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The mission of McKendree University is to provide a high-quality educational experience to outstanding students.

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ENG 111 English I: Academic Writing (3)

English 1 assists students in becoming competent academic writers by introducing them to important academic writing conventions, including analyzing and evaluating written texts. By utilizing various rhetorical strategies and applying basic research techniques, students will further develop the important skills entailed in prewriting, drafting, and revising as they write analytical and persuasive papers. IAI-C1900

Student Learning Outcomes

Students will:

1. Demonstrate an awareness of the strategies that writers use in different writing contexts.
 - a. The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
 - b. The writer demonstrates the ability to write for different audiences and contexts.
 - c. The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, literary style, and/or word choice) address and are strategically pitched to that audience.
2. Read, analyze, and synthesize complex texts in order to generate and support writing.
 - a. The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
 - b. Course texts are used in strategic, focused ways (for example, summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
 - c. The writer utilizes multiple kinds of evidence gathered from various sources (for example, library research, interviews, questionnaires, observations, cultural artifacts, literary texts) in order to support writing goals.
 - d. The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.
3. Produce complex, creative, analytic, persuasive arguments that matter in academic contexts.
 - a. The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
 - b. The stakes of the argument are articulated and persuasive; it is clear why what is being argued matters.
 - c. The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
 - d. The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
 - e. The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.
 - f. The argument is creative. Language is vivid and original.
4. Develop flexible strategies for revising and editing writing.
 - a. The writing demonstrates substantial and successful revision.
 - b. The writing responds to substantive issues raised by the instructor and peers.
 - c. Errors of grammar, punctuation, and mechanics are edited so as not to interfere with reading and understanding the writing.



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Course Topics

1. Rhetorical analysis
2. Grammar
3. Diction
4. Persuasion
5. Process writing



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ENG 112 English II: Research and Writing (3)

English II further prepares students for the types of academic writing expected in college, with emphasis on the development of critical and analytical skills for reading, research, and writing across the disciplines. The course reinforces process approaches to researched writing while continuing to develop skills in writing for multiple purposes, including analysis, evaluation, synthesis, and argumentation. Prerequisite: ENG 111. IAI-C1901

Student Learning Outcomes

Students will:

1. Demonstrate an awareness of the strategies that writers use in different writing contexts.
 - a. The writing employs style, tone, and conventions appropriate to the demands of a particular genre and situation.
 - b. The writer demonstrates the ability to write for different audiences and contexts.
 - c. The writing has a clear understanding of its audience, and various aspects of the writing (mode of inquiry, content, structure, appeals, tone, sentences, literary style, and/or word choice) address and are strategically pitched to that audience.
2. Read, analyze, and synthesize complex texts in order to generate and support writing.
 - a. The writing demonstrates an understanding of the course texts as necessary for the purpose at hand.
 - b. Course texts are used in strategic, focused ways (for example, summarized, cited, applied, challenged, re-contextualized) to support the goals of the writing.
 - c. The writer utilizes multiple kinds of evidence gathered from various sources (for example, library research, interviews, questionnaires, observations, cultural artifacts, literary texts) in order to support writing goals.
 - d. The writing demonstrates responsible use of the MLA (or other appropriate) system of documenting sources.
3. Produce complex, creative, analytic, persuasive arguments that matter in academic contexts.
 - a. The argument is appropriately complex, based in a claim that emerges from and explores a line of inquiry.
 - b. The stakes of the argument are articulated and persuasive; it is clear why what is being argued matters.
 - c. The argument involves analysis, which is the close scrutiny and examination of evidence and assumptions in support of a larger set of ideas.
 - d. The argument is persuasive, taking into consideration counterclaims and multiple points of view as it generates its own perspective and position.
 - e. The argument utilizes a clear organizational strategy and effective transitions that develop its line of inquiry.
 - f. The argument is creative. Language is vivid and original.
4. Develop flexible strategies for revising and editing writing.
 - a. The writing demonstrates substantial and successful revision.
 - b. The writing responds to substantive issues raised by the instructor and peers.
 - c. Errors of grammar, punctuation, and mechanics are edited so as not to interfere with reading and understanding the writing.
5. Produce a well-supported, well-written research essay using proper MLA documentation.



