

English

The following matrix indicates those courses deemed transferable among institutions listed across the top of the matrix. The numbers on the matrix represent the number of semester hours associated with the course at each institution and which institutions have agreed to transfer the commonly numbered course in each row.

A list of the academic discipline liaisons contacts for each institution are listed at the bottom of this document.

Prefix	Number	GERTA	Course Title	BSC	DCB	DSU	LRSC	MASU	MISU	NDSCS	NDSU	UND	VCSU	WSC	NHSC	SBC	TMCC	UTTC
ENGL	105	ND:ENGL	Technical Communications				3			3							3	3
ENGL	110	ND:ENGL	College Composition I	3	3	3	3	3	3	3	4	3	3	3	3	3		3
ENGL	111 or 111H	ND:ENGL	Honors Composition I			3			3		3							
ENGL	112		ESL College Composition I								4							
ENGL	120	ND:ENGL	College Composition II	3	3	3	3	3	3	3	3		3	3	3	3		3
ENGL	121 or 121H	ND:ENGL	Honors Composition II			3			3		3							
ENGL	122		ESL College Composition II								4							
ENGL	125	ND:ENGL	Introduction to Professional Writing	3	3		3			3			3	3				
ENGL	161	ND:HUM	American Indian Languages I									3						
ENGL	162	ND:HUM	American Indian Languages II									3						
ENGL	167		Introduction to English Studies								3							
ENGL	200		English Usage Lab						2									
ENGL	205		English Usage I	2														
ENGL	206		English Usage II	1														
ENGL	207		Language Studies							3								

Prefix	Number	GERTA	Course Title	BSC	DCB	DSU	LRSC	MASU	MISU	NDSCS	NDSU	UND	VCSU	WSC	NHSC	SBC	TMCC	UTTC
ENGL	261	ND:HUM	American Literature I	3					3		3		3	3		3		
ENGL	262	ND:HUM	American Literature II	3					3		3		3	3				
ENGL	265	ND:HUM	Native American Literature						3			3		3				
ENGL	268	ND:HUM	Western American Literature	3														
ENGL	270		Introduction to Literary Criticism						3									
ENGL	271		Literary Analysis I								3	3	3					
ENGL	272		Literary Analysis II									3						
ENGL	275		Introduction to Writing Studies								3							
ENGL	278	ND:HUM	Alternative Literature	3	3		3											

ENGL 105 Technical Communications

Professional communications, resource searches, and speech for students in two-year technical programs.

ENGL 110 College Composition I

Course Objectives/Competencies

The following competencies reflect the contribution of College Composition I to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

- Students will be able to write in different essay types or genres (such as memoir, letter, proposal, exam essay) for a variety of audiences and in a variety of contexts. Students will be aware of and will practice inventing, planning, drafting, and revising.
- Students will read closely and analyze what is read.
- Students will begin to learn to find and evaluate information resources, then integrate and acknowledge sources in their writing.
- Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Express ideas through effective writing

Sub-competencies:

- Use the stages of the writing process to develop, organize, and present ideas in writing.
- Analyze the demands and possible strategies of a writing task, based on topic, purpose, context, and audience, and then accomplish that task with clarity.
- Demonstrate competent College Composition I writing through finished writing that includes a clear, original idea, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.

- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Read at a level that allows students to participate in collegiate studies and chosen careers.

Sub-competencies:

- Anticipate and understand the structure and organization of written work.
- Recognize an author's purpose and forms of support.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style, and language have to an author's topic, audience, context, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

Begin to use information resources effectively.

Sub-competencies:

- Find, consult, and use a variety of information resources.
- Evaluate the relevance and reliability of sources.
- Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field.
- Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others.

Sub-competencies:

- Participate in class discussions and in any group projects or activities.
- Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

ENGL 111 Honors Composition I

Accelerated reading, writing, and critical thinking activities designed to enhance qualified students' well-developed skills of language use.

ENGL 112 ESL College Composition I

Guided practice in college level reading, writing, and critical thinking, with special attention to the issues of usage encountered by non-native speakers of English.

