WCU English Majors' Handbook

2023-2024 Academic Year
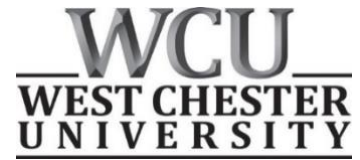
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Revised Summer 2023

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Welcome from the English Department Chair

Summer 2023

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 fruitful 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 about the special experiences the English Department makes available to you. Our majors are supplemented by minors in African/African American Literature, Professional and Technical Writing, Creative Writing, Film Criticism, Journalism, Linguistics, and Literature and Diverse Cultures. We encourage all our majors 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 offerings, please contact your departmental advisor, who will be assigned to you in your first semester and will provide you with academic guidance throughout your undergraduate program. You are required to meet with your advisor at least once per semester to schedule courses for the following semester. And meeting more often with your advisor will ensure that you are on track with all department and university requirements. In addition to being a source of "official" information, advisors are also your resource for information about university life in general. Advising is ultimately a shared responsibility between advisor and advisee, so it is important that you are proactive with understanding and meeting your degree requirements.

You will also be assigned a first-year faculty mentor. Your mentor is not your advisor, but through informal meetings with them, you can learn more about the culture of the department, find out about opportunities within the department, and hear about the kinds of careers held by our alumni.

Please also make sure you consult our department website, which offers updated information about upcoming classes, campus events, and department policies and opportunities. If you need a reminder on university policies, please consult your Ram's Eye View or WCU Undergraduate Catalog. Lastly, should you need more assistance, don't hesitate to email us at english-dept@wcupa.edu or call the department office at 610-436-2822.

The faculty and I look forward to fully supporting you in your academic career as an English major.

All the best to you,

Dr. Michael Burns
Chair, Department of English

About This Handbook

This handbook is intended to help you understand the undergraduate English major, to know about available options for courses and activities, to be able to plan your progression through your degree, and to help you think about possible careers. It is not intended to be a substitute for advising.

From time to time, there may be changes to degree requirements that occur after we finalize a year's handbook. We will always keep you informed of these changes via the English department's email list and the English department website. Your advisor is also a great source for updated information.

Additional Resources

Undergraduate Course Catalog

The authoritative degree requirements are those in the university's Undergraduate Course Catalog. The online undergraduate catalog has several relevant sections for you as an English major:

- Academic Policies & Procedures: This section of the catalog includes
- General Education & Additional Baccalaureate Requirements: All new students must choose their general education classes from an approved list. You will find updated lists by category, with course descriptions at the link.
- B.A. in English Info

Degree Progress Report (DPR) on myWCU

While the Degree Progress Report (DPR) does a good job of tracking your completion of general education requirements, it cannot track everything in your major. We have noticed that the DPR has particular difficulty with several requirements in our current program, so you will need to map your planned and completed courses onto the advising sheet.

You will also need to double-check what the DPR is showing against your advising sheet each semester. If a question arises about a conflict between the DPR and your major as mapped onto your advising sheet, consult with your advisor immediately to ensure that your progress towards graduation is not affected.

University Email

The English department and the university will only communicate with you via your WCU student email accounts, as will the faculty members teaching your classes. Please check your WCU email account daily!

Advising

Advising is an educational partnership between you and the faculty member who serves as your advisor, and you and your advisor share one key goal: your academic, personal, and professional success.

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.

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,
- discuss your progress and performance, including any difficulties you may be having in your academic program,
- learn about resources on campus that can help you with academic or other problems, and
- learn about opportunities on campus that will support you in your educational and/or professional goals.

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 goals. Your advisor is also an excellent resource for learning about post-graduation opportunities, including the rich array of careers available to majors and/or graduate school.

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.

While your advisor will offer recommendations and answer any questions you may have about the program, ultimately you are responsible for:
- Reading and understanding the content in this handbook, including the program requirements you must complete.
- Keeping an updated advising sheet and bring it to all advising appointments. This will ensure that you are meeting the requirements for graduation, including the completion of 120 credits.
- 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 before your enrollment appointment so that you will be able to register for classes when your date and time to schedule occurs.
- Consulting with your advisor regularly, especially when any question arises.

Please check myWCU to identify your academic advisor.

