

***UNDERGRADUATE HANDBOOK
FOR ENGLISH MAJORS AND MINORS***

2009 - 2010

**DEPARTMENT OF ENGLISH
PECK 3206**

**COLLEGE OF ARTS AND SCIENCES
SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
EDWARDSVILLE, ILLINOIS 62026-1431**

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INTRODUCTION

The study of English provides an excellent liberal arts background. Such a background has two advantages. One is the pleasure of gaining a wide acquaintance with our literary heritage. The other advantage arises from the practical training in comprehending and using the English language. A thorough command of English is a necessity, or at least a help, in almost every walk of life; the person who can read critically and write fluently, who can organize ideas with clarity and express them with persuasive effect, will find lasting benefit in these skills. Specific technical skills and narrowly specialized technical degrees are subject to rapid obsolescence and unpredictable demand. Skill in communication, however, runs no such risk; for that reason an undergraduate major or minor in English has practical value. It can lead to a career in teaching; it can be coupled with a second, technical or vocational undergraduate program; or it can open the door to graduate school for professional training in such fields as law, government, or business. It is also ideal preparation for a career in technical writing, publishing, advertising, editing, or journalism.

The *Undergraduate Handbook for English Majors and Minors* contains basic information about all English major and minor programs offered at Southern Illinois University Edwardsville.

This publication is not a contract or offer to contract. The University reserves the right to change information contained herein without notice when circumstances warrant such action.

ADVISEMENT AND DECLARATION OF MAJOR

If you are a new student who has never declared a major at SIUE, you should begin at the Academic Advising office in the Student Success Center, Suite 1220. Continuing students within the Bachelor of Arts program in the College of Arts and Sciences who want to declare a major in English may begin at the English Office, Peck 3206. There you will be directed to your faculty advisor. Schedule an initial conference with your advisor in order to declare the English major and to discuss the nature of the program and its requirements. See also the English Department website for information about advising assignments within the Department of English: <http://www.siu.edu/ENGLISH/Ugrad/advising.html>.

Students wishing to declare a Bachelor of Arts in English plus Secondary English Language Arts Teacher

Certification may do so by contacting Dr. Jill Anderson (Peck 2230; jjander@siue.edu).

Students wishing to declare a minor in English—English Literature, Creative Writing, or Linguistics—may do so at their major department. Newly declared creative writing minors should consult Professor Geoff Schmidt; linguistics minors should consult Professor Kristine Hildebrandt; literature minors should consult Professor Jeffrey Skoblow (Fall '09) or Professor Valerie Vogrin (Spring '10).

COURSE DESCRIPTION BULLETIN

Each term, the English Department compiles and publishes detailed descriptions of the courses scheduled to be offered the following term. Majors should consult this bulletin before advisement, as it answers many questions concerning content, objectives, assignments, teaching style, and so forth. Bulletins can be found by visiting the department website: <http://www.siue.edu/ENGLISH>.

ENGLISH MAJOR PROGRAMS

There are two English major programs: the Bachelor of Arts in English (English/BA) and the Bachelor of Arts in English plus Secondary English Language Arts Teacher Certification (English/BA+TCERT). In both programs, the student earns a major in English in the Department of English Language and Literature in the College of Arts and Sciences.

In the Department of English, there are few differences between the two programs. All English majors must complete one year or 8 semester hours of a foreign language. The English/BA requires 12 English courses; the English/BA+TCERT requires 13. Both programs divide the total number of courses into areas. Students should make their course choices with a view to fulfilling these area requirements.

There are some significant differences between the non-English part of the curriculum for the two programs. The English/BA requires a minor of the student's choice, while the English/BA+TCERT requires a minor in Speech Communication Education. The English/BA+TCERT program also requires 28 semester hours of professional education courses, which lead to Illinois certification to teach English Language Arts in secondary schools.

The following are important considerations for English/BA majors:

- 1) The English/BA student should work on an 18-21 semester hour minor. The English major may not declare an English Literature minor. However, a minor in Linguistics or Creative Writing is an option, as are minors outside the English Department. Majors declare their minors with their major advisors. (English/BA+TCERT majors have a required minor in Speech Communication Education.)
- 2) A student may have a second major or minor.
- 3) Students who plan to do graduate work, especially in English, would do well to take a second year (or a total of 16 semester hours) of a foreign language.

All English/BA+TCERT majors should thoroughly explore the Secondary English Education website for important program information and announcements: <http://www.siue.edu/ENGLISH/EDUC/>. Although the speech minor is attached to the English/BA+TCERT degree, students may elect a second minor if desired (see Dr. Anderson to discuss this option).

GRADUATION CHECKS

Early in the senior year, the English major should file an Application for Graduation with the Office of Admissions and Records. This application initiates the Graduation Check, a process designed to ascertain academic standing with respect to the completion of all the requirements for graduation. The student's transcript will be evaluated by the Office of Admissions and Records to see what General Education requirements remain, by the major Department to see what major requirements remain, and by the minor Department for minor requirements. Students are strongly advised to check with their departmental advisor to assess their progress and to schedule courses for their last term or two before graduation.

WORKSHEET: ENGLISH / BA

For updated program information and current announcements,
see the English Department website:
<http://www.siue.edu/ENGLISH/>

REQUIREMENTS FOR THE BACHELOR OF ARTS MAJOR IN ENGLISH36 hours

Declaration Date: _____

REQUIREMENTS FOR THE BACHELOR OF ARTS MAJOR IN ENGLISH 36 HOURS (TOTAL)

Only courses in which students receive a C or better will be accepted for credit toward the English major. Complete program can include no more than 15 hours at the 200 level, and must include at least 15 hours at the 400 level.

_____ Number of 200 level courses (no more than five will apply)

_____ Total number of 400-level English Department courses (five required, excluding 499)

Surveys: Three courses required:

- () ENG 208 — Topics in Early British Lit.
- () ENG 209 — Topics in Modern British Lit.
- () ENG 211 — Topics in Early American Lit.
- () ENG 212 — Topics in Modern American Lit.
- () ENG 214 — Topics in World Lit.: Ancient to Medieval
- () ENG 215 — Topics in World Lit.: Renaissance to Modern

Major Authors: Two courses required:

- () ENG 307 — Introduction to Shakespeare
- () ENG 404 — Chaucer
- () ENG 471 — Shakespeare
- () ENG 473 — Milton
- () ENG 477 — Morrison
- () ENG 479 — Major Authors: Shared Traditions
- () ENG 480 — Major Authors: Crossing Boundaries

Literary Study: One course required:

- () ENG 200 — Introduction to Literary Study

Literary Theory: One course required:

- () ENG 301 — Introduction to Literary Theory and Criticism
- () ENG 495 — History of Critical Theory

Language Systems: One course required:

- () ENG 369 — Grammatical Analysis
- () ENG 400 — Principles of Linguistics
- () ENG 403 — History of the English Language
- () ENG 416 — Language and Society

Writing Approaches: One course required:

- () ENG 201 — Intermediate Composition
- () ENG 290 — Introduction to Creative Writing
- () ENG 334 — Scientific Writing
- () ENG 489 — Style and Intentionality
- () ENG 490 — Advanced Composition
- () ENG 491 — Technical and Business Writing

Senior Seminar: One course required:

- () ENG 497a — Senior Seminar in English

English Electives: Two electives required: Choose any English course numbered 200 or higher.

