WCU English Majors' Handbook

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Department of English
Fifth Floor Main Hall
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West Chester University
West Chester, PA 19383
610-436-2822
http://www.wcupa.edu/arts-humanities/English/
English Majors' Forum on Desire 2 Learn (D2L)
Revised Summer 2016

ENGLISH MAJORS' HANDBOOK TABLE OF CONTENTS

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ENGLISH DEPARTMENT MISSION STATEMENT

The English Department offers a variety of interrelated areas of study in a broad range of liberal arts and professional programs at both the undergraduate and graduate levels. The mission of the Department is to help students as readers, writers, and thinkers at all levels of study to appreciate the nuances of and connections among texts (literary, rhetorical, visual, etc.), and to use written and oral language to participate effectively in a wide range of academic, aesthetic, and professional contexts. The Department's programs prepare students for productive lives as critical thinkers, informed citizens, and ethical leaders.

The English Department pursues the ideal of a socially conscious education. It aims to scrutinize preconceptions about race, gender, ethnicity, class, age, and sexual orientation. It values critical literacy and communication as resources for democracy, resources that invest citizens with the cognitive skills needed to analyze and critique those forms of language which work for and against the ideals of community, cooperation, justice, and equality.

We strive to achieve these goals via high quality teaching that reflects innovations of thought and scholarship, that uses current technologies to facilitate learning, and that responds to the cultural diversity of the student body. By maintaining state, regional, and national accreditation, we ensure that our majors are prepared to enter their chosen professions or pursue further study in their chosen fields.

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WELCOME FROM THE ENGLISH DEPARTMENT CHAIR

Fall 2016

Dear English Major:

Welcome to West Chester University's Department of English. Our faculty and staff look forward to making your undergraduate years as enjoyable, self-fulfilling, and productive as possible. As the University's largest Department, we offer a variety of programs to enrich your academic experience here and to prepare you for your careers after graduation.

This manual is designed to give you information about major requirements, as well as information on all of the special experiences the English Department makes available to you. Our majors are supplemented by minors in African/African American Literature, Business and Technical Writing, Creative Writing, Film Criticism, Journalism, Linguistics, and Literature. We encourage all of our majors in the Bachelor of Arts program to do an internship, which provides valuable experience in fields such as publishing, journalism, business, public relations, and other professions.

If you have further questions about our programs, please contact your Departmental advisor, who can probably answer most of your questions—or who will know where the answers can be found. In your first semester with us, you will be assigned an advisor who will provide you with academic guidance throughout your undergraduate program. You must meet with your advisor at least once per semester in order to schedule courses for the following semester. Meeting with your advisor will also insure that you are following all Department and University requirements. But advisors are not only repositories of "official" information; they are resources for information about University life in general. ***Advising is ultimately a shared responsibility between advisor and advisee, so it is important that you be proactive about understanding and meeting your degree requirements.***

Please also make sure you consult our online **English Majors' Forum** regularly, a Desire 2 Learn (D2L) site. (We enroll all of our majors in this Forum, and if, for any reason, you are not enrolled, please contact our department secretary at Ext. 2822.) Use the Forum to learn about campus events, to refresh your knowledge of Department policies and opportunities, to take part in discussions about program and other issues, and to keep in touch with other English majors. If you need a reminder on University policies, please consult your Ram's Eye View or undergraduate catalog (either online or in hard copy). Lastly, should you need more assistance, don't hesitate to email us at ENGLISH-DEPT@wcupa.edu or call 610-436-2822.

Welcome! I look forward to working with you and our faculty to help you succeed in your academic career as an English major.

Sincerely,

Dr. Rodney Mader
Interim Chairperson
Department of English

PURPOSES OF THIS MANUAL
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This manual is intended to help students in the English Department understand their programs, to know about the available options in courses and activities, to be able to plan their progression through their degree programs, and to help them think about possible careers. It is *not* intended to be a substitute for advising.

You need to know that requirements do change, as a result of state actions and those of accrediting bodies, and we are not able to reprint this manual every time a change is made. From time to time, there may be changes to degree requirements that are clarified for us after the printing of a particular year's Handbook. We will always keep you informed of such changes via our department's English major mailing list and the English Majors' Forum (housed on D2L). The authoritative degree requirements will be those in the University catalog. You can always consult the most current version of the catalog online from WCU's homepage. Your advisor is also a great source for updated information. Find information and ask questions; it is your responsibility to stay informed. The online undergraduate catalog has two relevant sections on requirements:

- Academic Policies:
  http://www.wcupa.edu/_information/official.documents/undergrad.catalog/acpolpro.htm

- Degree Requirements:
  http://www.wcupa.edu/_information/official.documents/undergrad.catalog/degrreqt.html

All new students must choose their distributive general education classes from an approved list. You will find this list on the last page of this handbook.

The Department of English offers two degree programs: the B.A. in English and the B.S.Ed. in English. All WCU degrees require completion of a minimum of 120 credits. Effective Fall 2009, the program was revised in response to Chapter 49 mandates from the PA Department of Education; as a result, the B.S.Ed. in English requires 123 credits for completion.

All of our coursework benefits students interested in exploring literature and language and in pursuing careers in teaching; in law; in journalism; in public relations and advertising; in creative, technical, and business writing; and in other professions, including management and marketing, which rely on communication skills.

Degree Progress Report (DPR) on MyWCU and University email:
While the DPR does a good job tracking your completion of general education requirements, it cannot track everything in your major degree program. Thus, **the information about your major in this manual overrides the DPR**. Double-check what the DPR is showing against your advising sheets. If a question arises about a conflict between the DPR and your program as mapped onto our advising sheets, the advising sheets will be considered correct. Please make your advisor aware of any discrepancies.

The English Department and the University communicate with students via WCU student email accounts. Please check yours regularly!

The DPR is **NOT** a substitute for your advising sheets!

DEPARTMENTAL ADVISING
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Academic advising is a dynamic developmental process, not simply a way of making it through WCU's various program procedures. You should think of your advisor as someone who is knowledgeable about our programs, who can direct you to campus resources, and who has experience with the world outside the university; your advisor can help you make important decisions here that will affect your future.

The WCU advising website provides you with general information on what is expected in an advising relationship, tools for better communication with your advisor, FAQs about our general education program and academic policies, and resources for help and special opportunities. See http://www.wcupa.edu/_academics/advising/.

> **KNOW YOUR DEGREE.**
> Ultimately, it is **your** responsibility to know, understand, and fulfill all degree requirements.

All students at WCU are assigned an academic advisor to help guide them through their undergraduate careers. As an English major, you'll meet with your advisor at least once a semester to evaluate your academic status, plan your schedule for the following term, have your enrollment hold lifted, and discuss any other issues relevant to your academic career. Working closely with your academic advisor will help ensure that you are making progress towards your degree and that your course selections are in line with your educational and professional goals.

However, while your advisor will offer direction, make recommendations, and answer any questions you may have about the program, **ultimately you are responsible** for:
- understanding and keeping abreast of the program requirements you must complete;
- checking MyWCU to find your enrollment appointment (that is, your registration date) for scheduling your next semester's courses;
- signing up to meet with your advisor in advance of your enrollment appointment so that you will be able to register for classes when your date and time to schedule occurs;
- conferring with your advisor regularly (and especially when any question arises); and
- maintaining accurate records to ensure that you are meeting the **mandated requirements**, including the completion of **120 credits**, for graduation.

Please consult *MyWCU* to identify your English Department advisor. Our Program Coordinator, Mary Clark, Main 506, 610.436.1007, mclark@wcupa.edu, is also available to answer questions.

Why meet with your advisor?
- To ensure timely progress towards your degree.
- To become better acquainted with the program and with a faculty member.
- To lift the electronic advising block so that you can schedule your classes.
- To discuss which courses you should take and the order in which you should take them.
- To answer your questions about specific program requirements, such as the Test of Writing Competency or Writing Portfolio for B.S.Ed. students.
- To learn about the rich array of careers available to majors, graduate school, and other opportunities after graduation.
- To discuss your progress and performance, including any difficulties you may be having in your academic program.
- To learn about resources on campus that can help you with academic or personal problems.

- To obtain information about minors or other academic and extracurricular opportunities.
- To learn about completing assessment instruments for your program.
- To discuss readiness for graduation.

In addition to pre-scheduling sessions, your advisor will be available to meet with you throughout the semester to discuss any number of issues, including adding, dropping, or withdrawing from a course; career objectives; preparation for graduate study; and internships and employment opportunities. We encourage students early in their degree progress to become familiar with the counselors and resources available at the Twardowski Career Development Center (Lawrence 225). Students who believe they need additional career advisement can also consult advisors of department disciplines—specialists in education, literature, journalism, business communications, technical writing, and creative writing—to discuss graduate school options and professional opportunities. Throughout the academic year the department offers workshops on career possibilities, preparation, and graduate school.

Secondary Education advising
While your Departmental advisor is your primary advisor, B.S.Ed. students will also be assigned a Professional/Secondary Education advisor, once you attain FATE. This advisor will help you with the sequence and content of education courses, test requirements, and field experience information. You can find your advisor's name in MyWCU.

Procedure for scheduling
1. Pay any University bills because you cannot schedule if you have unpaid bills, parking tickets, health center charges, late library books, etc.

2. Sign up for an office meeting with your assigned advisor via the advisor's preferred method (appointment schedule on office door, online scheduling, or email). You should arrange to meet with your advisor at least 10 days before your registration date, called "appointment date" on MyWCU. Dates are assigned based, in part, on the number of credits you have earned; you can find your advisor name and enrollment appointment date easily by simply logging into your MyWCU account.

3. You should come to your advising appointment with a list of courses, based on the offerings for that semester, that you would like to take and any questions you may have about offerings, your progress in the program, or career directions.

4. Your assigned advisor must clear you electronically before you can schedule on MyWCU. Please do not phone or e-mail requesting that your advising flag be lifted when you have not completed the required advising session.

5. Your advisor will not lift your advising flag to allow you to schedule without a meeting to discuss your plans.

6. **To avoid having your schedule purged by the Registrar, pay your bill promptly**. If your schedule is purged, you may not be able to reconstruct it. In most cases, the Department will not be able to add you back into classes that have filled, if you have lost your seat in a class due to purging, and another student has added into that class.

UNDERGRADUATE DEGREE PROGRAMS IN ENGLISH
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The undergraduate program in English at WCU is designed to help students become sophisticated readers, writers, thinkers, and speakers capable of interpreting and creating texts in all of their complex forms. Our majors learn to engage in nuanced critical thinking; conduct meaningful research; craft persuasive arguments; and express their ideas with style, clarity, and confidence. We invite you to use the links on the English Department website to learn more about undergraduate studies in English.

The English Department offers two undergraduate degrees:

The Bachelor of Arts (B.A.)
This degree focuses on the study of language; reading, analysis, and critical interpretation; intensive instruction in writing; English, American, and World literatures; and literary, rhetorical, and critical theory. The B.A. also requires students to study a foreign language through the 202 level.

The Bachelor of Science in English Education (B.S.Ed.)
This degree, accredited by the National Council for Accreditation of Teacher Education (NCATE), prepares students to become certified middle- and high-school English teachers. Students must complete content-related and pedagogical courses and satisfy degree requirements from the English Department and the Department of Professional and Secondary Education, as well as certification requirements from the Pennsylvania Department of Education.

Tracks
Within each of the above two degree programs, students choose one of the following two tracks, depending on their interests:

Literatures Track
This track provides focused, in-depth study of literary and cultural texts across a diverse range of genres, historical periods, and cultural traditions; it also offers intensive instruction in critical writing. This track of the English major focuses on the study of literature in its many complex genres (poetry, fiction, drama, film, graphic novels, digital literature, and more), historical periods (from the ancient world to the twenty-first century), and cultural traditions (U.S., British, Multi-Ethnic, World, and Comparative). Our students read and interpret literature for the urgent questions it raises about identity, ethics, justice, race, gender, nationality, sexuality, and humanity, even as they develop concrete career skills in writing, research, critical analysis, information literacy, and oral communication.

Writings Track
The Writings Track emphasizes both the theory and practice of writing, and provides in-depth knowledge in all kinds of writing: nonfiction argument, technical writing, and the writing of poetry and fiction. Students will discover how our language conditions everything in our culture, from advertising and politics to electronic communication and creative writing. Students will also become better writers; better teachers of writing; more informed readers of the discourses that surround us; and more creative users of the written language, whatever genre or field they approach.

