzes and utilizes the concepts in the area under consideration.

ENGL 120R. Topics in Rhetoric. 4 Units

Prerequisite(s): Junior standing; a WPJ Portfolio score or ENGL 109M or ENGL 109W or ENGL 20 or ENGL 120A

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)

Term Typically Offered: Fall, Spring

Offers a rotating series of topics relevant to rhetorical studies, such as digital rhetoric, cultural rhetorics, contemporary rhetorical theories, etc. Introduces students to the theory and practice of the field under consideration. Regardless of the topic, students will explore the major scholarly works of the field and produce writing that analyzes and utilizes the concepts in the area under consideration.

Note: May be repeated for credit as long as topic differs.

ENGL 120S. Writing in the Social Sciences. 3 Units

Prerequisite(s): GWAAR certification before Fall 09, WPJ score of 70+, or at least a C- in ENGL 109 M/W.

Term Typically Offered: Fall, Spring

Introduces principles of analyzing and composing texts appropriate for various social science disciplines. Provides practice in analyzing texts in social science journals and in writing abstracts, summaries, and literature reviews. Appropriate for upper-division undergraduate students and beginning graduate students in TESOL and in other social science programs (e.g., psychology, sociology, anthropology, etc.)

ENGL 120T. Technical Writing. 4 Units

Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)

Term Typically Offered: Fall, Spring

Teaches students the skills of a technical communicator capable of translating information created by technical experts for non-expert readers, whether those are business decision makers or members of the public. Focuses on how technical communication is different from academic styles and introduces students to the current writing challenges and practices. Prepares students to craft messages using ever-changing and increasingly powerful, integrated media. 4 units

ENGL 120X. MLA and APA Style Guides. 1 Unit

Corequisite(s): ENGL 120A, ENGL 198T, a Writing Intensive course, or instructor permission.

Term Typically Offered: Fall, Spring

Students will learn how to format papers, cite sources, and integrate in-text citations into their work according to MLA and APA formatting and style guides.

ENGL 121. Writing Center Tutoring. 1 Unit

Term Typically Offered: Fall, Spring

One-on-one tutoring in reading and writing at the University Writing Center. Student writers will meet with assigned tutor an hour a week. Topics could include understanding assignments, prewriting, revising, reading strategies, editing strategies, integrating research, etc. Students must sign up for a regular tutoring session time during week two of the semester at the University Writing Center.

Note: May be repeated for credit.

Credit/No Credit

ENGL 125A. Literature and Film for Adolescents. 4 Units

Prerequisite(s): ENGL 20 or ENGL 120A and COMS 104 or COMS 4

Term Typically Offered: Fall, Spring

Provides prospective secondary school English teachers with an opportunity to think through important issues related to the planning and implementation of literature programs for adolescents. Equal emphasis will be given to the study of poetry, fiction, non-fiction, drama, and film. The focus will embrace literature from a variety of cultures and periods.

ENGL 125B. Writing and the Young Writer. 4 Units

Prerequisite(s): ENGL 20 or ENGL 120A; and ENGL 110J or ENGL 110Q or ENGL 16

Term Typically Offered: Fall, Spring

Provides an introduction to teaching writing in high school and operates on the assumption that the need for and impact of writing competence for students is interdisciplinary and pervasive. The class has a workshop format, and students will practice many of the strategies studied. The texts will cover theoretical issues in teaching composition and practical methods of implementing theory in public school classrooms.

ENGL 125E. Academic Reading and Writing for Second Language Students. 3 Units

Term Typically Offered: Fall, Spring

Helps prospective teachers to better understand the unique needs of second language students. Covers second language acquisition theory with particular emphasis on the teaching of reading and writing for academic purposes. Practical skills covered will all focus on the particular needs of second language readers and writers, for instance, how to help them to read more efficiently and with greater comprehension, how to write more fluently and accurately in ways that meet the needs and expectations of the academic discourse community.

ENGL 125F. Teaching Oral Skills. 3 Units

Term Typically Offered: Fall, Spring

Provide students with both the necessary background knowledge as well as the specific pedagogical tools for promoting proficiency in spoken interaction, listening skills, and pronunciation in second language/foreign language contexts, specifically, English as a Second Language (ESL) and English as a Foreign Language (EFL).

ENGL 130A. Intermediate Fiction Writing. 4 Units

Prerequisite(s): ENGL 30A or ENGL 30B

Term Typically Offered: Fall, Spring

Workshop for students who already have some experience writing short stories. Students write and polish several stories which they present for critique and commentary. They also take an in-depth look at the theory and craft of fiction-writing, analyze the stories of contemporary writers from diverse ethnic and cultural backgrounds, and learn how to apply what they have learned to their own writing.

ENGL 130B. Intermediate Poetry Writing. 4 Units

Prerequisite(s): ENGL 30A or ENGL 30C.

Term Typically Offered: Fall, Spring

Designed for students interested in developing their poetic expression beyond the basics covered in ENGL 30A and ENGL 30C. Emphasizes practice and experimentation with meters, verse forms, and figures of speech. Focal points for analysis and discussion will be poems and essays by contemporary poets of various aesthetic orientations, as well as work produced by members of the class.

- ENGL 130C. Special Topics in Poetry Writing.** 4 Units
Prerequisite(s): ENGL 30A or ENGL 30C.
Term Typically Offered: Fall, Spring
- Provides students with further opportunity to refine their poetic craft beyond the levels achieved in 30C and 130B. Emphasizes further experimentation with meters, verse forms, and figures of speech as well as questioning the "rules" of poetry and encouraging students to blur or defy the boundaries of genre. Focal points for analysis and discussion will be poems and essays by contemporary poets of various aesthetic orientations, as well as work produced by members of the class.
Note: May be repeated twice for credit assuming the topic is different
- ENGL 130D. Meter and Rhythm.** 4 Units
Term Typically Offered: Fall, Spring
- Offers an in-depth study of prosody including the principles of meter (line measurement) and scansion (the marking of stressed syllables to determine meter and rhythm), as well as examining the relationship of these principles to verse in English. Examines a variety of poetic schemes, tropes, and forms. Three hours, lecture and guided practice.
- ENGL 130F. Writing For Television.** 4 Units
Term Typically Offered: Fall, Spring
- Focuses on training students in video literacy and script writing for the video explosion: educational media, documentaries, and interactive programs.
- ENGL 130G. Between Genres: Flash Fiction/Prose Poetry.** 4 Units
Prerequisite(s): ENGL 30A, 30B, or 30C
Term Typically Offered: Fall, Spring
- Offers undergraduate poets and fiction writers the opportunity to explore/experiment with the long-standing anti-genre of the poetry/fiction hybrid. For 200 years writers around the world have noted the symbiosis between the genres of poetry and prose. Currently, some of America's most exciting writers are currently exploring the margins between prose poetry, flash fiction, and related evolving forms.
- ENGL 130J. Writing Feature Film Scripts.** 4 Units
Term Typically Offered: Fall, Spring
- Workshop designed for students who have little or no previous experience writing for the screen. Students write the synopsis, treatment, and part of the master scene script for a feature film, all of which are polished and revised in a workshop setting. Special attention is given to the dynamics of plot, characterization, and dialogue with an emphasis on the difference between writing for film and writing other kinds of fiction.
- ENGL 130M. Art of Autobiography.** 4 Units
Prerequisite(s): ENGL 30A or ENGL 30B with a grade of C- or better; Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- Students keep a journal and write several drafts of an autobiographical essay which they present for critique and commentary. They also read and analyze several biographies and journals by writers from diverse ethnic and cultural backgrounds.
- ENGL 130N. Creative Non-Fiction.** 4 Units
Prerequisite(s): ENGL 30A or ENGL 30B.
Term Typically Offered: Fall, Spring
- Students write several non-fiction pieces which may include (but are not limited to) autobiography, memoir, nature-writing, travel writing, and literary memoir. Students need not previously have had fiction-writing experience to take this course, but they must be prepared to write literary non-fiction of high quality.
- ENGL 130R. Playwriting.** 4 Units
Term Typically Offered: Fall, Spring
- This course will explore the fundamentals of playwriting, as practiced in the real-world, contemporary commercial and independent theatre markets. It will introduce the writer to the vocabulary and techniques used to tell a story on the stage, and examine the differences between stage and screen. Exercises will illustrate the basic two-act structure, as well as less standard, non-linear, and innovative structures. This class will culminate in students writing the first act of a full-length play.
- ENGL 130S. Advanced Writing Feature Film Scripts.** 4 Units
Prerequisite(s): ENGL 130J Writing Feature Film Scripts, or consent of instructor
Term Typically Offered: Fall, Spring
- This course will focus on completing a first draft of a screenplay for a feature film. This course will have a strong emphasis on rewriting. There will be lectures, class workshops, peer reviews, and individual writing assignments.
- ENGL 130T. Advanced Writing for Television.** 4 Units
Prerequisite(s): ENGL130F or consent of instructor
Term Typically Offered: Fall, Spring
- This class will build on the knowledge acquired in ENGL 130F. Students will write, rewrite, and complete a full length pilot for an original television show. This course will have a strong emphasis on rewriting. We will analyze modern television shows and discuss what makes them successful. The goal of this class is to help students develop a professional portfolio to one day work in the television writing industry.
- ENGL 130W. Advanced Poetry Writing.** 3 Units
Prerequisite(s): ENGL 30A or ENGL 30C
Theory and practice in the writing of poetry at the advanced level. Consists primarily of the preparation and evaluation of student work. Students are also assigned supplemental readings designed to help them determine their affinity (or lack of affinity) with current poetic theory and practice.
- ENGL 130Y. Creative Writing for Young Audiences.** 4 Units
Prerequisite(s): ENGL 30A or ENGL 30C or ENGLISH 30B
Term Typically Offered: Fall, Spring
- In this creative writing course students will learn how to write children's literature in a wide array of genres, including picture book texts, early readers, poetry, and middle grade and young adult novels. The course will give an overview of these genres and through portfolio assignments allow students to sample different genres and gain expertise in one particular genre.