Important: You will not be able to register for classes until you meet with your advisor, when they will remove the electronic advising hold in myWCU.

How to Schedule Your Classes

1. **Pay any university bills.** 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 assistant, or email).** You should arrange to meet with your advisor at least two weeks before your registration date, called "enrollment appointment" on myWCU. Dates are assigned, in part, on the number of credits you have earned; your enrollment date and advisor's name can be found by logging into myWCU. Make sure you note whether your advising appointment is in person or over Zoom.

3. **In myWCU, develop a tentative schedule of courses that you would like to take next semester.** Also, write down any questions you may have about offerings, your progress in the program, or career directions. These questions can be in a notebook, on a laptop, or even on your phone; just make sure you have them available to you during your advising appointment.

4. **Meet with your advisor.** Be on time for the advising appointment, and make sure you bring your tentative schedule of courses and questions to share with your advisor. Take notes during this appointment, even if your advisor creates an advising note to summarize what you discussed.

5. **Ensure that your advisor has removed your advising hold in myWCU.** Remember: your advisor will only remove your advising hold after meeting to discuss your plans for the upcoming semester. If you have met with your advisor to discussing the upcoming semester and a hold is still on your account, reach out to your advisor ASAP.

6. **Register for your classes as soon as possible following your enrollment appointment.** Registering for classes on time means you have a better chance of getting the courses you need when you need them (which means an easier path towards graduation) *and* it reduces the possibility of the courses you need getting canceled due to low enrollment.

7. **Pay your bill promptly to avoid having your schedule purged (removed) by the Registrar.** 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 you have lost that have been subsequently filled by another student.

Additional Advising Opportunities

- We encourage you to become familiar with the counselors and resources available at the Twardowski Career Development Center. Their resources are valuable to you even before you begin to seek internships and/or jobs.
- You can consult advisors of department disciplines—specialists in education, literature, journalism, professional and technical writing, or 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. We also invite alumni of the department to discuss their experience in the English major – and how it has supported them throughout their careers.

B.A. in English

West Chester University's B.A. in English prepares you to be the sort of agile and critical thinkers that the 21st century demands. Our program offers an array of dynamic courses, and we prioritize smaller classes so you develop one-on-one relationships with our faculty.

The B.A. in English focuses on the study of language; reading, analysis, and critical interpretation; intensive instruction in writing and rhetoric; 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, or to develop an alternative plan in consultation with an advisor (see the "Language Requirement and Placement" section of the handbook).

In the following sections of the handbook, you'll learn more about your general education requirements and about the English major, including

1. Core courses
2. Focus areas
3. Distributives
4. Electives, and
5. The capstone.

All West Chester University degrees require a minimum of 120 credits. That means that you cannot graduate with fewer than 120 credits. To make sure you're on track to graduate, check your total credit count via your Degree Progress Report in myWCU regularly.

General Education Requirements

Academic Foundations:
- English Composition: 3-6 credits (WRT 120/123 and a WRT 200-level course)
- Mathematics: 3 credits (MAT 103+)
- First-Year Experience: 4 credits (FYE 100)
- Diverse Communities* (J): 3 credits
- Interdisciplinary* (I): 3 credits
- Ethics* (E): 3 credits

Distributive Requirements:
- Science: 6 credits, two different prefixes
- Behavioral and Social Sciences: 6 credits, two different prefixes
- Humanities**: 6 credits, two different prefixes
- Arts***: 3 credits

Additional General Education Requirements
- Speaking Emphasis*: 9 credits (SPK 208/230 recommended as first course)
- Writing Emphasis*: 9 credits

Make sure you choose courses from the Approved Course list for each general education requirement. You'll find this list under the Course Attributes dropdown on the Class Schedule Search Criteria screen in myWCU.

We recommend completing your general education requirements before your final year, if possible, to ensure that you have time to complete any remaining major or minor requirements.

*Note: Some English department courses meet these General Education requirements. Consult with your advisor to determine what will best fit your educational goals.

**Note: You cannot take any English course (CLS, LIT, or WRH) to meet your Humanities Distributive requirement.

In addition to the 48-50 General Education credits, you must fulfill the major requirements of the English Department. A map of a typical program sequence can be found here.

