

## Map of the English Major

Knowledge, skills, and practices developed across the courses required for all English majors.

*Upon successful completion of the English major, students will be able to analyze a text or issue from multiple perspectives, with critical attention to both details and broader contexts, before determining and effectively communicating the most productive response for a given audience and purpose.*

<b>Knowledge, skills, and practices</b> -alignments with Hamline Plan (HP) + university learning outcomes (ulo)	<b>Surveys of texts in historical and cultural contexts (12xx)</b>	<b>Textual Studies and Criticism (ENG 3010 - gateway 1)</b>	<b>Literary and Cultural Theory (ENG 3020 - gateway 2)</b>	<b>Upper-level studies in literature and culture (31xx/3450/35xx)</b>	<b>Senior Seminar (ENG 5960)</b>  <u>English major learning outcomes:</u>
<b>Critical and creative reading and thinking</b> -ulo: Solve problems in an innovative, integrative, analytical, and ethical ways.	-Interpret texts in relation to historical, cultural, and intellectual contexts and value systems.	-Read texts with close attention to genre and structure.	-Use theoretical methods to interpret a text.	-Frame critical work in relation to critical and theoretical conversations.	<b>Read texts critically and creatively</b> --by integrating critical approaches from survey, gateway, and upper-level literature courses.
<b>Analytical writing</b> -HP Writing Intensive (“W”) -ulo: Communicate effectively in writing.	-Analyze texts in rhetorical contexts through written argument.	-Write analyses of formal elements of primary texts.	-Draw upon theories of textual interpretation to produce written critical scholarship.	-Adapt critical and theoretical methods to new texts and contexts.	<b>Write a theoretically-informed textual analysis that contributes to critical scholarship.</b>
<b>Theoretical practice</b> -HP Disciplinary Breadth (“H”) and Independent Critical Inquiry (“Q”) -ulo: Apply theories and methods of a field of expertise.	-Identify broader historical, cultural, and intellectual movements that shape and are shaped by texts.	-Identify genres and conventions of poetry, prose, drama, and visual narrative. -Apply literary and cultural studies terminology appropriate to each genre.	-Identify diverse literary and cultural theories, including their assumptions, uses, and implications.	-Evaluate critical and theoretical approaches.	<b>Apply literary and cultural theory in and beyond the discipline.</b>
<b>Presentation and discussion</b> -HP Speaking Intensive (“O”) -ulo: Communicate effectively in speaking.	-Learn about texts through listening and speaking in small, collaborative work groups and in full-class settings.	-Engage in a critical discussion of a primary text. >> >> -Articulate focused, open-ended discussion questions on texts and theories.	-Lead class through formal presentation and/or open-ended discussion, using appropriate level of critical and theoretical framing.	<b>Communicate effectively in presentations and discussion.</b>	
<b>Collaboration and leadership</b> -HP Liberal Education as Practice (“P”) -ulo: Serve, collaborate, and lead in a community.			-Give and use feedback effectively in peer review groups.	<b>Collaborate and lead in a range of workshop, classroom, and small group contexts.</b>	
<b>Engagement with diversity</b> -HP Diversity (“D”) -ulo: Work and create understanding across cultural differences locally, nationally, and internationally.	-Recognize the impact of historical and cultural values and assumptions on textual production. -Recognize the impact of one’s own cultural contexts, values, and assumptions of textual interpretation.	-Explain how genres function in their historical and cultural contexts.	-Recognize theories’ historical development and political involvement. -Describe diverse theoretical positions on textuality, subjectivity, agency, culture, power, and history.	-Interrogate texts’ and theories’ historical development and political involvement. -Examine diverse theoretical positions on textuality, subjectivity, agency, culture, power, and history.	<b>Evaluate how texts produce and challenge diverse world views, value systems, and social positions.</b>

<b>Research, independent inquiry</b> -HP Independent Critical Inquiry and Information Literacy (“Q”) -ulo: Use information and technology competently and responsibly.		-Cite textual evidence in MLA style.	-Conduct research to identify and analyze relevant critical scholarship. -Situating one’s interpretation in relation to those of other scholars. [Q2]	-Develop proficiency in independent research strategies.	<b>Conduct and produce research using appropriate disciplinary and technological methods.</b> [Q3]
<b>Professional development</b> -HP Liberal Education as Practice (“P”) -ulo: Engage independently and reflectively in lifelong learning.	-Develop a practice of reflective critical engagement with texts in a community.		>> -Explain how textual analysis and theoretical practice relate to one’s academic and professional goals, and to the specific expectations of an internship or job.	-Adapt disciplinary skills to new situational contexts.	<b>Explain how disciplinary skills prepare majors for professional opportunities and civic service.</b>

### Additional Learning Outcomes for Optional Courses, Concentrations, and Minors in Creative Writing, Professional Writing, and Linguistics

#### Creative Writing

<b>WRIT 3000: Creating Across Genres</b> (required foundations course for the Creative Writing Concentration and Minor)	<b>Upper-level courses in creative writing</b> (WRIT 31xx/32xx/3980/51xx)
[working with the Creative Writing Programs to get these, as these courses are taught by their faculty]	[working with the Creative Writing Programs to get these, as these courses are taught by their faculty]

#### Professional Writing and Rhetoric

<b>ENG 1800: Introduction to Professional Writing and Rhetoric</b> (required foundations course for the Professional Writing Concentration and Minor)	<b>Upper-level courses in professional writing and rhetoric</b> (ENG 33xx, 37xx)
-Recognize textual production and consumption as ethical organizational and cultural practices. -Identify rhetorical demands and strategies for a writing task, including audience, purpose, ethos, pathos, and logos. -Analyze the effectiveness of professional writing in various technological forms (paper, digital, and multimedia). -Conduct research to identify and incorporate reliable sources of information. -Apply rhetorical and design principles to produce a variety of written forms for internal and external audiences. -Collaborate with a team to produce documents through stages, from planning to giving and receiving feedback.	[currently developing these; these courses are in the process of being revised]

## Linguistics

<p><b>ENG 3190: Introduction to Linguistics</b> (a required foundations course for the Linguistics Minor and an option for the foundations course for the Applied Linguistics Minor with an Advanced TEFL Certificate)</p>	<p><b>Upper-level work towards a Linguistics Minor or an Applied Linguistics Minor with TEFL Certification</b></p>
<p>[these are being reconsidered in the context of the new Applied Linguistics Minor and collaboration with HSE]</p> <p>[some alignment with the Hamline Plan “R”]</p>	<p>-Upon successful completion of the Linguistics Minor, students will be able to apply diverse disciplinary theories and methods to understand language as a complex system shaped by cognitive and cultural factors.</p> <p>-Upon successful completion of the course and clinical work required for the Applied Linguistics Minor, students will be able to apply linguistic and pedagogical theory to teach English as a foreign language.</p>