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Course Topics

1. Rhetorical analysis
2. Grammar
3. Diction
4. Persuasion
5. Process writing
6. Research methods
7. Integration of sources



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ENG 201 Shakespeare (3)

This course serves as an introduction to Shakespeare's plays. In addition to reading a representative selection of his works from a variety of genres, students will also study the theatrical and cultural contexts of his life and times. Works may include Hamlet, Romeo and Juliet, and A Midsummer Night's Dream.

Student Learning Outcomes

Students will:

1. Understand the classical roots of Shakespeare's drama
2. Trace the development of Shakespeare's writing from his apprentice period to his mature works
3. Appreciate the values and mores of early modern culture
4. Recognize the various theoretical approaches to drama (i.e. realism, aestheticism, epic)
5. Understand drama in its original performative context
6. Write succinct and thoughtful analytical essays about literature
7. Articulate what role art and artistic expression play in their lives.

Course Topics

1. Tragedy
2. Comedy
3. History
4. Romance
5. Theatrical terminology



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ENG 205/305 Introduction to Poetry Writing/Advanced Poetry Writing (W) (3)

This is a workshop course designed to help students develop an understanding of the basic artistic principles involved in poetry writing and to give them the opportunity to apply these principles in writing several poems. Attention is paid to student work and to gaining critical appreciation of aesthetic principles through study of exemplary works of poetry.

This is a workshop course designed for students who have had previous course work in poetry writing or other comparable experience and who wish substantial additional training in poetry writing beyond the introductory level. English 206 and 306 will be offered concurrently.

Student Learning Outcomes

Students will:

1. Learn to write poetry of increasing quality, playfulness, and confidence
2. Gain in critical ability to read, write about, and discuss poetry
3. Grasp essential technical concepts of poetic language
4. Gain a beginner's grasp of some of the variety of contemporary poetry

Course Topics

1. Diction
2. History of English language
3. Poetic line
4. Poetic forms
5. Accentual writing
6. Free verse writing
7. Tropes
8. Fixed and experimental forms
9. Imagery
10. Poetic sound
11. Writing poems
12. Revising poems
13. Analysis of work by sample poets
14. Analysis of work by class poets



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ENG 206/306 Introduction to/Advanced Fiction Writing (W) (3)

This is a workshop course designed to help students develop an understanding of the basic artistic principles involved in fiction writing and to give them the opportunity to apply these principles in writing short fiction. Attention is paid to student work and to gaining critical appreciation of aesthetic principles through study of exemplary works of short fiction.

This is a workshop course designed for students who have had previous course work in fiction writing or other comparable experience and who wish substantial additional training in fiction writing beyond the introductory level. English 206 and 306 will be offered concurrently.

Student Learning Outcomes

Students will:

1. Develop recognition of various elements of written fiction
2. Develop critical ability to evaluate strengths and weaknesses in written fiction
3. Develop craft and style in writing fiction
4. Develop understanding of the short story as a form
5. Expand their reading in various genres of short fiction

Course Topics

1. Characterization: Dialogue
2. Characterization: Appearance
3. Characterization: Action
4. Characterization: Interpretation by the author/by other characters
5. Setting
6. Plot
7. Structure
8. Point of view
9. Symbol and image
10. Style as an element of fiction
11. Theme
12. Revision
13. Process writing and workshop methods
14. Critical reading of model authors
15. The short story as form
16. Genres within short fiction



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ENG 235 Gender in Literature (3)

A study of the literary presentation of women and men in fiction, drama, and/or poetry. This course examines gender as it relates to authors, readers, and the literary canon. Focusing predominantly, but not exclusively, on literature by women, the course explores the ways women and men are represented. Attention is paid to traditional depictions of women and to those reflecting contemporary changes as well as to social, political and psychological contexts.