() ENG _____ — _____

() ENG _____ — _____

BACHELOR OF ARTS MINOR COURSES 18 – 21 HOURS
Select six or seven courses (dependant upon minor department's requirements).

Minor Field: _____

() _____ — _____

() _____ — _____

() _____ — _____

() _____ — _____

() _____ — _____

() _____ — _____

() _____ — _____

BACHELOR OF ARTS GENERAL EDUCATION REQUIREMENTS 44 HOURS
BA includes eight hours in one foreign language.

ADDITIONAL ELECTIVES 23 – 26 HOURS

TOTAL FOR DEGREE 124 HOURS

Notes and Comments

WORKSHEET: ENGLISH / BA+TCERT

Bachelor of Arts in English plus Secondary English Language Arts Teacher Certification

For updated program information and current announcements,
see the Secondary English Education website:

<http://www.siu.edu/ENGLISH/EDUC/>

REQUIREMENTS FOR BA+TCERT MAJOR IN ENGLISH 39 HOURS

Only courses in which students receive a C or better will be accepted for credit toward the English major. Complete program can include no more than 15 hours at the 200 level, and must include at least 15 hours at the 400 level.

- _____ Number of 200 level courses (no more than five will apply)
- _____ Total number of 400-level English Department courses (five required, excluding 499)
- _____ GPA for English courses: B required [3.0/4.0] for student teacher screening and for program completion
- _____ GPA for Speech courses: B required [3.0/4.0] for student teacher screening and for program completion)

Literature Surveys [three courses required]

- () ENG 208 — Topics in Early British Lit.
- () ENG 209 — Topics in Modern British Lit.
- () ENG 211 — Topics in Early American Lit.
- () ENG 212 — Topics in Modern American Lit.
- () ENG 214 — Topics in World Literature:
Ancient to Medieval
- () ENG 215 — Topics in World Literature:
Renaissance to Modern

Major Authors [two courses required]

- () ENG 307 — Introduction to Shakespeare
- () ENG 404 — Chaucer
- () ENG 471 — Shakespeare
- () ENG 473 — Milton
- () ENG 477 — Morrison
- () ENG 479 — Major Authors: Shared Traditions
- () ENG 480 — Major Authors: Crossing Boundaries

Literary Study [one course required]

- () ENG 200 — Introduction to Literary Study

Literary Theory [one course required]

- () ENG 301 — Introduction to Literary Theory
and Criticism
- () ENG 495 — History of Critical Theory

Language Systems [two courses required]

- () ENG 369 — Grammatical Analysis
- () ENG 400 — Principles of Linguistics
- () ENG 403 — History of the English Language
- () ENG 416 — Language and Society
- () ENG 470 — Methods for K-12 ESL Teaching

Writing Approaches [one course required]

- () ENG 490 — Advanced Composition
- () ENG 491 — Technical and Business Writing

Senior Seminar [one course required]

- () ENG 497a — Senior Seminar in English

Secondary English Education [two courses required]

- () ENG 475 — Method in Teaching Secondary English: Literature and Culture
- () ENG 485 — Method in Teaching Secondary English: Composition and Language

FOREIGN LANGUAGE REQUIREMENT [+8 HOURS]

One year required (8 credits in one foreign language). SIUE general education OPTION B requirements for BA majors include eight credits of foreign language study.

- () Foreign Language 101 — Elementary Language I (e.g., Spanish 101)
- () Foreign Language 102 — Elementary Language II (e.g., Spanish 102)

English / BA+TCERT, contd.

BACHELOR OF ARTS GENERAL EDUCATION REQUIREMENTS 44 HOURS

Skills Option B: SIUE requires 44 hours of general education coursework for BA students (choose Skills Option B, which includes 8 hours in one foreign language). Reduce to 41 hours by using one of the speech courses to meet the Fine Arts and Humanities distribution requirement.

SPEECH COMMUNICATION EDUCATION MINOR REQUIREMENTS..... 21 HOURS

1		SPC 103—Interpersonal Communication
2		SPC 104—Oral Argumentation Skills
3		SPC 105—Public Speaking
4		SPC 201—Small Group Communication [Dist. FAH]
5		SPC 261—Oral Interpretation of Literature [Dist. FAH]
6		SPC 305—Listening [Dist. FAH]
7		SPC 461—Strategies for Teaching Speech Communication

ENGLISH STUDENT TEACHER SCREENING

The English Department’s English Education Committee screens all prospective student teachers of English before enrollment in CI 315a and **one year prior** to the semester in which they plan to student teach (i.e., CI 315b and 352f). This process includes a writing portfolio and interview.

See the Secondary English Education website for more information: <http://www.siue.edu/ENGLISH/EDUC/>

PROFESSIONAL EDUCATION COURSES AND STATE OF ILLINOIS TESTS 28 HOURS

Contact an advisor in the Office of Clinical Experiences, Certification, and Advisement to register for all education courses beyond CI 200 (OCECA, 1110 Founders Hall, x3940). See the **Illinois Certification Testing System** (ICTS) website for information about the Illinois Basic Skills Test, the English Language Arts Content-Area Test, and the Assessment of Professional Teaching (APT). Take the **Basic Skills Test** immediately (students must pass the skills test to take courses beyond CI 200). Take the **ELA Content-Area Test** before student teaching (students must pass the content test before taking CI 352F: Student Teaching). Take the **Assessment of Professional Teaching** before/during student teaching (students must pass the APT test to become certified).

1		CI 200—Introduction to Education (2 hours)
2		EPFR 315—Educational Psychology (3 hours)
3		EPFR 320—Foundations of Education in a Multicultural Society (3 hours)
4		SPE 400—The Exceptional Child (3 hours)
5		CI 440—Teaching Reading in the Secondary Schools (3 hours)
6		CI 315A—Secondary School Methods (2 hours)*

*NOTE: students must complete student teacher screening before enrolling in CI 315a

ST		CI 315B—Secondary School Methods (2 hours)*
ST		CI 352F—Secondary Student Teaching in English (10 hours)*

*NOTE: concurrent enrollment in CI 315B/CI 352F (full-time student teaching semester)

+1		EPFR 415—The Middle School Learner (+3 hours)*
+1		CI 407—The Middle and Junior High School (+3 hours)*

*NOTE: add these courses for optional middle school endorsement

TOTAL CREDIT HOURS FOR DEGREE (INCLUDING CERTIFICATION) 132 HOURS

COURSE REQUIREMENTS BA SEMESTER CALENDAR

COURSE REQUIREMENTS FOR A BACHELOR OF ARTS IN ENGLISH

The major consists of 36 hours in English.

