



**COMMITTEE ON ACADEMIC PLANNING AND REVIEW
ANNUAL PROGRAM REPORT**

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|-----------------------------|---------------|
| College | CLASS |
| Department | English |
| Program Unit | |
| Reporting for Academic Year | 2015-2016 |
| Department Chair | Sarah Nielsen |
| Date Submitted | 6/30/2016 |

1. SELF-STUDY (about 1 page)

A. Five-year Review Planning Goals

English completed its most recent five-year review in the 2012-2013 academic year. The goals from that review listed below.

A. Curriculum

1. Re-establish the Secondary Education – English/Language arts option within the major
2. Re-initiate efforts to develop UWSR satisfying writing courses within each major as described in Appendix B
3. Close the assessment loop on recently piloted remedial coursework described in Appendix B by incorporating suggestions and making curricular or procedural revisions.
4. Create graduate-level course equivalent to ENGL 3000 to run in self-support.
5. Create more courses at the junior and senior level focusing on global literature in line with the course requirements of the revised (2010) major
6. Expand the number of online course offerings in the aim of developing an entirely on-line minor
7. Develop a service-learning/internship component to the major.
8. Explore possibility of low-residency MFA

B. Students

1. Develop more effective communication strategies with students as an effort to build greater community and identification among majors
2. Enhance recruitment efforts of students at local community colleges
3. Further develop advising practices in order to keep students better informed about their progress toward major completion and possibilities for after graduation

C. Faculty

1. Conduct faculty searches in the areas designated in our 5-year plan.
2. Establish regular forums for lecturers and tenure track faculty to share current academic research

D. Resources

1. The Department will investigate the development of courses and programs that would be appropriate for offerings in the university's department of Continuing Education (DCIE).

B. Five-year Review Planning Goals Progress

Progress made in 2014-5 year described below.

A. Curriculum

1. Re-establish the Secondary Education – English Language Arts Option within the major
[Progress in 2015-6: As part of the semester conversion process, English faculty decided to phase out the language and discourse option in the B.A. program, which currently has only 13 students in a department serving approximately 250 majors (undergraduate and graduate). Drawing on the strengths of the language and discourse option, Drs. Zou, Rustick, Nielsen, and Barrett developed a new option, English language and literacies, in order to lay the ground work necessary to apply to the California Commission on Teacher Credentialing for a subject matter waiver for this option within the B.A. program. This new option is currently under review.]
2. Re-initiate efforts to develop UWSR satisfying writing courses within each major
[Progress in 2015-6: Various English faculty participated in Academic Senate and GE Subcommittee discussions of this topic. In addition, Dr. Margaret Rustick, Composition Coordinator, chaired the Writing Skills Subcommittee, which continues to work on this issue. At the graduate level, three programs now have approval to offer UWSR satisfying writing courses. Through the semester conversion process, a number of departments, including history and ethnic studies, are planning to submit writing-intensive courses within their disciplines, which would also meet the UWSR.]
3. Close the assessment loop on recently piloted remedial coursework
[Progress in 2015-6: All English GTAs, the composition coordinator, three lecturers, and the department chair participated in a winter quarter portfolio reading of student work from the English 800 and English 700 developmental writing series. After piloting this process from 2012-4, this three-day evaluation session is now an established practice in the department, provides a professional development opportunity for our graduate student GTAs, and provides the department with information about students' writing development in the remedial program. For the second year in a row, students whose portfolios received the top rubric score from four readers and a recommendation from their teacher were waived from the third quarter of the remedial series (English 730 or English 803). The winter 2016 portfolio evaluation also revealed that the majority of students in the developmental writing series could state a thesis and organize the development of that thesis adequately. However, the majority of students had difficulty with analysis and using that analysis to develop their thesis. A fair number of students were also found to be relying on formulaic writing. To address these issues, faculty workshops were developed and included in the regular weekly composition workshop series the department has offered for the last decade.]
4. Create graduate-level course equivalent to ENGL 3000 to run in self-support.
[No progress made in 2015-6. This goal should be reevaluated in light of the semester conversion. The English department may want to develop a course like this with a humanities focus as more departments create UWSR courses within their disciplines.]
5. Create more courses at the junior and senior level focusing on global literature in line with the course requirements of the revised (2010) major
[The department still has work to do in this regard, but one of our new colleagues has expertise in environmental literature and is interested in developing a course with a global focus. To date,

the department has developed the following new courses. Dr. James Murphy developed English 4845, The Short Story: A Global Perspective. The course has been submitted for semester conversion. Dr. Deborah Barrett-Graves developed and taught a world mythology class covering the 11th-17th centuries as an English 3999 course. She submitted this course for semester conversion. Dr. Barrett also developed two additional major and GE courses with a global focus during the semester conversion process.]

