

### Changes for 2018-2019 Catalog

Submitted by Alma Rosa Alvarez

October 27, 2017

#### Program Page

- The emphasis in our program is not on multicultural and/or international study, so language indicating this has been removed. However, we did want to indicate that we have a commitment to diversity through some of our offerings.
- Premajors are disappearing, so the language has been changed to reflect new processes for declaring a major and getting an advisor.
- First year students without completion of USem 103, taking 300 level courses has created a problem with underpreparedness. We have articulated requirements for 300 level courses in our program: Successful completion of two lower division literature courses; OR one lower division literature course and one lower division rhetoric, grammar, or creative writing course. Successful completion of USem 103. Ideally we would like students to have also completed 48 credits of work also.

#### BA Requirements Pages

- We have struck out the ENG 298 and ENG 300 requirements. Those classes will no longer exist in that catalog. ENG 301 is the requirement.
- We have added ENG 496 within the menu of courses students can take to fulfill the linguistics requirement for the major since this course is also a linguistics course.

#### English Minor Page

- Language changed for clarification purposes. No curricular changes.

#### English Courses Pages

- General elimination of unnecessary language in 100-200 level course descriptions—repeated course descriptions in 104-105 and 107-108.
- English 239: elimination of performance, guest speakers, films. We don't want to dictate which methods an instructor will use in delivering the course.
- Elimination of English 298 and English 300, in favor of a singular gateway course: English 301
- Prerequisites for 300 level courses changes. We had four variations of prerequisites for this level and we have made these consistent to read as follows: Successful completion of two lower division literature courses; OR one lower division literature course and one

lower division rhetoric, grammar, or creative writing course. Successful completion of USem 103.

- English 312: Elimination of K-12 because the skills learned can be applied to any classroom.
- English 341: elimination of autobiographies because these have never been taught in this course.
- English 396 eliminated. Film courses are not within the purview of our program.
- Capstone I and II changes: language on concentrations eliminated because our major no longer has concentrations.
- English 400 level courses: elimination of Junior Standing as a prerequisite. English 300 or 301 prerequisites for all 400 level courses. Students often fulfill lower-division prerequisites in high school. Having junior status as a requirement poses a barrier to these students in jumping into the major. Having English 301 should suffice.
- English 418—The British Novel after 1850 shift in description. The previous description was too specifically tied to certain authors. This new description allows instructors more flexibility in teaching the novel after 1850.
- English 448A Major Figures in Literature: Toni Morrison—eliminated. This course has not been offered in years. This course can be taught under the Major Figures in Literature heading. Avoids redundancy.
- English 456: elimination of recommendation and addition of prerequisite per guidelines for catalog to remove recommendations. Also, consistency with other 400 level courses in terms of prerequisites.
- English 472: elimination of K-14 because skills learned can be applied to all levels.
- English 487: prerequisites changed to have consistency with other 400 level courses.
- English 495: elimination. Film courses are not within the purview of our program.
- English 496 addition (please see new course proposal). This course has been taught before, under Eng 494/594. Graduate committee found that ENG 494 was not a good fit and assigned a new number. This course will be sent to curriculum committee.
- English 4?? addition (please see new course proposal). This course has been taught before for Honors College and we would now like to offer it in our program. This course will be sent to curriculum committee (Language and Law.)
- English 500 level courses clean up: consistent prerequisites, elimination of strand information (not pertinent to graduate students), and parallel of changes made in split level courses
- English 409: modified description.

## New Course Proposal

Submit completed form electronically

1. **Course prefix and course number:** ENG 496/596
2. **Course title:** The Language of Food
3. **Abbreviated title for class schedule** (30 characters or less): The Language of Food
4. **Credit hours:** 4  
(note: if credits are variable, list range of credits (e.g. 1-8 credits))
5. **Catalog description:**

### THE LANGUAGE OF FOOD

ENG 496/596 is focused on the language and linguistics of food, exploring the history and evolution of food and culinary terms, the linguistic structures of menus, recipes and cuisines, the language of food advertising and labelling, the language of taste and smell, and the role of food metaphors, the study of restaurant jargon, and regional variation in food term.