HOURS

General Education Requirements..... **42-44**
(For a Bachelor of Arts degree in English, students must select option B in the general education skills area.)

Requirement for the Major in English **36**

Introduction to Literary Study..... **3**

(200)

Literary Theory **3**

(301, 495)

Language Systems..... **3**

(369, 400, 403, 416)

Writing **3**

(201, 290, 334, 489, 490, 491)

Major Authors **6**

(307, 404, 471, 473, 477, 479, 480)

Surveys..... **9**

(208, 209, 211, 212, 214, 215)

Electives in English..... **6**

(Any English course numbered 200 or higher)

Senior Seminar in English..... **3**

(497A unless you declared before Fall 2001)

Foreign Language (all hours in same language) **8**

Minor **18-21**

Additional Electives **15-20**

Total **124 semester hours**

Of the 36 hours in English courses, at least 15 must be at the 400-level, and no more than 15 may be at the 200-level. English 499 may not count towards the 400-level course requirements. Only courses in which the student receives a "C" or better will be accepted for credit toward the English major.

Students planning to attend graduate school in English or law school should take two years of a foreign language and should choose English 301, Basic Literary Criticism, or English 495, History of Literary Criticism, as one of their English electives.

ENGLISH / BA+TCERT—SEMESTER CALENDAR

Bachelor of Arts in English plus Secondary English Language Arts Teacher Certification

Follow the Option B skills requirements for the Bachelor of Arts degree (with 8 credits foreign language). This guide provides only a suggested course of study and should be used in consultation with an adviser and the SIUE Undergraduate Catalog available online at www.siu.edu/registrar/. For more information, see the Department of English Language and Literature's English Education website: <http://www.siu.edu/ENGLISH/EDUC/>.

YEAR	FALL	SPRING
1	ENG 101 English Composition I 3 SPC 103 Interpersonal Communication 3 STAT 107 Concepts of Statistics 3 (or any other Option B skills choice) Foreign Language 101 (e.g., SPAN 101) 4 Intro Social Sciences (e.g., HIST 111A/B) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16	ENG 102 English Composition II 3 SPC 105 Public Speaking 3 Intro Fine Arts and Humanities 3 (e.g., THEA 111 or MUS 111) Foreign Language 102 (e.g., SPAN 102) 4 Intro Social Sciences (e.g., PSYCH 111) 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 16
2	ENG 200 Introduction to Literary Study 3 ENG Survey (e.g., ENG 208 or 209) 3 ENG Survey (e.g., ENG 211 or 212) 3 Intro Fine Arts and Humanities 3 (e.g., ART 111 or PHIL 111) Intro Natural Sciences and Mathematics 3 (e.g., ESCI 111 or MATH 111) CI 200 Intro to Education 2 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 17 ICTS Basic Skills Test (must pass skills test to take education courses beyond CI 200)	ENG Survey (e.g., ENG 214 or 215) 3 ENG Major Authors: Shakespeare 3 (e.g., ENG 307 or 471) ENG 369 Grammatical Analysis 3 SPC 104/204 Oral Argumentation Skills 3 SPC 201 Small Group Comm [Dist FAH] 3 Dist Natural Sciences and Mathematics 3 (e.g., GEO 210 or 211) <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 18 Contact OCECA secondary education advisor to be admitted to teacher certification program.
3	ENG Major Authors 3 (e.g., ENG 404, 473, 477, 479, 480) ENG 475 Literature and Culture 3 ENG 490 Advanced Composition 3 (or ENG 491 Tech and Business Writing) SPC 261 Oral Interpretation of Literature 3 Dist Social Sciences (e.g., HIST 200/201) 3 EPFR 315 Educational Psychology 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 18 Pre-Student Teaching Registration See the English Education coordinator to register for student teacher screening.	ENG Language Systems 3 (e.g., ENG 400, 403, 416, 470) ENG 485 Composition and Language 3 ENG Literary Theory (e.g., ENG 301) 3 SPC 305 Listening 3 IS Course: Interdisciplinary Studies 3 EPFR 320 Foundations of Education in a Multicultural Society 3 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 18 Student Teacher Screening Student teacher screening portfolios due at the end of the first week of the semester.
4	ENG 497A Senior Seminar 3 SPC 461 Strategies for Teaching Speech 3 SPE 400 The Exceptional Child 3 CI 440 Adolescent Literacy 3 CI 315A Secondary School Methods 2 <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 14 ICTS English Language Arts Content-Area Test (must pass ELA content test before student teaching semester begins)	CI 315B Methods of Teaching in Secondary 2 CI 352F Secondary Student Teaching: English 10 Student Teaching Semester (full-time student teaching experience) <hr style="width: 50%; margin-left: auto; margin-right: 0;"/> 12 ICTS Assessment of Professional Teaching Test (must pass APT to become certified)

ENGLISH/BA+TCERT—STUDENT TEACHER SCREENING

Timing & Process: The Final Three Semesters of SIUE's Secondary English Education Program

One year before the student teaching semester, candidates for teacher certification in secondary English education must successfully pass through the English Department's student teacher screening process. Early in the second week of the semester in which a candidate intends to screen, applicants must submit **six copies** of their screening portfolios to the chair of SIUE's English Education committee. (Dr. Anderson is the current committee chair.) Committee members will evaluate candidates' submissions. The English Education committee will then meet to conduct 30-minute screening interviews with each candidate.

This portfolio submission and professional interview is the candidate's first step toward entering into student teaching. Upon successful completion, he or she will be permitted to register for the following semester's CI 315a (student teaching observation), which leads to the full-time student teaching experience in the final semester at SIUE (CI 352f). Once the candidate has successfully passed through the English Department's student-teacher screening process, the School of Education's Office of Clinical Experiences, Certification, and Advisement (OCECA) coordinates registration for CI 315A and arranges placements at regional cooperating schools.

The standard sequence for completing the student teaching process is as follows:

- Semester 1—Screening: Portfolio and Interview
- Semester 2—Observation: CI 315A and final semester of academic coursework
- Semester 3—Student Teaching: CI 315B/352F (full-time, 15-week student teaching)

Information Session

At the end of the semester before the screening portfolio is due, the Department conducts an information session for screening candidates. We typically meet late in the afternoon on the Wednesday or Thursday of SIUE's exam week. See the Secondary English Education website for current information: <http://www.siu.edu/ENGLISH/EDUC/>.

Required Grade Point Average (3.0/4.0 = "B" average)

To begin the student teacher screening process, a student teaching candidate must have good academic standing and an overall cumulative grade point average of 2.5 (4.0 scale) as well as a 3.0 cumulative GPA in the English major **and**, separately, a 3.0 cumulative GPA in the speech communication education minor (with no incomplete grades on SIUE transcript). English and speech courses taken at all institutions count when we assess your cumulative GPA in English/speech. All of your coursework (general education, English major, speech minor, and professional education) must be complete before the full-time student teaching semester.