ENGL 120 College Composition II

Course Objectives/Competencies

The following competencies reflect the contribution of College Composition II to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

- Students will be able to write academic essays or other genres with clarity and accuracy after learning and practicing the stages of writing.
- Students will read closely and analyze and appreciate what is read.
- Students will learn to find and evaluate sources, then integrate and acknowledge sources in their writing.
- Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Express ideas through effective writing

Sub-competencies:

- Use the stages of a writing process to develop, organize, and present ideas in writing.
- Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task with clarity, understanding, and sensitivity.
- Demonstrate competent college-level writing through finished written texts that typically include a clear, original idea, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax, and present written work in a style and format consistent with the demands of an academic setting.

Read at a level that allows students to participate in collegiate studies and chosen careers.

Sub-competencies:

- Anticipate and understand the structure and organization of written work.
- Recognize the purpose of a written text, and understand the rhetorical strategies used in a text to convey meaning.
- Relate the students' own life experiences to the information in literary, public, scholarly, or professional texts.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, and presentation.
- Demonstrate awareness of the connection that style, and language have to an author's topic, audience, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

Use information resources effectively.

Sub-competencies:

- Find, consult, and use a variety of information resources.
- Evaluate the relevance and reliability of sources.
- Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for the student's discipline or field.
- Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others.

Sub-competencies:

- Participate in class discussions and in any group projects or activities.
- Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

ENGL 121 Honors Composition II

Accelerated practice in college-level writing for qualified students' well-developed skills in research and argumentation.

ENGL 122 ESL College Composition II

Guided advanced practice in college level writing from sources and in rhetorical strategies, but with additional support related to higher level language acquisition and usage for non-native speakers of English.

ENGL 125 Introduction to Professional Writing

Course Objectives/Competencies

The following competencies reflect the contribution of Introduction to Professional Writing to the General Education Objectives and thus are assessed as part of the course as well as part of the assessment of learning outcomes of the General Education Curriculum.

- Students will be able to present information in a way that effectively communicates a particular message to a particular audience in a style and format consistent with the demands of a professional or technical setting.
- Students will read closely and analyze what is read.
- Students will learn to find and evaluate sources, then integrate and acknowledge sources in their writing.
- Students will learn to work collaboratively with others and will apply a variety of invention and review techniques to their own and each other's writings.

Express ideas through effective writing

Sub-competencies:

- Use the stages of a writing process to develop, organize, and present ideas and information in writing.
- Analyze the demands and possible strategies of a writing task, based on topic, purpose, and audience, and then accomplish that task clearly and effectively, including the choice of the most effective presentation form for a professional setting.
- Demonstrate competent technical and professional level writing through writing that includes a clear main point, appropriate evidence and support, and a style of language that serves the writer's purpose and audience.
- Use appropriate technology and the principles of format and document design to present information in a design and format that communicates effectively and is consistent with a professional or technical setting.
- Develop—alone or in collaboration with artists or other professionals—graphics and other visuals to enhance written text.
- Use Edited Standard Written English in spelling, grammar, punctuation, and syntax.

Read at a level that allows students to participate in collegiate studies and their chosen career.

- Sub-competencies:
Anticipate and understand the structure and organization of written work.
- Recognize an author's main points and forms of support.
- Evaluate the effectiveness and validity of an author's style, organization, support, evidence, tone, and presentation.
- Demonstrate awareness of the connection that style, and language have to an author's topic, audience, and purpose.
- Assimilate and connect information and ideas from multiple written sources.

Use information resources effectively.

Sub-competencies:

- Find, consult, and use a variety of information resources.
- Evaluate the relevance and reliability of sources.
- Use information resources ethically and honestly, preserving the meaning of the source and documenting the use of the source in the style appropriate for a chosen discipline or professional field.
- Integrate source material smoothly and clearly into the student's own text.

Work collaboratively with others.

Sub-competencies:

- Participate in class discussions and in group projects or activities.
- Participate effectively in class discussions, peer editing, and group activities or projects, responding productively and respectfully to the work and ideas of others and considering the ideas and suggestions of others with respect and consideration.

ENGL 161 American Indian Languages

The first semester of study of a given Native American language emphasizing grammar, language patterns, and vocabulary acquisition, along with cultural backgrounds.

ENGL 162 American Indian Languages II

Continuation of 161, to develop increasing skills and complications of usage in the acquisition of a given Native American Language, along with cultural components related to usage.

ENGL 167 Introduction to English Studies**ENGL 200 English Usage Lab****ENGL 205 English Usage I**

Review of structure, syntax, diction, and rhetoric in order to develop increasingly effective skills for written communication.