6. **Prerequisites (to add each additional prerequisite, start a new line):**  
(See attached Note for samples)

A. (course prefix, (space) and number)      or      or      or      or

B. (course prefix, (space) and number)      or      or      or      or

C. (course prefix, (space) and number)      or      or      or      or

7. **Co-requisites (including labs, if any):**

A. (course prefix, (space) and number)      or      or      or      or

8. **Major/Class restrictions:** Please indicate any class or major restrictions: JR standing

9. **Is course repeatable?**      No    If Yes, list maximum credits:

10. **Labs requirements:** If course includes a lab: # of hours lecture:      ; # of hours lab:

11. **Fees:** List any course fees:

12. **Grade Mode:** Graded only:      Pass/No Pass only:      Option: Either

13. **CIP Code:** Six-digit CIP code (check with your Division Director):

**14. Special qualifications; Is course proposed for (yes/no):**

A. University Studies? no If yes, list Strand(s)

B. Honors? no

**15. Cross-listing: List any cross-listing:**                      and                      and                      and                      and

**16. Strategic justification for proposed course:**

A. **Rationale:** What is the overall strategic rationale for offering this course? It provides an option and direction for humanities students interested in the law and for prelaw students generally.

B. **Alignment:**

1. How does this course align with the unit's mission plan? Our mission is to offer a broad range of creative classroom experiences that emphasize a foundation of critical thinking, literary analysis, and writing skills of all types as well as a variety of writing opportunities.

2. How does the course fit into the rest of the unit's curriculum? The course complements but does not presuppose other offerings in literature, rhetoric and linguistics.

C. **Enrollment:** What is the new course's estimated enrollment each time it is offered over a three-year period? Year 1 25; Year 2 not offered ; Year 3 25

A. **Resource evaluation:** What resources – faculty, equipment, lab space, etc. -- will be needed to offer this course and how will those resources be obtained?

1. *Faculty:*

- a. Who will teach the course? English faculty
- b. Evaluate unit's faculty availability and/or needs and the impact on other teaching obligations. *We have adjusted the course rotation and curriculum to allow for increased flexibility.*
- c. If additional faculty members are needed, how will that need be met? *No additional faculty required*

2. *Facilities:* Cite any additional need for classrooms, equipment or lab space; explain how that need(s) will be met.

3. *Other:*

- a. Are Hannon Library resources sufficient to meet the needs of this course? *Yes, the culinary collection is adequate.*
- b. Are any other resources needed to support this course? *no*  
If so, please explain how they will be obtained.

**E. External impact:**

1. What is the expected effect of this course on existing programs elsewhere in the university? *Will support offerings in Business (hospitality) and ES/Sociology (sustainability areas).*

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received. *The syllabus for the earlier offering was shared with faculty in Business and Sociology (Greg Jones, Vince Smith, Jim Phillips), with the idea of creating synergies and avoiding scheduling conflicts.*

2. Will any of your prerequisites affect other academic programs? *no*

**NOTE:** Please document your contact with other academic programs which may be affected by this new course and the response you received.

**17. Syllabus (condensed)**

*(Attach an accompanying, condensed syllabus, which should include the following items. Schedules and similar details are **not** required.) [SEE ATTACHED]*

**A. Course description (same as Catalog description, above)**

**THE LANGUAGE OF FOOD**

ENG 496/596 is focused on the language and linguistics of food, exploring the history and evolution of food and culinary terms, the linguistic structures of menus, recipes and cuisines, the language of food advertising and labelling, the language of taste and smell, and the role of food metaphors, the study of restaurant jargon, and regional variation in food term.

**B. Learning objectives of the course**

Students will demonstrate understanding of the theories of structure and meaning in language, with emphasis on the lexical field of cuisine.

Students will be apply to apply research methods in linguistics, including field research and corpus research, related to the semantics of food.

Students will demonstrate information literacy and writing skills in the in a 400 research paper.

**C. Grade mode designated on a CRN basis each term. Students should consult current term schedule.**

**D. Required texts**

- E. The main text is the 2015 book *The Language of Food* by Dan Jurafsky.
- F. Course format  
Lecture/discussion
- G. Other – any other relevant materials needed to explain the goals and teaching methods of this course.

The course was offered in 2016 under the old number ENG 494/594 (Recent Developments in Language) and will be offered in 2018 under a 499 number. The course worked covering disciplinary knowledge, engaging students, and complementing offerings in sociology, anthropology and business, so the addition both fits the strengths of SOU and the region.