A Common Core for All Majors

While each track has its own specific courses and requirements, the English major as a whole ensures cohesion by requiring all students to complete a common Core sequence, take at least two "crossover" courses in their non-primary track, and choose from a shared pool of ENG 400 research seminars. Both tracks prepare students for a number of careers.

In addition to the 48 General Education credits, students must fulfill the major requirements of the English Department. A map of a typical program sequence can be found in the Undergraduate Catalog, see http://catalog.wcupa.edu/undergraduate/arts-humanities/english/#programstext and click on your degree program for your Sample Course Plan.

Requirements for the B.S.Ed. degree are especially constrained, so students in this program need to pay special attention to their program sequence. The B.A degree requires a minimum of 120 credits; the B.S.Ed. degree requires 123 credits. You cannot graduate without this number of credits.
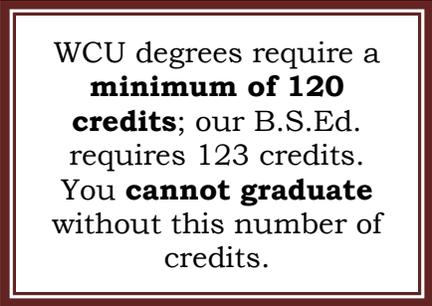
> WCU degrees require a **minimum of 120 credits**; our B.S.Ed. requires 123 credits. You **cannot graduate** without this number of credits.

ENGLISH DEPARTMENT PROGRAM ASSESSMENTS

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The English department collects data to see how well our programs are delivering what we want them to teach. **All English majors MUST participate** in the multiple-choice disciplinary literacy instrument and the Majors' Exit Survey, but B.A. and B.S.Ed. students have **different** portfolio assignments.

What You Need to Know
As part of its ongoing commitment to a high quality undergraduate English major, the WCU English Department has developed three means of obtaining feedback about the program and how it helps students: 1) a multiple-choice disciplinary literacy instrument, 2) an exit survey and 3) a student portfolio of student writing.

1) **The Multiple-Choice Disciplinary Literacy Instrument**:
   All graduating English majors will complete the Multiple Choice Instrument. This instrument is used to assess the department's performance in achieving its undergraduate program goals. It is available on the English Majors' Forum site on D2L. You should complete the assessment instrument at the end of your final semester at WCU; please allow 25 to 30 minutes to complete.

2) **The English Majors' Exit Survey:**
   All graduating English majors are requested to fill out an exit survey at the end of their program. The survey asks you about the quality of your education and your satisfaction with the program. The survey is an opportunity for you to contribute to the quality of the program and shape the program for other students. The Exit Survey will be available on D2L in the 9th week of the Fall and Spring semesters; **all** graduating students must complete this survey!

3) **The B.A. in English Portfolio:**
   Undergraduate English majors pursuing the B.A. in English, both tracks, are required to submit a portfolio of writing done for English classes at WCU (Transfer students should submit only work undertaken for WCU English courses). You submit your portfolio via the Dropbox found in the English Majors' Forum site on D2L.

   Your portfolio will contain two essays/writing projects that you consider examples of your best work completed at WCU.

   Be sure to review the requirements for the B.A. English portfolio now to ensure that you will have copies when it comes time for you to assemble and submit your portfolio. You should submit original, ungraded copies of your work. (Do not rely on faculty to hold on to assignments for you.)

   The portfolio must include the following:
   - a writing project submitted for an ENG 400 seminar,
   - another significant researched writing project composed for an English course (1,800-3,000 words; can be another ENG 400 paper),
   - a reflective introductory essay (2-3 pages),
   - a coversheet (see page 16 and available on D2L English Majors' Forum).

   You should select projects that successfully demonstrate your ability to write analytically, critically, and knowledgeably about a chosen topic.   Your work should showcase your skill and style in writing

and reflect the attributes you value from your work at WCU. You can choose to revise the pieces before you submit your portfolio.

You should write an introductory essay or letter (2-3 pages) that addresses each item in the portfolio and explains the context as needed (course, assignment's expectations, instructions). Your introductory essay should discuss how the items represent your growth in the major. In addition, please reflect on your skill in finding, assessing, and incorporating outside sources and critical voices in your work. You are also encouraged to reflect more generally on your educational experience in the B.A. in English program at WCU.

Finally, each portfolio will include a **coversheet** that identifies each item presented (available on page 16 and on D2L).

How will the portfolio scores be used?
The portfolio is one of the three assessment tools the English Department uses to gauge the effectiveness of our B.A. program in English. Though you submit the portfolio under your name, scores will be recorded anonymously, and those scores will be examined ONLY by assessment personnel in aggregate with the scores of other portfolios and ONLY for this single purpose of program assessment. You can be confident that the information in the portfolio will be kept confidential.

The score on the portfolio will not affect any grades. Unlike the portfolio required by the B.S. Ed. program, the B.A. in English portfolio will not function as a test of your abilities that you must pass in order to complete the program. Although submission is required, the portfolio is for program assessment purposes only.

Submission of the B.A .Portfolio
- **Online**: Log into the *English Majors Forum* in D2L*.* Click on *Dropbox* on the top menu bar. Follow instructions for submission.
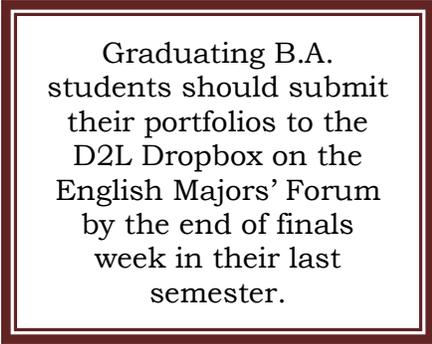
> Graduating B.A. students should submit their portfolios to the D2L Dropbox on the English Majors' Forum by the end of finals week in their last semester.

4) **The B.S.Ed. Portfolio:**
   The Writing Portfolio for the B.S.Ed. English program is also a collection of writing done for English classes here at WCU. The B.S.Ed. Portfolio is graded Pass/Fail. Teacher Certification students must pass the Writing Portfolio as a requirement for Formal Admission to Education (FATE). Detailed information can be found on page 24.

B.A. ENGLISH PROGRAM REQUIREMENTS

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Foreign Language Requirement for B.A. English majors:

Candidates for the B.A. in Literature will take 0-12 credit hours, depending on their language proficiency when they enter the program. The benefits of this requirement are many, but among the most important is what learning a foreign language teaches students about English as a language and about the intricate relationship between language and culture.

B.A. students must complete a foreign language through the intermediate level (typically numbered "202"). Students with extensive prior foreign language experience should not register for a 100-level language course; those placing out of lower-level classes may replace those credits with electives. **The English Department does not offer the culture cluster option**; however, if a student has a documented disability, he/she may be work with the OSSD office to secure an approved alternative to the Foreign Language requirement.

Students planning to take a Language placement test to either test out of a language requirement, or to determine the particular level at which they should begin their language study, should contact Marlies Persch, the director of the Language Learning Center in Mitchell Hall room 006A. Please see the Language and Cultures Department home page for details: http://www.wcupa.edu/arts-humanities/languagesCultures/placement.asp.

Follow all information on that page for sign-in information, password, language choice, and email instructions. French, German, Spanish and Russian are taught, as well as Arabic, Chinese, Classical Greek and Hebrew, Italian, Japanese, and Portuguese. American Sign Language also satisfies the language requirement. Please note that **you do not earn credit through the placement test!**

For additional information, please see the Languages and Cultures Requirements website at: http://www.wcupa.edu/arts-humanities/languagesCultures/default.asp.

> Students whose placement scores indicate that they need to take FOUR language classes to obtain the 202 level will need to use ONE of their Gen Ed electives in order to do this.

Minor/Concentration/Department electives for B.A. English majors:

This 18-credit section means that there are three ways to complete this section of your program. The DPR cannot track all variations of this section of your program, so you must use your advising sheets.

1. Formal minor. A formal minor is an approved program of study in English or other department that will show up on your transcript – for example, Business & Technical Writing in English, or Art History, or Physics, or Interdisciplinary minors such as International Business or Women's and Gender Studies. Each comprises 18 credits, so you can use this section of your program to get a formal minor. See the full list of WCU minor programs in the Undergraduate catalog.

The English Department offers seven minors: see page 36 and the English Department Home page: http://www.wcupa.edu/arts-humanities/English/undergradStudies.aspx#englishMinors

2. Concentration. If you want to study in an area for which WCU may not have a formal minor – for example, Sustainability or Caribbean Studies, you can design a structured, 18-credit concentration in collaboration with your advisor. This concentration must have a ***clear intellectual foundation***, and your advisor should list your plans, including course numbers, in an advising note on MyWCU. You may not use the concentration section as a location for random electives and classes that don't fit anywhere else: the concentration must cohere. If there is a formal minor already established in your proposed concentration area, you must select the formal minor. You must declare your concentration while you still have classes to take to complete it (no concentrations created at graduation time, no concentrations made of all transfer classes).

3. English Department electives. Don't want a formal minor or to design a concentration? Fill this section with 18 credits of any English department **majors'** classes (Gen ed. classes CLS 165, LIT 100, LIT 165, or WRTs fulfill no English major or minor requirement.)

> **AVOID OVERLAPS!**
> Only **one** overlapping course used to fulfill requirements in this 18-credit minor section **can be used to fulfill a track major requirement**. The DPR does **not** catch this!

For more details, please see the English Department Home page:

http://www.wcupa.edu/arts-humanities/English/default.aspx.

B.A. in English: <u>Literatures</u> Advising Sheet

Name: **ID#:**

General Education Requirements	English Major Courses – Literatures Track B.A.	English Major Courses – Literatures Track B.A.
Academic Foundations	**Language Courses**	**ENG 400 Seminars: English core courses are pre-reqs.**
WRT 120 _____	ENG/LIN 230 Intro. to Linguistics _____	ENG 400 _____
WRT 200 – 220 _____	Language 102 _____	ENG 400 _____
MAT 103+ _____	Language 201 _____	ENG 400 _____
SPK 208 or 230 _____	Language 202 _____	**Minor OR Concentration OR English Dept. Electives**
Diverse Communities (J) _____	**English Core Courses**	Electives option: Six English courses, only ENG, LIT, CLS, WRH, JRN, CRW, or FLM – **NO LIT 100, LIT 165, CLS 165 or WRT courses!**
Interdisciplinary (I) _____	ENG 194 _____	
Distributive Science Courses (see approved list)	ENG 295 (best after Eng194) _____	1. _____
Science #1 _____	ENG 296 *or* LIT 206 (best after 194) _____	2. _____
Science #2 _____	**Intermediate Level Literatures Track Courses (<u>two</u> must be designated as Early).** See track course lists at back of manual.	3. _____
Distributive Behavioral/Social Sciences (see approved list)		4. _____
Soc. Sci #1 _____	Genre (E) _____	5. _____
Soc. Sci #2 _____	Genre (E) _____	6. _____
Distributive Humanities & Arts (see approved list)	U.S. Multi-Ethnic & World (E) _____	CHECK FOR COMMON ERRORS:
Humanities #1 _____	U.S. Multi-Ethnic & World (E) _____	☐ None of the courses used to fulfill my Distributive Gen Ed requirements are Interdisciplinary courses ("I" courses).
Humanities #2 _____	Historical Contexts (E) _____	☐ I have not used more than ONE course in both the English Major and an English Department minor.
Arts _____	Historical Contexts (E) _____	☐ At least TWO of my Intermediate level courses are designated "early".
Gen Ed Electives* (Use one if you need a 101 level language)	**Intermediate Level Writings Crossover Courses for Literatures Track**	
_____ _____	Writings Crossover _____	
_____ _____	Writings Crossover _____	
_____ _____		