6. Expand the number of online course offerings in the aim of developing an entirely online minor

[Progress in 2015-6: The department sought and received approval to offer two additional major classes online, Advanced Expository Writing and Late 19th Century American Literature. Both were offered in an online format in spring 2016. During the semester conversion process, English faculty could not come to agreement about offering the English minor under semester in a completely online format. The department will re-consider this issue during the 2016-7 academic year and may move instead toward developing an English minor specifically designed for criminal justice majors.

7. Develop a service-learning/internship component to the major.

[Progress in 2015-6: The MA in English and the MA in English/TESOL Option each have a well-established internship course and a GTA program. No progress was made on adding a service learning/internship component to the undergraduate major this year.]

8. Explore possibility of low-residency MFA

[Progress in 2014-5: The department chair and Professor Susan Gubernat had several informal discussions about this possibility, and Associate Dean Hernandez expressed support for this idea. However, no formal study of this possibility was conducted this year. It is likely that a formal study of this possibility will not come until AY 2017-8.]

B. Students

1. Develop more effective communication strategies with students as an effort to build greater community and identification among majors

[Progress in 2015-6: The department website was updated to include more information about department events, scholarships, and literary contests. The department hosted six socials for faculty, students and staff, during the hiring process for our new tenure track positions. It also hosted a graduation party in June for undergraduate and graduate majors. The department has redesigned its bulletin boards to create a more welcoming and information rich environment around the department office. Efforts to improve the website, expand department social and co-curricular events, and improve bulletin boards will continue in the 2016-7 AY.]

2. Enhance recruitment efforts of students at local community colleges

[Progress in 2015-6: No progress was made on this goal.]

3. Further develop advising practices in order to keep students better informed about their progress toward major completion and possibilities for after graduation

[Progress in 2015-6: Department coordinator developed and distributed via Blackboard a half-sheet flyer with advisors' options and office hours each quarter. This information is also included on a bulletin board outside the department office dedicated to advising information and issue. Moving forward this information will also be included on the department website. The department also work with Ms. Wendy Chen and her team to develop an automated degree audit report (DAR). The English B.A.DAR will go live in summer 2016. Faculty will be trained to use DAR early in fall quarter 2016.]

C. Faculty

1. Conduct faculty searches in the areas designated in our 5-year plan.

[Progress in 2015-6: The department hired two new tenure-track faculty, one in the area of

African American literature and the other in North American environmental literature. It had been 12 years since the last tenure-track hire in English. The department is extremely pleased to be welcoming two new outstanding members of the faculty beginning in fall 2016. The department applied for a tenure-track search for 2016-7 in the area of early modern literature, but was unsuccessful. The department will submit new applications for 2017-8 searches in the areas on our five-year plan.]

2. Establish regular forums for lecturers and tenure track faculty to share current academic research

[Progress in 2015-6: The department already has a weekly composition workshop series each quarter, which focuses mainly on pedagogy and largely serves GTAs and new lecturers. No progress was made on the goal of establishing a faculty forum this year as people's energy was focused largely on semester conversion. The Occasional Tuesday Talk Series will begin in fall 2016.]

D. Resources

3. The Department will investigate the development of courses and programs that would be appropriate for offerings in the university's department of Continuing Education (DCIE).

[No progress on this goal in 2015-6 other than the informal discussions about a self-support MFA.]

C. Program Changes and Needs

Office Staff Needs: English was granted a part-time staff person (8 hours/week) in winter and spring 2016 because of the size and complexity of the department. It is hoped that this staff position will continue or be expanded in the 2016-7 academic year. It is not reasonable to have one staff person in a department that serves approximately 2500 students per quarter and has 58-60 faculty members per quarter.

Faculty Needs: The department's Shakespeare specialist will retire after the 2016-7 academic year. The department will need an early modern and modern English literature specialist to replace her. In addition, to meet the department's goal to establish an English subject matter waiver program as an option in its B.A. offerings, the department will need a specialist in English education.