Approvals:

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Signature of Division Director

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Date

4/29/16

ENG 496/596 Examines the theories of structure and meaning in language, with emphasis on the language and linguistics of food, exploring such questions as the history and evolution of food and culinary terms, the linguistic structures of menus, recipes and cuisines, the language of food advertising and labelling, the language of taste and smell, and the role of food metaphors, and regional variation.

**Text:** Dan Jurafsky, *The Language of Food*.  
and other readings as indicated below.

**Requirements:** 4 short homework assignments (see below), plus a 7-10 page research paper or project report (with an proposal, annotated bibliography, draft and final presentation).  
You will be required to do field research in local restaurants. At the graduate level, a 10-15 page paper.

### **PAPERS/PROJECT GUIDELINES**

Your paper or project for this course can take a variety of forms. Possible topics include field or comparative research on the organization of menus, cuisines, or recipes, or food writing/description, research on variation and change in food terminology and writing practices, research on food metaphors or the language of sensory description, or research on food regulation.

The four short assignments are intended to give you a sampling of topics that you might choose for more in-depth research. You may choose a fairly tradition research approach or one that involves ethnography or interview techniques.

Learning objectives:

Students will demonstrate understanding of the theories of structure and meaning in language, with emphasis on the lexical field of cuisine.

Students will be apply to apply research methods in linguistics, including field research and corpus research, related to the semantics of food.

Students will demonstrate information literacy and writing skills in the in a 400 research paper.

### **Course outline (topics, readings, and assignments)**

#### **Week 1**

#### **Course Overview and Background: The Language of Food**

##### Overview

Read Dan Jurafsky, *The Language of Food*,

“How to Read a Menu,” 7-20

“Entrée” 21-34

#### **Week 2 The Language of Food (continued)**

Read: Dan Jurafsky

“From Sikbaj to Fish and Chips,” 34-48

“Ketchup, Cocktails, and Pirates” 49-63

"A Toast to Toast" 64-77

Read, *The Language of Food*

"Who Are You Calling a Turkey?" 78-91

"Sex, Drugs, and Sushi Rolls" 93-106

Anderson, E. N. 2005. Excerpt from Food Classification and Communication (Chapter 7 of *Everyone Eats*). New York University Press.

### **Week 3 The Language of Menus**

*The Language of Food*,

"Potato Chips and the Nature of the Self." 107-116

"Salad, Salsa, and the Flour of Chivalry," 117-129

"Macaroon, Macaron, Macaroni," 130-143

### **ASSIGNMENT 1 due: 1 page discussion of the etymology of a food term**

*The Language of Food*,

"Sherbet, Fireworks, and Mint Juleps," 144-158

"Does This Name Make Me Sound Fat?", 159-170

"Why the Chinese Don't Have Dessert," 171-185

Zwicky, Ann, and Arnold Zwicky. 1980. "America's National Dish: The Style of Restaurant Menus." *American Speech* 55: 83,87-92.

### **Week 4 The Language of Recipes**

Fisher, M. F. K., 1983. The Anatomy of a Recipe. In *With Bold Knife and Fork*, p 13-24. Paragon.

Waxman, Nach. 2004. Recipes. *The Oxford Encyclopedia of Food and Drink in America*, pages 247-250. Oxford University Press.

### **ASSIGNMENT 2: 1 page analysis of the language of a menu**

### **Week 4 Semantics of Food Terms**

Shaul, David L. and Louanna Furbee. 1998. *Language and Culture*. Prospect Heights, IL: Waveland Press. p 67-73: Semantics

Levi-Strauss, Claude "The Culinary Triangle." from *Food and Culture: A Reader*, 2nd edition, ed. by Carole Counihan and Penny Van Esterik. Routledge, 2008, 36-43.

Lehrer, Adrienne. Semantic Cuisine, *Journal of Linguistics*, Vol. 5, No. 1 (Apr., 1969), pp. 39-55.

**ASSIGNMENT 3:** 1-2 page analysis of the grammar of a recipe.

**Your 1 page paper/project proposal due next week**

### **Week 5 Food Labeling**

Discussion of papers/projects.