B.A. in English: <u>Writings</u> Advising Sheet

Name: **ID#:**

General Education Requirements	English Major Courses – Writings Track B.A.	English Major Courses – Writings Track B.A.
Academic Foundations	**Language Courses**	**ENG 400 Seminars: English core courses are pre-reqs.**
WRT 120 _____	ENG/LIN 230 Intro. to Linguistics _____	ENG 400 _____
WRT 200 – 220 _____	Language 102 _____	ENG 400 _____
MAT 103+ _____	Language 201 _____	ENG 400 _____
SPK 208 or 230 _____	Language 202 _____	
Diverse Communities (J) _____	**English Core Courses**	**Minor OR Concentration OR English Dept. Electives**
Interdisciplinary (I) _____	ENG 194 _____	Electives option: Six English courses, only ENG, LIT, CLS, WRH, JRN, CRW, or FLM – **NO LIT 100, LIT 165, CLS 165 or WRT courses!**
Distributive Science Courses (see approved list)	ENG 295 (best after Eng194) _____	
Science #1 _____	ENG 296 *or* LIT 206 (best after 194) _____	1. _____
Science #2 _____	**Intermediate Level Writings Track Courses** See track course lists at back of manual.	2. _____
Distributive Behavioral/Social Sciences (see approved list)		3. _____
Soc. Sci #1 _____	Style and Aesthetics _____	4. _____
Soc. Sci #2 _____	Style and Aesthetics _____	5. _____
Distributive Humanities & Arts (see approved list)	Power and Politics _____	6. _____
Humanities #1 _____	Power and Politics _____	CHECK FOR COMMON ERRORS:
Humanities #2 _____	Information Literacy, Technology, and Media (2) _____ _____	☐ None of the courses used to fulfill my Distributive Gen Ed requirements are Interdisciplinary courses ("I" courses).
Arts _____	**Intermediate Level Literatures Crossover Courses for Writings Track. No FLM courses**	
Gen Ed Electives* (Use one if you need a 101 level language)	Literatures Crossover _____	☐ I have not used more than ONE course in both the English Major and an English Department minor.
_____ _____	Literatures Crossover _____	
_____ _____		
_____ _____		

B.A. ENGLISH MAJORS PORTFOLIO
Include this Coversheet with Your Portfolio
(Fillable Word Doc available on D2L English Majors' Forum)

Instructions: Please fill out this sheet and submit it with your portfolio before the end of your last semester at WCU. Your portfolio should contain two writing projects that you consider the best examples of your work completed in undergraduate English courses. Selected items must include the following: (1) **one ENG 400 seminar project** and (2) **one other English department research project (1,800-3,000 words; can be another ENG 400)** of which you feel most proud. Please don't include any instructor's comments or grades, but you may revise any piece before submission. Compose an introduction (essay or letter) that addresses each item in the portfolio and explains the context as needed (course, assignment's expectations, instructions). Your introduction should discuss how the items in the portfolio represent your growth in the major. In addition, please reflect on your skill in finding, assessing, and incorporating outside sources and critical voices in your work. You are also encouraged to reflect more generally on your educational experience in the B.A. in English program at WCU.

Your Name	
Track (WRT/LIT)	
Graduation: semester and year	

In the spaces provided below, please list the titles or assignment names for the formal essays included in your portfolio.

Order	Title of Essay and/or Class for which Essay was Submitted
Coversheet	☐ Completed
Introduction	
ENG 400 Seminar Essay	
Another English Dept Researched Essay [No WRT]. (1,800-3,000 words)	

Submission

- **Online**: Log into the *English Majors Forum* in D2L. Click on *Dropbox* on the top menu bar. Follow instructions for submission.

TAKE YOUR B.A. ENGLISH ADVISING QUIZ!

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Test your program knowledge by taking the quiz below that asks you about general education and your English major. Answers can be found in the English Majors' Forum!

General Education & General Advising

1. Who is the primary steward of a student's academic career? What is the role of an English department advisor?

2. Why can't an Interdisciplinary course count as one of your Gen Ed distributive area classes?

3. Does a creative writing seminar count as ENG 400, the research seminar?

4. What should you do if you want to take classes at a community college and have them count at WCU?

5. What happens when you apply for graduation?

6. What is the minimum number of credits needed to graduate, by state mandate?

B.A. English (Writings & Literatures)

1. What is the difference between a minor and a concentration?

2. If you want to declare a minor, what should you do?

3. How many courses can you "double-dip" between an English major and an English minor? (I.e., how many courses can you use to satisfy the requirements of both programs?)

4. How many crossover courses are required for the B.A. in either track?

5. What level of foreign language must you achieve?

ENGLISH B.S.ED. & POST-BAC PROGRAM REQUIREMENTS
TEACHER EDUCATION POLICIES
For students pursuing the B.S.Ed. and Post-Baccalaureate Teaching Certification in English Secondary Ed.
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This section provides B.S.Ed. students or prospective students with some information on admission to the teacher education program, student teaching prerequisites for Pennsylvania secondary schools, and the Praxis II exams. The requirements derive from directives from our accrediting bodies: the Council for the Accreditation of Educator Preparation (CAEP), National Council of Teachers of English (NCTE), and the Pennsylvania Department of Education (PDE). Students in our program benefit by earning a degree approved by these accrediting bodies; most school districts look for such degrees.

You can find extensive information about tests, certification, etc., on the College of Education's site for students and in the English Majors Forum on D2L.

Policy for Formal Admission to Teacher Education (FATE)
All students seeking a teacher education degree or certification must apply for Formal Admission to Teacher Education. In order to complete the degree in eight semesters of full-time study, students should apply for formal admission sometime in their sophomore year. For FATE, students must:

1. Complete 48 credits of college-level coursework. FATE must be attained before 60 credits earned to progress in program.

2. Pass the Test of Writing Competency administered by the Department of English. For details, please see page 24.

> No student may take EDS 306, ENG 390, ENG 392, or student teach without FATE.

3. Achieve a minimum GPA of 2.8.

4. Pass the Basic Skills Testing in reading, writing, and math. Passing scores are defined on the College of Education's website, at http://www.wcupa.edu/education-socialWork/basicSkills.aspx. You may be exempt from these tests depending on your SATs or ACTs; check the appropriate drop down category.

5. Earned 3 credits in college-level English composition, 3 credits in Literature, and 6 credits in Math.

6. Complete College of Education's English application for FATE and English Department's FATE II form (see page 34). Completed forms should be handed in to Program Coordinator in Main 506.

Clearances
B.S.Ed. English students must have criminal background, child abuse, fingerprinting, and TB clearances for EDP 250, EDA 304, ENG 390, ENG 392, EDS 306, EDS 411, and EDS 412.

If you do not have current clearances, you will be removed from these classes at the beginning of the term. To keep up-to-date with current procedures for clearances, please visit the College of Education's clearances page: http://www.wcupa.edu/education-socialWork/clearances.aspx.

Student Teaching prerequisites
To student teach, you must attend the mandatory student teaching meeting two semesters before you plan to student teach. Check your WCU email and/or D2L English Majors Forum site for meeting schedule. Please look for details about your student teaching (school assignment policies, expectations, etc.) in your Student Teaching Handbook, obtained from the English B.S.Ed. Coordinator (Main Hall 500). In addition, you must:

1. Pass the Writing Portfolio requirement administered by the Department of English in order to student teach. Please see separate section for procedures/requirements.

2. Attain a "C" or higher in selected classes. See the WCU catalogue under the English Department's Student Teaching Pre-requisites to review the current list of courses that require a "C" or higher:

EDF 300	LIT 398
EDP 250	CLS 260, 261, 361, 362, or 367
EDS 306	ENG 194, 295, 296 (or LIT 206), 331, 390, and 392
ENG/LIN 230	WRT 120, 200 or 204, 205, 206, 208, or 220
LAN/ENG 382	

If you receive a C- or lower, you should retake the course _immediately_ before attempting more advanced courses in English or Education. Students having difficulty with several of the courses listed above should recognize that they may not meet the competency requirements for student teaching and should consider withdrawing from the B.S.Ed. program.

3. Complete **all coursework** (including NGs) before student teaching. Additional coursework or incomplete work will not be permitted during or after student teaching.

> Students must complete
> **all coursework**
> (including NGs) before
> student teaching.

4. Attain a "minimum cumulative GPA" of 2.8 for all courses listed on your official transcript. However, mathematically, a GPA of 2.9 for 110 credits is required before student teaching to reach the 3.0 GPA required by the PA Dept. of Education for teacher certification, assuming a grade of A is earned for EDS 411 and 412, both sessions of student teaching. This formula changes depending on the number of credits accumulated. No one will be approved to student teach with a GPA below 2.8. **To graduate with the B.S.Ed. degree, students must achieve a minimum GPA of 3.0 at the end of their program.**

Praxis II requirement
All B.S.Ed. and certification students must _attempt_ the Praxis II exam (English Language Arts: Content Knowledge, ETS #5038) before their student teaching semester. Students must pass this exam before being certified by the state of Pennsylvania. Passing scores are defined on the College of Education's website, at http://www.wcupa.edu/education-socialWork/subjectAreaTests.aspx.

Field course sequence
In order for field experience hours to build logically through levels, students must take these courses in this order: Level 1 – EDP 250
                    Level 2 – EDA 304
                    Level 3 – EDS 306 (requires FATE)
                    Level 3 – ENG 390 (pre-requisites: EDS 306 & FATE)
                    Level 3 – ENG 392 (pre-requisites: EDS 306 & FATE, recommended EDR 347)
                    Level 4 – EDS 411 and 412 – Student Teaching (pre-requisites: all Level 3 courses)

     *NOTE: Level 3 courses may not be taken in the same semester. They are not taught during summer session. ENG 392 can be taken before ENG 390.

B.S.ED. PROGRAM PROGRESSION

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General overview ONLY – please see other sections of this manual for more detail & requirements.

YEAR 1
- ❖ Gen Ed
- ❖ English core: ENG 194, ENG 295, & ENG 296 or LIT 206
- ❖ Education classes: EDF 300 & EDA 103 suggested
- ❖ Begin taking Basic Skills tests!

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YEAR 2
- ❖ Finish Gen Ed
- ❖ Begin English track classes
- ❖ Obtain field experience clearances
- ❖ Take Level 1 & 2 field classes in order: EDP 250 & EDA 304
- ❖ Pass English Dept Test of Writing Competency (TOWC)
- ❖ Meet with Professional & Secondary Ed advisor
- ❖ Apply for Formal Admission to Teacher Education (FATE)

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Before END OF YEAR 2

ลึ∾ **ATTAIN FORMAL ADMISSION - FATE** ∾ะ

This means you have:
- ❖ Earned at least 48 college credits, including 3 in Writing, 3 in Literature, and 6 in Math
- ❖ Passed all your Basic Skills tests (unless your SAT/ACT test scores exempt you)
- ❖ Passed the English Department's Test of Writing Competency (TOWC)
- ❖ Earned a GPA of 2.8 or higher
- ❖ Completed FATE application & FATE II form and submitted them with your completed advising sheets to Program Coordinator

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YEAR 3
- ❖ EDS 306 – after FATE but before ENG 390 & ENG 392 – no exceptions to this pre-req & no simultaneous enrollment
- ❖ LIT 398 and EDR 347
- ❖ Remaining English and Education classes
- ❖ 1st ENG 400
- ❖ ENG 390 or ENG 392 – after FATE & EDS 306, no simultaneous enrollment
- ❖ Pass Writing Portfolio requirement
- ❖ *Take* Praxis II test. You must ***attempt*** this test before your first day of student teaching and ***pass*** for PA teacher certification.

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YEAR 4
- ❖ ENG 390 or ENG 392 – after FATE & EDS 306, no simultaneous enrollment
- ❖ 2nd ENG 400
- ❖ Remaining English and Education classes
- ❖ *Pass* Praxis II test. You must ***take*** this test before your first day of student teaching. You must ***pass*** this test for PA teacher certification.
- ❖ Final semester: Student teaching, EDS 411 and 412. **All course work & NGs completed before this!**

ENGLISH B.S.ED. & POST-BAC PROGRAM REQUIREMENTS CHECKLIST

Use this chart to keep track of when you complete each item.
** Note: B.S.Ed. students should take undergraduate courses. Post-Bac students have the option of taking graduate or undergraduate courses, depending on their program of study, and should consult their Post-Bac advisor.

