Lang, BA in Literary Studies (Literature and Writing Tracks)

Literature Program:
1) Students should develop strong CLOSE READING SKILLS (that is, they should be able to identify and do sustained analysis of literary form, imagery, and tropes such as metaphor).
2) Students should be able to construct an ARGUMENT using primary sources: they should be able to present a cogent thesis, use textual evidence to support that thesis, interpret that evidence, and develop a cumulative argument with a relevant conclusion.
3) Students should demonstrate familiarity with a given body of literature and its LITERARY HISTORY: that is, identify the important background to this body of literature, the important figures, the important works, and the important debates/concerns of the period.
4) Students should be able to conduct RESEARCH on a particular literary topic, locate and review relevant secondary sources, develop a bibliography, and document sources using correct citational form.

Writing Program Assessment

1) Achieve an individualized sense of artistic purpose and aesthetic vision.
   Milestone 1. Articulate, through specific analysis of formal elements, the artistic vision expressed in published works.
   Milestone 2. Adapt exemplary works to personal goals, using formal techniques appropriately and successfully.
   Milestone 3. Create genre-appropriate works that reflect an individual sensibility relating to the use of formal techniques, the incorporation of thematic elements, and overall creative vision.
   Milestone 4. Formulate an original articulation of the creative process and aesthetic goals.

2) Achieve an understanding of the formal elements of the primary genre, including knowledge of the sub-genres or schools within that genre.
   Milestone 1. Read exemplary works in the genre, and, through response writing, describe the formal techniques and characteristics of these works.
   Milestone 2. Display a mastery of the formal techniques and characteristics of the genre in analytic writing.
   Milestone 3. Create works in the genre successfully employing formal techniques to achieve a given effect.

3) Achieve skills associated with writing and responding to fiction in a workshop environment.
   Milestone 1: Show an understanding of the vocabulary of the writing process through discussions of one’s own and peers’ texts in a workshop environment.
Milestone 2: Articulate responses to peers’ texts that provide a readers’ experience of the text and offer specific and general suggestions for revision. These suggestions should reflect an understanding of the writer’s goals for the work in progress.

Milestone 3: Effectively revise one’s own texts, employing feedback from peers, and displaying a willingness to question the structure, thematic goals, and other formal elements of the work.

4) Demonstrate a sense of the history and contemporary landscape of the primary genre, including an ability to discuss one’s own work in light of this history and context.

Milestone 1: Display an understanding, expressed in analytic papers or successful exams, of the stages in the history of the genre, including an ability to articulate the characteristics of various schools and periods with reference to exemplary canonical texts.

Milestone 2: Display a grasp, expressed in analytic papers or successful exams, of contemporary schools in the genre, including an ability to compare and contrast these styles to traditional modes.

5) Develop a mastery of close reading techniques, critical vocabulary, and research methods.

Milestone 1: Through a study of critical works and subsequent critical writing, display a mastery of the rhetorical and critical terms relevant to textual analysis.

Milestone 2: Analyze complex literary works in written analysis and class discussion using an appropriate critical vocabulary and displaying a sensitivity to the nuances of meaning, ambiguities, and rhetorical features of the text at hand.

Milestone 3: Display, in works of criticism, an understanding of the historical and biographical information relevant to the works under examination. This understanding should be obtained through study of books and articles, as well as digital information sources, as appropriate.