Excerpt from **Food and Drug Administration, Food Labeling Guide.**

### **Week 6 The Language of Taste: Describing Wine, Beer, Cheese, Chocolate, and Coffee**

Lehrer, Adrienne. Excerpt from *Wine and Conversation: A New Look*, pp 3-18.

Stuckey, Barb Excerpt from *Taste: Surprising Stories and Science About Why Food Tastes Good*. Pp 35-44.

**ASSIGNMENT 4:** Analysis of food label due next week

Individual conferences/Time to work on your projects

**Your annotated bibliographies due**

### **Week 7**

No class meeting/time to work on your papers.

**Food and Metaphor**



Caitlin Hines. 1999. "Rebaking the Pie: The WOMAN AS DESSERT Metaphor". In *Reinventing Identities: The Gendered Self in Discourse*, Edited by Bucholtz, M. and Liang, AC and Sutton, L.A. Oxford University Press.

**Week 8**

**Dialect, Variation, and Food Vocabulary**

Rough drafts of papers due/peer editing

Michael Adams, "The Server's Lexicon: Preliminary Inquiries into Current Restaurant Jargon" *American Speech* Vol. 73, No. 1 (Spring, 1998), pp. 57-83

Ginsburg, Debra Excerpt from *Waiting: True Confessions of a Waitress*, Harper. Pp 69-85.

Wansink, et.al. "Exploring comfort food preferences across age and gender," *Physiology and Behavior*, 79 (2003) 739– 747.

**Week 9 Presentations (about 8-10 minutes each)**

Presentations

Presentations

**Week 10**

**1-3 Presentations continued and final papers/projects due**



# Southern Oregon University Graduate Council

## Program Request to Offer Split-Level (400/500) Coursework

Submit with proposed syllabus clearly delineating graduate/undergraduate expectations.

**Program English**

**Course # ENG 496/596**

**Chair Alma Rosa Alvarez**

**Title: The Language of Food**

1. Describe the expectations for learning outcomes in the graduate-level component of this course as they relate to analysis, critical thinking, synthesis and/or evaluation.

Students will demonstrate understanding of the theories of structure and meaning in language, with emphasis on the lexical field of cuisine.

Students will be apply to apply research methods in linguistics, including field research and corpus research, related to the semantics of food.

Students will demonstrate information literacy and writing skills in an original research paper.

2. Indicate ☒ and describe the activities/requirements that will be expected of graduate students in this class that are beyond or in place of activities/requirements of undergraduate students. Explain how each activity will provide opportunities to assess student development in the outcomes detailed above.

- ☐ Additional class or seminar session(s) required. Describe:  
**No additional sessions.**

- Additional readings required. Describe:  
**Graduate student will be required to develop an annotated bibliography of 15-20 items (and to have demonstrated that they have read them.)**

- Additional written assignments required. Describe:

**Not an additional written assignment but a 10-15page paper rather than a 7-10 page paper as required for undergraduates.**

- ☐ Other activities/requirements. Describe:



497

**ENG 4?? – Language and Law: Forensic Linguistics New course!!! Going through curriculum committee—does not have assigned number**

4 credits

Explores complex interaction between judges, law, language, and society. Topics include academic studies of legal language as written and spoken genres and readings on the place of language scholarship in shaping and resolving questions of law.

Prerequisite(s): ENG 300 or ENG 301.

*Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### **ENG 498 - Topics in Women's Writing**

4 credits

Selected topics from women's writing are announced in the class schedule. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300 or ENG 301. ~~Junior standing or above.~~

*Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### **ENG 499 - Special Studies**

1 to 4 credits

Credits to be arranged. Repeatable for a maximum of 8 credits. Prerequisite(s): ~~Junior standing or above.~~ ENG 300 or ENG 301.

*Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### **ENG 503 - Thesis**

1 to 9 credits

Credits to be arranged. Repeatable for maximum of 9 credits. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

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### **ENG 505 - Reading/Writing and Conference**

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1 to 9 credits

Credits to be arranged. Repeatable for a maximum of 9 credits. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

### **ENG 507 - Seminar**

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1 to 9 credits.