Declining Enrollments: Both the undergraduate and graduate programs have seen declining enrollments over the last three years. At the undergraduate level, two main approaches are being used to keep enrollment steady. First, the department is in the process of developing an English subject matter waiver program to address the needs of current students who want to become high school English teachers and in hopes of attracting additional students with this interest. The department will also explore developing English minors with specific majors in mind, such as criminal justice administration. At the graduate level, more advertising and outreach events will be planned in 2016-7

2. SUMMARY OF ASSESSMENT (about 1 page)

A. Program Student Learning Outcomes

B.A. degree in English:

Students graduating with a B.A. in English from Cal State East Bay will be able to:

1. analyze and interpret various kinds of texts;
2. express their understandings and interpretations in clear and cogent prose;
3. discuss at least one theoretical perspective about language and/or literature;
4. demonstrate knowledge of key English language texts in their options: Literature, Creative Writing, Language & Discourse, and Interdisciplinary Language, Literature, and Writing Studies;
5. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis.

M.A. degree in English:

Students graduating with an M.A. in English from Cal State East Bay will be able to:

1. analyze and interpret various kinds of texts in clear and cogent prose;
2. discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning);
3. demonstrate facility with conducting research in traditional/nontraditional ways, including library research, the Internet, and data collection and analysis;
4. demonstrate the ability to learn independently.

M.A. degree in English with the TESOL Option:

Students graduating with an M.A. degree in TESOL from Cal State East Bay will be able to:

1. communicate effectively in the profession both orally and in writing;
2. apply information literacy principles in their work as TESOL professionals;
3. draw on knowledge of language ability to shape their instructional choices;
4. use pedagogical content knowledge appropriate for a particular group of language learners;
5. integrate principles of diversity and inclusiveness in their classrooms;
6. select life-long learning strategies to stay current in the profession.

B. Program Student Learning Outcome(s) Assessed

B.A. # 3: discuss at least one theoretical perspective about language and/or literature.

M.A. # 2: discuss several theoretical perspectives about literature or about applied linguistics (e.g., pedagogy, second language learning).

C. Summary of Assessment Process

FOR B.A.:

Prof. Debra Barrett-Graves assessed English 4890 Senior Seminar in English, a course she taught in the Winter Quarter, 2016, in terms of the students' ability described in SLO #3. This course is a senior-level course for English majors, and it intends to develop the English major portfolio, including one written, research-based essay, along with development of and preparation for an exit exam in the degree major, part of which will focus on the individual option.

The essay and exit exam were assessed and ranked in terms of closely analyzing focus, clarity, development, organization, inter-textuality (research and use of sources), argument (complete with counterargument), rhetorical facility, and originality. There were 22 students in this class.

FOR M.A. (1):

Prof. Susan Gubernat conducted an assessment of English 6675 Issues in Poetry and Poetics/Defining EROS in Lyric Poetry, a course she taught in the Spring Quarter, 2016, to assess graduate students' ability in SLO #2, especially their ability to discuss the classical, as well as postmodern interpretations of classical, theories of Eros, through the following three writing tasks: 1) a five-page [minimum] review of a contemporary anthology of American erotic poetry (The Best American Erotic Poems from 1800 to the Present edited by David Lehman); 2) a twelve-page [minimum] research paper on a poet of each student's choice; and 3) a 3-hour open-book written comprehensive exam, drawing upon, as the entire course has done, the primary theoretical text, Anne Carson's Eros the Bittersweet, together with emphases on Socratic theory to be found in Plato's Symposium.

The course's main required texts to be interpreted comprised poetry by Walt Whitman, Emily Dickinson, Anne Carson, James Galvin, Jack Gilbert, Louise Glück, and Reginald Shepherd: i.e. predominantly American poetry of the nineteenth and twentieth centuries. The students were encouraged to explore research into poetry and poets beyond the class reading, and most of them did so, in the sense that they conducted approved, independent research into the erotic nature of poetry by Edna St. Vincent Millay, Pablo Neruda, Lucille Clifton, Sharon Olds, and George Herbert, applying the theories of Carson, and Carson's interpretations of Socratic theory, to the texts by those poets.