REQUIREMENT	NOTES	DATE COMPLETED
Post-Bac Advising Worksheet	Post-Bacs students only. Meet with Post-Bac Advisor to complete form prior to enrolling in classes.	
Clearances	**ALL FIELD COURSES REQUIRE CLEARANCES**. EDP 250/550, EDA 304/511, EDS 306/505, ENG 390, ENG 392, EDS 411/412. See: http://www.wcupa.edu/education-socialWork/clearances.aspx.	
Test of Writing Competency (TOWC)	This timed writing test is offered once a semester on a Friday from 4:15-7. Bring paper, a pen/pencil, and a dictionary. Registration not required.	
At least 48 Undergraduate Credits		
Approved Program of Study	Post-Bac students only: Complete during first semester, deliver to College of Education, Teacher Certification office.	
2.8 GPA	2.8 GPA required for FATE; 3.0 GPA required for PA teacher certification.	
6 credits Math		
Basic Skills Tests	See http://www.wcupa.edu/education-socialWork/paTests.aspx for more information. *** Post-Bac students who were Ed majors *for any amount of time* as undergrad must take the Tests.	
FATE (Formal Admission to Teacher Ed) Form	FATE form can be found in D2L - English Majors Forum or English Post-Bac Certification site, Content, Program Requirements. **The B.S.Ed. Coordinator or Post-Bac advisor must sign this form!**	
FATE II Form	FATE II form assists the English department in planning for upcoming methods courses and insures that students understand key program requirements. Can be found in D2L - English Majors Forum or English Post-Bac Certification site, Content, Program Requirements. **Your English advisor must sign this form!**	

COLLEGE OF EDUCATION REQUIREMENTS		
EDA 103　　　　　　Foundations of Special Education		
EDF 300/EDF 589　　　　　Democracy & Education		
LEVEL 1 FIELD EDP 250/EDP 550　　　　Educational Psychology	Take this class ASAP as it is the first in a sequence of 6 field courses that must be taken in order.	
LEVEL 2 FIELD EDA 304/EDA 511　　　　Special Ed Processes	**Pre-requisites:** EDA 103 and EDP 250/EDP 550	
ENG/LAN 382 or ENG/LAN 569 　　　　Teaching English Language Learners		
EDR 347/EDR 550　　　Literacy Development	Take this class prior to ENG 390	
LIT 398/LIT 593　　　Young Adult Literature		

FATE Professional Education Requirements		
Writing Portfolio	Submit two semesters before Student Teaching. Details in Handbook section. See D2L English Majors forum for date and time due. **Late portfolios will not be accepted.**	
College of Education Teacher Education Meeting	Required for Student Teaching placement - NO EXCEPTIONS! Meeting schedule posted in D2L - English Majors Forum and English Post-Bac Certification. Also emailed to Students and posted outside Main 506.	
LEVEL 3 FIELD EDS 306/EDS 505　　Principles of Tchg & Field Expr	**Pre-requisite:** FATE See Deb Kaba in Wayne 502 to register!	
LEVEL 3 FIELD ENG 390　　　Tchg English in Sec Schools	**Pre-requisite:** EDS 306 We **DO NOT** recommend taking ENG 390 & 392 in the same semester due to their demanding workload and field hours required. *Field hrs. 25+* *Register with Program Coordinator, Main 506.*	
LEVEL 3 FIELD ENG 392　　　Tchg Writing in Sec Schools	**Pre-requisite:** EDS 306 We **DO NOT** recommend taking ENG 390 & 392 in the same semester due to their demanding workload and field hours required. *Field hrs. 18-25* *Register with Program Coordinator, Main 506.*	
LEVEL 4 FIELD EDS 411/412　　　Student Teaching	**Pre-requisite:** all Level 3 Field courses All coursework must be completed before student teaching! Minimum GPA of 2.8 required; 3.0 GPA required for PA teacher certification.	

TEST OF WRITING COMPETENCY & PORTFOLIO
REQUIREMENTS & PROCEDURES
For B.S.Ed. and Teacher Certification in English
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This document will explain the requirements for the Test of Writing Competency (TOWC) and the Writing Portfolio. These are only required for students in the B.S.Ed. and Post-Bac programs, for students pursuing PA Teacher Certification. Students must pass the Test of Writing Competency in order to gain Formal Admission to the Teacher Education Program (FATE) in English. Students with FATE must pass the Writing Portfolio requirement to student teach.

TEST OF WRITING COMPETENCY
All B.S.Ed. and Post-Bac students *must* pass the Test of Writing Competency to be formally admitted to our teacher education program. The Test is given once each fall and spring semester; test dates and location are posted in the Department of English, with advisors, and on our D2L site. The Test is not given during the summer. Take the Test no later than your second semester with sophomore status; transfer, certification, and graduate students should take the Test as soon as possible.

Procedures:
- You do not need to register for the Test.
- Bring to the Test: blue/black pen(s), 8 ½ X 11 writing paper; dictionary, if desired.
- ***If you do not pass:*** Students who fail the Test of Writing Competency must confer with a member of the Teacher Education Committee during the same semester in which the Test was taken. They should retake the Test the following semester.
- Students whose Test of Writing Competency does not meet Department standards after two submissions will be required to do additional work in writing before they may take the Test a third time. This work may involve taking an offered course or doing independent study in writing supervised by a faculty member.

> Keep alert for the Test of Writing Competency dates on D2L and WCU email! It is only offered once per semester & never in the summer.

WRITING PORTFOLIOS
All Teacher Certification students entering the program must submit a Writing Portfolio that illustrates their excellence in writing **two semesters before student teaching**. No summer submissions are accepted. Students who submit their Portfolios at least two semesters before student teaching will have plenty of time to resubmit a revised Portfolio the following semester in the event that it does not pass on the first attempt. Students who do not pass and have not submitted their Portfolios at least two semesters prior to student teaching may risk delay in student teaching and graduation.

Requirements:
Portfolios that do not meet all of the following requirements will not be read:
- ***The portfolio consists of four papers (and each paper should be clearly identified)***:
  - ***The Self-Assessment*** is a reflection on your writing and yourself as a writer in which you connect previous pieces of your writing to the writer, reader and thinker that you have become**.** This piece should help your readers understand why you chose each piece of writing, the assignment for each paper, the writing/composing process, AND what each piece reveals about your ability and/or growth as a writer. Remember that you can choose writing from anywhere in your college career; the Self-Assessment is your opportunity to demonstrate how you have developed reflective and analytical skills regarding your own writing. This reflection/assessment of your

writing should be approximately 3-4 pages long, citing specifics from your writing, and be in essay form. This should be the first paper in your portfolio.

- *__Personal Essay__* includes personal autobiographical narrative as well as fiction, biography, and oral history. The Personal Essay tells a story generated by the writer, not gathered from a secondary source, and may take the form of memoir, literacy narrative, stories (not poems) from creative writing classes, or related type. **Ask yourself: does this piece tell some kind of story about me?**
- *__Research Writing__* incorporates primary and secondary sources and a **recognized citation system (the citations must be correct!!).** It can be a literary research paper, from an English core class, from an ENG 400 seminar, or even from a Gen Ed class.
- *__Persuasive Writing__* paper's purpose is to move readers to form or to change an opinion or to take a specific action. This includes literary analysis and other academic essays intended to prove a thesis, as well as book reviews or other opinion-based writing.

- *Portfolio specifics:*
  - The Portfolio must be in an 8 ½ X 11 manila folder with the writer's full name on the tab.
  - All papers should be in their original form and include grades and comments. Graded papers can come from any university, but must have been written for a college class.
    - **At least one paper must have all preceding notes and drafts**.
    - You may hand in printouts of papers that were electronically graded. If your instructor provided audio comments, you may send them to Dr. Renzi as an email attachment.
    - If you do not have one of the specified modes (personal, research, or persuasive) from a college class, you can write one expressly for your portfolio. This will count as the ONE ungraded paper. Ungraded papers written expressly for the Portfolio must include all drafts and notes. No more than *two* ungraded papers (inclusive of the reflective piece) may be submitted.

Procedures:
- Students should submit and sign-in their Portfolios to the English Department secretary in Main 540. **Late portfolios will not be accepted, so please observe carefully the due date and time specified.**
- *If you do not pass:* Students must confer with their readers, listed in the letter included with the returned Portfolio, during the same semester in which the Portfolio was submitted. Students should resubmit their Portfolios **during the following semester** by the deadline specified. No Portfolios are evaluated during the summer.
- Students whose Portfolios do not meet Department standards after two submissions will be required to do additional work in writing before they may resubmit the Portfolio. This may involve taking a recommended course or doing independent study in writing, supervised by an English faculty member.
- If you have questions, please contact the English B.S.Ed. Coordinator, Dr. Laura Renzi at lrenzi@wcupa.edu. **In order to receive answers to your questions in a timely manner, please contact Dr. Renzi one week (7 days) before the Portfolio is due.**

Remember to submit your Writing portfolio at least **two semesters** before you hope to student teach.

You must pass **both** the Test of Writing Competency & the Writing Portfolio to attain a B.S.Ed. in Secondary English Education, and PA teaching certification at WCU.

PORTFOLIO AND TEST OF WRITING COMPETENCY
HOLISTIC SCORING GUIDE

6	5	4	3	2	1
• sharp, distinct voice • substantial, specific, and/or illustrative content; sophisticated ideas that are particularly well-developed • meaningful organization • writer's voice apparent in tone, sentence structure, and word choice • few mechanical and usage errors	• clear focus • specific and illustrative content • obviously controlled, functional organization • precision and variety in sentence structure and word choice • some mechanical and usage errors	• adequate focus • sufficient content • logical organization • some precision and variety in sentence structure and word choice • mechanical and usage errors not severe enough to interfere significantly with the writer's purpose	• vague focus • content limited to a listing, repetition, or mere sequence of ideas • inconsistent organization • limited sentence variety and word choice • repeated weaknesses in mechanics and usage	• confused focus • superficial content • confused organization • lack of sentence variety and word choice variety • mechanical and usage errors that seriously interfere with the writer's purpose	• absence of focus • absence of relevant content • absence of organization • no apparent control over sentence structure and word choice • mechanical and usage errors so severe that writer's ideas are difficult if not impossible to understand

NOTE: Scores 6 and 5 are "pass." Scores 4 through 1 or OP are "no pass."

NON-SCOREABLE (NS)	OFF-PROMPT (OP)

• is illegible: i.e., includes so many undecipherable words that no sense can be made of the response
  or
• is incoherent: i.e., words are legible but syntax is so garbled that response makes no sense
  or
• is a blank paper
	• is readable but did not respond to the prompt
	
	• contains language or content that is inappropriate for a professional audience
	
	• reflects a lack of awareness of—or sensitivity to—issues of diversity (gender, race/ethnicity, social class, sexuality, age, disability, etc.)

CHARACTERISTICS OF EFFECTIVE WRITING

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
• demonstrates an awareness of audience and task • establishes and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas	• information and details are specific to topic • information and details are relevant to focus • ideas are fully developed	• logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion are evident	• precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types, and lengths	• mechanics: spelling, capitalization, punctuation • usage (e.g., pronoun references, subject-verb agreement) • sentence completeness

DISPOSITIONAL EXPECTATIONS
FOR B.S.ED. AND POST-BAC TEACHER CERTIFICATION STUDENTS
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What are "dispositions"?

Our accrediting bodies require that the teachers we graduate not only have the academic skills to succeed but also the professional and behavioral "dispositions" (see examples and expectations below). A well-developed set of professional skills and behavioral habits and attitudes speaks well of the school and the student. West Chester is committed to guiding students towards these dispositions, as well as graduating only those students who display them.

For more information on this topic, please speak with the English Department Teacher Education Coordinator, Department Chair, or Chair of the Department of Professional and Secondary Education in the School of Education.

Professional Expectations

University-based:

1. Interaction with the instructor (promotes a professional and effective relationship with the instructor; willing to accept instructor written or verbal constructive feedback).

2. Interaction with other departmental, college, and support staff (maintains a professional relationship; shows respect; values the positions of faculty and support staff).

3. Personal appearance, mannerisms, and values (dressed appropriately to the situation and learning environment; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; demonstrates civility and respect for diversity; sees the worth of others and dignity in others; works effectively with peers in collaborative ways).

4. Adherence to class policies (punctual; observes schedules, regulations, and expectations of the university-student relationship).

5. Attendance and responsibility (reliable, regular in attendance according to the standards set by the instructor and the university; fulfills course obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; focuses attending behaviors during class discussion and lecture presentations).

6. Level of preparedness (shows evidence of being well-prepared for class academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates appropriate professional content in assignments).

Field-based:

1. Interaction with the site-based teacher (promotes a professional and effective relationship with the teacher(s); willing to accept written or verbal constructive feedback from the teacher(s)).

2. Interaction with other building staff (maintains a professional relationship; shows respect; values the positions of and is courteous to administrators and other building staff).

3. Personal appearance, mannerisms, and values (appropriately dressed and groomed to the school culture; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; maintains confidentiality of school matters and child-specific information; demonstrates civility and respect for diversity; sees the worth and dignity of all; works effectively with school staff in collaborative ways).

4. Adherence to class policies (adheres to building and staff policies and procedures; punctual; observes schedules, regulations, and expectations of the university-district relationship).