- ENGL 140A. Introduction to Old English.** **4 Units**
Term Typically Offered: Fall, Spring
- Study of the grammar of Old English with particular attention to its survival in the modern language. Shows students how to use their instincts as native speakers of Modern English to acquire a good working sense of the original form of the language. Readings in biblical and historical texts will be supplemented by an introduction to Old English paleography which will allow students to access literature in the original.
- ENGL 140B. Medieval Literature.** **4 Units**
Term Typically Offered: Fall, Spring
- Survey of English literature from 1100 to 1500. Students will read texts from the various genres of Middle English literature—romance, lyric, ballad, lay, drama, history—in the dialects of origin. Focuses on how medieval thought both differs from and anticipates modern thought.
- ENGL 140C. The English Renaissance.** **4 Units**
Term Typically Offered: Fall, Spring
- The early modern period was a time of exploration, experimentation, and creativity during the sixteenth and early seventeenth centuries in England. The writers of the age include Queen Elizabeth I, Lady Mary Wroth, Sir Thomas Wyatt, Sir Philip Sidney, William Shakespeare, Christopher Marlowe, Edmund Spenser, John Donne, Aemilia Lanyer, and John Milton. In this course, students will explore and analyze representative works by these writers and others, making connections between the writers and the cultural context in which they lived.
- ENGL 140E. Restoration & Eighteenth-Century Drama.** **4 Units**
Term Typically Offered: Fall, Spring
- In-depth examination of the drama of late 17th and 18th-century England. Course includes the study of the age itself, the social and political issues of the time as well as its dramatic art, including many of its comedies, which the course it examines in their historical and cultural contexts.
- ENGL 140F. British Literature, 1660-1780.** **4 Units**
Term Typically Offered: Fall, Spring
- A period survey of British literature from the Restoration of King Charles II in 1660 through the stirrings of British Romanticism in the last decades of the eighteenth century. Authors to be covered will likely include Dryden, Behn, Rochester, Finch, Swift, Pope, Gay, Montagu, Addison & Steele, Gray, Johnson, Equiano, Goldsmith, and Sheridan.
- ENGL 140G. The Eighteenth-Century British Novel.** **4 Units**
Term Typically Offered: Fall, Spring
- The novel as we know it today was invented in the 18th century. Students study the cultural origins of the novel and read several major works by of 18th-century novelists such as Daniel Defoe, Samuel Richardson, Henry Fielding, Fanny Burney, Ann Radcliffe, Laurence Sterne, and Jane Austen, among others.
- ENGL 140H. Nineteenth-Century Novel.** **4 Units**
Term Typically Offered: Fall, Spring
- Devoted to exploring the fiction of nineteenth-century British novelists from Jane Austen through Thomas Hardy. Particular attention is paid to prevalent genres, especially the mixing of romance and realism, narrative and plot structures, imagery patterns, character types and anti-types, and thematic concerns, which usually involve some sort of conflict between the self and society, the individual and institutions (or the environment).
- ENGL 140I. British Romanticism.** **4 Units**
Term Typically Offered: Fall, Spring
- Examines British literature and culture during the late eighteenth and early nineteenth centuries. Topics may include war and revolution, tourism and the picturesque, genius and imagination, the Gothic, Romanic orientalism and literature and the environment. Writers covered may include Smith, Blake, Wollstonecraft, the Wordsworths, Scott, Coleridge, Austen, de Quincey, Byron, the Shelleys, Hemans and Keats.
- ENGL 140J. The Victorian Imagination.** **4 Units**
Term Typically Offered: Fall, Spring
- Explores themes and forms of the Victorian period, stressing the evolving role of the artist and the growth of self-consciousness in verse and prose. Victorian themes like the divided self, the love-duty conflict, and the inevitable crises of faith are recurring problems in the obsessive Victorian debate between flesh and spirit. Analyzes this dialectic in the poetry of Browning, Tennyson, the Pre-Raphaelites and Decadents, in a representative novel, and in the prose of Ruskin, Mill, and Pater.
- ENGL 140K. Modern British Literature, 1900-Present.** **3 Units**
Term Typically Offered: Fall, Spring
- In-depth examination of some of the important British texts in fiction, poetry, and drama from 1900 to the present. The works dramatize the important historical, social and aesthetic changes in a century which saw the collapse of the British Empire, the spread of democracy, the rise of Modernism and the Absurd in the arts, and the continuing struggle of the personal statement in an impersonal world.
- ENGL 140L. Modern British Fiction, 1900-Present.** **4 Units**
Term Typically Offered: Fall, Spring
- Survey of British fiction from 1900 to the present which covers the struggle between traditional Realism and Modernism in the novel, the decline and fall of the British Empire and the rise of the former colonies as purveyors of fictions in English in their own right, and the development of new experimental forms in the last decades of the 20th century.
- ENGL 140M. Modern British Drama, 1889-Present.** **4 Units**
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- In-depth examination of British drama from the arrival of Ibsen's *A Doll's House* on the British stage (and Shaw's publication of his influential treatise *The Quintessence of Ibsenism*), both laying to rest for serious artists the moralistic, bourgeois theater of the late 19th century. Includes study of various dramatic movements in Britain—including realism, absurdism, kitchen-sink naturalism, surrealism, epic theater, expressionism.
- ENGL 140R. Renaissance Drama.** **4 Units**
Term Typically Offered: Fall, Spring
- Readings in and analysis of English drama written in the period, roughly, from 1500-1660. Provides a survey of playwrights and genres from the entire period or a focus on a particular theme or a grouping of authors. Students will study texts as well as the historical, political, cultural, social, sexual, and religious contexts in which the playwrights of the era composed their works.

- ENGL 140Z. Studies in British Literature.** 4 Units
Term Typically Offered: Fall, Spring
- Topics in periods and movements in the literature of Britain. Course may focus on a limited period (e.g. The Edwardian Age), a single author (e.g. Anthony Trollope or Margery Kempe), an authorial dialogue (e.g. Shakespeare and Wilde or G.M. Hopkins and Christina Rossetti), or a unique literary feature, theme, or structure (e.g. the Sonnet or Literature and the Law).
Note: Can be repeated if topic is different.
- ENGL 141A. The Essential Shakespeare.** ✍ 4 Units
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- Exploration of Shakespeare's most representative works. The course syllabus usually includes his sonnets and non-dramatic poetry as well as plays from both early and later periods of his career. Class discussions will include Shakespeare's typical themes, conventions, and techniques, his development of character and situation, and his relationship to the culture and values of both his own and subsequent ages.
- ENGL 141B. Shakespop: Shakespeare and Popular Culture.** 3 Units
Term Typically Offered: Fall, Spring
- The works of William Shakespeare circulate in our culture in a wide variety of ways - in music, art, dance, film, television, advertising, management manuals, self-help books, etc. sometimes staying close to the original texts and at other times barely skimming the surface for cultural capital. This course will examine the dynamic relationships between Shakespeare in its diverse forms and popular culture by examining various instances of Shakespearean appropriation and adaptation. Themes include Shakespeare in Love, War, Business, and Youth Culture.
- ENGL 145A. Chaucer - Canterbury Tales.** 4 Units
Term Typically Offered: Fall, Spring
- Reading of The Canterbury Tales in Middle English. Chaucer's great unfinished poem will be investigated as the pinnacle of literary achievement in the English Middle Ages, a work that attempts, like Dante's Divine Comedy, to account for all the issues and problems of human life as medieval thinkers had come to regard them.
- ENGL 145B. Shakespeare - Early Plays, 1592-1600.** 4 Units
Term Typically Offered: Fall, Spring
- Exploration of representative plays from roughly the first half of Shakespeare's career as a dramatist, including early and middle comedies (e.g., The Taming of the Shrew, A Midsummer Night's Dream), early and middle histories and tragedies (e.g., Henry IV, Part One, Julius Caesar), while situating the plays within their cultural and historical contexts.
- ENGL 145C. Shakespeare - Later Plays, 1600-1612.** 4 Units
Term Typically Offered: Fall, Spring
- Exploration of representative plays from roughly the second half of Shakespeare's career as a dramatist, with emphasis on the major tragedies (Hamlet, Othello, King Lear, and Macbeth), but also including the middle comedies (e.g., Twelfth Night, Measure for Measure) and the later romances (e.g., The Winter's Tale, The Tempest), while situating the plays within their cultural and historic contexts.
- ENGL 145I. John Milton.** 4 Units
Term Typically Offered: Fall, Spring
- Students study the major poems of Milton-among them Comus, "Lycidas," Paradise Lost, Paradise Regained, and Samson Agonistes-giving special attention to Paradise Lost. Students will also consider such prose works as Of Education, the divorce tracts, and Areopagitica, Milton's famous argument against censorship. Finally, it includes lectures on the Puritan Revolution of 1640-60 and Milton's role in it.
- ENGL 150A. Early American Literature.** 4 Units
Term Typically Offered: Fall, Spring
- Focusing on the literature of early American settlement, the literature that first defined our nation. Students analyze such works as oral literature of Native America, earliest writings of Spanish explorers, Puritan settlement literature, Captivity Narratives of the 17th through 19th centuries, Witchcraft Narratives, and Slave Narratives. Students might also study connections to later works (e.g., Puritan literature and Hawthorne's Scarlet Letter, Witchcraft narratives and Miller's The Crucible).
- ENGL 150B. American Romanticism.** ✍ 4 Units
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- Focuses on one of the great periods in the history of literature. It has appropriately been called the American Renaissance. Writers covered might include but not be limited to Poe, Hawthorne, Emerson, Thoreau, Fuller, Melville, Whitman, Dickinson.
- ENGL 150C. American Realism.** 4 Units
Term Typically Offered: Fall, Spring
- Examines American literature written during the period after the Civil War, a time of unprecedented change that transformed America from rural, agricultural, and homogeneous culture into its urban, industrial, heterogeneous counterpart. It investigates how the literature of this period reflected these changes and simultaneously tried to reconcile them with the values of an earlier America. The magnitude of this endeavor produced a remarkable literary heritage for the 20th century. Independent project required.
- ENGL 150D. American Modernist Fiction, 1910-1950.** 4 Units
Term Typically Offered: Fall, Spring
- Survey of the important historical movements and conflicts in American literature, including the development of Realism and Naturalism, the experimental Modernist movement of the twenties, the populist literature of the thirties and the development of psychological realism in the forties.
- ENGL 150E. American Poetry, 1910-1950.** 4 Units
Term Typically Offered: Fall, Spring
- Many scholars argue that American literature's greatest achievement in the twentieth century literature is in the genre of poetry. Offers a survey of such movements as the "New Poetry," Modernism, Imagism, Primitivism, and Postmodernism. Major figures will include, but not be limited to, Robinson, Frost, Eliot, Pound, Millay, Cummings, Stevens, W.C. Williams, Jeffers, Moore, and Hughes.

