Identification

- English M.A. Program, Department of English and Foreign Languages, College of Humanities and Social Sciences, Colorado State University-Pueblo
- Developed by: Ted Taylor, Coordinator of English Graduate Program
- March 2014
- Primary contact for assessment: Ted Taylor, Coordinator of English Graduate Program

Mission, goals, and student learning outcomes

- Program mission and linkages to department and university mission:

To offer an M.A. with concentrations either in literary and rhetorical study or creative writing and allow students to choose courses in an array of fields taught by a qualified graduate faculty. To produce graduates with a strong background in literature, linguistics, theory, pedagogy, writing, and cultural studies prepared to pursue further graduate studies and progress towards professional and personal goals.

The Department of English and Foreign Languages's management of the M.A. Program in English during its years of operation has confirmed that faculty members are committed to excellence and have succeeded in setting a standard for effective program management and community outreach through awareness of the needs of our constituencies.

- Student Learning Outcomes:

1. Demonstrates professional level of competency in the study of literature.
2. Incorporates theories and techniques of literary criticism at a professional level.
3. Reveals professional-level understanding of theories of writing and rhetoric (if relevant).
4. Reveals professional-level writing skills appropriate to the genre(s) of the work.
5. Employs research strategies for English studies in a professional manner.
6. Manifests professional understanding of pedagogical theories and strategies appropriate to English.

Additional SLOs for Students Writing a Creative Thesis:
1. Produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the

drafting and revision process for individual and collections of works.
2. Demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop.

- Performance level: Satisfactory performance is a 3 on a 4-point scale.

- Learning outcomes are currently listed in the course catalog; developed by department faculty; communicated to students during orientation, in courses, and during research project/thesis work; and communicated to the community during research project presentations and thesis defenses.

Curriculum

- The courses and their objectives, in aggregate, meet the outcomes for the program.
- The curriculum provides opportunities for students to demonstrate they have learned the program outcomes (informal and formal writing, independent and group projects, exams, service-learning projects, capstone research projects, capstone theses, oral defenses).

Assessment methods
A detailed curriculum map (see below) aligns course curricula with student learning outcomes and identifies assessment measures.

1. Students' M.A. theses or independent research project essays are evaluated by the thesis director and committee members against student learning outcomes, using the "Thesis or Independent Research Project Evaluation Sheet" (see below).
2. All audience members at the oral defenses of theses or independent research project papers are asked to comment in writing on the students' skills and knowledge as evidenced in their performance (see Thesis or Research Project Presentation Audience Comment Form" below), and their responses are tabulated cumulatively.
3 Faculty are responsible for assessing student learning in individual courses.

Assessment results

- The Chairperson of English and Foreign Languages generates an annual assessment report that is distributed to the faculty.
- Following the program's next five-year review, the program will consider report more carefully each year and apply relevant changes.
- The program faculty considers data in light of intersections between program goals and the University's Strategic Plan.

■ The program faculty will meet following the five-year review to generate plans for ongoing assessment and improved inclusion of all stakeholders.

Continuous processes

■ Annual Update Measures: Annual assessment report, university reporting cycle, scheduled graduate faculty meetings.
■ Responsible Parties for Assessment, Implementation, and Follow-Up: department chairperson, graduate coordinator, graduate faculty.

Curriculum Map

M.A. in English

COURSE	Demonstrates professional level of competency in the study of literature.	Incorporates theories and techniques of literary criticism at a professional level	Reveals professional level of understanding of theories of writing and rhetoric	Reveals professional-level writing skills appropriate to the genre(s) of the work.	Employs research strategies for English studies in a professional manner.	Manifests professional understanding of pedagogical theories and strategies appropriate to English.	additional learning outcomes for creative writing track:	
							Produces writing competitive at a publishable level, which reflects an understanding of the creative writing genres, the business of writing, and the drafting and revision process for individual and collections of works.	Demonstrates a working vocabulary for critical analysis through theoretical venues as well as in-depth study of terminology and form within creative works to develop strong critiquing skills in the workshop environment.