The students' ability to discuss theoretical perspectives in their essays and in the written examination was also assessed, in terms of their presentation of a clear and defensible thesis, their ability to organize and present complex material in lucid prose, their convincing application of a number of theories of Eros to a close-reading analysis of a variety of poems, and their marshaling of secondary source materials, as appropriate, to either bolster theses or as counterarguments worth noting.

There were seven students in the class. One of them did not complete the research assignment and received an "Incomplete" grade for the course, due to extenuating personal circumstances.

FOR M.A. (2):

Prof. Sarah Nielsen conducted an assessment of English 6608 Supervised Composition Teaching, a course she taught in the Spring Quarter 2016, to assess graduate students' ability specified in SLO #2 too. English 6608 is an internship class in which the graduate students are paired with an experienced composition teacher. As interns, the graduate students attended each meeting of the composition class they were assigned to, and assisted their mentor teacher in the ways presented as follows: 1) feedback on student papers (written and in one-on-one conferences); 2) lesson planning and assignment design; 3) supporting and leading instructional activities in the classroom. In addition to their internship experience, the students wrote weekly reflective teaching journals and attended regular class meetings to discuss their internships and reading assignments. Seven students enrolled in this class.

Besides, the students were required to read two books: 1) First Time Up: An Insider's Guide for New Composition Teachers and Misunderstanding the Assignment: Teenage Students, College Writing; and 2) The Pains of Growth. The two books address a range of theoretical perspectives on learning in general, learning to write, learning to teach, and composition pedagogy: schema theory, constructivism, language socialization, expressivism, feminism, reader response, critical pedagogy, reflective practice, process approach, and student-centered teaching.

The final course portfolio was used for assessment, which includes the following documents:

- Narrative account of internship experience
- CV
- Mentor-intern working agreement
- Sample student papers with comments

- Sample lesson plans
- Sample teaching journal
- Feedback from students
- Self-assessment essay

All the documents were reviewed for evidence of an awareness of theoretical perspectives on learning in general, on learning to write, on learning to teach, and on composition pedagogy. The narrative accounts, self-assessment essay, and sample teaching journals were especially rich in the explicit connections they made between theory and practice. Sample lesson plans and student papers with comments were very helpful in understanding more about how new teachers apply theory to their classroom practice.

All but one student in this course demonstrated the ability to discuss two or more theoretical perspectives on learning (general, writing, and/or teaching) and composition pedagogy in their narrative and reflective writing assignments. For example, one student discussed a successful teaching event in which he drew upon the students' existing knowledge about popular culture (schema theory) to help them begin to generate ideas for an upcoming rhetorical analysis paper (process approach). Another student who couldn't move beyond descriptions of what he did in the classroom also seemed not to have done any or much of the course reading. Even for those students who did draw on theory implicitly or explicitly, there was a narrow range of theoretical perspectives in evidence in the teaching portfolio assignments, with schema theory, process approach, and reflective practice being the most frequently discussed.

All of the students in the course showed an emerging ability to apply theory (especially process approach and student-centered teaching) to their classroom practice. This is not surprising, as their classroom practice was guided by an experienced mentor teacher. The most common patterns here were using well-structured small group work to increase student involvement in the learning process and linking classroom activities to a specific essay assignment at a specific time in the writing process for that assignment.

D. Summary of Assessment Results

The exit exam of English 4890 yields the following results:

| | |
|---|-----|
| 20 students earned an A | 95% |
| 1 student earned a B | 5% |
| 1 student (outlier) didn't finish the exam and earned a C | |

With a new component incorporated in this class, which has students research and report on individual literary periods, plus practice passage explications completed and discussed in class, the responses on the exit exam improved vastly, culminating in the improved scores of 95% to the grade of A, and 5% to the grade of B.

An outlier exists in the data collected, and it has been excluded due to the failure to finish the exit exam.