Student Learning Outcomes

Students will:

1. Exhibit understanding of gender issues as they relate to historical time periods.
2. Exhibit understanding of how race, class, and sexual orientation intersect with gender.
3. Cultivate personal understanding of their own experience in relation to the novels, short stories and films discussed in class.
4. Develop empathy for the characters discussed in the novel, films and short stories explored in class.
5. Critically analyze and write about literary and visual texts

Course Topics

1. Sex versus gender
2. Essentialism versus social construction
3. Gender stereotypes
4. Gender in literature
5. Historical and cultural construction of gender



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ENG 238 American Dreams/American Realities in Literature (3)

This course will examine contemporary explorations of the American Dream in novels written in the 20th and 21st centuries, asking students to analyze how authors respond to our evolving definition of the American Dream. The novels will be selected to represent a diverse American society, exploring race, class, and gender.

Student Learning Outcomes

Students will:

1. Exhibit understanding of race and ethnic issues as they relate to historical time periods.
2. Exhibit understanding of how gender, socioeconomic class, and sexual orientation intersect with ethnicity.
3. Cultivate personal understanding of their own experience in relation to the novels, short stories and films discussed in class.
4. Develop empathy for the characters discussed in the novel, films and short stories explored in class.
5. Critically analyze and write about literary and visual texts

Course Topics

1. Definition of ethnicity
2. Ethnicity in literature
3. Ethnicity in the United States
4. Ethnic stereotypes
5. Legal and illegal immigrants
6. Systemic racism
7. Literary elements



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ENG 250 Dramatic World Literature (3)

A survey of the world's dramatic masterpieces tracing the evolution of the theatre from the Greeks to the contemporary theatre. Emphasis is on dramatic literature in performance, and the survey includes the development of the theatre as a historical institution. Same as THE 250.

Student Learning Outcomes

Students will:

1. Understand the history and development of drama, from the Greeks to modern times
2. Appreciate the values and mores of the cultures that produced the plays that we study, from the Greeks to modern times
3. Recognize the various theoretical approaches to drama (i.e. realism, aestheticism, epic)
4. Understand drama in its original performative context
5. Write succinct and thoughtful analytical essays about literature
6. Articulate what role art and artistic expression play in their lives.

Course Topics

1. Historical and generic roots of comedy and tragedy
2. Realism
3. Aestheticism
4. Expressionism
5. Development of drama from origins to present day
6. Theatrical terminology
7. Genre theory



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ENG 254/354 African American Literature (3)

This course will examine African American novels, short stories, essays, music, and poetry written from the mid-eighteenth century to the present. Themes discussed may include constructions of racial identity, social consciousness, and race, class, and gender relations.

Student Learning Outcomes

Students will:

1. Learn about the historical, aesthetic, and cultural context of each literary work.
2. Understand the legacy of slavery and systemic racism as it shapes the literature examined in the course.
3. Appreciate the complexity and richness of African American literature and culture.
4. Perform close readings of the texts.
5. Become better critical readers and writers.

Course Topics

1. Broader: African American literary tradition from the 19th century to the present.
2. Literature and music of Slavery
3. Literature from the Nadir of Jim Crow
4. Harlem Renaissance and the blues
5. Black Arts Movement and music of civil rights protest
6. Contemporary African American literature and music.



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ENG 255 Literature and the Environment (3)

This course will explore literature that focuses on the environment and environmental issues.

Student Learning Outcomes

Students will:

1. Exhibit understanding of environmental issues as they relate to historical time periods.
2. Cultivate personal understanding of their own experience with environmental issues in relation to the novels, short stories and films discussed in class.
3. Develop empathy for the characters discussed in the novel, films and short stories explored in class.
4. Critically analyze and write about literary and visual texts.

