English New 2000 Level Curriculum Changes:
Information for High Schools

Curriculum Change Timeline

Early Adopters Stage     Fall 2014
Optional Implementation    Spring 2015
Mandatory Full Implementation   Fall 2015

The OLD Model

The following current 2000 level courses will no longer be available effective Fall 2015 for the 1818 ACC Program:

- ENGL 2020: Introduction to Literary Studies
- ENGL 2200: Introduction to Poetry
- ENGL 2300: Introduction to the Novel
- ENGL 2400: Introduction to Drama
- ENGL 2600: Introduction to Short Fiction
- ENGL 2700: Introduction to Film

The NEW Model

The course content change will only affect 2000 level courses. ENGL 1500 and ENGL 1900 will remain the same.

The 2000 level courses will adopt a common “X, X and Literature” title model in order to allow any faculty member—including those in film, creative writing, rhetoric, and instructors in our 1818 ACC partner schools—to design and teach introductory level courses that are clearly integrated into our 2000-level curriculum. Course topics / numbers will include the following:

- English 2250: Conflict, Social Justice and Literature
- English 2350: Faith, Doubt and Literature
- English 2450: Nature, Ecology and Literature
- English 2550: Gender, Identity and Literature
- English 2650: Technology, Media and Literature
- English 2750: Film, Culture and Literature

Our 200-level courses should strive to be topical and engaging to majors and non-majors alike. To this end, 2000-level topics should focus on topics and texts of broad interest and major cultural significance. These courses will also introduce majors / potential majors to the research culture(s) of English as a discipline.
Course Descriptions

ENGL 2250 - Conflict, Social Justice and Literature
This course introduces literary study within the context and theme of Cultural Conflict and Social Justice. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

ENGL 2350 - Faith, Doubt and Literature
This course introduces literary study within the context and theme of Faith and Doubt. Through the reading of a wide variety of genres - including drama, poetry, and fiction - this course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

ENGL 2450 - Nature, Ecology & Literature
This course introduces literary study within the context and theme of Nature and Ecology. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

ENGL 2550 - Gender, Identity & Literature
This course introduces literary study within the context and theme of Gender and Identity. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

ENGL 2650 - Technology, Media & Literature
This course introduces literary study within the context and theme of Technology and Media. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

ENGL 2750 - Film, Culture & Literature
This course introduces literary study within the context and theme of Film and Culture. Through the reading of a wide variety of genres - including drama, poetry, and fiction - the course engages students in literary ways of knowing. Methods include close reading, comparative textual analysis, and argumentative writing.

Help With the Transition

Dr. Anne Stiles has developed resources to help 1818 ACC Instructors to transition their courses.

Instructors can access these resources by going to:
- Visit www.1818english.com
  - Username = Email Address
  - Password = 1818english

Additional help is available upon request by emailing Dr. Stiles at astiles1@slu.edu
2000 Level Change Rationales

- A distinctive field
  By limiting our 2000-level course offerings to topical “ways in” all under the umbrella of what is now “Introduction to Literary Studies,” we will articulate to both SLU students and all of our administrative partners (CAS, 1818, accreditation) that literature, and literary study offers a distinctive—even privileged—way of knowing and experiencing the world around us. These topical courses will demonstrate that literature offers a broad window into vital social questions that affect us all. The most comprehensive goal of 2000-level literature courses, then, would be to reveal the powerful role literature and literary study plays in the creation of the whole person.

- Supporting the Department Strategic Plan
  By more carefully shaping our course offerings at the 2000-level so that they reflect both the diversity and rigor of our field and its most current areas of inquiry, we will accomplish at least two objectives tied to the strategic plan: we will attract more majors to English because they will have early access to T/TT faculty, and we will present to CAS a streamlined and structured contribution to the Core that clearly showcases the current state of our field.

- Inclusion of All Faculty
  By instituting this new model—which is broad enough to accommodate many teaching styles and a diverse array of course content options, including film, media, new technologies, science, the visual arts, etc.—we will draw upon the interests and expertise of all of our T/TT faculty for our 2000-level courses. All faculty will be able to innovate at the 2000-level, thereby bringing the excitement to these lower-division courses that we hope will attract majors.

Note from the 1818 ACC Director

Please do not hesitate to contact the English Department or the 1818 ACC Program with any questions, clarifications, or help with the transition.

By working together, we should be able to meet the deadline of transition of Fall 2015 for full implementation of the curriculum changes.

Thank you for your support and patience during this process.

Sincerely,

Bretton M. DeLaria
Interim Director