5. Attendance and responsibility (reliable, regular in attendance and time on-site according to the standards set by the instructor in collaboration with the school partner; fulfills course field obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; shows good professional judgment).

6. Level of preparedness (shows evidence of being well-prepared for field duties academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates enthusiasm for the students and the teaching process; uses time effectively; is able to adapt to changing situations in the classroom or school).

Teacher Education Dispositions Monitoring Process

If a faculty member documents that a particular Teacher Education or pre-service student is having difficulty with one of the following dispositional expectations in a university or field-based course that faculty member is teaching, he/she will refer the situation to the English B.S.Ed. Coordinator. The B.S.Ed. Coordinator will then request a meeting with the student, share evidence of the concerns, hear the student's reason for behavior(s) of concern, make recommendations for improvement where appropriate, and follow up the meeting with a notice and action plan sent to the student and his/her department chair. The notice and action plan will be placed in the student's file in the department and will also be sent to the Teacher Education center. The student also may be required to meet with a committee of faculty within the major department, at the department's discretion, to

1. explore the nature of the concerns,

2. hear the student's reasons for the behavior(s) of concern, and

3. discuss corrective measures for remaining in the professional education sequence.

If the behavior of concern is not corrected satisfactorily, it may lead to the department's recommendation to deny formal admission to Teacher Education and/or advancement in the program. These recommendations would be forwarded to the Associate Dean of the College of Education for a final ruling. At this time, if the student chooses to appeal the ruling, the matter would come before the Teacher Education Student Appeals Committee, according to established protocol.

B.S.Ed. English: <u>Literatures</u> Advising Sheet

Name:		ID #		Date Major Declared:	

General Education Requirements

I. Foundations

	Credits	Course	Semester	Grade	Notes
*WRT 120 – Effective Writing	3				
*WRT 200-220	3				
MAT 103+	3				
SPK 208 or 230	3				
Diverse Communities (J)	3	*ENG/LAN 382			
Interdisciplinary (I)	3	*EDF 300			

2. Distributive Science Requirements – 2 different prefixes. NO Interdisciplinary courses!

Science #1 (see approved list)	3				
Science #2 (see approved list)	3				

3. Distributive Behavioral/Social Science Requirements – 2 different prefixes. NO Interdisciplinary courses!

Behavioral & Social Science #1 (see approved list)	3	PSY 100 (recom.)			
Behavioral & Social Science #2 (see approved list)	3				

4. Distributive Humanities & Arts Requirements. NO Interdisciplinary courses!

History (see approved list)	3				
Philosophy (see approved list)	3				
The Arts (see approved list)	3				

5. General Education Electives

Second Math *NOT* MAT 101, 102	3				
*ENG/LIN 230 Intro. to Linguistics	3				
*ENG 331 Structure of Modern Eng	3				

English Courses

1. English Core Courses

*ENG 194 – Conventions of Reading & Writing	3				
*ENG 295 (suggest after 194)	3				
*ENG 296 or LIT 206 (after194)	3				

2. Intermediate Level Literatures Track Courses – 2 must be marked as "Early"
See Track lists at back of manual. ∘Note: U.S. Multi-ethnic & World Lit courses don't always meet World reqmt.

Genre		3		E?	Intermediate Lits track classes must include one **American**, **British**, & **World** literature class. See lists at back of manual. Note these classes below.
U.S. Multi-Ethnic & World		3		E?	
Historical Context		3		E?	
LIT or CLS Elective (no FLM, CLS 350)		3		E?	
LIT or CLS Elective (no FLM, CLS 350)		3		E?	
American:		**British**:		**World∘**:	

Intermediate Level Writings Crossover Courses for Literatures Track – see lists at back of manual					
WRH 325 - Info Literacy, Tech & Media	3		Spring only		
Writings Elective	3				
Writings Elective	3				
3. ENG 400 – pre-reqs.: 3 English Core Courses					
ENG 400	3				
ENG 400	3				

<table>
<tr><td colspan="6" align="center"><h2>Professional Education Requirements</h2>Pre-reqs for these classes can change. Please consult with your Prof & Secondary Ed advisor.</td></tr>
</table>

Course	Credits				Pre-req
EDA 103 - Foundations of Spec. Ed.	3				
*EDF 300 – Democracy & Education	X	See "I" req.			
*EDP 250** – Educ. Psych. Level 1 Field Exp.	3				
EDA 304** – Spec. Ed. Processes & Procedures for Sec. Ed. Level 2 Field Exp.	3				Pre-req.: EDA 103, EDP 250
*ENG/LAN 382 - Teaching English Language Learners	X	See "J" req.			ENG/LIN 230 recom. pre-req.
EDR 347 - Literacy Dev. & Secondary Student with Disabilities in Inclusive Classrooms	3				Pre-req.: EDA103
*LIT 398 - Young Adult Literature	3				Pre-req.: 3 ENG Core courses
Professional Education Courses Requiring Formal Admission to Teacher Education (FATE)					
*EDS 306** - Principles of Teaching & Field Exp. Level 3 Field Exp.	3				
*ENG 390** - Teaching English in Sec. Schools. Level 3 Field Exp.	3				EDR 347 recom. pre-req.
*ENG 392**- Teaching Writing in Sec. Schools Level 3 Field Exp.	3				
Student Teaching ALL COURSEWORK MUST BE COMPLETED BEFORE STUDENT TEACHING. Minimum GPA of 2.8 required.					
*EDS 411 & EDS 412** – Student Teaching Level 4 Field Exp.	12				

*C or better required in the course
** Course requires **Clearances** for field hours

Milestones in the Teacher Education Program			
FATE Milestones	*Date Completed?*	*Student Teaching Milestones*	*Date Completed?*
Basic Skills tests		Writing Portfolio	
Test of Writing Competency		Praxis II	
Formal Admission GPA ≥ 2.8 ***required***		GPA to graduate ≥ 3.0 ***required***	

B.S.Ed. English: <u>Writings</u> Advising Sheet

Name:		ID #		Date Major Declared:	

General Education Requirements

I. Foundations

	Credits	Course	Semester	Grade	Notes
*WRT 120 – Effective Writing	3				
*WRT 200-220	3				
MAT 103+	3				
SPK 208 or 230	3				
Diverse Communities (J)	3	*ENG/LAN 382			
Interdisciplinary (I)	3	*EDF 300			

2. Distributive Science Requirements –two different prefixes. NO Interdisciplinary courses!

Science #1 (see approved list)	3				
Science #2 (see approved list)	3				

3. Distributive Behavioral/Social Science Requirements –two different prefixes. NO Interdisciplinary courses!

Behavioral & Social Science #1 (see approved list)	3	PSY 100 (recom.)			
Behavioral & Social Science #2 (see approved list)	3				

4. Distributive Humanities & Arts Requirements – NO Interdisciplinary courses!

History (see approved list)	3				
Philosophy (see approved list)	3				
The Arts (see approved list)	3				

5. General Education Electives

Second Math *NOT* MAT 101, 102	3				
*ENG/LIN 230 Intro. to Linguistics	3				
*ENG 331 Structure of Modern Eng	3				

English Courses

1. English Core Courses

*ENG 194 Conventions of Reading & Writing	3				
*ENG 295 (best after 194)	3				
*ENG 296 or LIT 206 (best after 194)	3				

2. Intermediate Level Writings Track Courses
  See Track lists at back of manual.

Style & Aesthetics	3				
Power & Politics	3				
WRH 325 - Info Literacy, Tech & Media	3		Spring only		
Writings Elective	3				
Writings Elective	3				

Intermediate Level Literatures Crossover Courses for Writings Track – see lists at back of manual					
American lit	3		E?		One of these classes must be marked "Early".
British lit	3		E?		
World lit	3		E?		
3. ENG 400 – pre-reqs.: 3 English Core Courses					
ENG 400	3				
ENG 400	3				

Professional Education Requirements **Pre-reqs for these classes can change. Please consult with your Prof & Secondary Ed advisor.**					
EDA 103 – Foundations of Spec. Ed.	3				
*EDF 300 – Democracy & Education	X	See "I" req.			
*EDP 250** – Educ. Psych. Level 1 Field Exp.	3				
EDA 304** – Spec. Ed. Processes & Procedures for Sec. Ed. Level 2 Field Exp.	3				Pre-req.: EDA 103, EDP 250
*ENG/LAN 382 – Teaching English Language Learners	X	See "J" req.			ENG/LIN 230 recom. pre-req.
EDR 347 – Literacy Dev. & Secondary Student with Disabilities in Inclusive Classroom	3				Pre-req.: EDA 103
*LIT 398 – Young Adult Literature	3				Pre-req.: 3 ENG Core courses
Professional Education Courses Requiring Formal Admission to Teacher Education (FATE)					
*EDS 306** – Principles of Teaching & Field Exp. Level 3 Field Exp.	3				
*ENG 390** – Teaching English in Sec. Schools. Level 3 Field Exp.	3				EDR 347 recom. pre-req.
*ENG 392** – Teaching Writing in Sec. Schools. Level 3 Field Exp.	3				
Student Teaching ALL COURSEWORK MUST BE COMPLETED BEFORE STUDENT TEACHING. Minimum GPA of 2.8 required.					
*EDS 411 & EDS 412** – Student Teaching Level 4 Field Exp.	12				

* C or better required in the course
** Course requires **Clearances** for field hours

Milestones in the Teacher Education Program			
FATE Milestones	*Date Completed?*	*Student Teaching Milestones*	*Date Completed?*
Basic Skills tests		Writing Portfolio	
Test of Writing Competency		Praxis II	
Formal Admission GPA ≥ 2.8 *required*		GPA to graduate ≥ 3.0 *required*	

FORMAL ADMISSION FOR TEACHER EDUCATION (FATE) PART II

**** FATE form will <u>not</u> be processed without this form, advising sheets and
all required attachments and signatures ****

Submit this form with your FATE form and all required attachments to the English Program Coordinator in Main Hall 506.

Name _____   ID# _____

Remember, you must:

- Complete **ALL** coursework before your student teaching semester,

- Have an **American, British, and World Literature** course from the designated courses approved in the English Major's Handbook,

- Receive a 3.0 GPA to graduate with a B.S.Ed. degree/teacher certification in Pennsylvania, and

- Attend a student teaching meeting conducted by Dr. Price **one full year before** your student teaching semester.

My signature indicates that I have read and understand these requirements.

_____   _____
Student Signature   Date

_____
Advisor Signature

Credits: _____

GPA :   _____

Semester you plan on taking the following (this is not binding, but it helps for planning purposes):

Course   Semester

ENG 390   _____

ENG 392   _____

Student Teaching   _____

TAKE YOUR B.S.ED. ENGLISH ADVISING QUIZ!

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Test your program knowledge by taking the quiz below that asks you about general education and your English major. Answers can be found in the English Majors' Forum!

General Education & General Advising

1. Who is the primary steward of a student's academic career? What is the role of an English department advisor?

2. Why can't an Interdisciplinary class count as one of your Gen Ed Distributive area classes?

3. Does a creative writing seminar count as ENG 400, the research seminar?

4. What should you do if you want to take classes at a community college and have them count at WCU?

5. What happens when you apply for graduation?

6. What is the minimum number of credits needed to graduate, by state mandate?

7. If you want to declare a minor, what should you do?

8. How many courses can you "double-dip" between an English major and an English minor? (I.e., how many classes can you use to satisfy the requirements of both programs?)

B.S.Ed. English (Writings & Literatures)

1. What criteria do you need in order to apply for FATE? What documents need to be part of the package?

2. What is the field experience class sequence?

3. What is the difference between the "U.S. Multi-Ethnic and World" category and the "World Literature" category in the handbook? How many courses are on both lists?

4. How many semesters should you set aside for taking the following methods courses: EDS 306, ENG 390, ENG 392, EDS 411, & EDS 412?

5. When should you submit your Teacher Education Writing Portfolio?

ENGLISH DEPARTMENT MINOR PROGRAMS

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The English Department offers programs in seven Minor programs that enable students to explore an academic area in depth without adding a second Major. These 18 credit programs expose students to skills and knowledge from a range of fields within the discipline of English Studies:

- African/African American Literature
- Business and Technical Writing
- Creative Writing
- Film Criticism
- Journalism
- Linguistics
- Literature

**One exception: English majors with a Literatures track cannot also have a minor in Literature.

A *Digital Humanities and New Media* minor has been recently approved. Additional information will be provided on the English Department Home page.