Portfolio Submission

The applicant must collate the portfolio contents into **six standard manila file folders** with his or her last name written on the side tab of each folder (one folder will be distributed to each of the six members of the English Education committee). Submit the materials to the Department at the beginning of the second week of the screening semester. **Note: All of the items in your portfolio must be revised. Do NOT include the same paper you used for a class—you have a new audience with new expectations.** See the Secondary English Education website for current information about portfolio submission: <http://www.siu.edu/ENGLISH/EDUC/>.

Screening Portfolio Checklist

_____ **CI 315a Application (Due with Portfolio)**

one copy of the OCECA application for Dr. Anderson to sign; see CI 315a – Pre Student Teaching Application at the OCECA website: <http://www.siue.edu/education/advisement/forms.shtml>

_____ **Reflective Self-Assessment Letter**

short narrative, which gives the screening committee context and reasoning for why the applicant has chosen his/her representative pieces (1-2 pages; MLA style)

_____ **Teaching Philosophy**

concise statement of the applicant's attitudes and beliefs about teaching (max. 2 pages, double-spaced)

_____ **Sample 50-Minute Class Plan**

formally written class plan, demonstrating your philosophy in action; rewrite a plan from English 475/485 or create a new class plan; use the English Department's planner or develop your own document (as long as it includes each of the required aspects listed on the planner)

_____ **Literary Analysis**

essay that analyzes a work of literature (approx. 4 pages; may include research; MLA style)

_____ **Essay with Research**

longer paper on any topic that incorporates research—e.g., an extended literary analysis or other form of analytical exploration (approx. 10 pages; at least six sources; MLA style)

_____ **Optional Work**

additional piece of writing—only because the applicant wants to show the committee some other aspect of his/her personal writing style and ability (truly optional!)

CI 315a Application (Due with Portfolio)

The English Department collects the application for CI 315A placement at the same time as the portfolio. This application is important because the School of Education's Office of Clinical Experiences, Certification, and Advisement uses the form to place candidates in schools within our region. These applications are shared with potential cooperating schools, so be professional (and very neat). See CI 315a – Pre Student Teaching Application at the OCECA website: <http://www.siue.edu/education/advisement/forms.shtml>

Portfolio & Screening Assessment

Candidates for student teaching should take this process very seriously. The screening portfolio is ultimately an examination of the candidate's ability to write with purpose, focus, and style according to the conventions of edited standard English and the professional standards of the Modern Language Association. Moreover, the screening interview will test the candidate's capacity for proficient oral communication and professional comportment. Prof. Anderson has created a substantial packet, entitled *Useful Information about Academic Writing*, which offers advice about expository writing. The packet also discusses some of the professional standards of the Modern Language Association, and it has a section on mechanics that might be a helpful review of the conventions of edited standard English. If the candidate's portfolio is sloppy or immature; if the candidate does not demonstrate skill in oral communication; or if the candidate does not exhibit an understanding of basic pedagogy, then the committee will ask the student to screen again the following semester. In extreme cases, the committee may request that the student withdraw from SIUE's program in secondary English education. See the Secondary English Education website for a copy of Dr. Anderson's Academic Writing packet: <http://www.siue.edu/ENGLISH/EDUC/>.

TEACHER CERTIFICATION

ILLINOIS CERTIFICATION for anyone teaching English Language Arts in public middle, junior high, and high schools requires that candidates meet the university requirements spelled out in the above English/BA+TCERT program.

MISSOURI CERTIFICATION – Students wishing to earn State of Missouri secondary certification in English must complete the above program and consult with SIUE's School of Education regarding any variations in requirements. Currently the Illinois requirements for certification also satisfy Missouri's requirements.

Contact an advisor in the School of Education's Office of Clinical Experiences, Certification, and Advisement (OCECA) with specific inquiries about teacher certification procedures. Currently Pam Feters and Elaine Ferrar advise secondary education students. See the OCECA secondary education advising website for more information: <http://www.siu.edu/education/advisement/secondary.shtml>.

POST-BACCALAUREATE CERTIFICATION IN ENGLISH

Post-baccalaureate (post-BA/BS) students interested in earning secondary teaching certification in English Language Arts through SIUE's undergraduate program must complete the same major, minor, and professional education requirements as students enrolled in SIUE's undergraduate Secondary English Education program in the English Department. Post-baccalaureate students enroll at SIUE as undergraduates and retain undergraduate status throughout their experience (senior w/degree [SD]).

To earn post-BA/BS secondary English Language Arts certification at SIUE, a student must:

- (1.) complete the English major or any additional, required English coursework not covered in his/her original undergraduate English major;
- (2.) complete SIUE's speech communication education minor;
- (3.) pass through the student teacher screening process (portfolio and interview);
- (4.) complete a series of professional education courses to meet the School of Education's secondary certification requirements, including a semester of full-time student teaching.

A student must also have a 3.0 cumulative GPA in the English major and, separately, a 3.0 in the speech minor to enter into the student teacher screening process and to complete our program (3.0/4.0 = "B" average). In addition, a student must have a 2.5 cumulative GPA for all of his/her undergraduate coursework. Because post-BA/BS students must fulfill all of the requirements for the BS program in English with additional coursework in both speech and education—including a full-time semester of student teaching—the post-BA/BS program takes **at minimum** three to four full-time semesters to complete (for example, Spring 2010 – Summer 2010 – Fall 2010 – Spring 2011). Dr. Anderson advises students in the post-baccalaureate program, and she can help individuals understand their timing upon review of their previous college transcripts.

UNDERGRADUATE ESL ENDORSEMENT

Students who are pursuing certification, or who already hold a valid teaching certificate, may take a series of courses leading to Illinois and/or Missouri ESL (English as a Second Language) teaching endorsement. These courses are:

ENG 400 Principles of Linguistics
ENG 409 Syntactic Analysis or ENG 369 Grammatical Analysis
ENG 416 Language and Society
ENG 468 Second Language Acquisition
ENG 470 Methods and Materials for K-12 ESL Teaching
ENG 472 Assessment and Testing in ESL
ENG 476 Practicum in ESL (required for Missouri approval)

Students interested in this endorsement should contact English Professor Joel Hardman (PH 2205; 650-5978) for advisement.

ADVICE ON COMPLETING THE BA OR BA+TCERT ENGLISH MAJOR

The previous pages duplicate some of the material in the Undergraduate Catalog. The following comments do not appear in the catalog; they are intended to aid you in promptly completing the program requirements.

Use the appropriate program worksheet, which appears on pages 6-10. Doing so will enable you to see at a glance which parts of the program you have completed and which parts lie ahead. This information is not easily remembered, nor always easy to reconstruct from grade reports and transcripts.

