

## English

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The English liberal arts curriculum is designed to provide intensive study in literature, language, and writing. The department also offers a professional track in secondary education, as well as minors in English and creative writing. Any of these programs can be meaningfully combined with majors or minors in such fields as history, international studies, psychology, marketing, modern languages, philosophy, professional writing, elementary or early childhood education, and education of the deaf and hard of hearing.

The English program offers a broad range of courses in literature, language, film, and creative writing, allowing students to design programs appropriate to their goals and interests. The English major is excellent preparation for careers in public relations, law, management, teaching, or any occupation that requires verbal skills. It is also one of the best preparations for graduate and professional schools, and many of our students go on to advanced study at universities across the country.

### Program Entrance, Retention, and Exit Standards

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for English programs. Minimum grades are noted in parentheses.

#### For students in English: Liberal Arts and English: Secondary Education program

- Retention in the program is based on the following performance standard in three critical content courses: LIT 200/ Introduction to Poetry (C); LIT 201/Approaches to Literature (C); LIT 202/Cultures and Canons (C).
- Students wishing to transfer into any English Department program from another program within the College (including another English Department program, such as from English to English Secondary Education) are required to submit a change-of-major form by the date established on the Academic Calendar for the year.
- Graduation requirements: all English Department and correlate courses (C-).

### Transfer Credit

Each student is required to complete at least seven of the eleven courses for the English degree at the College.

### English Major Learning Goals

Upon completion of the English Liberal Arts major,

1. students will be able to demonstrate familiarity with a range of critical, generic, and literary traditions (including recent theoretical approaches) that shape – and are shaped by – literary discourses and texts of particular periods or movements.  
key concepts/skills:
  - a. range/breadth of reading,

- b. literary history,
  - c. genre.
2. students will be able to describe the effects of social constructions of identity on a particular literary text and on current debates over aesthetic value, universality, and canonicity.
- key concepts/skills:
- a. constructions of canonicity,
  - b. categories of difference,
  - c. disciplinary politics.
3. students will be able to identify historically specific elements relevant to a particular text.
- key concepts/skills:
- a. historicism
  - b. cultural studies.
4. students will be able to read a literary work and characterize its main aesthetic, structural, and rhetorical strategies in an argumentative, thesis-driven essay or in a writing workshop.
- key concepts/skills:
- a. close reading,
  - b. literary interpretation/analysis,
  - c. thesis-driven writing or work-shopping.
5. students will be able to write a substantial essay of literary scholarship that is theoretically informed and engages with current research and criticism in relevant fields of study, asserting their own critical voice in ongoing dialogues and debates.
- key concepts/skills:
- a. theory/methodology,
  - b. research,
  - c. integration of secondary sources,
  - d. depth/scope of writing/analysis,
  - e. intellectual independence.

In addition, upon completion of the double/dual English and Education Majors,

6. students will be able to analyze a written or spoken text linguistically and describe its use of language.
- key concepts/skills:
- a. English language conventions and grammar systems,
  - b. language acquisition,
  - c. English language history,
  - d. Socio-linguistics (dialect, discourse analysis, etc.).

**The following program requirements apply to students entering the program beginning in the fall of 2009. Students enrolled before that will follow the program for the year they entered the College.**

### **English Major: Liberal Arts**

- Three critical content courses to be taken in the freshman or sophomore year:
 

LIT200/Introduction to Poetry	1 course unit
LIT201/Approaches to Literature	1 course unit
LIT202/Cultures and Canons	1 course unit
- Three courses from the department's offerings in literary history. At least one of these courses must focus on literature before the Restoration. See the department [website](#) or newsletter for the list of approved courses.
- Three additional English options (selected from LIT, LNG, and/or CWR courses, and others by advisement).
- Two Seminars (LIT 499/Seminar in Research and Theory), typically one in the junior and one in the senior year. LIT 497/Seminar in Critical Theory OR LIT 476/477/Honors Project in English may substitute for one LIT 499.
- Only six courses at the 200 level (and none below the 200 level) will apply to the English major.

**Total for major**

**11 course units**

### **Suggested First-Year Sequence (English: Liberal Arts)**

FSP	First Seminar (Fall Semester)	1 course unit
LIT	99/ English Department Orientation Seminar	0 course units
LIT	200/Introduction to Poetry (Fall Semester)	1 course unit
LIT	201/Approaches to Literature (Spring Semester)	1 course unit
LIT	202/Cultures and Canons	1 course unit
	Liberal Learning *	1 course unit
	Liberal Learning *	1 course unit
	Liberal Learning	1 course unit
	Liberal Learning (or WRI 102, if required)	1 course unit

\*It is recommended that students not exempted from the foreign language requirement take courses to meet that requirement. Note: *Arabic 151 and 152, Chinese 151 and 152, Japanese 151 and 152, and Russian 151 and 152 (offered annually); are intensive courses and carry two course units of credit each. Students should take this into account when planning a normal four-course semester.*

### **English Major: Secondary Education**

An overview of the entire secondary-level teacher preparation sequence for students can be found in the section of this bulletin for the [Department of Education Administration and Secondary Education](#).

Students planning to teach secondary-level English should consult with advisors in both English and secondary education in planning their academic program. These plans should

take into account requirements for: the major, liberal learning, professional courses, and state certification. To be retained in the program, a student must earn at least a 2.75 cumulative grade point average (CGPA) before enrolling in the junior year education sequence. The student must establish a minimum 2.75 CGPA, and must have completed all required courses in the major as well as earned a grade of B or better in SED 399 and a B- in EED 390 in order to be allowed to student teach. It is recommended that EED 400 be taken prior to student teaching, and students must earn a B- or higher in this course to meet program requirements.