For detailed information on each minor, including an advising sheet with a list of required courses, visit the English Minors link on the English Department Home page: http://www.wcupa.edu/arts-humanities/English/default.aspx.

If you are interested in enrolling in one of these minors, or any minor at WCU, please visit the WCU Registrar's forms page, and download an "Add Minor" form. Then submit the completed form, with all necessary signatures, to the Program Coordinator in Main 506.

INTERNSHIPS FOR ENGLISH MAJORS
Increase your Professional Knowledge and Experience
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The English Department encourages all of its B.A. majors to pursue internships. The advantages are numerous: internships enable you to apply your reading and writing skills to real workplace situations, make informed decisions about your career plans, and build valuable contacts. Our students have completed an exciting array of internships – in publishing, broadcasting, event planning, marketing, public relations, journalism, social media, political campaigns, legal research, environmental advocacy, and more – both on and off campus.

Maybe you know exactly what you want to do after you graduate—or maybe you have no clue. An internship can help you explore a professional area to help you make such decisions, to help you test how you apply your reading and writing skills in work situations, and to allow you to build professional connections. Most important perhaps, completing an internship tops the list of what employees weigh heavily in hiring recent graduates.[1] If you're in a major or minor English Department program, you will be eligible for an internship, once you have earned 80 credits. You owe it to yourself and your future to investigate the many possible internship experiences the English department makes available to its majors.

INTERNSHIP COORDINATORS

> English majors: Prof. Eleanor Shevlin, Main 541, eshevlin@wcupa.edu

> Business and Technical Writing minor: Prof. Ashley Patriarca, Main 523, apatriarca@wcupa.edu

> Journalism minor: Prof. Chuck Bauerlein, Main 534, cbauerlein@wcupa.edu

INTERNSHIP PLACEMENTS
Students have completed both on- and off-campus internships. They have done editorial work and proofreading; worked on marketing and social media campaigns; written press-releases, designed newsletters, brochures, and web pages; created and conducted questionnaires—among many other activities. Recent placements include Philadelphia-area publishers, local media, public-relations organizations, Philadelphia sports teams, corporate groups, law offices, nationally-based volunteer and nonprofit entities, and archives, museums and libraries, and select campus placements.

Before meeting with the appropriate Internship coordinator listed above, be sure to explore the many internship possibilities available to you by:

> 1. reviewing the internship section of the English Majors Forum on D2L;

> 2. visiting WCU's Twardowski Career Development Center In Lawrence Hall 225;

> 3. researching a business or organization you might like to intern for.

Once you've done this homework, you can then meet with the Internship coordinator to discuss your options.

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[1] *Chronicle of Higher Education* and American Public Media's Marketplace Study, December 2012.

INTERNSHIP POLICIES AND PROCEDURES

Any student seeking an English internship must be in the process of completing either a Major or Minor in the English Department. The student will be permitted to undertake an internship under the supervision of the English Department only after he or she has met all of the following requirements:

1. Accumulated at least 80 semester hours.

2. Completed at least 12 semester hours in courses in the English Major or an English Minor.

3. Watched the PowerPoint overview of the English Department's internship program (posted on the English Majors' Forum on D2L).

4. Met with his or her advisor to obtain information about internship eligibility.

5. Met with the appropriate internship coordinator (see page 37) to discuss the student's internship plans, search, and application materials.

    The student should come to this meeting with a draft resumé and two writing samples (the samples may be academic papers or other written work that the student is particularly proud of).

6. Submitted the completed Internship Agreement form, with all signatures, to his or her faculty supervisor by the specified deadline. (The faculty supervisor will then submit the form to Dr. Shevlin.) Fall and Summer internship forms are due by the end of the Spring semester. Spring semester internship forms are due by the end of the Fall semester. No student will be registered for ENG 395—the official course designated for internships—until the completed form has been submitted.

Any exceptions to these terms must be approved by the appropriate internship coordinator.

INTERNSHIP ACTION SEQUENCE

Please note the established sequence of actions for the internship program:

1. Qualifying students must first apply for the internship (see steps above).

2. Upon approval and submission of completed paperwork, students will be registered for the internship under the course designation ENG 395. The internship sections are typically created by the English Department scheduler during final exam period or shortly afterwards. The scheduler will enroll you in ENG 395 when he or she creates the course for you. You should check your schedule before the semester starts to ensure that ENG 395 is showing up on your course list and that it reflects the proper number of credits.

3. Students then will do the internship.

Please also note that no internships will be retroactively approved. In other words, you can't first do the work and then apply to have it count as an internship.

ADDITIONAL RULES REGARDING INTERNSHIPS

A student may complete no more than 12 total credit hours of internship credit over the course of his or her undergraduate career.

1. Any student who wishes to take more than 9 hours of internship credit in a single semester must obtain approval from the internship coordinator and submit an application and an academic transcript (all in the semester preceding the internship).

2. The number of credits to be earned during an internship will be determined by the internship coordinator by applying a ratio of 40 hours of work for each hour of academic credit (for example, a student who worked 120 hours would receive three credit hours).

3. The internship credits for English majors can be applied to the 18-credit "Minor, Concentration, or Department Electives" section of the student's advising sheet; students should consult with their academic advisor for guidance.

4. It is the student's responsibility to demonstrate that he or she has met the academic requirements for an internship.

INTERNSHIP WORK REQUIREMENTS

During the actual internship, the following minimum requirements for work must be fulfilled:

1. Interns must perform the required number of hours doing contracted tasks at the internship site.

2. Interns must maintain regular contact with their faculty internship advisor, meeting at least three times over the course of the semester.

3. Interns must maintain a collection of samples of their work throughout the internship.

4. Interns must confer regularly with their on-site internship supervisor.

5. At the end of the internship, interns must submit a portfolio of their work to their faculty supervisor and an analytical report (5-7 pages, minimum 1,300 words) detailing the internship experience, documenting what the student learned and gained from it.

   (Note: Business & Technical Writing Minors should consult with their Minor advisor for their specific portfolio requirements.)

GET INVOLVED!
ACTIVITIES OF SPECIAL INTEREST TO ENGLISH MAJORS
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Want to get involved, in order to hone your reading and writing skills, to express yourself, to get published, to prepare yourself for a career, or to share ideas and experiences with other students interested in writing and publishing? Here are some of the activities the English Department offers. Make sure you take advantage of them!

CREATIVE WRITING CLUB
The CWC offers students the chance to honor their craft as creative writers in a positive and nurturing environment.
Contact: Dr. Kristine Ervin, Main 112, kervin@wcupa.edu.

DAEDALUS
Daedalus, an interdisciplinary magazine of the arts, is a showcase for the work of student writers, artists, and photographers. Any student may submit work to the editors for possible publication.
Contact: Dr. Kristine Ervin, Main 112, kervin@wcupa.edu.

EAPSU CONFERENCE
The English Association of the Pennsylvania State Universities (EAPSU) is a regional professional organization whose members come from the faculty and students of the 14 state university English Departments in the Pennsylvania State System of Higher Education (PASSHE). EAPSU's spring conference gives English students across PASSHE a venue for presenting scholarly work.
Contact: Prof. Lisa Konigsberg, Main 412, lkonigsberg@wcupa.edu .
        Dr. Tim Ray, Main 108, tray@wcupa.edu .

ENGLISH CLUB
The English majors' student organization engages in a number of activities. It has hosted open mike nights and has published *Literati*, featuring undergraduate poetry, short stories, art, etc.
Contact: Dr. Timothy Ray, Main 108, tray@wcupa.edu.
        Dr. Kristine Ervin, Main 112, kervin@wcupa.edu.

NCTE CHAPTER
The English Department hosts a student affiliate chapter of the National Council of Teachers of English. Members meet to discuss topics of professional interest and organize events and programming. Recent activities include tutoring at a local middle school; such experience is helpful for prospective teachers and can aid in building a resume. Student participation is highly recommended for English B.S.Ed. and Post-Bac students.
Contact: Dr. Pauline Schmidt, 210 East Rosedale, pschmidt@wcupa.edu.

PRE-LAW ADVISORY PROGRAM and THE PRE-LAW SOCIETY
The purpose of the Pre-Law Advisory Program is to familiarize students with the process of applying to law school (including the LSAT), the criteria for admission, and the financial implications of attending. The Pre-Law Advisor is available to discuss application preparation and strategies. The Society hosts events, in collaboration with the WCU Law Alumni Chapter, and speakers to discuss issues including the realities of attending law school and the present-day practice of law. Members of the Society also have opportunities to tour local law schools, attend a law school class, and complete a practice LSAT. Membership is open to all students within the University community, regardless of major.
Advisor: Dr. Sandra Tomkowicz, AND312D, stomkowicz@wcupa.edu.

THE QUAD

The Quad is the student news service of West Chester University. It is managed by a student staff of writers, editors, photographers and multimedia journalists, with a faculty member as advisor. In addition to its primary role of disseminating news of campus events, *The Quad* provides students with practical experience in reporting, editing, photography, videography and multimedia journalism, as well as in advertising, social media marketing, web design, distribution, and business operations. Numerous *Quad* alumni have gone on to successful careers as print, broadcast, and multimedia journalists. Getting involved with *The Quad* can be a valuable first step toward launching a career in the news industry.
Contact: *The Quad* Editor, 610.436.2375, Sykes Union Building 253, quadeic@wcupa.edu, or
Dr. Phil Thompsen, *Quad* Faculty Advisor, Main 508, pthompsen@wcupa.edu.

SIGMA TAU DELTA

Sigma Tau Delta is the English Majors' Honor Society, and offers opportunities for scholarly exploration in the form of publications and conferences. Students are selected for admission to this society based on their academic performance. Students are notified of their eligibility for this Society.
Contact: Dr. Gabrielle Halko, Main 543, ghalko@wcupa.edu.
Dr. Ashley Patriarca, Main 523, apatriaraca@wcupa.edu.

SERPENTINE YEARBOOK

The Serpentine is West Chester University's annual archive of the experiences, events and persons of our campus community. There are many opportunities to showcase student expertise and skills. Students, from any given year, from any major, are encouraged to showcase their writing, graphic design, social media, marketing, editing, and desktop publishing skills and become a member of the Serpentine Staff.
Contact: Prof. Ilknur Sancak-Marusa, Main 535, ISancak-Marusa@wcupa.edu .

WCUR

The campus radio station at West Chester University offers experience in all phases of radio broadcasting, from on-air activities to radio production, management, and advertising. Operated entirely by students, WCUR offers practical work opportunities in a learning atmosphere. WCUR has been rated as one of 50 Top Best College Radio Stations, by BestColleges.com, www.bestcolleges.com.
Contact: Dr. Art Smith, Merion Science Center 234, asmith2@wcupa.edu.

WCU WRITING CENTER

The WCU Writing Center, located in FHG Library 251, is always looking for students with good writing skills who are interested in tutoring their peers. Students who volunteer at the Writing Center must attend several training sessions, enroll in "Writing Tutoring" ENG 397, and take their commitment to the Center seriously. Such student tutoring experience is helpful for those who want to teach writing or learn more about writing; it can also aid in building a resume. Graduate Students can take ENG 600 to learn about tutoring in more depth and to gain more experience at the Center.
Contact: Dr. Margaret Ervin, Main 535, mervin@wcupa.edu .

WRITING ZONES 12.5

A partnership between WCU and local high school writing centers, Writing Zones 12.5 trains university students to serve as writing mentors for high school students with the aim of bridging the gap between high school and college writing. University "peers" guide high school students toward an awareness of their own writing processes as they work on individual writing projects together. More broadly, the program attempts to use high school writing centers as a gateway to higher education, providing mentoring and encouragement for students unsure of their college readiness. Working as a Writing

Zones mentor is a great way for interested WCU students to gain hands-on professional experience and contribute to local communities.

Contact: Dr. H. Bernard Hall, Main 203, hhall@wcupa.edu.

UNDERGRADUATE RESEARCH OPPORTUNITIES

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Our students work frequently with individual faculty members on research and creative projects. Here are some of the research opportunities available to you as an English major. For more information, please visit *the Student Opportunities* page on the English Department Home page.

Summer Undergraduate Research Institute
Summer Undergraduate Research Institute (SURI) aims to enrich the undergraduate experience and prompt students to grow beyond consumers of information into creators of knowledge. Applications are typically due early in the spring semester for projects to be undertaken in Summer Session I. In the past, students have received a stipend of $1,500 and free room and board while having the opportunity to pursue a project of their own making and work closely with a faculty mentor.
Contact: Office of Research and Sponsored Programs at http://www.wcusuri.com/.

