

Student learning outcomes for IC English majors

1. Students will learn to read literary works closely, with focused attention to the nuances of language, content and form.
2. Students will learn to write essays in clear expository prose, with fluent and varied sentences, coherent organization, and mechanical and grammatical correctness.
3. Students will learn to compose thesis-driven, textually supported literary analyses based upon their readings of literary works. Working closely with professors, students will complete multiple written assignments in each class.
4. Students will learn the conventions of literary study, which means that they will exhibit a knowledge of literary terms, genres, devices, figures of speech, and poetic, dramatic, and narrative forms.
5. Students will develop an understanding of literary analysis as a discipline, which will involve acquiring familiarity with the goals, terminology and methods of literary criticism as it has been practiced in the past several decades.
6. Students will demonstrate a familiarity with major periods and authors of the English/American literary tradition, including some of its most widely esteemed texts, and they will develop an understanding of how literary works influence and relate to one another, as well as how literature emerges from and responds to its historical contexts.
7. Students will be exposed to Anglophone literary texts that are not part of the English/American literary tradition. They will reflect upon the assumptions they bring to these texts; they will become familiar with the aesthetic traditions that are particular to these bodies of literature; and they will consider the ways in which these texts emerge from and respond to their historical and cultural contexts.
8. Students will develop the ability to incorporate secondary source materials into their interpretive essays. By the time of their graduation, students will have developed an ability to write an extended (12-15 pp.) research paper that focuses upon a literary text or texts, that makes use of secondary source material, and that exhibits the students' ability to incorporate secondary source material into an argument that is their own.

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