**Stern College English**

**Mission Statement**

The Stern College for Women’s English Department holds that the study of language, literature, and media is fundamentally important to an individual's personal development and successful functioning within society. The Department understands "acts of interpretation"—the study of texts and their contexts—to be aesthetic, philosophical, historical, political, and ethical. Consequently, our programs complement a Stern College student's knowledge of religious modes of interpretation. Through close collaboration with faculty, students develop individual projects and reflect critically on their learning.

The Department envisions the study of literature both as an end in itself and as the means of developing essential analytic and imaginative training highly valued in fields such as communications and the new media, business, education, publishing, law, and medicine. A broad exposure to the literary productions of diverse time periods and cultures helps our students take their place in the global community of educated men and women of the twenty-first century. Our program offers three tracks: Literature, Creative Writing, and Media Studies. The Media Studies track offers ways professionalize the degree with concentrations in Advertising and Journalism. We offer minors in Literature and Writing and serve as “home base” for two interdisciplinary minors: American Studies and Women’s Studies. Our Department is also responsible for the required composition course that every student takes in her first year on campus at Stern.

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| **Program/Major Goals** | **SLOs** |
| 1**.** Students will be able to analyze a variety of texts and genres. Students will demonstrate attainment of this goal by being able to: | 1. interpret texts in relation to at least one specific philosophical, historical/cultural, literary, or theoretical context |
| 1. examine a variety of structures and styles in narrative, non-fictional prose, poetry, and other forms of media expression. |
| 1. identify major literary themes and motifs in a given work |
| 2. Students will be able to critically evaluate competing critical/theoretical arguments pertaining to given work(s). Students will demonstrate attainment of this goal by being able to: | 1. analyze their own assumptions and views in light of the perspectives represented by or pertaining to the texts under consideration |
| 1. test and support claims with appropriate evidence and analysis |
| 3. Students will be able to communicate their critical thinking about literature and other media to diverse audiences both orally and in writing. Students will demonstrate attainment of this goal by being able to: | 1. write a clear thesis and supporting arguments backed with evidence |
| 1. present relevant information and ideas in an organized fashion both orally and in writing |
| 1. persuasively express their own informed perspectives on issues central to literary and media studies in various formats and genres |
| 4. Students will able to take ownership over their learning experiences both in their course work and beyond. Students will demonstrate attainment of this goal by being able to: | 1. develop and articulate a personal investment in achieving established learning goals and objectives |
| 1. flexibly apply reading and writing strategies in their courses to achieve learning goals and objectives |
| 1. independently research multiple sources of information relevant to their learning goals |
| 1. reflect on and self-evaluate their attainment of learning goals and objectives |
| 1. use this information to help set personal learning goals and objectives in the future |

1. Please complete the **Curriculum Map Table** below by listing each SLO and each required course/learning experience (e.g., practicum, seminar, lab, fieldwork) for students in your program/major, and then by placing an “X” in each cell for each course that targets a particular programmatic SLO.

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| SLOs | Required Courses/Learning Experiences  Department of English | | | | | | | | | | | | |
| ALL TRACKS | | LITERATURE TRACKS | | | | | | | | | | CW TRACK |
| ENGL 2000:  Ways of Reading | | Category III Traditions Course  (intro level) | | Category III Topics Course (intro level) | | | Category II/III Course  (advanced level) | | | CW or cross list | | ENGL 1800 Intro to CW |
| Representative Courses: | | | | | | | | | |
| ENGL 2834 Shakespeare: Tragedies and Romances | | ENGL 2710: Intro. to Fiction | | | | ENGL 3731 British Novel I (Adv) | | ENGL 1800 Intro to CW | |
| 1a. English majors will be able to interpret texts in relation to at least one specific philosophical, historical/cultural, literary, or theoretical context | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 1b. English Majors will be able to examine a variety of structures and styles in narrative, non-fictional prose, poetry, and other forms of media expression | **X** | | **X** | | **X** | | | **X** | | |  | | **X** |
| 1c. English majors will be able to identify major literary themes and motifs in a given work | **X** | | **X** | | **X** | | | **X** | | |  | |  |
| 2a. English majors will be able to analyze their own assumptions and views in light of the perspectives represented by or pertaining to the texts under consideration | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 2b. English majors will be able to test and support claims with appropriate evidence and analysis | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 3a. English majors will be able to write a clear thesis and supporting arguments backed with evidence | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 3b. English majors will be able to present relevant information and ideas in an organized fashion both orally and in writing | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 3c. English majors will be able to persuasively express their own informed perspectives on issues central to literary and media studies in various formats and genres | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 4a. English majors will be able to develop and articulate a personal investment in achieving established learning goals and objectives | **X** | | **X** | |  | | | **X** | | | **X** | | **X** |
| 4b. English majors will be able to flexibly apply reading and writing strategies to achieve learning goals and objectives | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 4c. English majors will be able to independently research multiple sources of information relevant to their learning goals | **X** | | **x** | | **x** | | | **x** | | | **X** | | **X** |
| 4d. English majors will be able to reflect on and self-evaluate their attainment of learning goals and objectives | **X** | | **X** | | **X** | | | **X** | | | **X** | | **X** |
| 4e. English majors will be able to use this information to help set personal learning goals and objectives | **X** | | **x** | | **x** | | | **X** | | | **X** | | **X** |
| SLOs   |  | | --- | |  |  |  | | --- | |  | | Required Courses/Learning Experiences  Department of English - **MEDIA STUDIES TRACK** | | | | | | | | | | | | |
| All Tracks |  | | Journalism | | | Advertising | | | | |  | |
| ENGL 2000: Ways of Reading |  | | ENGL 1501:  News Writing and Reporting | | ENGL  1502:  Feature Writing | ENGL 1600:  Copy-writing | | | ENGL  1601:  Adv. Copy-writing | |
| 1a. English majors will be able to interpret texts in relation to at least one specific philosophical, historical/cultural, literary, or theoretical context | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 1b. English Majors will be able to examine a variety of structures and styles in narrative, non-fictional prose, poetry, and other forms of media expression | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 1c. English majors will be able to identify major literary themes and motifs in a given work | **X** |  | |  | |  |  | | |  | |
| 2a. English majors will be able to analyze their own assumptions and views in light of the perspectives represented by or pertaining to the texts under consideration | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 2b. English majors will be able to test and support claims with appropriate evidence and analysis | **X** |  | | **X** | | **X** |  | | |  | |
| 3a. English majors will be able to write a clear thesis and supporting arguments backed with evidence | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 3b. English majors will be able to present relevant information and ideas in an organized fashion both orally and in writing | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 3c. English majors will be able to persuasively express their own informed perspectives on issues central to literary and media studies in various formats and genres | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 4a. English majors will be able to develop and articulate a personal investment in achieving established learning goals and objectives | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 4b. English majors will be able to flexibly apply reading and writing strategies to achieve learning goals and objectives | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 4c. English majors will be able to independently research multiple sources of information relevant to their learning goals | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 4d. English majors will be able to reflect on and self-evaluate their attainment of learning goals and objectives | **X** |  | | **X** | | **X** | **X** | | | **X** | |
| 4e. English majors will be able to use this information to help set personal learning goals and objectives | **X** |  | | **X** | | **X** | **X** | | | **X** | |