West Chester Center for Book History
West Chester Center for Book History is dedicated to providing a multidimensional, interdisciplinary forum for the history and study of the written word.
Contact: Dr. Eleanor Shevlin, Main 541, eshevlin@wcupa.edu.

PA Literary and Cultural Heritage Map
The Literary and Cultural Heritage Map of Pennsylvania offers undergraduates the opportunity to conduct original research, edit, fact-check, update, and write new copy for writers and cultural figures associated with the Commonwealth. Students are recognized for editing or authoring the entries, so the projects offer them an opportunity for publication.
Contact: Dr. Eleanor Shevlin, Main 541, eshevlin@wcupa.edu.

ENGLISH DEPARTMENT AFFILIATIONS

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The organizations and programs listed below all bear strong ties to the English Department. Many are directed—or were founded—by English Department faculty; others operate under the aegis of English or benefit from especially strong participation by English faculty and students. In all cases, these affiliations promote values central to English Studies, enrich the learning experiences of our students, and contribute to the cultural life of the university and the larger community. To read more about each, please go to the Affiliations page on the English Department Home page.

English Alumni
The English Alumni page keeps our graduates informed of exciting developments in the English Department; helps them stay in touch with former classmates and faculty; and fosters networking opportunities between current majors and alumni.
 Contact: Prof. Ilknur Sancak-Marusa.

WCU Poetry Center
The WCU Poetry Center promotes the study and appreciation of poetry, particularly traditional poetic forms. Founded in 2000, the Center offers a diverse slate of activities and programs—including a prestigious annual Poetry Conference—that helps to expand its mission of bringing poetry to an ever-widening audience.

> **Get involved!**
>
> Extracurricular activities related to English help you build your skills – and your resume!
>
> A full list of WCU clubs is here:
> http://wcu.orgsync.com/Organizations

College Literature: A Journal of Critical Literary Studies
College Literature has long been one of the premier literary-studies journals in North America, publishing original and innovative scholarly research. Founded in 1974, the journal has its editorial offices at WCU.   Editor: Dr. Carolyn Sorisio.

Teaching English in the Two-Year College
Teaching English in the Two-Year College is an NCTE-affiliated journal that publishes theoretical and practical articles on composition, technical and business communication, literature, language, the profession of English, and related topics. It is edited by English professor Dr. Jeff Sommers.

University Writing Center
The University Writing Center offers free writing consultation services to all members of the WCU community. The Center is directed by English faculty and regularly employs English majors and graduate students as writing tutors. Director: Dr. Margaret Ervin.

Pennsylvania Writing and Literature Project
The Pennsylvania Writing & Literature Project (PAWLP) is one of the oldest and largest sites of the National Writing Project. Founded in 1980, PAWLP works in multi-dimensional ways to improve the teaching of writing and literature in schools and communities. Director: Dr. Mary Buckelew.

Frederick Douglass Institute
WCU's Frederick Douglass Institute seeks to advance multicultural studies across the university curriculum and sponsors research, programs, awards, and teaching that honor the legacy of Frederick Douglass. The Institute was founded in 1995 by Emeritus Professor of English C. James Trotman. Contact: Dr. Chris Awuyah.

Digital Humanities
English Department faculty are currently in the process of developing a Digital Humanities curriculum that includes new courses, events, and programs designed to introduce students to this important new frontier in humanistic studies.

N/T/G Research Group
The National/Transnational/Global Cultures Research Group is a forum for faculty and graduate students who share research interests in the global dimensions of literary and cultural studies.

West Chester Center for Book History
The West Chester Center for Book History, founded by English professor Eleanor Shevlin, sponsors courses, workshops, talks, seminars, book-making, and a graduate certificate in publishing, all as part of an effort to provide a multidimensional, interdisciplinary forum for the history and study of the written word.

Women's and Gender Studies Program
WCU's Women's and Gender Studies Program shares with the English Department a commitment to empowering students to challenge preconceptions about race, class, gender, and sexual orientation. English professors have served as past WGS program directors, and many teach for the program as affiliated faculty.

Youth Empowerment and Urban Studies (YES) Program
Created by English professor Dr. Hannah Ashley, the interdisciplinary YES Minor offers students across campus the opportunity to work with youth in urban settings in hands-on, community-engaged ways that can help to bring about real social change.

CAREER OPPORTUNITIES FOR ENGLISH MAJORS

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The English Department recognizes that most graduates will be concerned with finding employment relevant to their course of study and personal interests. Advisors can help students make decisions in this area. The English Majors' Forum on D2L offers information on the wide range of careers available to English majors, advice on resumé writing, sample interview questions, applying to graduate school, teaching abroad, and more. Click on the "Career and Graduate Info" toolbar.

Students should take advantage of the Career Development Center and its services as soon as they begin attending at WCU. The Career Center can assist students with creating career goals – waiting until Senior year may be too late. The University's Twardowski Career Development Center at Lawrence Center 225 provides career counseling and helps students initiate job searches. http://www.wcupa.edu/_services/stu.car/.

Every Spring semester the Department hosts an annual **"What Can't You Do with an English Degree?"** panel in which three or four alumni/alumnae return to campus to relate how their WCU English degree has helped them succeed professionally; a speed-networking event in which students have the opportunity to meet one-on-one with alumni follows the panel discussion. Over the years, many of these panels have been taped and are available for viewing. For more information, contact Dr. Eleanor Shevlin, Main 541, eshevlin@wcupa.edu.

Careers for Graduates with B.A. in English

Graduates with a B.A. in English are qualified for graduate studies in literature and related fields of interest: linguistics, law, communications, journalism, film, and many other humanistic disciplines. With experience and additional education, graduates may teach in colleges and universities. With certification, they may also teach in secondary schools. Careers in journalism, publishing, editing, public relations, advertising, marketing, government, television, radio, technical writing, and business administration are options for English majors.

Think about these possibilities:

Admissions Counselor	Freelance Writer	Production Coordinator
Advertising	Government Worker	Program Developer
Archivist	Insurance Representative	Proofreader
Attorney	Journalist	Proposal/Grant Writer
Banking	Librarian	Public Affairs Officer
Business	Literacy Instructor	Public Relations Specialist
Admin/Consulting	Literary Agent	Researcher/Research
Community Services	Lobbyist	Sales Representative
Director	Marketing Representative	Speech Writer
Not-for-Profit	Media Planner	Technical Writer
Organizations	Medical Writer	Travel Agent
Creative Director	Multi-Media Designer	Underwriter
Editor	Paralegal	Web Writer

For more ideas and trends for various fields, see US Dept. of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, **http://www.bls.gov/ooh.**

Want to go to graduate school for an M.A. or Ph.D. in English, Education, TESL, Marketing, Management or other fields?

To pursue graduate studies, you need to take the GRE (Graduate Record Examination) for programs in English and related fields. If you plan to apply to graduate school within five years after graduation, you should probably take the GRE at the conclusion of your senior year. Other programs (such as MBAs) require other exams. Ask your advisor, and see http://www.gre.org/splash.html. Please also look for special workshops the department offers, typically in the fall, on planning to attend graduate school. If you're interested in Teaching English as a Second Language, please speak with the Director of WCU's MA-TESOL program, Dr. Esther (Chui Kian) Smidt, Mitchell 230, csmidt@wcupa.edu.

Want to go to law school?
To apply to law school, you need to take the LSAT (Law School Aptitude Test). If you plan to attend law school, you should take the LSAT during your senior year. Ask your advisor, and see http://www.lsac.org/. Also consult with the University Pre-Law advisor: Dr. Sandra Tomkowicz, AND 312D, stomkowicz@wcupa.edu.

Interested in earning a certificate or graduate degree in publishing or editing?
As of Fall 2015, the English department is offering a Graduate Certificate Program in Publishing. http://www.wcupa.edu/arts-humanities/English/gradAcademics.aspx .
Contact: Dr. Eleanor F. Shevlin, Main 541, eshevlin@wcupa.edu.

Thinking about becoming a librarian?
The American Library Association maintains this site that discusses the qualifications for and opportunities in library science: http://www.ala.org/educationcareers/careers/librarycareerssite/home.

Career Information for B.S.Ed. Majors
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With an Instructional I Certificate (temporary), a graduate with a B.S. in Education is qualified to teach English in any secondary school in Pennsylvania. Numerous states have reciprocal agreements with Pennsylvania, so that a graduate may teach in any of them as well. Graduates should contact the State Board of Education in the state in which they would like to teach (if not PA) to learn about the specific certification requirements of that state. State certification requirements will vary; additional tests or college courses may be required. With experience and additional education, a graduate may qualify for college and university teaching. With additional training, a graduate may become a reading specialist, a teacher of special education, a teacher of English as a second language, an English supervisor, a curriculum coordinator, a guidance counselor, or a school administrator.

PREPARING FOR GRADUATION
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At least a year before you anticipate graduating, follow these steps:

1. Meet with your **major and minor advisors** at least a year prior to your anticipated graduation date to review unmet requirements. Your advisor can also look at general education requirements, but are best reviewed by the Registrar.

2. Count your credits! WCU cannot grant any degree without **a minimum of 120 credits**. (And just because you have 120 credits does not mean that you earn a degree; you also must satisfy the degree's course requirements.) The English's Department's B.A. degree is a 120-credit program. Because of accreditation requirements, our B.S.Ed. program requires 123 credits.

3. Visit your MyWCU page and click on "Apply for Graduation" to apply for graduation analysis (see the pages that follow for instructions). This triggers a request to the Registrar (as well as putting you on the department's list of prospective graduates at the end of your anticipated graduation semester). You should apply a year before you anticipate graduation (see English Majors' Forum for deadlines). This will permit you to make adjustments to your course selections in your final semesters that will prevent any delay in your graduation date.

4. The Registrar's Office will provide an evaluation of your general education requirements. After several weeks to a few months (depending on urgency and time of semester), the Registrar's Office will send you an email **at your WCU email address only,** with your evaluation report attached. You will be asked to come to the Registrar's office and review the evaluation with the designated Registrar staff member (determined by Major/College). Specific days/times are identified. *You must check your WCU email account to learn of your graduation status!*

5. Consult with any minor advisors the first week of your last semester to verify that you will complete all requirements of minor programs.

6. Meet with your advisor first week of your last semester so that you can check requirements one more time, when you still have time to adjust your schedule during the Drop/Add period.

Graduation clearances for your major are done in the last week of classes. If there is a problem with unmet major requirements, this is when you will learn about them officially. That is why regular meetings with your advisor plus familiarity with this manual and your advising sheets are essential!

How NOT to graduate!
The three most common problems:

1. You do not have **120 credits**. Common reasons: You can't count remedial classes or repeats. Using one class to meet two requirements leaves you 3 credits short. You took a 2-credit class instead of a 3-credit class. You didn't transfer in all of your transfer classes.

2. You have not completed the minor/concentration/department electives section of your B.A. English advising sheet.

3. You expected an Interdisciplinary class to count for one of your Gen Ed distributive classes (it can't).

> Please do not expect either the Registrar or the department to process your graduation request a couple of weeks before you intend to graduate.
> ***
> **Apply at least a year ahead of when you plan to graduate.**

LETTERS OF RECOMMENDATION
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This information is primarily for those intending to go to graduate school; however, the general advice also applies to those seeking letters of recommendation for jobs and scholarships.

For most graduate school applications, you will need to include three letters of recommendation from individuals who can address your abilities, suitability, and promise for graduate study. For law, library/information sciences, and other professional school applications, having a recommender who is a professional in the field would work well. For applications to English or similar academic programs, you will probably want to have three letters from academics/faculty members in the field. In selecting faculty members to approach for a letter, you should consider who knows you and your work best. Those who know you well and have ties with a particular university or program to which you are seeking admission are particularly good to approach – as are those who are well-known in the field you wish to enter.

When asking someone to write on your behalf, be sure to phrase your request in a way that allows the person a gracious way to decline. For instance, a professor may not feel that he or she could write the strong letter you need to gain admission. Also, be sure to plan in advance. You should give your recommenders three week or more lead time before the letter is due.

As part of your planning, you should prepare a packet for your recommenders. This packet ideally should include:

- A list of programs to which you are applying – and the deadlines for the receipt of materials at each school.

- Any forms that should be included with the letter. Complete all portions of the form that ask for your personal information. **Be sure to check the box that waives your right to see the letter.** If you do not waive your rights to see the material, the letter will hold less weight.