FOR M.A. (1):

The results of the three written assessments of English 6675 reveal a range of student achievement:

Review of the anthology:

| | |
|---------------------------------|-----|
| 4 A's (includes plus and minus) | 58% |
| 2 B's (includes plus and minus) | 28% |
| 1 C (includes plus) | 14% |

Research essay:

5 A's (includes plus and minus) 72%

1 B (includes plus and minus) 14%

[1 Incomplete 14%]

Written Examination:

3 A's (includes plus and minus) 43%

3 B's (includes plus and minus) 43%

1 C (includes plus) 14%

FOR M.A. (2):

The overall portfolio grades of English 6608 are listed below:

4 As

1 A-

1 B

Although most of the students in this course engaged with theory through the assignments included in their portfolio, Prof. Nielsen would have liked to see more explicit linking of theory and practice and a wider range of theoretical perspectives discussed. Since the weekly reflective teaching journals are a key assignment for making links between theory and practice, Prof. Nielsen intends to restructure the prompt for the teaching journals, moving away from a very general, very open-ended prompt for every journal towards a sequence of prompts, which would still allow lots of flexibility in student responses, but invite students more directly to engage with theory as they reflect on their classroom experiences.

3. STATISTICAL DATA (about 1 page)

Institutional Research, Analysis and Decision Support (IRAD) produces program statistics annually in standard format. These statistics (available on their page [here](#)) will be attached to the Annual Report of the Program Unit. This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review including student demographics of majors, student level of majors (e.g. Juniors, Seniors), faculty and academic allocation, and course data.

The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

Undergraduate majors in 2015-6: 191 [Source: Hernandez, CLASS 6-Year Study]

Graduate majors in 2015-6: 64 [Source: Hernandez, CLASS 6-Year Study]

Students in service courses (composition) in 2013-5: 12,165 [Source: Hernandez, CLASS Study of Course Work]

Tenure-Track Faculty 2015-6: 9

Lecturer Faculty 2015-6: 38

GTA's 2015-6: 10

Course Data 2013-5: [Source: Hernandez, CLASS Study of Course Work]

