Standard A 1.1

English Cover Sheet

Students participating in the 1818 ACC Program through enrollment in 100 and 200 level English classes are held to at least the same standards of achievement as those expected of students taking the same courses on the Saint Louis University campus. Because of the high value Saint Louis University and the College of Arts & Sciences place on individual departmental and faculty autonomy, rarely are any two syllabi identical, even among campus professors or instructors. While the paired syllabi attached may not appear to articulate identical course objectives and expectations, close scrutiny will prove them to be comparable in content and rigor. Course objectives are determined collaboratively within departments.

In the English Department, undergraduate English faculty committees collaborate on objectives which are then communicated to adjuncts and graduate students also delivering the course both on and off campus.

Members of the campus undergraduate English faculty have collaborated to develop the general descriptions and broad course objectives for the 100 and 200 level composition and literature courses. It is within the authority of the individual instructors to design the actual section which he/she will deliver, based on the instructor’s interests and academic research areas, as well as each partner high school’s total curriculum. Over the past two years, the English Department has been revising curriculum in the 200 level literature courses. Evidence of the common objectives actualized in thematically different courses is presented in the sample syllabi included in this application.

Instructors delivering sections on campus are instructed to submit copies of their syllabi to the department chair each semester, who forwards them to the Associate Dean of the College of Arts & Sciences, in whose office they are housed. High school adjunct instructors are directed to send copies annually to the 1818 ACC Program office where they are housed, and from which copies are forwarded to the English faculty liaison.
Implied phrase to begin each ENGL syllabus goals section (2000 / 3000 / 4000):

“Students will complete this course having learned how to…”

**2000-level courses**

- Engage with and respond to texts through close reading. [FG]
- Consider the various ways in which texts reflect and help shape wider cultural conditions. [HC / CC]
- Construct clear spoken and written arguments that demonstrate an awareness of purpose and audience. [RA]

**3000-level courses**

**Form and Genre (Lit / Film)**
- Understand generic conventions and motifs at work within texts
- Analyze how literary forms and structures inform meaning and purpose
- Construct clear spoken and written arguments about literary / filmic forms, structures and modes

**Form and Genre (Creative Writing)**
- Develop a sense of compositional process
- Demonstrate an attention to craft techniques through writing
- Engage creatively with a variety of forms, structures and/or modes
History and Context
- Situate texts within key intellectual and aesthetic movements of literary and cultural history
- Analyze how texts respond to and shape the cultural conditions of their moment
- Write with an awareness of how the present historical moment informs our understanding of the past

Culture and Critique
- Consider how textual production and reception is influenced by differences of identity, culture and/or discipline
- Analyze the ways in which texts both create and critique cultural conditions
- Craft written and spoken arguments that reveal a sensitivity to diverse cultural perspectives

Rhetoric and Argument
- Assess and articulate rhetorical situations for specific purposes, audiences, and circumstances
- Use research to craft inter-textual arguments for particular contexts and audiences
- Produce persuasive messages through multiple modes of production and distribution, including print and digital

4000-level courses (Lit / Film)
- Engage with texts through sophisticated close readings that attend to multiple dimensions of textual complexity. [FG, CC, HC]
- Situate texts within their historical, cultural, and aesthetic contexts, as well as within literary and theoretical traditions [HC / CC / FG]
- Compose clear and original spoken and written arguments that demonstrate facility with critical approaches and research methods. [RA]
4000-level courses (Creative Writing)

- Develop multiple dimensions of textual complexity
- Write with an awareness of literary traditions, aesthetics, and contexts
- Offer useful and sophisticated critiques of writing by fellow students

4000-level courses (Rhetoric, Writing and Technology)

- Design multimodal arguments and persuasive messages for complex situations, including academic, public, and professional
- Situate various theories of rhetoric, writing, and pedagogy within their own historical contexts and in relation to ours
- Use disciplinary knowledge in rhetorical history, writing theory, and pedagogy, to respond to particular situations and audiences
A significant premise of this document is that in literature classes what matters is not so much the amount of writing that students are asked to produce as the quality of the writing and the opportunity for drafting and redrafting to effect improvement: that is, what matters is that students see writing as a process as well as a final product. Accordingly, the guidelines propose that writing for literature classes include attention to both of these aspects, but leave it up to individual instructors to determine how best to provide assignments that will satisfy both these objectives.