Language Requirement and Placement

As an English major, you will demonstrate language proficiency by completing a language course at the 202-level, typically by taking four language courses: 101, 102, 201, and 202. *Note: If you begin a language at the 101 level, the 101 course will be counted as a general elective.*

You can choose from the following languages:
- American Sign Language
- Arabic
- Chinese
- French
- German
- Italian
- Japanese
- Russian
- Spanish

Language Placement Test

If you have taken classes in a particular language and/or you already speak one of the languages listed above, you may wish to take the Languages and Cultures language placement test to determine the level at which you should begin your language study or to test out of the language requirement.

If you plan to take the language placement test, contact Marlies Persch, the director of the Language Learning Center in Mitchell Hall room 006A. Please see the Language and Cultures department website for details.

Please note that you do not earn any credit hours through the placement test! It is solely used to determine which, if any, language courses you should take.

Culture Cluster Option

You will meet with your English department advisor when you complete your 102-level language course to make plans for completing a 201-level language course and/or to discuss the possibility of moving to a culture cluster option. If you cannot complete a 201-level language course, you may be advised to complete **three** culture cluster courses of your choosing from the Languages and Cultures department. (Note: Because this option requires an additional course beyond the regular language requirement, it may affect when you graduate.) If you and your advisor agree that the culture cluster option is the best one for you, you should ask your advisor to add an advising note indicating this change to on your Degree Progress Report (DPR).

You will meet with your English department advisor again when you complete your 201-level language course. In most situations, your advisor will recommend that you complete your language requirement by completing a 202-level language course, but if you cannot complete a 202-level language course, you may be advised to complete **two** culture cluster courses of your choosing from the Languages and Cultures department. (Note: Because this option requires an additional course beyond the regular language requirement, it may affect when you graduate.)

If you are considering graduate studies, we encourage you to complete you language requirement to the 202 level: many graduate programs require a language proficiency for admission.

Minor/Concentration/Department Electives

There are three ways to complete this six-course (18-credit) section of your undergraduate degree: a minor, concentration, or English concentration with department electives. The DPR cannot track all variations of this section of your program, so you must use your advising sheets.

1. **Minor**: A minor is an approved program of study in English or other department that will appear on your transcript – for example, Professional & Technical Writing in English, Art History, or Physics, or Interdisciplinary minors such as International Business or Women's and Gender Studies.

   - The English department offers seven minors: African/African American Literature, Creative Writing, Film Criticism, Journalism, Linguistics, Literature and Diverse Cultures, and Professional and Technical Writing. For more information about each English department minor, visit our website.
   - The full list of WCU minor programs is available in the undergraduate catalog.

2. **Concentration**: If you want to study in an area for which WCU may not have a formal minor – for example, Caribbean studies or medical humanities, you can design a structured, six-course (18-credit) concentration in collaboration with your advisor. However, if a formal minor in your proposed concentration area already exists, you cannot choose to create a concentration instead.

   - This concentration must cohere and must have a clear intellectual foundation.
   - Your advisor should list your plans, including course numbers, in an advising note on myWCU.
   - You must declare your concentration while you still have classes to take to complete it: you cannot create a concentration at graduation time.

3. **English concentration with 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.

NOTE: 100-level General Education classes (CLS, LIT or WRT) do not fulfill any English minor or concentration requirement. At least 50% of courses in the minor or concentration must be taken at WCU; in other words, you cannot create a concentration made solely of transfer classes. You can "double-dip" one course between your focus area and minor: in other words, one course can be used to complete a requirement in both your minor and your focus area.

Adding a Minor

Before you add any minor, you should discuss your plans to enroll in that minor with your advisor and possibly the coordinator of that minor. Once you've had these discussions, you can enroll in that minor using myWCU.
1. Log in to myWCU with your WCU username and password.
2. Click Plan Information.
3. Click Request an Academic Plan Change.
4. Select "Add Minor" from the "Select Type of Change" drop-down menu.

Once you select the type of change you are requesting, additional instructions will be provided, and you will need to make additional selections from the drop-down menus.