Course Topics

1. Environmental issues
2. Genres of environmental writing
3. History of environment
4. Environmental organizations and movements
5. Environmental destruction
6. Environmental activism



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ENG 261 Poetry (3)

This course focuses on how poems create meaning and emotion through distinct use of poetic language and form. Works of early to contemporary poets are studied. Class discussions center on gaining critical appreciation of the wide range of forms, styles, and voices of poetry through improved reading and wider exposure.

Student Learning Outcomes

Students will:

1. Learn the overall technical resources that make poetry a particular kind of art
2. Distinguish between the types of sound, tropes, forms, and diction in poetry
3. Learn how poetry is performed
4. Become familiar with the range of modern/contemporary poetry in the English language
5. Gain skills in writing and discussing literature, especially poetry

Course Topics

1. Elements of diction
2. History of English language
3. Poetic forms
4. Rhythm and meter
5. Free verse/organic poetry
6. Kinds of tropes
7. Kinds of poetic sound
8. Sample readings of work by major and minor poets
9. Critical analysis in discussion
10. Critical analysis in writing



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ENG 272 Fiction (3)

This course focuses on works of fiction, including short stories and at least one novella or novel. Class discussions center on gaining critical understanding of the contexts and elements of fiction to improve appreciation and reading of fictional literary works.

Student Learning Outcomes

Students will:

1. Develop familiarity with the range (genres) and history of short fiction
2. Develop exposure to longer forms such as the novella
3. Improve written and oral communication skills in critical discussion
4. Develop understanding of the interrelation of individual fiction elements

Course Topics

1. Characters and characterization
2. Setting
3. Tone and mood
4. Point of view
5. Plot
6. Dialogue
7. Image/symbol in fiction
8. Theme
9. Genres of fiction
10. Analysis of works by major authors
11. Theory and practice of fiction writing by major authors
12. Writing about fiction
13. History of short story form



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ENG 273 Film and Literature (3)

This course will examine film adaptations of a variety of literary texts, including novels, short stories and plays, focusing on the unique characteristics of cinematic texts.

Student Learning Outcomes

Students will:

1. Learn how to analyze the form and content of both literary texts and films
2. Learn about the evolution of stories into different media
3. Learn about the evolution of stories to fit different cultures
4. Develop the habit of reading and watching texts critically

Course Topics

1. Film terminology
2. Literary analysis
3. Adaptation



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ENG 290/490 Ways of Reading (W) (3)

This course introduces English majors to the principal approaches to literature. Primary emphasis will be given to the application of current critical approaches to selected works as well as to research methods within the discipline. Secondary emphasis will be given to selected topics currently under debate in the field. For English majors/minors. Note: The course does NOT count as a general education course fulfilling the literature core requirement.

Student Learning Outcomes

Students will:

1. Practice close reading of literary, visual, and non-literary texts. (papers, presentation, class discussion)
2. Broaden your understanding of intellectual history by mastering the tenets of key movements in literary theory and criticism.
3. Develop facility in applying theoretical approaches to a wide range of literary, visual, and non-literary texts.

Course Topics

1. Genre
2. Rhetoric
3. Critical Thinking
4. Literary analysis
5. Media
6. Writing analytically



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ENG 307 Grammar (W) (3)

This course is intended to help students better understand the foundations of good writing. Students will master the principles of grammar not only as rules but as tools for communicating effectively. They will also learn how to evaluate writing.

Student Learning Outcomes

Students will:

1. Master English grammar and punctuation
2. Learn to consider the rhetorical effect of writing choices
3. Learn strategies for evaluating writing
4. Practice evaluating writing

Course Topics

1. English grammar and punctuation
2. Stylistic variations
3. Approaches to teaching writing
4. Approaches to editing
5. Approaches to communicating the rationales for editing choices



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ENG 313 Topics in Shakespeare (3)

This course offers an in-depth study of Shakespeare's plays, sources, genres, and culture. Students will also learn the history of Shakespearean criticism, performance, and reception. Works may include Hamlet, Romeo and Juliet, and A Midsummer Night's Dream in addition to less well-known works. Prerequisite: instructor consent.