The descriptions below do not address the expectations for Creative Writing courses, nor for the following courses:

- ENGL 410 History of the English Language
- ENGL 411 Introduction to Linguistics
- ENGL 412 Rhetorical Grammar
- ENGL 492 Introduction to Writing Instruction: Secondary Education

**WRITING COURSES**

**INTRODUCTORY WRITING COURSES (100 LEVEL)**

*Catalog Description:*

These courses fulfill College of Arts and Sciences’ requirements in the fundamentals of discourse. Students engage in writing assignments of varied length and scope designed to help them develop a comprehensive matrix of skills and skill-management activities necessary for writing thoughtful, effective, research-based argumentative essays for academic, public, and professional settings. Instruction takes place in traditional classrooms as well as the department’s writing lab.

*Departmental Objectives:*

*Reading and Interpretive Practices:*

Students

- Learn about the complex structures of language, including its logical and persuasive possibilities.
- Learn to read personal, expository and argumentative prose narratives.
- Learn effective skills in analytical reading, critical-thinking, and research methodology.
- Develop the ability to discuss their writing in group settings with confidence, acuity, and articulateness.

Writing and Cognitive Practices:

Students
- Write a minimum of 20-30 pages of formal and informal graded analysis (6000-9000 words).
- Learn effective skills in personal, expository and argumentative writing, including methods of invention, organization, audience analysis, and style.
- Gain experience in analyzing visual media.
- Further develop abilities as critical writers through intense classroom participation and through the creation of essays, journal submissions, take-home examinations, and portfolios.
- Gain experience in writing and analyzing visual rhetoric and new media.

INTERMEDIATE WRITING COURSES (300 LEVEL)

Catalog Description:

Writing courses at the 300-level satisfy the 300-level Core literature requirement of the College of Arts and Sciences and can be taken to fulfill the requirements for the English major emphasis in Rhetoric, Writing, and Technology. Intermediate writing courses encourage students to broaden their skills beyond classical argumentation and persuasion and to deepen their knowledge of particular genres and modes of discourse. Offerings include business writing, web writing, and the creative writing of fiction, non-fiction, poetry, drama, with emphasis on conventions at work within these modes of discourse. Instruction takes place in the traditional classroom as well as the department’s writing lab.

Departmental Objectives:

Reading and Interpretive Practices:

Students
- Learn what reading and writing mean to them and what is involved in personal and expository writing practices.
- Learn to read and write with rhetorical awareness, and to develop effective strategies for linking rhetorical awareness to knowledge.
- Learn to discuss their writing in group settings with confidence, acuity, and articulateness.

Writing and Cognitive Practices:

Students
- Write a minimum of 20 to 25 pages of formal and informal graded analysis (6000-7500 words).
• Use advanced rhetorical and critical thinking skills in the context of writing assignments and intense classroom participation.

ADVANCED WRITING COURSES (400 LEVEL)

Catalog Description:

Advanced writing courses are designed to offer the upper-division students opportunities to develop sophisticated styles, techniques, and strategies for writing in disciplinary, technical, or creative settings. Instruction takes place in the traditional classroom as well as the department’s writing lab. Writing courses at the 400-level can be taken to fulfill the requirements for the English major emphasis in Rhetoric, Writing, and Technology.

Departmental Objectives:

Reading and Interpretive Practices:

Students

• Employ various elements of language, literature, culture, and communication using rhetorical theory as a critical apparatus.
• Practice reading and writing with rhetorical awareness and to develop effective strategies for linking rhetorical awareness to knowledge.
• Enhance their abilities to discuss their writing in group settings with confidence, acuity, and articulateness.

Writing and Cognitive Practices:

Students

• Write a minimum of 20-25 pages of formal and informal graded analysis (6000-7500 words)
• Develop advanced rhetorical and critical-thinking skills through writing assignments and intense classroom participation.

LITERATURE AND FILM COURSES

INTRODUCTORY LITERATURE AND FILM COURSES (200 LEVEL)

Catalog Description:

These courses are taken to satisfy the lower-division Core literature requirement of the College of Arts and Sciences. Each introduces students to important theories and methods of literary and critical analysis. Through close reading, seminar discussion, lecture, and written analysis, students explore a diverse selection of imaginative and cultural texts, developing an enhanced appreciation of their structure and of the rich significance of their
language and modes of representation. When appropriate, an instructor may assign or approve projects in new media, performance, debate, or other student work in lieu of more traditional writing.