- A draft of your personal statement or essay that you are sending with your application.

- A copy of your resumé.

- A statement in which you offer a brief summary of the work you completed for the course(s) you took with the recommender and the grades you earned. Such information will jog the recommender's memory and allow the person to add specific details that will enhance the letter. Feel free to include any information (course-related or otherwise) that you feel would help the recommender highlight your talents for graduate school, your maturity, and/or your reasons for selecting particular programs.

- URLs for the recommendation submission websites and any relevant instructions.

LITERATURES TRACK COURSE LIST

See the correct advising sheet for your program to know how many classes
you should take from each category.

(E) = Early historical period

(I) = Interdisciplinary class

(J) = Diverse communities class

Genre

Courses in this category examine diverse forms of literary expression including: poetry, fiction, drama, memoir and autobiography, children's literature, film, creative non-fiction, letters, and reviews. Each course focuses exclusively on a specific genre.

CLS 201 Classical Mythology in the 20th Century (I)
CLS 304 Women and Film
CLS 361 Modern World Drama
CLS 362 Modern World Fiction
CLS 367 Classical Greco-Roman Mythology (E)
CLS 371 Law and Disorder in Literature (I)
LIT 219   Lit for Young Children
LIT 220 Children's Literature
LIT 269 Literature of Roguery
LIT 271 Drama since 1970
LIT 272 New Fiction
LIT 274 Feminist Poetry
LIT 294 Topics in Digital Literature & Culture
LIT 302 Development of the American Novel

LIT 305 Modern American Drama
LIT 306 Modern American Novel
LIT 307 Modern American Poetry
LIT 310 African American Novel I
LIT 311 African American Novel II
LIT 332 English Drama to 1642 (E)
LIT 338 Restoration and 18th Century Drama (E)
LIT 339 18th-Century British Novel (E)
LIT 341 19th-Century British Novel
LIT 344 Modern British Novel
LIT 360 Special Topics: Children's & Young Adult Literature
LIT 365 Short Fiction
LIT 398 Young Adult Literature*

*B.S.Ed. students: Note that LIT 398 does not meet a Genre requirement.

U.S. Multi-Ethnic and World Literatures

Courses in this category examine global, continental, and diverse United States writing communities. **B.S.Ed. students please note** that this list is *not* the same as the "World literature" category you must fulfill – see back of manual for list. Only the two classes noted below fulfill that requirement.

CLS 203 African Studies (E) (J) **World Lit BSEd**
CLS 255 20th Century Native American
    Literature
CLS 333 Latina Writing
CLS 351 African Literature **World Lit BSEd**
CLS 365 African American Film
LIT 202 African American Lit I (E)
LIT 203 African American Lit II
LIT 204 Black Women Writers of America

LIT 205 Harlem Renaissance
LIT 207 Life & Times of Frederick Douglass (E)
LIT 213 Asian-American Literature (J)
LIT 297 Themes in Contemporary Literature*
LIT 303 Intro to Multi-Ethnic Literature (J)
LIT 304 American Jewish Novel
LIT 309 Martin Luther King (I)
LIT 372 African American Urban Lit

*Depends on theme

Historical Contexts

Courses in this category address literary works and their cultural and historical contexts.

CLS 258 Women's Lit I (E) (J)
CLS 259 Women's Lit II (J)
CLS 260 World Lit I (E) (J)
CLS 261 World Lit II
CLS 270 Life, Death, Disease (I)
CLS 280 Languages of Modernism (I)
CLS 368 Greco-Roman Culture Myth and
    Society (E) (I)
CLS 369 Literature and Film
FLM 201 American Film (NOT FLM200!)
FLM 202 American Themes (NOT FLM200!)
LIT 200 American Lit I (E)
LIT 201 American Lit II
LIT 202 African American Lit I (E)
LIT 203 African American Lit II
LIT 230 English Lit I (E)

LIT 231 English Lit II
LIT 250 Victorian Attitudes (I)
LIT 300 Colonial and Revolutionary Lit (E)
LIT 329 Medieval Women's Culture (E) (I)
LIT 331 Chaucer (E)
LIT 333 Early Modern Poetry and Prose (E)
LIT 334 Milton (E)
LIT 335 Shakespeare I (E)
LIT 336 Shakespeare II (E)
LIT 337 Literature of the Enlightenment (E)
LIT 340 The Romantic Movement
LIT 342 Victorian Lit
LIT 364 Modern Irish Lit
LIT 370 Urbanism and the Modern
    Imagination (I)

WRITINGS TRACK COURSE LIST

See the correct advising sheet for your program to know how many classes
you should take from each category.

(I) = Interdisciplinary class

(J) = Diverse communities class

Style & Aesthetics

Courses in this area help students comprehend, appreciate, and practice creative and critical conventions of written discourses. Courses in this category introduce students to a specific set of creative and critical genres and provide opportunities to practice, analyze and reflect upon a variety of stylistic and rhetorical conventions.

CRW 201 Introduction to Creative Writing
CRW 301 Poetry Workshop I
CRW 302 Poetry Workshop II
CRW 303 Short Story Workshop I
CRW 304 Short Story Workshop II
CRW 305 Creative Nonfiction Workshop I
CRW 306 Creative Nonfiction Workshop II
CRW 491 Creative Writing Workshop in
     Long Form
ENG 250 The Language of Literature
ENG 270 Book History: Introduction to
     Manuscript, Print, and Digital Cultures

ENG 304 Essay Workshop
ENG 305 Environmental/Experiential Writing:
     Taking Action
ENG 345 Women's Writing & Autobiography
ENG 368 Business & Organizational Writing
JRN 272 Feature Writing
JRN 312 Sports Reporting & Writing
JRN 315 Magazine Article Writing
WRH 330 Autobiographical Acts
WRH 333 African American Autobiography
WRH 342 Document Design

Power & Politics

Courses in this area help students develop a respect for diversity in language (dialects, idioms, culturally meaningful expressions, etc.), and understanding of the roles that texts play in shaping society (culturally and politically). These courses provide opportunities for students to become participants in larger cultural contexts through the texts they write, read, teach, and discuss.

ENG 335   History of the English Language
ENG 339   History & Dialects of the American
     Language
ENG 340   Sociolinguistic Aspects of English
ENG 375   Strategies for Writing in the
     Workplace
ENG 397 Tutoring Writing
JRN 225   News Writing
WRH 201 Introduction to Rhetoric
WRH 210 Multicultural Writing (J)

WRH 301 The Rhetorics of Black America
WRH 310 Written Rhetoric: Power, Politics, and
     Environmental Writing
WRH 315 Propaganda, Power, & Politics
WRH 320 I, Cyborg: Technology, Writing, and the
     Body
WRH 333 African-American Autobiography
WRH 335 Advocacy Writing
WRH 340 Introduction to Visual Rhetoric

Information Literacy, Technology, & Media

Courses in this area introduce students to new technologies that have influenced the production and circulation of texts and information in society, including (but not limited to): internet publishing, web design, underground publishing, visual texts, television and film, etc. These courses will emphasize becoming knowledgeable and reflective users and teachers of these new "texts," as well as being creative and critical writers of them.

CLS 350 Computer Applications in the
　　　Humanities
ENG 215 Views on Literacy
ENG 280 Intro to Digital Humanities
ENG 320　Writing and Computers
ENG 371 Technical Writing
JRN 335 Ethical Issues in Mass Media
FLM 200 Introduction to Film
　　　(NOT FLM 201 or 202)

WRH 205 Composing Cyberspace
WRH 305 Images of School in Film
WRH 325 Technology in the Classroom*
WRH 341 Visual Cultures

*offered **SPRING ONLY**

LITERATURE CATEGORIES (AMERICAN, BRITISH, WORLD)
FOR B.S.ED./POST-BAC STUDENTS ONLY

All Teacher Education students must take at least one course from each category below as they complete their tracks. This requirement overlays the track requirement, so you should choose your track courses with these requirements in mind. If you choose track courses carefully, you will not have to take three more classes to fulfill your American, British, and World literature requirement. This requirement exists to help prepare you for your Praxis II exams, which require familiarity with all three literature categories. Film classes are not included, because the Praxis II does not test film knowledge.

American:

CLS 255 20th Century Native American Literature
CLS 333 Latina Writing
LIT 200 American Lit I (E)
LIT 201 American Lit II
LIT 202 African American Lit I (E)
LIT 203 African American Lit II
LIT 204, Black Women Writers of America
LIT 205 Harlem Renaissance
LIT 207 Life and Times of Frederick Douglass (E)

LIT 213 Asian-American Lit (J)
LIT 297 Themes in Contemporary Literature
LIT 300 Colonial & Revolutionary Lit (E)
LIT 302 Development of the American Novel
LIT 303 Introduction to Multi-Ethnic Literature
LIT 304 American Jewish Novel
LIT 305 Modern American Drama
LIT 306 Modern American Novel
LIT 307 Modern American Poetry
LIT 310 African American Novel I
LIT 311 African American Novel II
LIT 372 African American Urban Lit

British:

LIT 230 English Lit I (E)
LIT 231 English Lit II
LIT 250 Victorian Attitudes
LIT 331 Chaucer (E)
LIT 332 English Drama to 1642 (E)
LIT 333 Early Modern Poetry & Prose (E)
LIT 334 Milton (E)
LIT 335 Shakespeare I (E)
LIT 336 Shakespeare II (E)

LIT 337 Literature of the Enlightenment (E)
LIT 338 Restoration & 18th-Cent. Drama (E)
LIT 339 18th-Century British Novel
LIT 340 The Romantic Movement
LIT 341 19th-Century British Novel
LIT 342 Victorian Literature
LIT 344 Modern British Novel
LIT 364 Modern Irish Literature

World:
Note: This list is **NOT** the same as the "U.S. Multi-Ethnic & World" list for the Literatures track

CLS 201 Classical Myth in Contemporary Arts
CLS 203 African Studies (E)
CLS 258 Women's Lit I (E)
CLS 259 Women's Lit II
CLS 260 World Lit (E)

CLS 261 World Lit II
CLS 351 African Literature
CLS 361 Modern World Drama
CLS 362 Modern World Fiction
CLS 367 Classical Greco-Roman Mythology (E)
CLS 368 Greco-Roman Culture Myth and Society (E)

APPROVED GENERAL EDUCATION DISTRIBUTIVE COURSES

All students must choose distributive general education courses from the list below. Please see *MyWCU* or the undergraduate catalog for course titles and descriptions. WCU will continue to accept transfer credits for courses other than those identified as "approved" general education courses, if the course equivalent has the same prefix as those in the science, behavioral and social sciences, humanities, or arts categories, including those assigned the 199 course number.

Sciences – 2 courses with 2 different prefixes

Biology: BIO 100, BIO 110
Chemistry: CHE 100, CHE 103, CHE 107, CHE 160
Computer Science: CSC 110, CSC 115, CSC 141   (<u>NOT</u> CST or CSW)
Earth Science: ESS 101, ESS 111, ESS 112, ESS 130, ESS 170
Physics: PHY 100, PHY 105, PHY 123, PHY 130, PHY 140, PHY 170, PHY 180

Behavioral and Social Sciences – 2 courses with 2 different prefixes

Anthropology: ANT 101, ANT 102, ANT 103
Economics: ECO 111, ECO 112, ECO 200
Geography: GEO 101, GEO 103, GEO 200, GEO 214
Government: PSC 100, PSC 101, PSC 213
Psychology: PSY 100
Sociology: SOC 200, SOC 240

Humanities – 2 courses with 2 different prefixes

Literature: ENGLISH MAJORS MAY NOT TAKE A LITERATURE COURSE FOR GEN ED REQUIREMENTS
History: HIS 100, HIS 101, HIS 102, HIS 150, HIS 151, HIS 152, HIS 444
Philosophy: PHI 100, PHI 101, PHI 150, PHI 180, PHI 206, PHI 207, PHI 220, PHI 280, PHI 282, PHI 350

The Arts – 1 course

Art: ARH 101, ARH 103, ARH 104, ARH 210, ARH 211, ART 106, ART 111, ART 113, ART 228, ART 231, MDA 240
Dance: DAN 132, DAN 133, DAN 134, DAN 135, DAN 136, DAN 137, DAN 138, DAN 150, DAN 210
Film: **FLM 200**, EGE 405, ESP 305, ESP 309, GER 405, SPA 313
Music: MHL 121, MHL 125, MHL 210, MHL 312, MHL 325, MTC 110
Theatre: THA 101, THA 103, THA 212

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Notes