ENGL Prefix

| course detail | | totals | | | | | average | | CS | | | service | |
|--|--------|--------|------|-----|-------|------|---------|---|----|---|----|---------|--|
| title | u. | sect. | enr. | cap | wait. | size | fill | L | A | S | GE | cluster | |
| ENGL 4060 Topics in the English Language | 4 | 2 | 39 | 60 | | 19.5 | 65.0% | X | | | | | |
| ENGL 4070 Advanced Workshop in Fiction | 4 | 4 | 76 | 67 | 10 | 19.0 | 113.4% | X | | | F | | |
| ENGL 4075 Advanced Workshop in Poetry | 4 | 1 | 9 | 10 | | 9.0 | 90.0% | X | | | F | | |
| ENGL 4151 Introduction to Chaucer | 4 | 1 | 18 | 27 | | 18.0 | 66.7% | X | | | | | |
| ENGL 4251 Shakespeare | 4 | 4 | 120 | 119 | 10 | 30.0 | 100.8% | X | | | C4 | | |
| ENGL 4260 Milton | 4 | 2 | 41 | 60 | | 20.5 | 68.3% | X | | | | | |
| ENGL 4325 18th-Century British Lit | 4 | 1 | 21 | 30 | | 21.0 | 70.0% | X | | | | | |
| ENGL 4411 Early 19th-Century British Lit | 4 | 1 | 22 | 30 | | 22.0 | 73.3% | X | | | | | |
| ENGL 4412 Late 19th-Century British Lit | 4 | 2 | 42 | 57 | | 21.0 | 73.7% | X | | | | | |
| ENGL 4450 Studies in British Women's Lit | 4 | 1 | 31 | 30 | 3 | 31.0 | 103.3% | X | | | | | |
| ENGL 4635 Mid-19th-Century American Lit | 4 | 1 | 35 | 30 | | 35.0 | 116.7% | X | | | | | |
| ENGL 4636 Late 19th-Century American Lit | 4 | 1 | 29 | 30 | | 29.0 | 96.7% | X | | | | | |
| ENGL 4637 20th-Century American Lit | 4 | 1 | 23 | 30 | | 23.0 | 76.7% | X | | | | | |
| ENGL 4650 Ethnic American Women's Lit | 4 | 2 | 59 | 60 | | 29.5 | 98.3% | X | | | | | |
| ENGL 4660 Ethnic American Autobiography | 4 | 2 | 44 | 59 | | 22.0 | 74.6% | X | | | | | |
| ENGL 4710 Bible for Students of Lit | 4 | 1 | 21 | 30 | | 21.0 | 70.0% | X | | | | | |
| ENGL 4720 Mythology | 4 | 2 | 53 | 60 | 1 | 26.5 | 88.3% | X | | | | | |
| ENGL 4740 History of Children's Lit | 4 | 2 | 59 | 56 | 2 | 29.5 | 105.4% | X | | | | | |
| ENGL 4827 20th-Century Poetry | 4 | 1 | 25 | 30 | | 25.0 | 83.3% | X | | | | | |
| ENGL 4831 British Novel Before 1800 | 4 | 1 | 22 | 30 | | 22.0 | 73.3% | X | | | | | |
| ENGL 4832 British Novel, 1800-1914 | 4 | 1 | 20 | 30 | | 20.0 | 66.7% | X | | | | | |
| ENGL 4840 The Short Story | 4 | 1 | 28 | 30 | | 28.0 | 93.3% | X | | | | | |
| ENGL 4845 Global Short Story | 4 | 2 | 61 | 60 | | 30.5 | 101.7% | X | | | | | |
| ENGL 4860 American Fiction to 1914 | 4 | 1 | 25 | 30 | | 25.0 | 83.3% | X | | | | | |
| ENGL 4870 The American Novel, 1914-1945 | 4 | 1 | 29 | 30 | | 29.0 | 96.7% | X | | | | | |
| ENGL 4876 Current Amer & British Novel | 4 | 1 | 27 | 30 | | 27.0 | 90.0% | X | | | | | |
| ENGL 4890 Senior Seminar in English | 4 | 4 | 103 | 95 | 1 | 25.8 | 108.4% | X | | | | | |
| ENGL 4900 Independent Study | 1 to 4 | 17 | 30 | | | | | | | X | | | |
| ENGL 6001 Intro to Graduate Studies | 4 | 2 | 27 | 40 | | 13.5 | 67.5% | X | | | | | |
| ENGL 6060 The Literary Magazine | 4 | 2 | 31 | 40 | | 15.5 | 77.5% | X | | | | | |
| ENGL 6070 Graduate Wrkshop in Fiction | 4 | 2 | 17 | 20 | | 8.5 | 85.0% | X | | | | | |
| ENGL 6075 Graduate Workshop in Poetry | 4 | 1 | 7 | 10 | | 7.0 | 70.0% | X | | | | | |
| ENGL 6100 Seminar in Medieval Literature | 4 | 1 | 11 | 20 | | 11.0 | 55.0% | X | | | | | |
| ENGL 6215 Sem in Renaissance Literature | 4 | 2 | 30 | 40 | | 15.0 | 75.0% | X | | | | | |
| ENGL 6350 Restoration/18th C British Lit | 4 | 1 | 11 | 20 | | 11.0 | 55.0% | X | | | | | |
| ENGL 6405 19th C British Literature | 4 | 1 | 9 | 20 | | 9.0 | 45.0% | X | | | | | |
| ENGL 6501 Theory/Practice of Teach ESL I | 4 | 2 | 34 | 40 | | 17.0 | 85.0% | X | | | | | |
| ENGL 6502 Thry/Practice of Teach ESL II | 4 | 2 | 35 | 40 | | 17.5 | 87.5% | X | | | | | |
| ENGL 6503 Second-Language Acquisition | 4 | 2 | 36 | 40 | | 18.0 | 90.0% | X | | | | | |
| ENGL 6504 Morphology & Lexical Semantics | 4 | 2 | 38 | 45 | | 19.0 | 84.4% | X | | | | | |
| ENGL 6506 Sociolinguistics | 4 | 2 | 45 | 45 | 4 | 22.5 | 100.0% | X | | | | | |
| ENGL 6507 Testing & Evaluation/Teach ESL | 4 | 2 | 34 | 40 | | 17.0 | 85.0% | X | | | | | |
| ENGL 6508 Supervised Tutoring/Teaching | 4 | 2 | 40 | 40 | | 20.0 | 100.0% | | | X | | | |
| ENGL 6509 Comp Asst Lng Lrn | 4 | 2 | 34 | 40 | | 17.0 | 85.0% | X | | | | | |
| ENGL 6510 Pedagogical Grammar | 4 | 2 | 39 | 40 | | 19.5 | 97.5% | X | | | | | |
| ENGL 6600 American Literature to 1900 | 4 | 1 | 16 | 20 | | 16.0 | 80.0% | X | | | | | |
| ENGL 6608 Supervised Comp Teach/Tutoring | 4 | 2 | 17 | 20 | | 8.5 | 85.0% | X | | | | | |
| ENGL 6650 Seminar in Women's Literature | 4 | 2 | 35 | 40 | | 17.5 | 87.5% | X | | | | | |
| ENGL 6660 20th C British Literature | 4 | 1 | 13 | 20 | | 13.0 | 65.0% | X | | | | | |
| ENGL 6665 20th C American Literature | 4 | 1 | 18 | 20 | 3 | 18.0 | 90.0% | X | | | | | |