B.A. English Program Requirements

The information on the next few pages applies solely to undergraduate students who declared an English major in Fall 2021 or later[1]. Each section includes critical information about different requirements of the B.A. in English. If you're a transfer student, check the end of the section for transfer tips that will help you graduate according to plan. If you have any questions about the information below, please consult your faculty advisor.

Core Courses

All English majors will take a common set of courses, called core courses: ENG 201, ENG 202, ENG 206 *or* ENG 296, and ENG/LIN 230.

- **ENG 201 (Introduction to English Studies):** This course introduces you to the basics of analysis, critique, and production in English Studies, and orients you to the possibilities of the variety of subfields of English Studies.
- **ENG 202 (Research Methods for English Studies):** This course exposes you to research topics and methods in English in a smaller classroom setting and prepares you to create your own research projects as you move into your focus area courses and the capstone.
- **ENG 206 (Black Critical Theory)** *or* **ENG 296 (Theory & Criticism in English Studies):** Each course emphasizes the political, social, cultural, and historical factors that influenced the development of critical theoretical frameworks. You can take either ENG 206 or ENG 296 for your core course in theory.
- **ENG/LIN 230 (Introduction to Linguistics):** This course gives you a strong foundation in understanding how language works as you move into your focus area courses.

We strongly recommend taking all of your core courses in your first two years so that you are prepared for the courses in your focus area. If you are enrolling as a first-semester freshman, you will likely be automatically enrolled in ENG 201 during your first semester.

> *Transfer Tip: If you are entering as a transfer, you should consult with your advisor before your first semester to ensure you are enrolled in the core courses you need to complete your major in a timely fashion.*

Focus Areas

Our nine focus areas offer a vibrant range of possibilities for you as an English major. You can tailor your studies to accomplish a wide variety of goals, whether that involves advancing to graduate studies or pursuing your dream career (or both).

You will choose at least four courses from at least one focus area:
- **Archives, Power, & Making the Present:** In English Studies, the term "archives" describes actions: specifically, the actions of collecting, grouping, and interpreting texts and other items in a multitude of ways. Archives exist in all kinds of places: in libraries, museums, schools, prisons, courthouses, and of course in digital spaces. Students in this focus area study the ways in which our understandings of texts are always shifting in relation to their various archives. Studying archives, in turn, changes our relationships to the past and our ability to shape the future.

- **Creativity, Aesthetics, & Design:** Creativity, Aesthetics, & Design (CAD) centers on the impulse

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[1] If you are an English major who declared before Fall 2021 and are in the Literatures Track or Writings Track, you will continue in that system to graduation, and should consult with your academic advisor and the relevant sections of our department website about your program's requirements.

that drives artmaking, the praxis of artmaking, and the awareness of craft that allows English studies to tap into humanity and to build upon an appeal to the human connection of literature and writing. CAD celebrates our human ability to study, create, and co-create digital, hybrid, and print texts, the literary arts, writers, poets, publishers, and critics, rely on a deep reflection on and awareness of craft and creative processes.

- **Identity & Representation:** This focus area explores how language, literature, writing, and other cultural forms construct and represent diverse identities. Students will develop a critical understanding of the intersecting categories that define our identities—race, ethnicity, gender, sexuality, class, ability, and others—and will consider how self and representation are inescapably shaped by power and privilege. Students will also explore how to resist hierarchies of identity and representation by envisioning and enacting liberatory forms of selfhood.

- **National & Transnational Cultures**: The National and Transnational Cultures focus area investigates how cultures, texts, literatures, and language are used to define and redefine ideas about place over time. This focus also examines how identities, cultures, cultural values, and hierarchies are articulated and contested across different levels such as local, regional, national, transnational, diaspora.

- **Popular Culture & Cultural Studies**: The study of popular culture examines an incredible diversity of mass-produced texts in all media, from traditional (e.g., paper, still photography, television, radio, movies) to emerging (e.g., social media, memes, web-based texts). This focus area will take a Cultural Studies approach, which includes examining ways popular culture shapes and is shaped by ideology.

- **Public & Professional Writing**: Students in this focus area will develop critical, theoretical, and practical understandings of writing in public and professional contexts. They will also recognize the power of writing as an ideological and cultural force in its many genres, sites, and practices.