English 501	N/A	1. Blog Posts 2. In-class discussions 3.Professionalism 4. Bibliography 5. Major Paper 6. Major Presentation 7. Group Project 8. In-class writing 9.Pedagogy Stmt 10.Midterm 11.Final	1. Blog Posts 2. In-class discussions 3.Professionalism 4. Bibliography 5. Major Paper 6. Major Presentation 7. Group Project 8. In-class writing 9.Pedagogy Stmt 10.Midterm 11.Final	1. Blog Posts 2. In-class Writing 3. Bibliography 4. Major Paper 5. Midterm 6. Final	1. Bibliography 2. Major Paper 3. Pedagogy Stmt.	1. Bibliography 2. Major Paper 3. Pedagogy Stmt. 4. Midterm 5. Final Exam 6. Blog Posts 7. In-class writing 8. In class discussions	1. Major Paper	1. In-class discussion 2. Blog Posts 3. Group Project 4. Major Presentation 5. Major Paper
English 501 Assignments	N/A	1. Bibliography 2. Major Paper 3. Major Presentation 4. Group Project 5.Pedagogy Stmt 6.Midterm 7.Final	1. Bibliography 2. Major Paper 3. Major Presentation 4. Group Project 5.Pedagogy Stmt 6.Midterm 7.Final	1. Bibliography 2. Major Paper 3. Midterm 4. Final	1. Bibliography 2. Major Paper 3. Pedagogy Stmt.	1. Bibliography 2. Major Paper 3. Pedagogy Stmt. 4. Midterm 5. Final Exam	1. Major Paper	1. Group Project 2. Major Presentation 3. Major Paper

English 502	1. research paper 2. annotated bibliography 3. blog posts 4. in-class preparedness and professionalism	1. research paper 2. annotated bibliography 3. blog posts 4. in-class preparedness and professionalism	1. research paper 2. annotated bibliography 3. blog posts 4. in-class preparedness and professionalism	1. research paper 2. annotated bibliography 3. blog posts	1. research paper 2. annotated bibliography	1. in-class preparedness and professionalism	n/a	n/a
English 502 Assignments	1. in-class preparedness and professionalism 2. book review 3. blog posts 4. research paper	1. in-class preparedness and professionalism 2. book review 3. blog posts 4. research paper	1. in-class preparedness and professionalism 2. book review 3. blog posts 4. research paper	1. book review 2. blog posts 3. research paper	1. book review 2. research paper	n/a	n/a	n/a

English 503	1. major paper 2. book review 3. blog posts 4. in-class preparedness and professionalism	1. major paper 2. book review 3. blog posts 4. in-class preparedness and professionalism	1. major paper 2. book review 3. blog posts 4. in-class preparedness and professionalism	1. research paper 2. book review 3. blog posts	1. research paper 2. book review	1. in-class preparedness and professionalism	n/a	n/a
English 503 Assignments	1. in-class preparedness and professionalism 2. conference-style presentation 3. blog posts 4. research paper	1. in-class preparedness and professionalism 2. conference-style presentation 3. blog posts 4. research paper	1. in-class preparedness and professionalism 2. conference-style presentation 3. blog posts 4. research paper	1. book review 2. conference-style presentation 3. research paper	1. book review 2. conference-style presentation 3. research paper	n/a	n/a	n/a

English 511	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers 4. Bb 5. In-class discussion	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers 4. Bb 5. In-class discussion	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers 4. Bb 5. In-class discussion	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Informal Writing (Bb, research notes) 2. Major paper(s) (1-2 formal papers) 3. Group Project 4. Short Response Papers			
English 511 Assignments	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Informal Writing (Bb, research notes) 2. Major paper(s) (1-2 formal papers) 3. Group Project 4. Short Response Papers			

English 512	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers 4. Bb 5. In-class discussion	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers 4. Bb 5. In-class discussion	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers 4. Bb 5. In-class discussion	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Informal Writing (Bb, research notes) 2. Major paper(s) (1-2 formal papers) 3. Group Project 4. Short Response Papers			
English 512 Assignments	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Major paper(s) (1-2 formal papers) 2. Group Project 3. Short Response Papers	1. Informal Writing (Bb, research notes) 2. Major paper(s) (1-2 formal papers) 3. Group Project 4. Short Response Papers			

English 591 Special Topics: Literature	1. 6 responses to discussion questions posted on Bb. 2. final research project	1. summaries of 6 critical articles posted on Bb. 2. final research project	1. summaries of 6 critical articles posted on Bb. 2. final research project	1. final research project.	1. final research project.	1. weekly oral presentation of responses to discussion questions or article summaries. 2. oral presentation of final research project.		
English 591 Assignments	1. 6 responses to discussion questions posted on Bb. 2. final research project	1. summaries of 6 critical articles posted on Bb. 2. final research project	1. summaries of 6 critical articles posted on Bb. 2. final research project	1. final research project.	1. final research project.	1. weekly oral presentation of responses to discussion questions or article summaries. 2. oral presentation of final research project.		