The Bachelor of Arts Program (English/BA):

- ENG200 and the surveys should be taken as early as possible in your program.
- Avoid taking unnecessary lower-level courses--they may end up not counting toward your program.
- Any course you take that is in excess of the number of courses needed to fulfill a particular category (e.g., Language Systems or Major Authors) is automatically classified as an Elective (e.g., if you were to take 369 and 400, you would have fulfilled the Language Systems requirement AND added one elective course).
- In some cases, you will be able to use one course to fulfill more than one requirement. For example, 473--Milton meets the Major Authors requirement AND counts toward the required number of 400-level courses. HOWEVER, a student majoring in English and minoring in either Linguistics or Creative Writing is NOT allowed to use the same course to satisfy a requirement in both the major and the minor.

The Secondary English Education Program (English/BA+TCERT) is less flexible than the non-certification BA program; in addition, its requirement of an overall B average in English and, separately, in speech courses is more stringent. Though there is some room for choice within the major categories of English study, six courses, ENG 200 (Introduction to Literary Study), ENG 369 (Grammatical Analysis), ENG 475 (Methods of Teaching Secondary English: Literature and Culture), ENG 485 (Methods of Teaching Secondary English: Composition and Language), ENG 490 (Advanced Composition), and ENG 497A (Senior Seminar in English) are specifically required. You are strongly advised to take your 200-level requirements (ENG 200 and the literature surveys) at the beginning of your program.

You must complete all of your major coursework before student teaching. The professional education courses typically occupy the two terms just prior to graduation; thus long range planning is imperative. You should visit with your Secondary English Education advisor as soon as you declare your major. In order to be authorized to student teach, you will first have to undergo the Screening Process for Student Teaching Candidates described elsewhere in this handbook.

SENIOR ASSIGNMENT

A. FOR SENIORS WHO DECLARED AS ENGLISH MAJORS BEFORE FALL 2001:

The Senior Assignment consists of a research paper of substantial length (about 10-15 pages) written during the major's senior year in an upper level** (300- or 400-level) English course. One copy of this paper--a clean, ungraded copy--must be submitted by the student to the Director of Undergraduate Studies (Jeffery Skoblow, Fall 2009; Valerie Vogrin, Spring 2010). The form that should accompany this copy is available to you in the English Office (Peck 3206). Once your Senior Assignment has been received, Admissions and Records will be notified that you have completed your Senior Assignment. Completion of the Senior Assignment is, by university rule, one of your graduation*** requirements. The purpose of the Senior Assignment is to enable departments to assess the quality of their major programs.

** Please see the Director of Undergraduate Studies in the unlikely event that you are not enrolling in an upper-level English course during your senior year.

*** Failure to submit your Senior Assignment prior to Commencement will not disqualify you from participating in the ceremonies, but the official awarding of the degree will be delayed until the requirement is met.

Students whose second major is English must also complete a Senior Assignment in English.

B. FOR THOSE WHO DECLARED AS ENGLISH MAJORS FALL 2001 AND THEREAFTER, you must enroll in English 497A (Senior Seminar in English) during which you will complete the senior assignment. The Senior Assignment is currently undergoing significant revision; watch the department website for announcements and information.

ENGLISH MINOR PROGRAMS

The English Department offers three different minor programs: the Literature Minor, the Linguistics Minor, and the Creative Writing Minor. Each of these consists of six courses or 18 semester hours. The requirements for the Literature Minor are uncomplicated. The other minors, however, are rather specific in their requirements, and as a result their completion requires a certain amount of advance planning. The Creative Writing Minor, for example, has a sequence of four core courses. The student minoring in English should contact the appropriate advisor listed below.

Only English courses in which a student earns a C or better may count towards any of the three minor programs.

LITERATURE MINOR

(The Literature minor may not be combined with an English major.)

The Literature minor requires a minimum of 18 hours of English courses numbered 200 or above, with a grade of "C" or higher in each course. English 200 is required and should be taken at the first possible opportunity; 6 of the remaining 15 hours must be taken in courses numbered 400 or higher. Appropriate courses in creative writing, expository writing, and linguistics may be included as supplements to the literature courses. All courses should be selected with the approval of the English Department's undergraduate advisor.

Please contact Professor Jeffrey Skoblow (Fall '09) or Valerie Vogrin (Spring '10) for advisement.

LINGUISTICS MINOR

(The Linguistics minor may be combined with an English major.)

The linguistics minor requires a minimum of 6 courses (18 hours).

Students are required to take an introduction to the field of linguistics (English 400), and one course in each of the following major areas of linguistic study: semantics and pragmatics (English 405), phonetics and phonology (English 408), and syntax (English 409). Students must also select two electives from the following courses: English 370, 403, 416, 468 and 474. Students who are considering the Linguistics Minor are encouraged to take English 207 as part of their General Education coursework. A minor in Linguistics may be combined with a major in English. English majors who satisfy the Linguistics Minor requirements may substitute any English elective for the three-hour Language Systems requirement.

Four required courses:

ENG 400 - Principles of Linguistics
ENG 405 - Semantics and Pragmatics
ENG 408 - Phonetics and Phonology
ENG 409 - Syntactic Analysis

Electives (choose two):

ENG 370 - Morphological Analysis
ENG 403 - History of the English Language
ENG 416 - Language and Society
ENG 468 - Second Language Acquisition
ENG 474 - Bilingualism and Bilingual Education

Please contact Professor Hildebrandt for advisement.

CREATIVE WRITING MINOR

(The Creative Writing minor may be combined with an English major.)

The minor in Creative Writing consists of 18 hours (six classes). Minors are encouraged to focus either on poetry or fiction as a specialization, which will determine the focus of the classes they take to fulfill their core requirements:

Core requirements (12 hours):

ENG 290 (Introduction to Creative Writing)
ENG 392 (Fiction Writing) or ENG 393 (Poetry Writing) (prerequisite: 290)
ENG 492 (Advanced Fiction Writing) or ENG 493 (Advanced Poetry Writing) (prerequisite: 392 or 393)
ENG 498 (Tutorial in Creative Writing) (prerequisite: 492 or 493)

Electives (6 hours):

- Any 400-level literature course; and/or
- ENG 494 (Literary Editing) and/or;
- ENG 490 (Advanced Composition) and/or;
- Any off-genre poetry/fiction class (393 or 493 if you're a fiction writer; 392/492 if you're a poet) and/or;
- MC 202 (Writing for the Media) and/or;
- 498 repeated.

Please contact Professor Geoff Schmidt for advisement.

DOUBLE MAJORS

A student who declares a double major in effect declares a first major and a second major. His/Her file is kept in the office of the first major, and the first major advisor normally handles advisement for registration. The student may, of course, turn for advice to the second major advisor, but this advisor might well have only scanty records upon which to base advice.