Department of English

ENGL Prefix

| course detail | | totals | | | | average | | CS | | | service | |
|--|----|--------|------|------|-------|---------|--------|----|---|---|---------|---------|
| title | u. | sect. | enr. | cap | wait. | size | fill | L | A | S | GE | cluster |
| ENGL 725 ESL/EFL Reading & Comp I | 4 | 12 | 241 | 293 | | 20.1 | 82.3% | X | | | | |
| ENGL 730 ESL/EFL Reading & Comp II | 4 | 12 | 215 | 280 | | 17.9 | 76.8% | X | | | | |
| ENGL 735 ESL/EFL Reading & Comp III | 4 | 14 | 223 | 338 | 1 | 15.9 | 66.0% | X | | | | |
| ENGL 801 Learning Experience/Writing I | 4 | 45 | 1011 | 1123 | | 22.5 | 90.0% | X | | | | X |
| ENGL 802 Learn Experience/Writing II | 4 | 44 | 901 | 1099 | 1 | 20.5 | 82.0% | X | | | | X |
| ENGL 803 Learn Experience/Writing III | 4 | 43 | 805 | 1071 | 1 | 18.7 | 75.2% | X | | | | X |
| ENGL 910 Developmental Writing I | 4 | 35 | 616 | 870 | | 17.6 | 70.8% | X | | | | X |
| ENGL 1001 College Writing I | 4 | 110 | 2707 | 2748 | 85 | 24.6 | 98.5% | X | | | A2 | X |
| ENGL 1002 College Writing II | 4 | 99 | 2869 | 2838 | 244 | 29.0 | 101.1% | X | | | | |
| ENGL 1020 College Reading for Fluency | 4 | 4 | 89 | 120 | | 22.3 | 74.2% | X | | | | |
| ENGL 2000 Vocabulary for Non-Natives | 4 | 8 | 195 | 218 | | 24.4 | 89.4% | X | | | | |
| ENGL 2010 Vocabulary Building | 4 | 5 | 169 | 180 | 5 | 33.8 | 93.9% | X | | | | |
| ENGL 2030 Critical Writing/Fiction | 4 | 6 | 170 | 149 | 3 | 28.3 | 114.1% | X | | | F | |
| ENGL 2040 Critical Writing on Poetry | 4 | 2 | 57 | 60 | | 28.5 | 95.0% | X | | | F | |
| ENGL 2050 Critical Writing on Drama | 4 | 3 | 80 | 89 | 2 | 26.7 | 89.9% | X | | | C2 F | |
| ENGL 2070 Beginning Wrkshop in Fiction | 4 | 5 | 122 | 148 | 1 | 24.4 | 82.4% | X | | | F | |
| ENGL 2075 Beginning Wrkshop in Poetry | 4 | 2 | 57 | 60 | | 28.5 | 95.0% | X | | | F | |
| ENGL 2600 Patterns of Immgr/Mig US Lit | 4 | 5 | 120 | 150 | | 24.0 | 80.0% | X | | | C2 | X |
| ENGL 2745 American Groups through Film | 4 | 2 | 55 | 60 | | 27.5 | 91.7% | X | | | C2 | |
| ENGL 3000 Writing for Proficiency | 4 | 34 | 808 | 982 | 126 | 23.8 | 82.3% | X | | | | |
| ENGL 3001 Adv Wri Non-Nativ | 4 | 25 | 575 | 547 | 29 | 23.0 | 105.1% | X | | | | |
| ENGL 3003 Discursive Writing | 4 | 44 | 1134 | | 339 | | | X | | | | |
| ENGL 3005 Study of Language | 4 | 3 | 81 | 86 | | 27.0 | 94.2% | X | | | | |
| ENGL 3010 Modern English Grammar | 4 | 6 | 183 | 187 | 7 | 30.5 | 97.9% | X | | | | |
| ENGL 3015 Introduction to Phonology | 4 | 1 | 19 | 30 | | 19.0 | 63.3% | X | | | | |
| ENGL 3020 Advanced Expository Writing | 4 | 9 | 275 | 266 | 38 | 30.6 | 103.4% | X | | | | |