Student Learning Outcomes

Students will:

1. Understand the classical roots of Shakespeare's drama
2. Trace the development of Shakespeare's writing from his apprentice period to his mature works
3. Appreciate the values and mores of early modern culture
4. Recognize the various theoretical approaches to drama (i.e. realism, aestheticism, epic)
5. Understand drama in its original performative context
6. Write succinct and thoughtful analytical essays about literature
7. Articulate what role art and artistic expression play in their lives.

Course Topics

1. Tragedy
2. Comedy
3. History
4. Romance
5. Theatrical terminology



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ENG 331 Literary Magazine Editing (3)

This course covers introductory editing, production, and publishing of the undergraduate literary magazine. Students will learn steps to publish the spring term issue, including soliciting and evaluating writing and visual art that meet aesthetic standards, formatting contents for the print and web versions of the magazine, proofreading, understanding production budgets and timelines, and promoting the published magazine to the campus community. Instruction on the role of “little” literary magazines in American literature is included. This course may be retaken for credit. Prerequisite: Previous coursework in creative writing, art, literature, journalism, or communication, or instructor consent.

Student Learning Outcomes

Students will:

1. Become familiar with the concept and history of the small literary magazine
2. Develop strategies for soliciting and evaluating creative work appropriate for a campus literary magazine
3. Develop experience in managing the production of an online magazine
4. Develop experience working collaboratively on a publishing project
5. Develop experience editing written creative work

Course Topics

1. History of the “little” magazine
2. Overview of small magazines today, especially undergraduate-run
3. Publicity through flyers
4. Publicity through social media
5. Solicitation strategies
6. Aesthetic standards for poetry, fiction, and nonfiction
7. Website design (Wix)
8. Magazine design (Adobe)
9. Light copyediting standards and process
10. Coordination of budget
11. Coordination of collaborative publication workload
12. Coordination of arts event (AEC reading)



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ENG 340 Editing for Publication (3)

This course introduces students to the principles and practices of editing, copyediting, and proofreading for print and digital publications. Students will develop skills in editing for audience, purpose, style, clarity, correctness, and conciseness. The class will also introduce students to commonly used publication style guides, decision-making processes used by professional editors, and editing as a profession.

Student Learning Outcomes

Students will:

1. Gain skills in copyediting for grammar, usage, and general style
2. Gain practice using style guides for editing published materials
3. Practice copyediting by hand and in Microsoft Word
4. Gain a basic sense of types of editorial projects and tasks

Course Topics

1. Copyediting on paper (hand-marking)
2. Copyediting in Word
3. Light, medium, and heavy copyediting
4. Copyediting for grammar
5. Copyediting for Chicago, AP, and "house" styles
6. Copyediting for clarity and fluidity
7. Copyediting for common usage mistakes
8. Creating style sheets
9. Editing standards for different modes of writing (literary, journalism, web)
10. Providing feedback to authors
11. Editing for diversity and inclusion in language
12. Editing roles in the publishing workflow



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ENG 490 Seminar in English (W) (3)

Research approaches, resources and methods in literature and criticism are taught in connection with a selected topic.

Prerequisite: English major with senior standing or instructor consent.

Student Learning Outcomes

Students will:

1. Complete a substantial and original paper of no fewer than 15 pages that demonstrates upper-level standards of research, originality, and coherence
2. Compile an annotated bibliography by finding and evaluating a range of primary and secondary Texts and by using research methods appropriate to the field
3. Orally communicate critical responses to literary and critical texts
4. Critically engage literary works, primary authors, and secondary critical texts in writing of Originality and confidence
5. Develop knowledge of literary periods, aesthetics, and cultural contexts related to the course topic
6. Use standard presentation methods in the discipline, including writing a paper with abstract in correct MLA format and documentation style
7. Collaborate with others to engage in research and to evaluate your own and others' writing

Course Topics

1. Genre
2. Rhetoric
3. Critical Thinking
4. Literary analysis
5. Writing analytically