A student taking a double major gets a BA or BS degree in the first major. The second major is simply listed as a second major; it does not determine the type of degree. However, the foreign language requirement remains in effect for the English BA program. A student can be certified to teach in more than one field as an undergraduate. If a student wants to be certified in more than one field, he or she should contact Dr. Jill Anderson, Coordinator, Secondary English Education.

DEANS' SCHOLARS HONORS PROGRAM

The Deans' Scholars Honors Program was created to help outstanding students develop academic programs relevant to their needs. A 3.5 grade-point average is required. For admission to the Deans' Scholars Honors Program, all applicants are required to have a 3.5 GPA and must present three letters of recommendation. Students selected for this Program must complete the usual semester hours for the bachelor's degree.

The student being admitted to this Program will have a mentor in his/her major field of study selected for him/her by the College of Arts and Sciences. The mentor and the student develop a complete program of study, which is filed with the College of Arts and Sciences. A student wishing to change a major or minor should notify the College of Arts and Sciences and obtain the appropriate information and forms for filing a new program of study. When changing the major (first major, in the case of double majors), the College of Arts and Sciences will assign a new mentor in the new field and work out a program.

Please see the "With Honors" website www.siu.edu/HONORS for more information.

UNDERGRADUATE RESEARCH ACADEMY

A student interested in the Undergraduate Research Academy should consult with the Provost's office. Students are selected by deans and chairpersons of their academic programs on the basis of high academic abilities and outstanding potential for achievement.

GRADUATE COURSES FOR UNDERGRADUATES

An undergraduate student who is within 12 semester hours of a degree may apply for admission to the Graduate School and take courses for graduate credit with the approval of the Graduate Dean. Exceptions to the 12-hour rule may be recommended by the graduate advisor and the appropriate program director of the department in which a student, during his/her senior year, requests permission to do graduate degree work and must be approved by the Graduate Dean. Courses taken for graduate credit may not be applied toward an undergraduate degree. Undergraduate students utilizing this plan are expected to concentrate their efforts on finishing the bachelor's degree work, taking graduate courses for graduate credit only where necessary to fill out their schedules. A Graduate Student Request Form, available in the Graduate Office, is used to obtain the Graduate Dean's approval. The request is to be counter-signed by the instructor of the course the student wishes to take and by the chairperson or graduate program advisor in the department giving the graduate program to which the student has applied. Except under the special conditions described above, undergraduate students should not enroll for 500-level courses, which are intended for graduate students only.

INCOMPLETES

It is to the student's advantage to let the Advisor know when an Incomplete has been removed so that the student's file will be up to date.

OVERLOAD APPROVAL

Students wishing to register for more than an 18-hour load must get the signature of the English Undergraduate Advisor on the Course Request Form.

ENGLISH DEPARTMENT AWARDS

The English Department presents six awards annually at the Honors Day Convocation:

1. The William Carlin Slattery Memorial Award in Poetry or Drama encourages creative and original endeavors by selecting the outstanding poetry or drama written by an SIUE student. The recipient is chosen by a committee of three or more SIUE faculty and receives a monetary award.
2. The Faye and Phillip Benjamin Honor Award in English Language and Literature honors an outstanding junior or senior with a monetary award given at Honors Day.
3. The Garry N. Murphy Memorial Award in English "is given to the undergraduate who in the judgment of the English faculty best exhibits precision in written English and subtlety and imagination in studies of language or literature. Annually the Chair of English requests from English faculty recommendations of students to receive this award. Each recommendation will be supported by one or more papers written by the nominee for the recommending faculty member. An Ad Hoc Committee appointed by the Chair will select the awardee." A monetary award will be given at Honors Day.
4. The Mimi Zanger Memorial Award in Fiction is given to "either undergraduate or graduate student(s) who have been judged to have submitted the best fiction writing for the Committee's consideration." The committee consists of three members of the English faculty. A monetary award is given at Honors Day.

5. The Dan Havens Award in American Literature is given "to recognize excellence in undergraduate writing in the field of American Literature before 1914." The committee consists of members of the English faculty. A monetary award is given at Honors Day.
6. The Friends of Lovejoy Library Student Teaching Award is given in recognition of excellence in student teaching in English. A monetary award is given at Honors Day.
7. The Gertrude Drake Award is presented for excellence in classical language.

ENGLISH 499

The readings course, English 499, is principally for the student who is close to graduation and needs a particular course that is not being offered that semester. Readings in English courses are given only on material not offered in a scheduled course. English 499 may be taken more than once but not in the same semester and only for a maximum of 6 hours.

A student wishing to take English 499 must find an English instructor willing to supervise the readings. The instructor then must provide the English department chair with his or her written approval showing the content of the course and the number of hours to be awarded. Upon receipt of the approval of the instructor and the Chair, a student will be allowed to register.

GENERAL EDUCATION AND ENGLISH MAJOR REQUIREMENTS

English majors must satisfy the same SIUE General Education requirements as majors in other fields. SIUE students seeking Bachelor of Arts degrees choose Option B in the general education skills requirements, as this entails a year of foreign language and thus satisfies a fundamental requirement for the BA. English majors may not take English 111 for credit toward the English major, nor may English 111 satisfy the General Education "Introductory" requirement for the English major.

TRANSFER CREDIT

A student wishing to get credit for English major or minor requirements for courses taken at other institutions should consult the Assistant Chair, Dr. Sharon James McGee. Only courses above the 100 or freshman level can count. No transfer credit will be given for a course not in the SIUE catalog; the Assistant Chair must ascertain the content of a course to be transferred to see if credit can be given for a similar course at SIUE. Grades lower than "C" will not be transferred.

Half of a major's hours must be from SIUE; if a major wishes to take an outside course for credit, he or she must have prior approval by the Assistant Chair.

The Assistant Chair will provide the student with a written statement regarding any transfer credit.

TUTORING

Tutoring is available at no charge through the Office of Instructional Services (OIS). For more information visit

their website at www.siu.edu/IS/ .

FINANCIAL AID

The English Department has no financial aid programs for undergraduates. Students should inquire at the Office of Student Work and Financial Assistance (Rendleman Hall 2308) for applications and information about any of the University financial assistance programs.

**ENGLISH COURSE NUMBERS AND TITLES
(200, 300, and 400 level)**

200-3 INTRODUCTION TO LITERARY STUDY. Required of majors. Focuses on literary genres, terminology, and close reading. Strongly recommended as a prerequisite for other course work.

201-3 INTERMEDIATE COMPOSITION. Practice in clear, direct, error-free writing of expository themes; emphasis on organization, rhetorical strategies, and audience. Prerequisite: 102.

202-3 STUDIES IN DRAMA. Reading and discussion of classic examples of ancient and modern drama with attention to themes, techniques, and cultural significance.

203-3 STUDIES IN POETRY. Reading and discussion of selected examples of British and American poetry, recent and traditional.

204-3 STUDIES IN FICTION. Reading and discussion of selected major examples of modern fiction, the short story to the novel. Attention to themes and techniques.