English 594 Field Experience (Supervised College Teaching)	N/A	1. Pedagogy Stmt. 2. Journal 3. Abstract 4. Major Paper 5. Presentation 6. Portfolio 7.Professionalism	1. Pedagogy Stmt. 2. Journal 3. Abstract 4. Major Paper 5. Presentation 6. Portfolio 7.Professionalism	1. Major Paper 2. Portfolio	1. Major Paper	1. Pedagogy Stmt. 2. Portfolio 3. Teaching Duties 4. In-class discussions 5. Professionalism	1. Major Paper	1. In-class discussions 2. Journal 3. Portfolio
English 594 Assignments	N/A	1. Pedagogy Stmt. 2. Major Paper 3. Portfolio	1. Pedagogy Stmt. 2. Major Paper 3. Portfolio	1. Major Paper 2. Portfolio	1. Major Paper	1. Pedagogy Stmt. 2. Portfolio	1. Major Paper	1. Portfolio

English 598 Never Taught							
English 598 Assignments							

English 599 K. Frank	1. Research Notes 2. Annotated Bibliography 3. Thesis Drafts 4. Final Thesis 5. Thesis Defense 6. Weekly Meetings	1. Research Notes 2. Annotated Bibliography 3. Thesis Drafts 4. Final Thesis 5. Thesis Defense 6. Weekly Meetings	1. Research Notes 2. Annotated Bibliography 3. Thesis Drafts 4. Final Thesis 5. Thesis Defense 6. Weekly Meetings	1. Research Notes 2. Annotated Bibliography 3. Thesis Drafts 4. Final Thesis 5. Thesis Defense 6. Weekly Meetings	1. Research Notes 2. Annotated Bibliography 3. Thesis Drafts 4. Final Thesis 5. Thesis Defense 6. Weekly Meetings	If relevant (topic-dependent): 1. Research Notes 2. Annotated Bibliography 3. Thesis Drafts 4. Final Thesis 5. Thesis Defense 6. Weekly Meetings		
English 599 Assignments	1. Final Thesis 2. Thesis Defense	1. Final Thesis 2. Thesis Defense	1. Final Thesis 2. Thesis Defense	1. Final Thesis 2. Thesis Defense	1. Final Thesis 2. Thesis Defense	1. Final Thesis 2. Thesis Defense		

English 521	1. In-class discussions 2. Professionalism 3. Responses (x5) 4. Major Paper 5. Presentation 6. Portfolio	1. In-class discussions 2. Responses (x5) 3. Major Paper 4. Portfolio	1. In-class discussions 2. Responses (x5) 3. Major Paper 4. Portfolio	1. Responses (x5) 2. Major Paper 3. Portfolio	1. Major Paper	1. Portfolio	1. Major Paper	1. In-class discussions 2. Responses (x5) 3. Major Paper 4. Presentation
English 521 Assignments	1. Responses (x5) 2. Major Paper 3. Presentation	1. Responses (x5) 2. Major Paper 3. Portfolio	1. Responses (x5) 2. Major Paper 3. Portfolio	1. Responses (x5) 2. Major Paper 3. Portfolio	1. Major Paper	1. Portfolio	1. Major Paper	1. Responses (x5) 2. Major Paper 3. Presentation

| English 522 | | | | | | 1. Weekly presentations on assigned phonological and morphological terms and concepts, and their use in teaching phonology and morphology. 2. Transcription of non-native speech and error analysis. 3. Mini-lessons on teaching points for phonology and morphology, using strategies and methods studied for class. 4. Mini-lesson on phonology and/or morphology incorporating teaching software. | | |

English 522 Assignments						•Oral presentations, including mini-lessons, and written summaries or outlines thereof. •Quizzes on concepts and terminology.		
English 523 T. Taylor						1. Weekly presentations on assigned terms and concepts, and applications thereof. 2. In-class practice with particular teaching strategies (with students role-playing the parts of ELLs and instructors). 3. Mini-lessons on grammar points, demonstrating particular strategies or methods. 4. Mini-lesson on grammar,		

					illustrating how to incorporate teaching software.		
English 523 Assignments					•Oral presentations, including mini-lessons, and written summaries or outlines thereof. •Quizzes on concepts and terminology.		