- ENGL 150F. Contemporary American Fiction, 1950-Present.** 3 Units
Term Typically Offered: Fall, Spring
- Surveys American fiction in the decades immediately following World War II. These novels deal with themes such as exhaustion, social unrest, historical conspiracy, and political coercion. Representative figures include, but are not limited to, Ralph Ellison, John Barth, Philip Roth, Joan Didion, Thomas Berger, Vladimir Nabokov, Marilynne Robinson, Thomas Pynchon.
- ENGL 150G. Contemporary American Poetry, 1950-Present.** 4 Units
Term Typically Offered: Fall, Spring
- Examines the richness of American poetry since World War II giving some consideration to the impact of recent world poetry brought to us by our skillful poet/translators.
- ENGL 150H. Recent American Fiction, 1980-Present.** 4 Units
Term Typically Offered: Fall, Spring
- Introduction to the remarkable flowering of American fiction in the late decades of the twentieth century. The primary focus is to scrutinize a collection of novels for which there is no firmly established critical opinion but which are nonetheless distinguished fictional accomplishments. Emphasis is placed on revealing the diversity of voices and the ways in which these writers demonstrate the continuing possibilities for artistic variety and experimentation.
- ENGL 150I. Modern American Short Story.** 4 Units
Term Typically Offered: Fall, Spring
- Since the publication of Washington Irving's "Legend of Sleepy Hollow," Americans have excelled at the genre of the short story. Offers a survey of traditional "masters" and recent innovators. Provides an opportunity to read a wide variety of writers (such as Wharton, Chopin, Crane, Gilman, James, Anderson, Hemingway, Faulkner, Ellison, O'Connor, Barth, Oates, Proulx, Roth, Carvey, and Welty), and examine a range of forms, themes and experiences that reflect and shape American culture.
- ENGL 150J. Twentieth-Century American Drama.** 4 Units
Term Typically Offered: Fall, Spring
- In-depth examination of American drama, starting with Eugene O'Neill. Traces American drama from the early decades of the 20th century to the present, examining the plays themselves; their themes, dramatic idioms, stage craft and European influences; in their social, historical and artistic contexts.
- ENGL 150L. Lost Generation Writers.** 4 Units
Term Typically Offered: Fall, Spring
- Examines one of the most remarkable flowerings of literary achievement in American letters, the writing of "The Lost Generation," authors born between 1885 and 1900. Unified by a profound disillusionment with American culture after World War I, writers such as T.S. Eliot, Eugene O'Neill, William Faulkner, and Ernest Hemingway produced enduring modern masterpieces. In the process they demonstrated that their generation might find in art what had been lost on the battlefield.
- ENGL 150M. California Literature.** 4 Units
Term Typically Offered: Fall, Spring
- Focuses on the California phenomenon; the place where the American Dream strives to reach fulfillment "because here," according to Sacramento-native Joan Didion, "beneath that immense bleached sky, is where we run out of continent"; and how this phenomenon has captivated writers for centuries. Presents a cross-section of literary works (fiction, poetry, essays, etc.) while examining and interrogating various literary manifestations of California golden myths and grayer realities.
- ENGL 150P. The American Gothic.** 4 Units
Term Typically Offered: Fall, Spring
- Explores American works written in the Gothic mode. In novels, captivity narratives, short stories, and poetry, we will investigate representations of terrifying, uncanny, and supernatural phenomena. As we trace the development of the Gothic mode in American literature, we will examine how narratives and poetic depictions of horror rehearse our individual and cultural fears about sexuality, race, violation, rebellion, madness, and death, and we will inquire into that thrill of macabre pleasure that attends the exploration of the darker side.
- ENGL 150R. American Regionalism.** 4 Units
Term Typically Offered: Fall, Spring
- Examines literature by American regionalist writers during the late-nineteenth century. Topics may include nationalism, sectional divides, local color, dialect fiction, conditions of publication, and emerging women writers and writers of color. Students will investigate the role that regionalism plays in relation to literary representations that depict the conflicting and complex social, cultural, and historical formation of racialized and gendered identities. Independent-online project required.
- ENGL 155E. Hemingway and Fitzgerald.** 4 Units
Term Typically Offered: Fall, Spring
- Intensive study of two of the most important American writers of the 20th century: Ernest Hemingway and F. Scott Fitzgerald. This focus on two authors allows students to read them in-depth, to examine the dynamics of their friendship, and to explore the similarities and differences in their responses to World War I and the Great Depression.
- ENGL 165A. A Survey of Irish Literature.** 3 Units
Term Typically Offered: Fall, Spring
- Survey of Irish literature, beginning with various myths, moving through the bardic period and eighteenth and nineteenth centuries, and then centering upon the "Irish Renaissance" (1885-1940). Covers the genres of poetry, drama, and fiction, and representative figures include W.B. Yeats, Patrick Kavanagh, James Joyce, Flann O'Brien, John Synge, Lady Gregory, Sean O'Casey, Sean O'Faolain, and Frank O'Connor.
- ENGL 165D. Postcolonial Literature.** 4 Units
Prerequisite(s):
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- Deals with the considerable body of Postcolonial literature written in English. Many of the writers come from countries of the former British Commonwealth, including Achebe, Desai, Emcheta, Naipaul, and Rushdie. It focuses on the literary, cultural and political environments in which the texts are situated and on their relationship to the wider tradition of literature in English. Prerequisite: Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W

- ENGL 165F. Caribbean Literature.** **4 Units**
Term Typically Offered: Fall, Spring
- Focuses on the literature—novels, shorts stories, poetry, and plays—by a wide range of Caribbean authors, among whom are two recent Nobel Prize winners, Derek Walcott and V. S. Naipaul. Students will learn to appreciate the cultural diversity of this post-colonial literature and will become familiar with its important themes and stylistic techniques. Students will also experience the multi-dialectal richness and flavor of the Anglophone Caribbean as expressed by authors from linguistically diverse islands.
- ENGL 170A. Fantasy.** **4 Units**
Term Typically Offered: Fall, Spring
- Helps students develop their own working definition of fantasy by examining its central narrative and dramatic structures, image patterns, and thematic preoccupations. At the same time, encourages students to compare these motifs with those of so called "realist" fiction so they may understand how blurred conventional distinctions between "fantasy" and "reality" actually are.
- ENGL 170D. Drama.** **4 Units**
Term Typically Offered: Fall, Spring
- Offers a survey of dramatic literature; tragedy, comedy, tragi-comedy; with plays both modern and classical. Focus is on analysis of genre, theme, structure, and interpretation of the plays. Since plays are meant to be seen as well as read, we will screen selections from our plays to deepen our understanding and enjoyment.
- ENGL 170E. Short Fiction.** **4 Units**
Term Typically Offered: Fall, Spring
- Survey of the art of short fiction through readings of a variety of world writers. Representative figures include, but are not limited to, Melville, James, Chopin, Maupassant, Chekhov, Saki, Cather, Joyce, Kafka, Dinesen, Hemingway, Borges, O'Connor, Munro, Carver, Everett, Lahiri, etc.
- ENGL 170G. Modern Poetry.** **4 Units**
Term Typically Offered: Fall, Spring
- General course in English language poetry written in the late 19th and early 20th century poetry, a period of great innovation in poetry. It focuses on approach: what is the modern poem and how does one read it? Emphasis is placed on the function of image, voice, line break, rhythm, etc. Writers might include Whitman, Dickinson, Yeats, Pound, Eliot, Hardy, and Hopkins.
- ENGL 170H. Introduction To Comedy.** **4 Units**
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- Focuses on various comic genres and theories—from 4th century BC to the present. It examines romantic comedy, tragicomedy, comedies of manners, of humors, of menace; farce, satire, slapstick. Students also read widely in comic theory, examining aspects psychological, phenomenological, aesthetic—in drama, fiction, poetry and prose.
- ENGL 170I. Introduction To Tragedy.** **4 Units**
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- Focuses on the literatures and theories of tragedy—from 5th century BC to the present—from Sophocles to Mamet, from Flaubert to Stoppard. It examines the "tragic vision" in light of individual genres, times, social mores, religious beliefs and expectations, using Aristotle for both its touchstone and lodestar.
- ENGL 170K. Masters of the Short Story.** **4 Units**
Term Typically Offered: Fall, Spring
- Concentrates on the works of a few distinguished writers of short fiction. In each case the writer is one with a widely acknowledged reputation. Emphasis is upon exploring how writers shape and manipulate the genre to produce lasting, individual, distinctive works. Representative figures include, but are not limited to, James Joyce, Nathaniel Hawthorne, Sherwood Anderson, Ernest Hemingway, Frank O'Connor, Flannery O'Connor, John Barth, D.H. Lawrence, and Eudora Welty.
- ENGL 170M. Literatures Of Sexuality.** **4 Units**
Term Typically Offered: Fall, Spring
- Examines the relation between sexuality and literature, exploring different conceptions of sexuality over time and across cultures and the rhetorical strategies employed in representations of sexuality in literary texts. Topics may include the modern connection between sexuality and identity; the links between nation, race, and sexuality; and the treatment of homosexuality and women's sexuality. Throughout, careful attention will be paid to the literary forms and discursive strategies (e.g., the confessional mode, modern scientific discourses) used to represent sexuality.
- ENGL 170N. Narrative Poetry.** **4 Units**
Term Typically Offered: Fall, Spring
- Provides an introduction to the genre of narrative poetry, a historical survey of the vicissitudes of its reception from the nineteenth century to the present, and a close study of representative narrative poems by poets who have excelled in this mode.
- ENGL 170Z. Twentieth-Century Fiction.** **4 Units**
Term Typically Offered: Fall, Spring
- Study of twentieth-century fiction from a variety of ethnic and social backgrounds, including and moving beyond British Modernism. Readings explore English as a literary language used across the globe, ranging from Paris to Mazatlán, Calcutta to San Francisco.
- ENGL 180A. Forms of African-American Poetry.** **4 Units**
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W
General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring
- Focuses on four or more African-American poets, representing a historical succession of literary periods.
 Crosslisted: ETHN 180A.