Credits to be arranged. Repeatable for a maximum of 9 credits. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

### **ENG 509 - Practicum**

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1 to 8 credits

Credits to be arranged. Repeatable for a maximum of 15 credits. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### **ENG 514 - Writing for Publication**

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4 credits

A writing-intensive course for English majors. Offers advanced instruction and practice in writing for publication, in a variety of genres. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only.*

### ENG 515 - Supervised Tutoring Practicum

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1 to 15 credits

Trains students to tutor students of all disciplines. Tutors are responsible for giving writing assistance on a one-on-one basis or in groups. Good writing and interpersonal communication skills are necessary. Repeatable for a maximum of 15 credits.

Prerequisite(s): ENG 300 or ENG 301 and instructor consent or permission of instructor.

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*\* This course was formerly offered under a different number; students who took the following course(s) will not receive additional credit unless otherwise noted: WR 515 Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### ENG 517 - Birth of the British Novel to 1850

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4 credits

Studies the birth and early development of the English novel, with attention to the early masterpieces of Defoe, Swift, Fielding, and Austen. Occasional emphasis is on fictional precursors or special issues in prose fiction. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Graded (A-F) only

### ENG 518 - The British Novel after 1850

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4 credits

Explores the English novel from the Brontës, Dickens, and Eliot to modernism and other twentieth-century movements. Examines British novels after 1850 as representatives of formal literary movements and with attention to their social, historical contexts. May be applied to the Gender, Sexuality, and Women's Studies minor. Prerequisite(s): Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

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Graded (A-F) only

### **ENG 536 - Studies in Shakespeare**

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4 credits

Offers an intensive study of a limited number of Shakespearean plays within their social, political, intellectual and performance contexts. Plays may be chosen to correlate with Oregon Shakespeare Festival offerings and/or other specific topics. Repeat credit is allowed for different topics. Attendance at one or more live performances may be required. Prerequisite(s): ~~Upper division course eligibility in English or Theatre Arts, minor in Shakespeare Studies, or consent of the instructor.~~ (Cross-listed with SHS 536/TA 536.)

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### **ENG 547 - Major Forces in Literature**

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4 credits

Explores the underlying social, economic, and political philosophies of an age as they find expression in the dominant literary forms and theories that characterize it. Repeat credit is allowed for different topics. ~~Some topics approved for University Studies (Integration).~~ Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

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*Graded (A-F) only*

### **ENG 548 - Major Figures in Literature**

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4 credits

Provides a concentrated study of the canon of one or two major writers, including detailed analysis of at least one of the author's major works. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

### **ENG 554 - U.S. Ethnic Literature**

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4 credits

Reading and analysis of texts by African Americans, Asian Americans, Latinos, Native Americans and other marginalized ethnic groups. ~~Approved for University Studies (Integration—Strand J).~~ Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

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Graded (A-F) only

### **ENG 556 - The History of Publishing: From Alphabet to E-Book**

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4 credits

Explores the history of the book in the West from the invention of writing to electronic publication. Topics include authorship, publication, manufacture, distribution, reception, competition, and the survival of books. Introduces students to various writing professions through visits from professional writers. ~~Recommended Prerequisite(s):~~ ENG 300 or ENG 301 or permission of instructor.

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\* This course was formerly offered under a different number; students who took the following course(s) will not receive additional credit unless otherwise noted: WR 555  
Graded (A-F) only.

### **ENG 557 - Postcolonial Literature and Theory**

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4 credits

Focuses on the works of authors from colonized countries, both during the colonial period and after independence. Includes an examination of postcolonial literary and cultural theories and explores the impact of colonization on the production of literature and the importance of literature in the redefinition of the postcolonial nation. Topics may include the politics of exile, the relationship between narration and nationhood, women and postcolonialism, and postcolonial historiographic fiction. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Graded (A-F) only

### **ENG 570 - Topics in Poetry**

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4 credits

Examines works by various poets. Repeat credit is allowed for different topics.

Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

### **ENG 572 - Introductory Methods in Teaching Writing**

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4 credits

Introduction to teaching writing in ~~K-14~~ language arts and composition classes. Theory and research in the teaching of writing are applied to practical teaching activities in the context of Common Core standards. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

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*\* This course was formerly offered under a different number; students who took the following course(s) will not receive additional credit unless otherwise noted: WR 572. Grade mode designated on a CRN basis each term. Students should consult current term schedule.*

### **ENG 580 - Advanced Topics in Rhetoric**

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4 credits

Focuses on rhetorical invention in relation to emerging media. Students will explore the communicative value of emerging media and learn to communicate with rhetorical purpose in mind, critically analyze, interpret and invent with multiple modes and methods of rhetoric and to learn to invent and express themselves through multivocal rhetorical inventions. Repeatable for a maximum of 8 credits with different topics.

Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*\* This course was formerly offered under a different number; students who took the following course(s) will not receive additional credit unless otherwise noted: WR 580. Graded (A-F) only*

### **ENG 581 - The Novel in the U.S. to 1900**

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4 credits

Addresses significant aesthetic, philosophical, and cultural ideas affecting the

development of the novel in the United States. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

#### **ENG 582 - The Novel in the U.S.: 1900 and Beyond**

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4 credits

Explores the directions of the naturalistic and modern novel in the United States.

Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

#### **ENG 587 - TESL (Teaching of English as a Second Language)**

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4 credits

Examines approaches to and methods of teaching English as a second language.

Includes an overview of first- and second-language acquisition and processes, styles, and strategies in learning. Prerequisite(s): ~~USEM 103~~ ENG 300 or ENG 301

or permission of instructor. *Graded (A-F) only*

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#### **ENG 588 - Introductory Methods in Teaching Literature**

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4 credits

Utilizes current theories and applications to present methods of teaching literature in elementary and secondary language arts classes. Emphasizes rationales, strategies, and projects for literature curriculum development and enrichment. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

#### **ENG 589 - Young Adult Novel**

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4 credits

~~Surveys young-adult novels. Emphasizes the selection and evaluation of books, adolescent reading interests, and reading guidance for curricular and personal needs. Emphasizes the selection and evaluation of books, adolescent reading interests, classroom strategies, and reading guidance for curricular and personal needs.~~

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Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

### **ENG 590 - The English Language: An Introduction**

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4 credits

Beginning course in linguistics. Introduces the basic principles of oral and written communication, the sound system of English, dialects, usage problems, competing grammars, development and change in language, problems in semantics, and the acquisition of language and reading skills by young children. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

### **ENG 591 - History of the English Language**

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4 credits

Provides a historical view of the growth of the English language, from its beginnings to the present. Approved for University Studies (Integration). Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

*Graded (A-F) only*

### **ENG 592 - Structure of the English Language**

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4 credits

Compares traditional, structural, and transformational models of English grammar, with emphasis on the transformational. Explores grammatical differences in various dialects of American English. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Graded (A-F) only

### ENG 594 - Recent Developments in Language Study

4 credits

Examines the theories of structure and meaning in language, with emphasis on the English language. Studies of recent developments may include the acquisition of language in early childhood with implications for preschool and school curricula, sexist and racist language, and contemporary grammatical theory and research. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Graded (A-F) only

### ~~ENG 595 - Topics in Film~~

~~4 credits~~

~~Interprets films using the techniques of modern literary criticism. Typical offerings include surveys of film history, studies of particular types, and close analysis of selected directors. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.~~

~~Graded (A-F) only~~

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### ENG 596 - The Language of Food New course!!! Going through curriculum committee. Has assigned number from graduate division

4 credits

Focuses on the language and linguistics of food, exploring the history and evolution of food and culinary terms, the linguistic structures of menus, recipes and cuisines, the language of food advertising and labelling, the language of taste and smell, and the role of food metaphors, the study of restaurant jargon, and regional variation in food term. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Grade mode designated on a CRN basis each term. Students should consult current term schedule.

597

NOT FOR  
2018-19

ENG 5?? – Language and Law: Forensic Linguistics New course!!! Going through curriculum committee—does not have assigned number

4 credits

Explores complex interaction between judges, law, language, and society. Topics include academic studies of legal language as written and spoken genres and readings on the place of language scholarship in shaping and resolving questions of law.

Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Grade mode designated on a CRN basis each term. Students should consult current term schedule.

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#### **ENG 598 - Topics in Women's Writing**

4 credits

Selected topics from women's writing are announced in the class schedule. Repeat credit is allowed for different topics. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Graded (A-F) only

#### **ENG 599 - Special Studies**

1 to 4 credits

Credits to be arranged. Repeatable for a maximum of 8 credits. Prerequisite(s): ENG 300 or ENG 301 or permission of instructor.

Graded (A-F) only