205-3 INTRODUCTION TO AFRICAN AMERICAN TEXTS. African American texts in the form of oratory, sermons, speeches, poetry, fiction, and/or drama. Various literary periods from Colonial to Contemporary times may be covered.

207-3 LANGUAGE AWARENESS. Introductory course in the nature of language. Focus on English language: what language is and how people use it.

208-3 TOPICS IN EARLY BRITISH LITERATURE. The in-depth study of a variety of early British literary works; topics varies.

209-3 TOPICS IN MODERN BRITISH LITERATURE. The in-depth study of a variety of modern British literary works; topics varies.

211-3 TOPICS IN EARLY AMERICAN LITERATURE. The in-depth study of a variety of early American literary works; topics varies.

212-3 TOPICS IN MODERN AMERICAN LITERATURE. The in-depth study of a variety of modern American literary works; topics varies.

214-3 TOPICS IN WORLD LITERATURE: ANCIENT TO MEDIEVAL. The in-depth study of a variety of works in ancient and medieval world literature; topic varies.

215-3 TOPICS IN WORLD LITERATURE: RENAISSANCE TO MODERN. The in-depth study of a variety of works in Renaissance through modern world literature; topic varies.

290-3 INTRODUCTION TO CREATIVE WRITING. Provides an introduction to the basic genres of creative writing (fiction, poetry, drama, creative non-fiction) with an emphasis on craft and the writing process. Prerequisites: English 102, sophomore standing.

301-3 INTRODUCTION TO LITERARY THEORY AND CRITICISM. Selected literary theories, types of criticism, and theorists. Practice in interpreting and writing about literature, and in application of research methods.

306-3 INTRODUCTION TO THE BIBLE. Reading and discussion of selected books from the Old and New Testaments and Apocrypha in translation, with attention to their literary, historical, and theological contexts.

307-3 INTRODUCTION TO SHAKESPEARE. Shakespeare's life; the Elizabethan theater; representative plays and poems.

308-3 DETECTIVE FICTION. Development of detective short story and novel from nineteenth-century beginnings to the present.

309-3 POPULAR LITERATURE. Development of literary sub-genres which have influenced popular culture. Topics vary. Topic varies; may be repeated to a maximum of 6 hours so long as topic is not repeated. Prerequisites: English 101, English 102.

310-3 CLASSICAL MYTHOLOGY AND ITS INFLUENCE. Major Greek and Roman myths: origin, nature, interpretations, and use in the modern world.

315-3 AMERICAN NATURE WRITING. Works by Audubon, Thoreau, Muir, Austin, Leopold, Abbey, McPhee, Berry, Momaday, Dillard, Silko, and other writers focusing on relations of Americans to American landscapes. Prerequisite: Completion of English 102.

340-3 LITERATURE OF THE THIRD WORLD. Third World literature from antiquity to present; social, political, historical, and philosophical problems reflected in literature.

341-3 AFRICAN AMERICAN WOMEN'S WRITING. (Same as Women's Studies 341.) Poems, novels, short stories, essays, dramas, autobiography, and other texts by African American women writers during various periods from Colonial to Contemporary times.

342-3 MOVEMENTS IN AFRICAN AMERICAN LITERATURE. Fiction, poetry, drama, essays, speeches, and autobiography with emphasis on different literary time periods, creative trends, and political movements specific to African American literature.

343-3 TOPICS IN AFRICAN AMERICAN RHETORIC AND ORATORY. This course introduces students to essays, oratory, slave narratives, speeches, and theories relative to abolitionism, captivity, religion, and civil-rights focused movements, in African American texts. May be repeated up to 6 hours provided no topic is repeated. Prerequisite: ENG 102.

344-3 TOPICS IN ETHNIC LITERATURE. This course will examine ethnic literatures from a socio-economic, political, and historical context. Students will investigate issues of diaspora, class, gender, and resistance in literatures often marginalized. May be repeated up to 6 hours provided no topic is repeated. Prerequisite: ENG 102.

345-3 AFRICAN AMERICAN POETRY AND FOLKLORE. Examinations of parallel themes, forms, missions and theories of African American poetry/folklore from ancient origins to Langston Hughes, Gwendolyn Brooks, Rita Dove, Blues, Rap. May be repeated up to 6 hours provided no topic is repeated. Prerequisite: English 102.

369-3 GRAMMATICAL ANALYSIS. Grammatical analysis of formal spoken and written English sentences. Prerequisite: junior standing.

370-3 FUNDAMENTALS OF THE ENGLISH LANGUAGE: SOUND PATTERNS AND WORD CONSTRUCTION. Production of English sounds, intonation patterns, and word formations; dialectal variations; relationship of sounds to spelling. For language, speech, education majors, and all foreign students. Prerequisite: junior standing.

392-3 FICTION WRITING. Short story writing, with special emphasis on plot, point of view, description, dialogue, other elements in the rhetoric of fiction. Workshop format. Prerequisites: 290; sophomore standing.

393-3 POETRY WRITING. Writing of poetry and study of poetic fundamentals, including form, imagery, figurative language, and speaker. Workshop setting for critiques of student work. Prerequisites: 290; sophomore standing.

394-3 PLAYWRITING. Provides a close acquaintance with a range of theatrical strategies explored by playwrights, and a workshop forum for the development of student's own writing. Prerequisites: ENG 102, Sophomore standing. C/L with THEA394.

400-3 PRINCIPLES OF LINGUISTICS. Principles and techniques of linguistic analysis illustrated through survey of major structural components of language. Recommended for anthropology students, linguistics students, and those preparing to teach English. Prerequisite: junior standing or consent of instructor.

403-3 HISTORY OF THE ENGLISH LANGUAGE. Historical survey of major phonological and grammatical changes in English language from its Indo-European antecedents to the present. Prerequisite: junior standing or consent of instructor.

404-3 CHAUCER: CANTERBURY TALES. The *Canterbury Tales* read in Middle English. Prerequisite: junior standing or consent of instructor.

405-3 PRAGMATICS. Study of principles controlling how implicit levels of meaning are expressed in language and how context influences the interpretation of meaning.

406-3 OLD ENGLISH LANGUAGE. Sounds, grammar, and vocabulary of the Old English language, including readings in Old English poetry and prose. Prerequisite: junior standing or consent of instructor.

408-3 PHONOLOGICAL ANALYSIS. Principles of linguistic analysis and interpretation as applied to sound systems of language. Prerequisite: 400 recommended; junior standing or consent of instructor.

409-3 SYNTACTIC ANALYSIS. Principles of syntactic analysis and interpretation as applied to clause and sentence level structures. Prerequisite: junior standing or consent of instructor.

416-3 LANGUAGE AND SOCIETY. Study of relationships between language, culture, language acquisition and educational process. Topics include language variation, socialization and ethnography of communication. Prerequisite: graduate standing or consent of instructor.

443-3 PROSODY. Students will both study and write metrical poetry. All aspects of versification will be considered. For both literature majors and creative writing minors. Prerequisites: ENG 200, Junior Standing, or

Graduate Status.