ENGL 180B. Forms of African-American Fiction. ✍ **4 Units**
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W.

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring

Focuses on four or more African-American writers of fiction, surveying texts representing a historical succession of literary periods.
 Crosslisted: ETHN 180B.

ENGL 180F. Major African-American Authors. **4 Units**
Term Typically Offered: Fall, Spring

Employing a lecture-discussion format, involves studies in a single literary genre or a combination of literary genres emphasizing the work of three or fewer African-American authors.

ENGL 180H. American Identities: In the Intersection of Race, Gender, and Ethnicity. **4 Units**
Term Typically Offered: Fall, Spring

Uses a team-teaching approach to sample a range of diverse American literatures. Texts are selected by the team to represent both mainstream and marginalized groups and to reflect the individual professors' interests and expertise. Examines the commonalities that cross ethnic, racial, class, and gender boundaries as well as the differences that enrich our cultural identity. Independent, online project required.

ENGL 180J. Jewish American Literature. **3 Units**
General Education Area/Graduation Requirement: Humanities (3-B)
Term Typically Offered: Fall, Spring

Students will examine a rich tradition of Jewish American literature in the context of a complex American multicultural narrative. Topics include the immigrant experience, assimilation, alienation, responses to the Holocaust and other forms of anti-Semitism, the place of Israel in the Jewish American imagination, and a contemporary rediscovery of reconstruction of Jewishness and Judaism. Students will interrogate what constitutes Jewish American identity and defines its literature in a culture that is itself conflicted about its secular/religious ethos and the degree to which subjectivity is determined by "consent and/or descent."

ENGL 180L. Chicano Literature. ✍ **4 Units**
Prerequisite(s):

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring

Gives students an overview of Chicano Literature. Students examine both contemporary Chicano poetry and fiction. Prerequisite: Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W.

ENGL 180M. Asian American Literature. ✍ **4 Units**
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W.

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring

Designed to help students gain an understanding of the diversity as well as the similarities among various Asian American writers. How do the categories of race, gender, and class affect the way different characters construct their cultural experiences and fashion their personal identities? By studying the variety of processes through which different protagonists "become American"--through assimilation, appropriation, or "translation"--students should arrive at a better understanding of how we all construct our own identities.

ENGL 180Z. Topics in Multi-Ethnic Literatures. **4 Units**
Term Typically Offered: Fall, Spring

Comparative analysis of two or more ethnic literary and cultural productions with an emphasis on relationships among history, politics, and culture in American, British, or World literatures.
Note: May be repeated twice for credit as topics vary.

ENGL 185B. Twentieth Century Fiction by Women. ✍ **4 Units**
Prerequisite(s): Junior standing; a WPJ Portfolio score OR ENGL 109M or ENGL 109W.

General Education Area/Graduation Requirement: Writing Intensive Graduation Requirement (WI)
Term Typically Offered: Fall, Spring

Covers short stories and novels spanning the century and including women writers from a variety of nationalities, class, cultural and ethnic groups. Emphasizes what Virginia Woolf calls "the delicate transaction between a writer and the spirit of the age" and works with the writers presented so as to elicit the developing strands of influence and critique that bring these disparate writers into a common dialogue.

ENGL 185C. British Women Novelists. **4 Units**
Term Typically Offered: Fall, Spring

Focuses on the ways in which women writers of the 19th and 20th centuries concern themselves with questions of the differences in male and female experience and how those differences affect their writing. Students will study the portrayal in fiction of the evolution of the "modern woman"--with the conflicts between self and other, dependence and independence, love and power that are part of that process.

ENGL 185D. American Women Writers. **4 Units**
Term Typically Offered: Fall, Spring

Focuses on women writers primarily from the early 20th century with an emphasis on how gender expectations affect people, society, novels, poems. Students study the theme of awakening, the roles that families, friends, class, social expectations and conditions play in the development of individuality and self-awareness. Examines implications of power relationships and certain areas of conflict, such as those between self and other, repression and expression, inner and outer, dependence and independence, love and power.

ENGL 185E. Chicana/Latina Women Writers. 4 Units Term Typically Offered: Fall, Spring	ENGL 190R. Romance Fiction. 4 Units Term Typically Offered: Fall, Spring
<p>Focuses on major Chicana and Latina writers of the 19th, 20th, or 21st centuries. Includes an analysis of Chicana and Latina novels, short stories, theater and/or poetry. Students develop analytical skills through class lectures, discussions, written assignments and readings.</p>	<p>Readings in and analysis of romance fictions (primarily novels). Romances continually promise emotional (and sexual) fulfillment, but what do readers of romance novels get from this reading experience? Discussions of this popular genre will address the ways in which the pursuit of love and companionship and the indulgence in lust and passion manifest themselves in various cultural moments; critical materials will help theorize the appeals, dangers, and uses of romance fiction.</p>
ENGL 190D. Detective Fiction. 4 Units Term Typically Offered: Fall, Spring	ENGL 190V. Great Drama on Video. 4 Units Term Typically Offered: Fall, Spring
<p>Readings in and analysis of crime and detective fictions (novels, short stories, plays, etc.). Crime fiction continually asks us what do we know about people and events and how do we know it. Investigates a variety of texts that address this desire to know and its connections to the mysterious and the criminal. Discussions of this popular genre will address the ways in which an obsession with crime and punishment manifests itself in various cultures and cultural moments.</p>	<p>Studies and evaluates a selection of dramas on videos (such as but not limited to <i>A Streetcar Named Desire</i>, <i>Death of a Salesman</i>, <i>Doll's House</i>, <i>Hamlet</i>, <i>Oedipus</i>, <i>Pygmalion</i>, and <i>Rosencrantz and Guildenstern</i>) and core texts (<i>Sculpting in Time: Tarkovsky The Great Russian Filmmaker</i> Discusses <i>His Art</i>, Truffaut by Truffaut, and <i>Staring Point</i> by Hayao Miyazaki).</p>
ENGL 190H. The Supernatural in Literature. 4 Units Term Typically Offered: Fall, Spring	ENGL 191A. Masterpieces of the Cinema. 3 Units General Education Area/Graduation Requirement: Arts (3-A) Term Typically Offered: Fall, Spring
<p>Approaches supernatural literature from the perspective that, regardless of how bizarre or fantastical a literary work may seem, it deserves serious scholarly study because it represents the realism of apparent human experiences and provides readers with access to the inner workings of the human mind. Readings include Ambrose Bierce, H.P. Lovecraft, Edgar Allan Poe, Lord Dunsany, Fitz-James O'Brien, and contemporary writers from around the world.</p>	<p>Conducted by lecture and discussion. Students see a selection of the best, most enduring, most influential films made during the last hundred years and explore the historic, aesthetic, and philosophical reasons these films have generally been acknowledged as masterpieces.</p>
ENGL 190J. Tolkien: Lord Of The Rings. 4 Units Term Typically Offered: Fall, Spring	ENGL 195A. Writing Center Theory and Practice: Internships. 4 Units Term Typically Offered: Fall, Spring
<p>Helps students understand the primary structures, images, and themes informing Tolkien's Middle Earth and the ways these link the medieval worldview with modern, and even postmodern, wish-and fear-fulfillments. Students will read Tolkien's criticism, poetry, short tales, <i>The Hobbit</i>, <i>The Lord of the Rings</i> trilogy, and selections from <i>The Silmarillion</i>.</p>	<p>Provides interns with an opportunity to apply tutoring principles while working at tutors in the writing center. Note: ENGL 195A is a paired course with ENGL 410A, which meets at the same time in the same room. The graduate level class has a significantly increased reading, writing, and research component. May be repeated for up to 8 units of credit.</p>
ENGL 190P. Popular Literature and Culture. 4 Units Term Typically Offered: Fall, Spring	Credit/No Credit
<p>The study of popular texts through the various lenses of literary analysis. Students will work with a variety of texts, which might include genre fiction, graphic novels and comics, film and television, and other digital media, to consider the ways and whys of their popularity, as well as their impact, both historical and contemporaneous, on literature, audience, and culture.</p>	ENGL 195C. Internship In Field Work. 4 Units Term Typically Offered: Fall, Spring
ENGL 190Q. LGBTQ Literature. 4 Units Term Typically Offered: Fall, Spring	<p>Work experience in an area related to the English major. Credit/No Credit Credit/No Credit</p>
<p>Readings in and analysis of literature by and about lesbian, gay, bisexual, transgender, and queer creators. Students will work with a variety of texts (fiction, poetry, film, nonfiction) about LGBTQ identities; students will also come to understand the historical contexts and shifting theoretical paradigms that have shaped and reshaped conceptions of sexuality.</p>	ENGL 195W. Writing Programs Internship. 4 Units Term Typically Offered: Fall, Spring
	<p>This course is paired with an internship with the University Writing Programs or a Community Engagement Center partner organization during which students apply knowledge of writing, editing, design, copy editing, and production in the professional workplace. Students define the learning goals and objectives specific to their internships by writing a learning agreement, and in a portfolio presented to the class they examine the extent to which they met the learning objectives outlined in the learning agreement. Note: May be repeated for credit if topic of internship differs.</p>