English 524 Never Taught								
English 524 Assignments								

English 525	N/A	1. Blog Posts 2. Midterm 3. Final Exam 4. Bibliography 5. Major Paper 6. Presentation	1. Blog Posts 2. Midterm 3. Final Exam 4. Bibliography 5. Major Paper 6. Presentation	1. Blog Posts 2. Midterm 3. Final Exam 4. Bibliography 5. Major Paper	1. Midterm 2. Final Exam 3. Bibliography 4. Major Paper	1. Midterm 2. Final Exam 3. Bibliography 4. Major Paper 5. Presentation	1. Major Paper	1. Blog Posts 2. In-class Discussions 3. Bibliography 4. Major Paper 5. Midterm 6. Final Exam
English 525 Assignments		1. Midterm 2. Final Exam 3. Bibliography 4. Major Paper 5. Presentation	1. Midterm 2. Final Exam 3. Bibliography 4. Major Paper 5. Presentation	1. Midterm 2. Final Exam 3. Bibliography 4. Major Paper	1. Midterm 2. Final Exam 3. Bibliography 4. Major Paper	1. Midterm 2. Final Exam 3. Bibliography 4. Major Paper 5. Presentation	1. Major Paper	1. Bibliography 2. Major Paper 3. Midterm 4. Final Exam

English 527	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. In-class discussion 3. Group projects	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Small Group & Full Class Workshop Critiques 3. Final Notebook (with revisions)	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 3. Theoretical & Process Mini-Lessons	1. Moderation of In-class Writing Exercises 2. Theoretical & Process Mini-Lessons 3. Small Group & Full Class Workshop & Critiques	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 2. Final Notebook (with revisions)	1. Informal Writing & In-class Writing Exercises 2. In-class discussion 3. Small Group & Full Class Workshop & Critiques 4. Group projects
English 527 Assignments	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. In-class discussion 3. Group projects	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Small Group & Full Class Workshop Critiques 3. Final Notebook (with revisions)	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 3. Theoretical & Process Mini-Lessons	1. Moderation of In-class Writing Exercises 2. Theoretical & Process Mini-Lessons 3. Small Group & Full Class Workshop & Critiques	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 2. Final Notebook (with revisions)	1. Informal Writing & In-class Writing Exercises 2. In-class discussion 3. Small Group & Full Class Workshop & Critiques 4. Group projects

English 528	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. In-class discussion 3. Group projects	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Small Group & Full Class Workshop Critiques 3. Final Notebook (with revisions)	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 3. Theoretical & Process Mini-Lessons	1. Moderation of In-class Writing Exercises 2. Theoretical & Process Mini-Lessons 3. Small Group & Full Class Workshop & Critiques	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 2. Final Notebook (with revisions)	1. Informal Writing & In-class Writing Exercises 2. In-class discussion 3. Small Group & Full Class Workshop & Critiques 4. Group projects
English 528 Assignments	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. In-class discussion 3. Group projects	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Theoretical & Process Mini-Lessons	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Small Group & Full Class Workshop Critiques 3. Final Notebook (with revisions)	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 3. Theoretical & Process Mini-Lessons	1. Moderation of In-class Writing Exercises 2. Theoretical & Process Mini-Lessons 3. Small Group & Full Class Workshop & Critiques	1. Creative writing assignments (4-6 poems, 4-5 short stories, 4-5 nonfiction essays, etc.) 2. Literary Magazine Submission Project 2. Final Notebook (with revisions)	1. Informal Writing & In-class Writing Exercises 2. In-class discussion 3. Small Group & Full Class Workshop & Critiques 4. Group projects

CSU-Pueblo M.A. in English
Thesis or Independent Research Project Evaluation Sheet

Thesis Author: _____   Scorer: _____

Rate the work in each category on a scale of 0 to 4, 4 being the highest. The rubrics are explained on the reverse. If a category is inappropriate for the thesis or reseach project under review, leave that row blank.