Departmental Objectives:

Reading and Interpretive Practices:

Students

- Read texts or view films by authors from a variety of periods and nationalities.
- Read closely and critically, learning to interpret literature, film, and modes of rhetorical argument in ways that are both intellectually rigorous and personally significant.
- Discuss their own written reflections on literature, film, and rhetorical argument in group settings, enriching their ability to express clearly their points and insights.

Writing and Cognitive Practices:

Students will have the opportunity to write in both formative and summative modes: they will be able to practice their critical writing, with formative feedback, and they will also be expected to write high-caliber critical essays or creative responses (or their equivalent) that keep to word limits. They will

- Write a minimum of 12 pages of formal and informal graded prose (3750 words), with one opportunity for revision.
- Develop analytical thinking and writing skills through papers, quizzes, exams, and active participation in discussion.

INTERMEDIATE LITERATURE AND FILM COURSES (300 LEVEL)

Catalog Description:

These courses satisfy the upper division Core literature requirements of the College of Arts and Sciences. Up to twelve hours of courses at the 300-level can be taken as electives in the English major. However, only certain 300-level courses approved by the English Department can count toward the distribution requirements in the English major. Building upon knowledge of literary theories and methods presented in lower-division English offerings, courses at the intermediate level introduce students to major developments in literary and cultural history. Reading and writing assignments are generally more extensive than in 200-level courses and require closer attention to the contexts in which works are written. When appropriate, an instructor may assign or approve projects in new media, performance, debate, or other student work in lieu of more traditional writing.

Departmental Objectives:

Reading and Interpretive Practices:

Students
• Read texts or view films representing major forms, periods, cultures, or nationalities.
• Study literature and modes of rhetorical argument in their social, historical, political, and theoretical contexts.
• Augment critical reading, thinking, and discussion skills developed in introductory courses.
• Learn to incorporate perceptions of literary, political, historical, and cultural contexts into their reading of literature and cultural texts.

Writing and Cognitive Practices:
Students will have the opportunity to write in both formative and summative modes: they will be able to practice their critical writing, with formative feedback, and they will also be expected to write high-caliber critical essays or creative responses (or their equivalent) that keep to word limits. They will
• Write a minimum of 15 pages of formal and informal graded prose (4500 words), with one opportunity for revision.
• Develop comparative and contextual thinking and writing skills through papers, quizzes, exams, and active participation in discussion.

ADVANCED LITERATURE AND FILM COURSES (400 LEVEL)

Catalog Description:
These courses satisfy the upper-division Core literature requirement of the College of Arts and Sciences. They also satisfy requirements for the English major and lay the groundwork for graduate study. Each course analyzes in detail particular writers, periods, genres, traditions, cultures, or theories that are of importance to the study of literature and other works of the imagination. Drawing on courses taken at the 200- and 300-level, students further extend their grasp of theories and methods of analysis and their understanding of historical and cultural contexts. Reading and writing assignments in these courses are generally more extensive than those in intermediate courses and require more intensive analysis and more attention to secondary scholarship and criticism. When appropriate, an instructor may assign or approve projects in new media, performance, debate, or other student work in lieu of more traditional writing.

Departmental Objectives:

Reading and Interpretive Practices:
Students
• Read works and/or view films of interest to specialists in British, American, and/or World literature, film, and culture.
• Read more intensively than in intermediate courses, with attention both to historical and cultural contexts and to well-articulated theories and methods of literary and rhetorical analysis.
• Extend critical reading and discussion skills developed in intermediate courses to an advanced level.

Writing and Cognitive Practices:

Students will have the opportunity to write in both formative and summative modes: they will be able to practice their critical writing, with formative feedback, and they will also be expected to write high-caliber critical essays (or their equivalent) that keep to word limits. They will

• Write a minimum of 15-20 pages of graded prose (5000-6000 words), including the equivalent of an argumentative term paper, with one opportunity for revision.

• Synthesize and evaluate primary and secondary sources.

• Develop creative and rigorous thinking and writing skills through papers, quizzes, exams, and active participation in discussion.