ENGL 197A. Film -- Horror, Comedy, Science-Fiction. 4 Units Term Typically Offered: Fall, Spring	ENGL 197R. Films Of Alfred Hitchcock. 4 Units Term Typically Offered: Fall, Spring
<p>Major genres of the cinema conducted by lecture and discussion. Students see a selection of films from the major genres including (but not limited to) horror, science fiction, and comedy; learn about the history and development of each genre; and explore the commercial, aesthetic, social, and philosophical forces that have shaped the major film genres.</p>	<p>Traces Hitchcock's "game with the audience" from its beginnings in silent films, through its British period, to its American conclusion. It closely examines important sequences, shots, images, character types, and themes. Students will view several of Hitchcock's classic films in their entirety.</p>
ENGL 197G. Films of Great Directors. 4 Units Term Typically Offered: Fall, Spring	ENGL 198T. Senior Seminar In English. 4 Units Prerequisite(s): ENGL 120A and a minimum of 90 units. Term Typically Offered: Fall, Spring
<p>Focuses on the role of the director in the creation of excellent films. Students will view, analyze, and discuss memorable films by great directors, concentrating on their personal styles, cinematic strategies, and typical themes. Representative examples will include such filmmakers as Chaplin, Keaton, Renoir, Welles, Ford, Truffaut, Bunuel, Kurosawa, Hitchcock, Bergman, and others.</p>	<p>Features specialized topics taught by a variety of instructors depending upon the semester. Topics can include subject matter from literature, linguistics, English education, creative writing, composition/rhetoric, and film. Tend to the production of a significant research paper, a paper which will emphasize the student's ability to: evaluate, assess, and interpret multiple texts; integrate primary and secondary sources; construct a sustained, coherent, and rhetorically sophisticated piece of writing.</p>
ENGL 197I. Film - Depression Giggles. 4 Units Term Typically Offered: Fall, Spring	ENGL 198X. Senior Portfolio. 2 Units Prerequisite(s): ENGL 120A, at least 80 units, and one of the following:
<p>A semester of films, readings, and discussions focused on what is often called the Golden Age of Hollywood, the 1930s and early 1940s. Class will study as well the studio era, the star system, the development of cinematic genres, and censorship under the Production Code; both when it was more strictly enforced [1934-after] and when it was not [1930-1934].</p>	<p>ENGL 98, 100B, 100Z, 105, 120C, 120P, 120R, 125A, 125B, 130A, 30A, 30B, 30C, 130C, 130D, 130F, 130G, 130J, 130M, 130N, 130W, 130Y, 140A, 140B, 140C, 140E, 140F, 140G, 140H, 140I, 140J, 140K, 140L, 140M, 140R, 140Z, 145A, 145B, 145C, 145I, 150A, 150B, 150C, 150D, 150E, 150F, 150G, 150H, 150I, 150J, 150L, 150M, 150P, 150R, 155E, 165D, 165F, 170A, 170D, 170E, 170G, 170H, 170I, 170K, 170M, 170N, 170Z, 180A, 180B, 180F, 180H, 180L, 180M, 180Z, 185B, 185C, 185D, 190D, 190H, 190J, 190P, 190Q, 190R, 190V, 195A, 195C, 195C, 195W, 197A, 197G, 197I, 197K, 197L, 197M, 197P, 197R.</p>
ENGL 197K. Fiction Into Film. 4 Units Term Typically Offered: Fall, Spring	Term Typically Offered: Fall, Spring
<p>Students see a selection of films adapted from novels, short stories, or other literary works; read the original work from which the film was adapted; and explore the history, aesthetics, and craft of adapting fiction to film.</p>	<p>In this course, students, as one element of their capstone experience, will reflect on their work in their classes and portfolio projects; the English major, its structure, curriculum, and values; their career goals and life-long learning; and the meanings of education and literacies in the academy and popular cultures. Students will edit and finalize their senior portfolio. Note: On-line course</p>
ENGL 197L. The American Film. 4 Units Term Typically Offered: Fall, Spring	Credit/No Credit
<p>Focus on American films. Topics may cover a range of periods, movements, genres, styles and issues.</p>	ENGL 199. Special Problems. 1 - 4 Units Term Typically Offered: Fall, Spring
ENGL 197M. Recent American Films. 4 Units Term Typically Offered: Fall, Spring	<p>Individual projects or directed reading. Note: Departmental petition required.</p>
<p>Emphasizes the trends, themes, forms, and cinematic techniques, technological advances, and "revisionist" genres of recent American films of approximately the last twenty years, partly as a way of analyzing the American film conventions, partly as a means of examining our contemporary culture, but primarily as a means of analyzing and understanding the films themselves.</p>	Credit/No Credit
ENGL 197P. British Film. 4 Units Term Typically Offered: Fall, Spring	ENGL 200. Methods and Materials of English Studies. 3 Units Term Typically Offered: Fall, Spring
<p>Screenings and analysis of films produced in Great Britain. Students will view a variety of British films, starting possibly with silents and early Hitchcock and ending with films from the contemporary moment. Students will come to understand the historical and artistic contexts of the films and encounter the shifting definitions of what represents "British" on the screens of the cinema and in the minds of viewers. May provide a survey of films or focus on particular themes, studios, or directors.</p>	Required for all MA candidates in English.