| ENGL 3025 Technical/Professional Writing | 4 | 3 | 97 | 90 | 15 | 32.3 | 107.8% | X | | | F | |
| ENGL 3040 History: English Language | 4 | 1 | 28 | 30 | | 28.0 | 93.3% | X | | | | |
| ENGL 3070 Interm Wrkshp in Fiction | 4 | 5 | 117 | 110 | 5 | 23.4 | 106.4% | X | | | F | |
| ENGL 3071 Writing Women's Lives:A Wrkshp | 4 | 4 | 109 | 110 | 4 | 27.3 | 99.1% | X | | | F CGW | |
| ENGL 3080 Intro Critical Theory of Lit | 4 | 3 | 96 | 90 | 5 | 32.0 | 106.7% | X | | | | |
| ENGL 3400 Masterworks of British Lit | 4 | 2 | 46 | 60 | | 23.0 | 76.7% | X | | | C4 | |
| ENGL 3600 Masterworks/American Lit | 4 | 4 | 111 | 120 | 19 | 27.8 | 92.5% | X | | | C4 | |
| ENGL 3650 Women and Literature | 4 | 6 | 177 | 116 | 32 | 29.5 | 152.6% | X | | | C4 CGW | |
| ENGL 3670 Asian/Filipino American Lit | 4 | 1 | 33 | 30 | 3 | 33.0 | 110.0% | X | | | CGW | |
| ENGL 3691 Black Literature I | 4 | 2 | 66 | 60 | 5 | 33.0 | 110.0% | X | | | C4 CGW | |
| ENGL 3692 Black Literature II | 4 | 1 | 31 | 30 | | 31.0 | 103.3% | X | | | C4 CGW | |
| ENGL 3715 Dante's World | 4 | 1 | 24 | 30 | | 24.0 | 80.0% | X | | | | |
| ENGL 3740 Romantic Era: 1770-1830 | 4 | 1 | 29 | 30 | | 29.0 | 96.7% | X | | | | |
| ENGL 3745 The Gothic | 4 | 1 | 25 | 29 | | 25.0 | 86.2% | X | | | | |
| ENGL 3760 Literature of the 20th Century | 4 | 1 | 28 | 30 | | 28.0 | 93.3% | X | | | | |
| ENGL 3770 Gay and Lesbian Literature | 4 | 1 | 30 | 34 | 2 | 30.0 | 88.2% | X | | | CGW | |
| ENGL 3850 Comics: The Graphic Novel | 4 | 1 | 36 | 30 | 1 | 36.0 | 120.0% | X | | | C4 | |
| ENGL 4040 Language in the U.S.A. | 4 | 2 | 56 | 60 | 5 | 28.0 | 93.3% | X | | | | |

ENGL Prefix

| course detail | | totals | | | | average | | CS | | | service | |
|--|--------|--------|------|-----|-------|---------|--------|----|---|---|---------|---------|
| title | u. | sect. | enr. | cap | wait. | size | fill | L | A | S | GE | cluster |
| ENGL 6670 Studies in Literary Nonfiction | 4 | 1 | 21 | 20 | | 21.0 | 105.0% | X | | | | |
| ENGL 6750 Thry & Practice of Composition | 4 | 2 | 54 | 55 | 1 | 27.0 | 98.2% | X | | | | |
| ENGL 6898 Cooperative Education | 1 to 4 | 2 | 2 | 50 | | 1.0 | 4.0% | | | X | | |
| ENGL 6900 Independent Study | 1 to 4 | 10 | 9 | | | | | | | X | | |
| ENGL 6909 Departmental Thesis | 1 to 5 | 6 | 46 | 25 | | 7.7 | 184.0% | | | X | | |
| ENGL 6910 University Thesis | 1 to 9 | 9 | 10 | 25 | | 1.1 | 40.0% | | | X | | |

*Because of high demand University-wide, ENGL 3003 has its cap reduced to 0 in order for the department to screen and enroll students off the waitlist based on specific criteria