ENGL 206 English Usage II

The second course in grammar study continues and reinforces the skills learned in English Usage I. In addition, students will gain a more effective and eloquent writing style by practicing connotation, clarity, specificity, sound, sentence variety and figures of speech. How ideas are coordinated and subordinated are also crucial to this course.

ENGL 207 Language Studies

Assistance in improving English language skills, including listening, speaking, reading, and writing, for nonnative speakers.

ENGL 209 Introduction to Linguistics

Entry-level knowledge for the scientific study of language, including such topics as phonology, semantics, grammar, and related cultural history.

ENGL 210 College Composition III

Advanced development of writing skills which emphasizes increasingly sophisticated and effective rhetoric and style.

ENGL 211 Introduction to Creative Writing

Guided practice of writing skills related to the imaginative uses of language.

ENGL 213 Literary Publications

Introduction to creative magazine publishing.

ENGL 220 Introduction to Literature

Reading and discussion of representative examples of poetry, drama, and fiction, with emphasis on the use of common literary terminology.

ENGL 221 Introduction to Drama

Reading and discussion of representative dramatic works from ancient Greek times to the present.

ENGL 222 Introduction to Poetry

An examination of poetic forms including the uses of figurative language and the techniques of rhythm and meter.

ENGL 223 Introduction to the Novel

The study of long works of fiction illustrating the history of the form, its purposes and its audiences.

ENGL 224 Introduction to Fiction

The study of representative short stories and novels and their historical and literary backgrounds.

ENGL 225 Introduction to Film

A general introduction to film studies, including analysis of narrative and stylistic elements of films.

ENGL 226 Poetry of Rock

An examination of rock lyrics as contemporary poems, using techniques of literary criticism to analyze their themes, their aesthetic principles, and their place in art and culture.

ENGL 231 Bible as Literature

An examination of the Bible's literature with an emphasis on biblical culture, history, and geography as well as comparisons of translations.

ENGL 232 Mythology

The study of representative myths, legends, and folklore from various cultures with emphasis upon the literary aspects of myth.

ENGL 236 Women and Literature

The study of literary texts by and about women including gender roles as a literary theme.

ENGL 238 Children's Literature

The study of texts suitable for reading by elementary-age school children, with emphasis on the analysis of literary characteristics which determine age-appropriateness.

ENGL 240 World Literature Masterpieces

The study of representative cultural and literary materials from the ancient world to modern times.

ENGL 241 World Literature I

Readings from the major representative texts of the western European tradition from antiquity through medieval times.

ENGL 242 World Literature II

Continuing survey of the western European tradition, including representative texts from the Renaissance through the modern world.

ENGL 250 Masterpieces of British Literature

A survey of major works and writers in British literature from the Anglo-Saxon period to the present.

ENGL 251 British Literature I

A survey of major works and writers in British Literature from the Anglo-Saxon Period through the Eighteenth Century.

ENGL 252 British Literature II

A survey of major works and writers in British Literature from the Romantic Age to the present.

ENGL 260 American Literature Masterpieces

A survey of American writers from the British Colonial Period to the present.

ENGL 261 American Literature I

A survey of major works and writers in American Literature from the British Colonial Period through the Civil War.

ENGL 262 American Literature II

A survey of major works and writers in American Literature from the Civil War to the present.

ENGL 265 Native American Literature

The study of literary and cultural works by and about American Indians.

ENGL 268 Western American Literature

Readings in literary and historical documents related to the development of the trans-Mississippi American West, including contemporary works which explore the related themes and settings.

ENGL 270 Introduction to Literary Criticism

The study of major writings which have established the theories and practice of literary studies from ancient times to the present.

ENGL 271 Literary Analysis I

An introduction to traditional and contemporary approaches in the study of literature and the fundamental skills required for the analysis of literary texts.

ENGL 272 Literary Analysis II

The study of literary documents employing increasingly sophisticated critical ideas and theories.

ENGL 275 Introduction to Writing Studies

A broad history of writing and rhetoric as well as an introduction to spheres of writing studies: creative, academic, professional/technical, and public writing.
Prerequisites: ENGL 120

ENGL 278 Alternative Literature

This course examines literary works in genres frequently judged "outside" the literary canon, such as science fiction, detective stories, ethnic and beat literature and focuses on the literary qualities they share with "high" literature.