- ENGL 200A. Methods and Materials of Literary Research.** ✍ 4 Units
Term Typically Offered: Fall, Spring
- Required of all MA candidates in English under Plans A and C and Creative Writing Plan B, acquaints students with principal sources and techniques of literary research. It also introduces students to contemporary critical approaches to literature. Students should take this course as early as possible in their graduate careers, preferably in the first semester. Students prepare an annotated bibliography and a paper employing a particular critical approach to one of a selection of anchor texts.
Note: Graduate Writing Intensive (GWI) course.
- ENGL 200D. Materials and Methods of TESOL Research.** ✍ 3 Units
Term Typically Offered: Fall, Spring
- Explores research design and testing methods for quantitative and qualitative research in second language acquisition (SLA). Students develop the ability to read second language acquisition research critically; study a variety of theoretical perspectives represented in current SLA research; and review the history of the current "burning issues" in SLA.
Note: Graduate Writing Intensive (GWI) course.
- ENGL 200E. Curriculum and Assessment Design for Language Classrooms.** 3 Units
Term Typically Offered: Fall, Spring
- Examine the interplay between curriculum design and classroom assessment. The goals are 1) to familiarize prospective teachers with the terminology and practices underlying curriculum design and classroom assessment; 2) to develop the ability to analyze student needs and propose appropriate changes to curricula; and 3) to construct and implement language tests that reflect curricula.
Note: May be counted as an elective for the M.A. TESOL program.
- ENGL 201D. Contemporary Theory.** 4 Units
Term Typically Offered: Fall, Spring
- Introduces students to the place of theoretical texts in literary studies and engages with theory through a survey of approaches and/or a thematic inquiry; examples of thematic approaches might include but are not limited to formalism and new formalism, critical race studies, theories of poetics, and the linguistic turn.
- ENGL 210B. Sociolinguistics and TESOL.** 3 Units
Term Typically Offered: Fall, Spring
- ENGL 210C. Technology in Second Language Teaching.** 3 Units
Term Typically Offered: Summer only
- Prepares language teachers to effectively integrate technology into classrooms. Examines theoretical rationales for using computer-assisted language learning, the range of uses of technology in classrooms, and best practice. Develops students' technological literacy and ability to critically evaluate computer-assisted language teaching materials.
 Cross Listed: ENGL 110C; only one may be counted for credit.
- ENGL 210G. Second Language Acquisition.** 3 Units
Prerequisite(s): ENGL 200D.
Term Typically Offered: Fall, Spring
- Examines the factors affecting the acquisition of a second language, focusing on research in this area since 1970. Topics covered are: transfer and the role of the first language; developmental sequences; the role of input, interaction and output; cognitive and personality variables, including age; and the role of formal instruction and error correction.
- ENGL 215A. Reading/Vocabulary Acquisition.** 3 Units
Term Typically Offered: Fall, Spring
- Preparation of teachers of English to speakers of other languages. Examines the psycholinguistic bases of the reading process in ESL, provides opportunities for seminars to test reading practices in peer demonstrations, and explores the fundamentals of testing, evaluation, and syllabus design in the ESL curriculum. Particular attention for reading and vocabulary will be given to miscue analysis and acquisition theory.
- ENGL 215B. ESL Writing/Composition.** 3 Units
Term Typically Offered: Fall, Spring
- Provides the groundwork to prepare teachers of English to speakers of other languages for composition instruction. An examination of the theoretical bases of language acquisition, composing process, and correction/revision strategies that will enable students to plan and demonstrate writing lessons to their peers. Consideration of traditional tests of writing, such as the TOEFL, the WPJ, and innovative forms of evaluation are integrated with syllabus design and text evaluation.
- ENGL 215C. Pedagogical Grammar for TESOL.** 3 Units
Term Typically Offered: Fall, Spring
- Examines those areas of English grammar that are typically taught to non-native speakers. The goals are 1) to familiarize prospective ESL teachers with terminology and analyses that can be used in the classroom; 2) to develop the ability to explain and exemplify grammatical phenomena in terms accessible to ESL students; 3) to review sample materials and techniques for teaching English grammar to non-native speakers.
- ENGL 215D. Pedagogy of Spoken English.** 3 Units
Term Typically Offered: Fall, Spring
- Examines aspects of spoken English that are typically taught to non-native speakers. The goals are 1) to familiarize prospective ESL teachers with terminology and analyses that can be used in the classroom; 2) to develop the ability to analyze student difficulties and provide appropriate help; 3) to review sample materials and techniques for teaching spoken English to non-native speakers.
- ENGL 220A. Teaching College Composition.** ✍ 4 Units
Term Typically Offered: Fall, Spring
- Designed for prospective community college and university writing instructors. It focuses on theory and research in rhetoric, composition, and cognitive development and on practical, pedagogical classroom strategies. Students discuss a variety of theories and research studies and then apply writing theory to classroom strategies, design lessons, assignments, and syllabi, and practice analyzing and responding to student writing; and prepare a teacher portfolio.
Note: Graduate Writing Intensive (GWI) course.

ENGL 220C. Topics in Composition Studies.**4 Units****Prerequisite(s):** ENGL 220A.**Term Typically Offered:** Fall, Spring

Rotating series of topics relevant to composition studies. Regardless of the topic, students will explore the history of the field, the theory and practice of the field, the major scholarly works of the field, and the relationship of the field of study to the broader field of composition and rhetoric.

Note: May be repeated for credit if topic differs.**ENGL 220D. Teaching and Composition Research.****4 Units****Term Typically Offered:** Fall, Spring

Examines the history and current status of research methods and methodologies in Composition Studies. It explores both producing and consuming research – studying how and why research has been conducted and how it has been understood and put to practical use by readers of composition research.

ENGL 220P. Professional Writing.**4 Units****Term Typically Offered:** Fall, Spring

Examines theories that inform the practices of professional writers and applies theoretical principles to some common professional writing genres used in career fields ranging from business to public relations to nonprofit management. Focuses on how business or technical communication is different from academic styles and introduces students to the current writing challenges and practices in these fields.

ENGL 220R. Topics in Rhetorical Theory and Practice.**4 Units****Term Typically Offered:** Fall, Spring

Designed to help students learn about and apply rhetorical theory. Its goal is to introduce graduate students to the history and theory of rhetorical movements after–or outside of–the rhetorics of Western antiquity. Evaluation will be based on weekly journal responses to readings, a major paper on rhetorical theories, and a course portfolio.

Note: May be repeated if topic differs.**ENGL 220W. Writing in Your Discipline. ✎****3 Units****Prerequisite(s):** Graduate GVAR placement Score of 40 or a GWI course grade of "B-" or lower**Term Typically Offered:** Fall, Spring

Writing workshop course designed to immerse graduate students in the discourse of their disciplines; required for graduate students who have received a 3 unit placement on the Writing Placement for Graduate Students (WPG). Focuses on the writing process, text-based academic writing in various academic genres, revising, and editing. Students will produce 5000 words. Includes assessment via Course Portfolio.

ENGL 222. Understanding Multidisciplinarity in Writing Studies.**1 Unit****Term Typically Offered:** Fall, Spring

The discipline of Writing Studies has roots in a number of areas of scholarly inquiry. Some disciplines that have contributed to the development of the field include Literary Studies, Linguistics, Communications, Information Technology, Philosophy, Library Science, Psychology, and Education. In this course, students will evaluate a theory or concept presented in a discipline outside of Writing. Required for students in the MA in Composition, Rhetoric, and Professional writing who are taking a ENGL 215B or another three-unit elective.

ENGL 225A. Theories of Teaching Literature.**3 Units****Term Typically Offered:** Fall, Spring

Introduction to theories of teaching literature so students who intend to teach at the college level have examined their assumptions and options before they develop their teaching practices. Organized around three questions: Why do we teach literature? What do we teach? How do we teach?

ENGL 225C. Theoretical Issues in Adult Literacies.**3 Units****Term Typically Offered:** Fall, Spring

Introduces students to current theories surrounding the pedagogies and politics of adult literacies within a wide variety of contexts, including community colleges, prisons, and community projects. Incorporates information on technological literacies, information literacies, cultural literacies, and multiliteracies. In addition, students will be partnered with community literacy experts and required to complete formal observations of adult reading classrooms throughout the semester, fostering collaboration between the local community and the university. Cross-listed: EDTE 225C; only one may be counted for credit.

ENGL 230A. Writing Fiction.**4 Units****Term Typically Offered:** Fall, Spring

Seminar in the workshop format designed for experienced writers of fiction. It is designed to provide intensive instruction in the theory and craft of writing short stories, novels, and screenplays.

Note: Topic areas will vary by semester, and the course may be repeated.**ENGL 230B. Advanced Poetry Writing.****4 Units****Term Typically Offered:** Fall, Spring

Theory and practice in the writing of poetry. Consists primarily of the preparation and evaluation of student work. Students are also be assigned supplemental readings designed to help them determine their affinity (or lack of affinity) with current poetic theory and practice.

Note: May be repeated for credit.**ENGL 230D. Meter and Rhythm.****4 Units****Term Typically Offered:** Fall, Spring

In-depth study of prosody including the principles of meter (line measurement) and scansion (the marking of stressed and unstressed syllables to determine meter and rhythm), as well as examining the relationship of these principles to verse in English. Examines a variety of poetic schemes, tropes, and forms. Lecture and guided practice.

ENGL 230E. Writing and Theorizing Memoir.**4 Units****Term Typically Offered:** Fall, Spring

Examines the craft of writing memoir and creative nonfiction as well as the theory and history of contemporary memoir writing. Students will write and workshop their own memoirs and creative nonfiction. Introduces students to literary and philosophical theories of memory and writing as well as look at contemporary memoirs written in a variety of styles.