Candidates for a teacher-education certificate must have a 3.00 or higher cumulative grade point average to successfully complete their teacher education program. They also must meet the state hygiene/physiology requirement, the state Harassment, Intimidation, and Bullying Prevention (HIB) training certificate requirement, and pass the appropriate Praxis examination. Teacher-education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate.

**English majors whose first major is Elementary, Early Childhood, Deaf and Hard of Hearing Education, or Special Education must complete the requirements for the English: Secondary Education program.**

**English Major: Secondary Education**

- Three critical content courses to be taken in the freshman or sophomore year:
 

LIT 200/Introduction to Poetry	1 course unit
LIT 201/Approaches to Literature	1 course unit
LIT 202/Cultures and Canons	1 course unit
- One course in linguistics:
 

LNG 201/Introduction to the English Language <i>or</i>	
LNG202/Structure and History of the English Language	1 course unit
- Three courses from the department’s offerings in literary history. At least one of these courses must focus on literature before the Restoration. See the department website or newsletter for the list of approved courses. 3 course units
- Two additional English options (LIT, LNG, and/or CWR) 2 course units
- Two Seminars (LIT 499/Seminar in Research and Theory), one in the junior and one in the senior year. LIT 497/Seminar in Critical Theory OR LIT 476/477/Honors Project in English may substitute for one LIT 499. 2 course units

Among the courses in literary history and the additional English options, one course must be in American or U.S. literature, one in British literature, and one in world literature, from lists approved by the department. Only six courses at the 200 level (and none below the 200 level) will apply to the English major.

**Suggested First-Year Sequence (English: Secondary Education)**

FSP	First Seminar Fall Semester)	1 course unit
LIT	200/Introduction to Poetry (Fall Semester)	1 course unit
LIT	201/Approaches to Literature (Spring Semester)	1 course unit
LIT	202/Cultures and Canons	1 course unit
	Liberal Learning *	1 course unit
	Liberal Learning *	1 course unit

Liberal Learning	1 course unit
Liberal Learning (or WRI 102, if not exempted)	1 course unit

\*It is recommended that students not exempted from the foreign language requirement take courses to meet that requirement. Note: *Arabic 151 and 152, Chinese 151 and 152, Japanese 151 and 152, and Russian 151 and 152 are intensive courses and carry two course units of credit each. Students should take this into account when planning a normal four-course semester.*

All education students--Secondary, Elementary, Early Childhood, Deaf and Hard of Hearing Education, and Special Education--must complete their English major requirements as well as the required professional courses.

Students should consult the Department of Educational Administration and Secondary Education for additional programmatic requirements.

When planning their academic program, students should consult with their advisors in *both* departments. These plans should take into account requirements for the major, liberal learning, professional courses, and state certification.

### **Five-Year MA for English: Liberal Arts and English: Secondary Education**

The Department of English also offers a 5-year program leading to both BA and MA degrees for students majoring in English: Liberal Arts or English: Secondary Education. This accelerated program will offer candidates the opportunity to graduate in 5 years with a BA in English—including Secondary Teaching Certification in English (grades 6-12), for English: Secondary Education majors—and an MA in English. Enrolled students will benefit in many ways: with 10 graduate seminars, they will possess far more core content knowledge about literature, literary theory, and language; and with a graduate degree, they will be more competitive in local, regional, and national job markets. With just one extra year of study, future teachers can market themselves as “highly qualified” secondary school teachers of English and Language Arts.

### **Minors in English**

#### **English Liberal Arts Minor**

The English minor is designed to offer students an opportunity to explore literature written in English (including translations from other languages). Students may complement literature courses with creative writing and/or English language courses.

#### **Required course:**

Any of the following: LIT 200/Introduction to Poetry, LIT 201/Approaches to literature, LIT 202/Cultures and Canons

Two options in LIT, LNG, or CWR – 200-level or above

Two options in LIT, LNG, or CWR – 300-level or above

#### **Total**

**5 course units**

*See also: Comparative Literature Minor*

*Creative Writing Minor*

*Integrated Performing Arts Minor*

*Journalism Minor*  
*Linguistics Minor*  
*Professional Writing Minor*

**Departmental Honors in English****2 course units**

LIT 476 (1 course unit), taken in fall and spring or

LIT 477 (2 course units)/Honors in English, taken in the fall semester

Departmental Honors is open to any English major with a GPA in English Department courses of at least 3.5 or the permission of the Associate Chair. Students should have senior standing—i.e., they should have completed 24 course units.

Honors projects, which usually take the form of a multi-chapter critical thesis, are written under the supervision of a faculty advisor. The departmental honors committee will approve project proposals and evaluate the completed work in conjunction with the faculty advisor. The second unit of Honors thesis replaces the second LIT 499. For more information, please consult the Policies page of the [English Department website](#).

**Academic Advisement in English**

Each student is responsible for following departmental advisement procedures. Students will be assigned an academic advisor whose name will appear in their PAWS accounts. Advisors will publicize the times when they are available for conferences, but students are responsible for taking the initiative to arrange conferences with the advisor each semester during the registration period and whenever academic questions arise. The members of the English department believe that proper advisement is vital to the academic well-being of majors. The purposes of these conferences are to assure that: 1) the student is taking the appropriate courses to meet the College's academic requirements; 2) the student is pursuing those courses best suited to his or her career goals; and 3) the student will have a source of mature advice in handling whatever academic difficulties he or she may be encountering. Advisors will maintain files on each advisee, containing program planners, transcripts, a record of their attendance at advising sessions, and other relevant data.