	0	1	2	3	4
Demonstrates Professional Level of Competency in the Study of Literature					
Incorporates Theories and Techniques of Literary Criticism at a Professional Level (if relevant)					
Reveals Professional Level of Understanding Theories of Writing and Rhetoric (if relevant)					
Reveals Professional-Level Writing Skills Appropriate to the Genre(s) of the Work					
Employs Research Techniques for English Studies in a Professional Manner					
Manifests Professional Understanding of Pedagogical Theories and Techniques Appropriate to English Studies (if relevant)					

Notes:

M.A. Thesis or Research Project Evaluation Standards for Program Assessment

Demonstrates Professional Level of Competency in the Study of Literature.

4. The work embodies original and persuasive insights into the text(s) it studies and is of publishable quality.
3. The work presents a valid argument and is of near-publishable quality.
2. The work is weakened by less-than-professional level competency in the study of literature.
1. The work makes significant errors in its study of literature.
0. The work is entirely unsatisfactory in meeting professional standards for the study of literature.

Incorporates Theories and Techniques of Literary Criticism at a Professional Level.

4. The work embodies literary theories and critical techniques in a fully professional manner.
3. The work makes no significant errors in employing theories and techniques of literary criticism.
2. The work is weakened by less-than-professional competency in using the theories and techniques of literary criticism.
1. The work makes significant errors in using the theories and techniques of literary criticism.
0. The work is entirely unsatisfactory in meeting professional standards in using the theories and techniques of literary criticism.

Reveals Professional Level of Understanding Theories of Writing and Rhetoric.

4. The work embodies an understanding of theories of writing and rhetoric at a professional level.
3. The work makes no significant errors regarding theories of writing and rhetoric.
2. The work is weakened by inadequate understanding of theories of writing and rhetoric.
1. The work contains significant errors regarding theories of writing and rhetoric.
0. The work is entirely unsatisfactory in meeting professional standards in understanding or applying theories of writing and rhetoric.

Reveals Professional-Level Writing Skills Appropriate to the Genre(s) of the Work

4. The work is noteworthy for its polished, eloquent, and/or effective writing.
3. The work reflects professional-level competency in writing.
2. The work is weakened by inadequate skill in writing.
1. The work contains significant errors in writing.
0. The work does not manifest adequate skills in writing.

Employs Research Techniques for English Studies in a Professional Manner

4. The work is fully professional in its incorporation and documentation of research.
3. The work makes no significant errors in its incorporation and documentation of research.
2. The work is weakened by inadequate incorporation and documentation of research.
1. The work makes significant errors in its research and documentation.
0. The work does not manifest adequate skills in research or documentation.

Manifests Professional Understanding of Pedagogical Theories and Techniques Appropriate to English Studies

4. The work embodies an understanding of pedagogical theories and techniques at a professional level.
3. The work makes no significant errors regarding pedagogical theories and techniques.
2. The work is weakened by incorrect or inadequate understanding of pedagogical theories or techniques.
1. The work makes significant errors regarding pedagogical theories or techniques.
0. The work does not manifest adequate understanding of pedagogical theories and techniques.

Colorado State University-Pueblo Department of English and Foreign Languages
M.A. Program in English

Thesis or Research Project Presentation Audience Comment Form

Please help us with our efforts to assess and improve the English M.A. Program by giving your impression of how well today's candidate seems to have mastered the program's stated goals, as they are incorporated in the questions below. If more than one candidate presented today, please fill out a form for each. This feedback is anonymous and confidential; neither the evaluator nor the candidate is identified on the form, and the data will be published only in the aggregate for each year.

Please circle the number at the left of each item that corresponds to your opinion:

1. Strongly agree   2. Agree   3. Disagree   4. Strongly disagree   5. No basis to judge

On the basis of his or her performance today I think the candidate has developed knowledge and skills to professional levels in—

1   2   3   4   5   --the study of literature in depth.

1   2   3   4   5   --aspects of literary history and cultural studies.

1   2   3   4   5   --literary criticism and theories of reading and interpretation.

1   2   3   4   5   --theories of writing and rhetoric.

1   2   3   4   5   --practical writing skills in a range of professional and creative genres.

1   2   3   4   5   --research techniques for investigating and understanding of the discipline of English
                               Studies

1   2   3   4   5   --pedagogical theories and techniques for various aspects and levels of
                            English studies.

Please add any further comments you wish to make. Your insights are valuable and appreciated. Thanks.

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