Note: Topic areas will vary by semester, and the course may be repeated

- ENGL 230G. Between Genres: Flash Fiction/Prose Poetry. 4 Units**
Term Typically Offered: Fall, Spring
- English 230G offers graduate poets and fiction writers the opportunity to explore/experiment with the long-standing anti-genre of the poetry/fiction hybrid. For 200 years writers around the world have noted the symbiosis between the genres of poetry and prose. Currently, some of America's most exciting writers are currently exploring the margins between prose poetry, flash fiction, and related evolving forms.
- ENGL 230X. Master Class in Writing Fiction. 4 Units**
Prerequisite(s): ENGL 130A, or ENGL 130M, or ENGL 130N, or ENGL 230A or instructor permission.
Term Typically Offered: Fall, Spring
- Workshop provides intensive instruction in the theory and craft of writing fiction designed for students who are already writing at a professional or near-professional level, and for those who have proven themselves ready to take advanced study with careful, individualized direction of the instructor.
- Note:** May be repeated once for credit.
- ENGL 230Y. Master Class in Writing Poetry. 4 Units**
Prerequisite(s): ENGL 130B or ENGL 230B or instructor permission.
Term Typically Offered: Fall, Spring
- Designed to provide intensive practice in the techniques and problems of writing poetry. It is aimed at students interested in creative writing, those who have already done significant work and who have proven themselves ready to take advanced study with careful individualized direction of the instructor.
- Note:** May be repeated for credit.
- ENGL 240. British Literature. 3 Units**
Term Typically Offered: Fall, Spring
- Seminars in British literature.
- ENGL 240A. Chaucer. 4 Units**
Term Typically Offered: Fall, Spring
- Investigation of the body of Chaucer's poetry, seen against the backdrop of the late 14th century.
- ENGL 240B. The World and the Flesh: Victorian Fiction. 4 Units**
Term Typically Offered: Fall, Spring
- Explores the Divided-Self of Victorian fiction, a consciousness split between word and flesh, duty and love, society and the self, or most generally between one's public role and one's private needs. Such polar themes affect several fictional genres such as the Pastoral, Gothic, Bildungsroman, Historical Novel and Naturalism. The word and flesh dialectic also informs the narrative structure of Victorian fiction.
- ENGL 240E. 18th-Century Novelists. 4 Units**
Term Typically Offered: Fall, Spring
- Focuses on individual novelists, pairs of novelists, or thematic groupings. Might include works of fiction by authors such as Behn, Defoe, Richardson, Fielding, Steme, Goldsmith, Burney.
- ENGL 240F. Dickens and Thackeray. 4 Units**
Term Typically Offered: Fall, Spring
- Dickens and Thackeray dominated the popular mind as the novelists of the age; no other novelists are more representative of their age and yet can claim to have risen above it. Concentrates on just a few of their novels. Students study the writers and their novels in the context of English society in the 19th century.
- ENGL 240G. Yeats, Kavanagh and Heaney: Ireland's Modern Irish Poets. 3 Units**
Term Typically Offered: Fall, Spring
- Yeats, often considered a modernist and a poet in the British tradition, saw himself primarily as an Irish poet working within distinctly Irish literary traditions. Focuses on Yeats' conception of a national, ethnic poetry and the effect that mission had on Ireland's other two major 20th century poets—Kavanagh and Heaney. Students analyze Yeats' most influential work; Kavanagh and Heaney are studied in terms of their debt to Yeats and their individual expressions of national consciousness.
- ENGL 240H. DH Lawrence. 3 Units**
Term Typically Offered: Fall, Spring
- Lawrence was immensely original. Like Tolstoy and Dostoevsky, Lawrence is a prophetic visionary intensely concerned to articulate and embody an all-embracing, profoundly existential, vision of life. Examines Lawrence's work closely after a brief exploration of modernism and Lawrence's relation to it and an examination of how conditions in post-Victorian England and events in Europe in the early 20th century contributed to the making of Lawrence's world view and his role as a controversial outsider.
- ENGL 240I. Jane Austen. 4 Units**
Term Typically Offered: Fall, Spring
- Focuses on Jane Austen, perhaps England's greatest novelist. Students read almost all of her work and trace the development of her art from her teenage years until her death in 1817, noting how each new book is a distinct departure from previous ones.
- ENGL 240J. James Joyce. 3 Units**
Term Typically Offered: Fall, Spring
- James Joyce is a monument among twentieth century writers. His masterful *Ulysses* and other intricate works have kept generations of critics in business. Examines his major fictions, studying them in relationship to the life out of which they grew.
- ENGL 240K. English Renaissance Drama. 3 Units**
Term Typically Offered: Fall, Spring
- Sense of exploration, discovery, experimentation, creativity, and moral complexity of the Renaissance era in England (roughly 1550 to 1660) is reflected in the variety and number of plays written by Shakespeare's predecessors, contemporaries, and successors. Following introductory material on the development of the drama in England, students analyze Elizabethan and Jacobean playwrights, exclusive of Shakespeare. Emphasis is on the forms and themes of the plays, with application of "New Historicism" and attention to Renaissance backgrounds

- ENGL 240L. Conrad and Greene.** 3 Units
Term Typically Offered: Fall, Spring
- When English critic F.R. Leavis declared that the great English novelists were Austen, Eliot, James, and Conrad, he emphasized these writers' intensely moral pre-occupation. No modern novelist has been more influenced by Conrad than Graham Greene, whose work has the same romantic subject matter and concerns with ethical judgments. Both writers are concerned with the question: to act or not to act, for either choice has inescapable ethical consequences.
- ENGL 240M. The Gothic Novel.** 4 Units
Term Typically Offered: Fall, Spring
- Examines the origins and development of the Gothic Novel in England. Attention is paid to recurring structures and themes such as architecture, the use of a narrative frame, reader identification figure, the divided self, the relationships between sex, violence, and death, the wasteland motif, and existential concerns. Special attention is given to the role of the reader and his or her response to the novels.
- ENGL 240N. Arthurian Literature.** 4 Units
Term Typically Offered: Fall, Spring
- Study of Arthurian literature in the Middle Ages from its origins to Thomas Malory, as well as some coverage of reception history
- ENGL 240O. Satire In Age Swift+Pope.** 3 Units
Term Typically Offered: Fall, Spring
- ENGL 240R. Charles Dickens.** 4 Units
Term Typically Offered: Fall, Spring
- Examines the major narrative, plot, and genre structures, image patterns, and thematic preoccupations in Dickens' novels, like the interrelationships between homes, prisons, factories and schools. The influences of Dickens' life, periodical publishing of illustrated magazines, and of Victorian society also receives attention. Introduces students to relevant insights of several "post-structural" critical schools, including those of deconstruction, the carnivalesque, liminality, and Lacanian psychology.
- ENGL 240S. Modern Irish Fiction.** 3 Units
Term Typically Offered: Fall, Spring
- Examines in detail one aspect of the Irish Renaissance (approximately 1880-1940)—Ireland's contribution to fiction in the twentieth century. Also examines not only individual writers and works but the development of the genres of the novel and short story and movements such as realism, naturalism, modernism, and post-modernism. Writers might include Joyce, O'Brien, O'Flaherty, O'Faolain, and others.
- ENGL 240T. Renaissance Literature.** 4 Units
Term Typically Offered: Fall, Spring
- Students will explore the poetry, prose, and drama produced in England during the 16th and 17th centuries. Contemporary criticism and theory will provide a context for reading these primary works.
- ENGL 240U. Nineteenth-Century Texts and Sex.** 4 Units
Term Typically Offered: Fall, Spring
- Examines a range of sexual identities through which nineteenth-century Britons imagined their lives. Such identities were influenced by ideas about race, class, status, ethnicity, gender, and age that often differed markedly from our own. Moves beyond the literary to look at texts from a variety of genres (medical, literary, erotic, and autobiographical) and cover both well-treated and more obscure texts.
- ENGL 240X. Contemporary British Fiction--1980 to Present.** 4 Units
Term Typically Offered: Fall, Spring
- Students read and study British works of fiction--novels and short stories--written after 1979. Although the choice of authors and works might vary from one semester to another, focuses on works of fiction deemed significant and valuable by literary scholars and critics.
- ENGL 240Z. Special Topics in British Literature.** 4 Units
Term Typically Offered: Fall, Spring
- Open to the investigation of either a limited period (e.g. World War I poets or Victorian Children's literature), a single author (e.g. Hanif Kureishi or Aphra Behn), an authorial dialogue (e.g. Chaucer & Spenser, Stoppard and Shakespeare, Sidney & Wroth), or a unique literary feature, theme, or structure (e.g. Pastoral & Georgic or Empire & Race).
- ENGL 245A. Shakespearean Romance.** 3 Units
Term Typically Offered: Fall, Spring
- ENGL 250A. Wharton and Cather.** 3 Units
Term Typically Offered: Fall, Spring
- Focuses on the writing of Edith Wharton and Willa Cather, two of our most accomplished early American writers. Shows how these writers, poised on the threshold of the twentieth century--and pulled simultaneously forward and back--explored similar themes, and how, as two of the few revered women writers of this time, they focused particularly on shifting gender roles; Wharton with her eye on interior space and Cather with her eye on exterior space.
- ENGL 250D. Hawthorne and Melville.** 3 Units
Term Typically Offered: Fall, Spring
- Readings and discussion of major works by Hawthorne and Melville.
- ENGL 250F. Whitman and Dickinson.** 4 Units
Term Typically Offered: Fall, Spring
- This seminar on two of America's greatest poets, Whitman and Dickinson, focuses primarily on the poetry, but also on letters and prose pieces. Students read and discuss criticism on each writer, and study cultural and historical contexts of these two contemporaneous but antithetical poets. Study includes traditional and feminist studies of Dickinson and Cultural Studies of Whitman. Forms a dialogue between these two remarkable and remarkably different poets; students join in that dialogue.
- ENGL 250H. American Realism.** 4 Units
Term Typically Offered: Fall, Spring
- Between the end of the Civil War and the outbreak of World War I, there was an unprecedented and transforming social and cultural change in American life. During this time, literature also radically contributed to ideas about the nature of fiction, the reality it represented, and its effects on readers. Students will study the historical development of realism in literature and the current status of theories of literary realism.