446-3 STUDIES IN AFRICAN AMERICAN LITERATURE. This course will examine the fiction, poetry, short stories, and essays of African American writers within the context of scholarship and criticism dedicated to the study of black diasporic cultures. May be repeated up to 6 hours. Prerequisite: English 102.

457-3 TOPICS IN POSTCOLONIAL LITERATURE AND CRITICISM. Examination of Postcolonial texts, novels, poems, plays, memoirs, speeches, and critical essays with focus on scholarship and theory in Postcolonial studies. May be repeated to a maximum of 6 hours provided no topic is repeated. Prerequisite: Junior standing or consent of instructor.

463-3 LITERARY PERIODS. Reading and analysis of works drawn from one or more specific literary periods; authors and periods vary. Prerequisite: junior standing or consent of instructor.

464-3 FORMS AND GENRES. Reading and analysis of works drawn from one or more specific literary forms and genres; authors, forms, and genres vary. Prerequisite: junior standing or consent of instructor.

465-3 TOPICS IN ENGLISH LANGUAGE AND LITERATURE. Special topics in literature, linguistics, rhetoric and composition, and creative writing. Prerequisite: junior standing or consent of instructor.

468-3 SECOND LANGUAGE ACQUISITION. Examination of issues and theories applicable to understanding process of second language development. Prerequisite: 400; junior standing or consent of instructor.

470-3 METHODS AND MATERIALS FOR K-12 ESL TEACHING. Examination of techniques and materials for teaching English as a Second Language in K-12 settings.

471-3 SHAKESPEARE. The in-depth study of the works of Renaissance author William Shakespeare. Topic varies; may be repeated to a maximum of 6 hours so long as topic is not repeated. Prerequisite: junior standing or consent of instructor.

472-3 ASSESSMENT AND TESTING IN ESL. Examination of issues and methods for assessing oral and written proficiency in English as a Second Language.

473-3 MILTON. *Paradise Lost* and other works such as *Samson Agonistes*, *Paradise Regained*, *Lycidas*, *Comus*, and selected prose. Prerequisite: junior standing or consent of instructor.

474-3 BILINGUALISM AND BILINGUAL EDUCATION. An introduction to cognitive, linguistic, and social perspectives on bilingualism, and the history and politics of bilingual education in the US.

475-3 METHODS OF TEACHING SECONDARY ENGLISH: LITERATURE AND CULTURE.

Approaches to and issues in teaching literature and culture at the secondary level. Must be seeking secondary ELA certification. Prerequisite: junior standing or consent of instructor.

476-3 PRACTICUM IN ENGLISH AS A SECOND LANGUAGE. Supervised experience in teaching English as a Second Language in various contexts. Prerequisite: 470 or 567.

477-3 MORRISON. Reading and analysis of the works of major contemporary American author Toni Morrison. Prerequisite: junior standing or consent of instructor.

478-3 STUDIES IN WOMEN, LANGUAGE, AND LITERATURE. (Same as Women's Studies 478.)

Relationships among society, gender, language, and literature: ways women are affected by and depicted in language and literature; literature written by women; feminist criticism. Topic varies; may be repeated for a maximum of 6 hours so long as topic is not repeated. Prerequisite: junior standing or consent of instructor.

479-3 MAJOR AUTHORS: SHARED TRADITIONS. Reading and analysis of the works of two to four major authors who share an historical period; authors and topic vary. Prerequisite: junior standing or consent of instructor.

480-3 MAJOR AUTHORS: CROSSING BOUNDARIES. Reading and analysis of two to four major authors from different historical periods; authors and topic vary. Prerequisite: junior standing or consent of instructor.

482-3 TECHNOLOGY AND LITERATURE. The analysis of digital theory and digital literature--short fiction, poetry, and novels created for new media such as CD-ROMS and hypertext. Prerequisite: junior standing or consent of instructor.

485-3 METHODS OF TEACHING SECONDARY ENGLISH: COMPOSITION AND LANGUAGE. Approaches to and issues in teaching composition and language usage at the secondary level. Must be seeking secondary ELA certification. Prerequisite: junior standing or consent of instructor.

486-3 TEACHING CREATIVE WRITING. Seminar on the teaching of creative writing, with an emphasis on poetry and/or fiction. Prerequisite: junior standing or consent of instructor.

487-3 POLITICS OF COMPOSITION PEDAGOGY. Pedagogical politics of the writing classroom, teacher-student power relations, relations between educational institutions and social order; development of alternative perspectives in pedagogical politics. Prerequisite: junior standing or consent of instructor.

488-3 HISTORY OF RHETORIC. Major figures, texts, and definitions of rhetoric, beginning with Classical origins and continuing into Modern era. Designed for students interested in composition, literature, and criticism. Prerequisite: junior standing or consent of instructor.

490-3 ADVANCED COMPOSITION. Writing sophisticated expository prose. Review of grammatical matters as needed; emphasis on clarity, organization, effectiveness, and flexibility. May be repeated once for credit with permission. Prerequisite: junior standing or consent of instructor.

491-3 TECHNICAL AND BUSINESS WRITING. Technical communication, professional correspondence, reports, proposals, descriptions, and evaluations; word processing and graphics software. For students in English, business, engineering, nursing, the sciences, and the social sciences. Prerequisites: 102, junior standing; no experience with software or computers is required.

492-3 ADVANCED FICTION WRITING. Advanced seminar in short story writing. Includes readings in fiction and a study of the psychology of creativity, fiction markets, experimental fiction. Workshop format. Prerequisite: 392 or consent of instructor.

493-3 ADVANCED POETRY WRITING. Advanced workshop in writing poetry. Includes readings in contemporary poetry. Prerequisite: 393 or consent of instructor.

494-3 LITERARY EDITING. Principles of literary editing, primarily of fiction and poetry. Prerequisites: 101, 102; junior standing or consent of instructor.

495-3 HISTORY OF CRITICAL THEORY. Major critical theories from Plato to the present, including practice in writing criticism. Prerequisite: junior standing.

496-3 SCHOLARLY AND CRITICAL EDITING. Editorial preparation of copy for scholarly and critical journals in English language and literature. Prerequisites: 101, 102, and junior standing.

497a-3 SENIOR SEMINAR. Required of Majors. A variable topics course providing intensive study of a specialized topic. Includes a substantial research paper. Prerequisite: Must be a senior English major.

498-3 TUTORIAL IN CREATIVE WRITING. Independent study designed primarily for students who have taken 300 or 400-level courses in creative writing. May be repeated once for credit. NOT FOR GRADUATE CREDIT. Prerequisites: 492 or 493; consent of instructor.

499-1 to 3 READINGS IN ENGLISH. Independent study in specific area of interest. Extensive reading. For English students only; may be repeated to maximum of 6 hours. Prerequisite: advisor's and departmental chair's approval.