ENGL 250J. Henry James. Term Typically Offered: Fall, Spring	4 Units	ENGL 250U. Roaring Twenties Literature. Term Typically Offered: Fall, Spring	3 Units
<p>James' innovations in narrative technique paved the way for the emergence of the modern novel; his development of a theory of fiction helped establish an American literary tradition and bring the American novel into the mainstream of British and European literature. Students read James' major works of fiction and criticism with an eye to understanding and enjoying them and to assessing the nature of the writer's contribution to the novel as a serious art form.</p>		<p>Focus on literature dramatizing the roaring, irrepressible twenties, a decade of unprecedented change following the "Great War to end all wars." Highlighting Fitzgerald, whose life mirrors the times, also includes other "expatriate" writers such as Wharton, Dos Passos, Stein, Eliot, and Hemingway, who looked at America from an overseas perspective and reflected on the changes in communication, sensibility, and values resulting from the new freedom of this revolutionary, liminal period.</p>	
ENGL 250K. Contemporary American Fiction. Term Typically Offered: Fall, Spring	3 Units	ENGL 250V. Cultural Studies. Term Typically Offered: Fall, Spring	4 Units
<p>Studying contemporary fiction involves challenges and pleasures. Unlike studies in most areas of literature where the best writers have been clearly established, studying contemporary fiction means risking one's own critical skills to identify what new texts and writers are significant without the help of earlier generations of scholars and critics.</p>		<p>Surveys the range of contemporary cultural phenomena and the relevant modes of analysis currently employed in Cultural Studies with a focus on literary production and cultures.</p>	
ENGL 250L. American Women Writers. Term Typically Offered: Fall, Spring	4 Units	ENGL 250W. The Poetry of T.S. Eliot. Term Typically Offered: Fall, Spring	4 Units
<p>Focuses on the contributions of women writers to American literature. Begins with a brief overview of feminist critical approaches and of the history of women writing in America. Close critical analysis of texts focuses on four or five writers from various centuries, regions, and ethnic groups. Covers such writers as Toni Morrison, Sarah Jewett, Marilynne Robinson, Eudora Welty, Lee Smith, Leslie Silko, and others. Students work collaboratively to present background information and critical approaches to the writers.</p>		<p>Focuses on the poetry of T.S. Eliot, one of the dominating figures of English and American literature for a substantial part of the twentieth century: In 1948 he received the Nobel Prize for Literature, and by 1950 his authority had reached a level that seemed comparable in English writing to that of figures like Johnson and Coleridge. Offers students the opportunity to analyze and discuss Eliot's poems. We will trace his poetic/aesthetic development from his early poems ("Prufrock" et al.)</p>	
ENGL 250P. Wharton and Chopin. Term Typically Offered: Fall, Spring	3 Units	ENGL 250Z. Special Topics in American Literature. Term Typically Offered: Fall, Spring	4 Units
<p>Growth of a feminine perspective in literary theory has resulted in a radical reconsideration of the American literary canon, producing new readings of texts, patterns in literature and culture, and connections between texts. Wharton and Chopin are two writers taking a place of importance in the development of the realistic novel in America and in the creation of a distinctive tradition of women's literature. Focuses on the heuristic possibilities of a distinctly different literature by women, the role of gender, and the contributions of Wharton and Chopin to the novel.</p>		<p>The investigation of either a limited period (e.g. The Transcendental period or the Novel of the 1960s), a single author (e.g., Philip Roth or Toni Morrison), or a unique literary feature or structure (e.g. Literary Naturalism or the Experimental Novel).</p>	
ENGL 250Q. Irish-American Fiction. Term Typically Offered: Fall, Spring	3 Units	ENGL 260A. Myth Criticism. Term Typically Offered: Fall, Spring	3 Units
<p>Examines the theme of immigration and that of assimilation in a particular ethnic group: Irish-Americans. Through an examination of the literature, we find an ethnicity that is uneasily part of the American fabric and one defined to a large degree by the culture they either abandoned or were forced to abandon. Representative writers include Eugene O'Neill, Alice McDermott, William Kenney, Mary Gordon, John Gregory Dunne.</p>		<p>Introduces and traces through several literary works and genres the fundamental topics in myth criticism; significance of ritual, fairy tales, and archetypal romance forms; contributions of Freudian, Lacanian, and Jungian psychology and their relation to Joseph Campbell's notion of the monomyth; relevance of Victor Turner's "liminal" theories of rites of passage in anthropology; importance of recent discoveries with the bicameral and "triune" brain in biological sciences; kinds of myth (hero, heroine, American, love, wasteland, artist, time); and relationships between myth criticism and post-structuralism.</p>	
ENGL 250R. Wm. Faulkner: Major Fict. Term Typically Offered: Fall, Spring	3 Units	ENGL 260D. Literature and Biography. Term Typically Offered: Fall, Spring	3 Units
ENGL 250T. Postmodern Fiction. Term Typically Offered: Fall, Spring	4 Units	ENGL 265A. Postcolonial Literature. Term Typically Offered: Fall, Spring	3 Units
<p>Study of important recent fiction that has come to be referred to as "postmodernist" because its non-traditional themes, subject matter, and narrative technique embody or reflect the postmodern era.</p>		<p>Focuses on contemporary literary works from postcolonial locations such as Africa, Australia, South Asia, Canada and the Caribbean. Explores the relationships between literary texts and the historical and social contexts from which they arise; especially European colonialism.</p>	

ENGL 275. Seminar in Literary History. 4 Units Term Typically Offered: Fall, Spring	ENGL 410B. Internship-ESL Teaching. 3 Units Term Typically Offered: Fall, Spring
<p>Introduces students to the concept of periodization in literary studies (including a brief overview of the major periods) and then interrogates and engages that concept through the study of specific literary texts in relation to their historical and cultural context.</p>	<p>Provides interns with an opportunity to experience the day-to-day life of an ESL class. Tutors will observe an ESL class, will assist the teacher in conducting various aspects of the class, and will be responsible for planning and teaching at least one class session. Seminar meetings will provide an overview of ESL teaching methodology. Credit/No Credit</p>
ENGL 280A. Aesthetics of Minority Literature. 4 Units Term Typically Offered: Fall, Spring	ENGL 410C. Internships. 4 Units Term Typically Offered: Fall, Spring
<p>This course examines African American literature and film. Focusing on the emergence of a distinctly black modernist and post-modernist literary discourse, we will also study how neo-slave narratives illuminate the difficulties of comparative freedom and the legacies of Caribbean and American slaveries and oppression.</p>	<p>Work experience in an area related to the English major. Can be repeated if topic of internship differs. Credit/No credit Note: This is a paired course with ENGL 195C Crosslisted: ENGL 195C</p>
ENGL 280B. The Ethics of Black Verbal Aesthetics. 4 Units Term Typically Offered: Fall, Spring	Credit/No Credit
<p>This course introduces the advanced study of black verbal aesthetics in the novels of Ralph Ellison (the dozens), Toni Morrison (folktales), Colson Whitehead (call and response), the poetry of Harryette Mullen (diasporic blues/jazz improvisation), and others. Exploring black verbal aesthetics and sonic technologies, we will investigate how these authors above (as well as James Baldwin and Amiri Baraka) treat verbal expressive arts as sites of hidden knowledge, subversion, and everyday politics that centralizes black life and culture.</p>	ENGL 410E. Internship in Teaching Writing. 4 Units Term Typically Offered: Fall, Spring
ENGL 280J. Jewish American Literature. 3 Units Term Typically Offered: Fall, Spring	<p>Students considering a teaching career intern in a composition class at an area community college. They work with a mentor teacher on site and meet periodically at CSUS. The internship provides students with an opportunity to experience the day-to-day life of a composition class and hands-on opportunity to design assignments, respond to student writing, conduct class discussions, etc. Students read composition and rhetorical theory with an eye toward day-to-day application in the classroom. Credit/No Credit</p>
<p>Students will examine a rich tradition of Jewish American literature in the context of a complex American multicultural narrative. Topics include the immigrant experience, assimilation, alienation, responses to the Holocaust and other forms of anti-Semitism, the place of Israel in the Jewish American imagination, and a contemporary rediscovery or reconstruction of Jewishness and Judaism. Students will interrogate what constitutes Jewish American identity and defines its literature in a culture that is itself conflicted about its secular/religious ethos and the degree to which subjectivity is determined by "consent and/or descent.</p>	ENGL 410F. Internship in Teaching Literature. 4 Units Prerequisite(s): Recommended ENGL 225 or ENGL 22A or instructor Permission Corequisite(s): Instructor Permission Term Typically Offered: Fall, Spring
ENGL 297A. Prose Style In Literature. 3 Units Term Typically Offered: Fall, Spring	<p>Gives graduate students the opportunity to gain teaching experience in a literature classroom. Students will work closely with an instructor-of-record in a large (60+) lecture literature course and in small group discussion sessions under the supervision of the mentor professor. Interns will also meet regularly with their peers to discuss pedagogical issues and readings as they pertain to their experiences in the classroom. Credit/No Credit</p>
ENGL 299. Special Problems: English Tutorial. 1 - 4 Units Prerequisite(s): ENGL 200A, 220A, or 200D Term Typically Offered: Fall, Spring	ENGL 410L. Internship in Teaching Adult Reading. 3 Units Term Typically Offered: Fall, Spring
<p>Individual projects or directed reading. Highly recommended for, and open only to, students who are able to carry on individual tutorial study. Admission by approval of faculty member who is to act as tutor and of graduate advisor or of Department Chair. Credit/No Credit</p>	<p>Tutoring in adult reading. Tutors work with students who need reading instruction at Sacramento State, local community colleges or adult education agencies in the Sacramento area. Credit/No Credit</p>
ENGL 410A. Writing Center Theory and Practice: Internships. 4 Units Term Typically Offered: Fall, Spring	ENGL 410W. Writing Programs Internship. 4 Units Term Typically Offered: Fall, Spring
<p>Provides interns with an opportunity to apply tutoring principles while working at tutors in the writing center. Note: ENGL 410A is paired course with ENGL 195A, which meets at the same time in the same room. The graduate class, 410A, has a significantly increased reading, writing, and research component. May be repeated for up to 8 units of credit.</p>	<p>This course is paired with an internship with the University Writing Programs or a Community Engagement Center partner organization during which graduate students examine their roles in complex organizations and develop professional writing skills. Students design a research project to investigate issues in professional writing and build an online portfolio in which they assemble samples of their work, measure their own learning during the internship, and connect their work to professional writing skills and principles. Credit/No Credit</p>
Credit/No Credit	

ENGL 500. Culminating Experience. 2 Units

Prerequisite(s): Advanced to candidacy and permission of the graduate coordinator.

Term Typically Offered: Fall, Spring

Completion of a thesis, project, comprehensive examination. In addition, students will be asked to edit and reflect on their portfolio projects from coursework.

ENGL 598T. Culminating Experience - TESOL. 3 Units

Term Typically Offered: Fall, Spring

Completion of a thesis, project, or TESOL comprehensive exam. Requires advancement to candidacy and permission of graduate coordinator.

Project and thesis options require GPA of 3.7.