- **Social Justice & Activism**: Students in this focus area learn various theories of change, learn about the work of practitioners (writers, artists, journalists, organizers and activists) and how they use their skills to advance equity. Students will also engage in multiple kinds of social justice and activism work, from interrogating linguistic systems and their links to power structure to collaborating in community journalism. Working from the belief that simply understanding injustice is not enough, this focus area highlights our collective obligation to each other and how we can work towards solidarity, liberation, and justice.

- **Sustainability & Environmental Humanities**: Sustainability means analyzing and designing the environmental, social justice, economic, and cultural systems that will allow future generations of people and other species to flourish. Communication, textual histories, culture, and language play a huge part in how communities create and maintain relationships to the land: English studies is thus crucial to solving problems of unsustainable living and imagining sustainable living for future generations. Students in this focus area will develop valuable skills in reading, writing, and critical thinking that they can apply to their own actionable projects.

- **Visual & Digital Rhetoric**: Students in this focus area critically examine and produce visual and digital texts, including films, comics, video games, social media platforms, websites, and more. Drawing on rhetorical frameworks, students will simultaneously consider how social and cultural forces shape the production, circulation, consumption, and reception of these forms of media and put their knowledge into practice by composing their own visual and digital texts. After

completing this focus, students will become savvier consumers of the arguments they encounter in digital and visual media, as well as skilled creators of persuasive media texts.

In addition to taking four courses in your selected focus area, you will either:
- complete a second focus area or
- take four additional English department courses as elective.

Some courses appear in multiple focus areas, but you cannot "double dip" focus area courses. For example, if you designate WRH 350 (Grant & Proposal Writing) for the Sustainability & Environmental Humanities focus area, you can't also allow it to count for a second focus area in Public and Professional Writing: you would instead need to take four other classes in that focus area.

> *Transfer Tip: If you are entering as a transfer student, you will likely only be able to complete one focus area due to other department requirements. You also may be able to transfer some courses from other institutions into a focus area; please consult with your advisor about this possibility.*

Distributive Courses
As you select your focus area or elective courses, remember that you must take at least one course representing each of three critical hallmarks of English Studies:
- Historical/Genealogical
- Geographical/Transnational
- Diversity

These courses can be taken as part of your focus area or as an English department elective. Any courses that also fulfill General Education Requirements will be labeled in **purple** with the appropriate requirement: **Diverse Communities = (J); Ethics = (E) Interdisciplinary = (I); S (Speaking Emphasis).**
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> *Transfer Tip: If you are entering as a transfer student, try to take distributive courses within your focus area to reduce the number of courses you need to take. All English major distributive courses must be taken at WCU.*

Diversity Distributive Courses
(not to be confused with the General Education Diverse Communities requirement)
A Diversity distributive course is an English course that explicitly and directly addresses cultures, traditions, experiences, and perspectives that have traditionally been excluded from, marginalized within, or subordinated to cultures, traditions, and subjectivities that have dominated US, British and Western European societies. You must take one English elective designated as a Diversity course.

The following courses are currently approved as Diversity distributive courses:

- CLS 255: 20th Century Native American Literature
- CLS 270: Life, Death, and Disease **(I)**
- CLS 333: Latina Writing **(J)**
- CLS 334: Politics and Economics Lit of Modern America
- CLS 335: Latino Literature in the U.S. **(J)**
- CLS 365: African American Film

- ENG 240: Language, Gender, and Sexuality **(J)**
- ENG 339: Dialectics of American English
- ENG 340: Sociolinguistic Aspects of English

- ENG 345: Women Writing: Autobiography
- LIT 203: African American Literature II

- LIT 204: New Black Women Writers in America
- LIT 207: Life and Times of Frederick Douglass
- LIT 213: Asian-American Literature **(J)**
- LIT 303: Intro to Multi-Ethnic American

- Literature **(J)**
- LIT 364: Modern Irish Literature
- WRH 210: Multicultural Writing **(J)**
- WRH 301: The Rhetorics of Black America **(J)**

Geographical/Transnational Distributive Courses

A Geographical/Transnational distributive course is an English course that engages with readings and ideas that are alternative to Anglo-American cultural worldviews and ideologies. Since cultural worldviews and ideologies inform the texts we read, geographical distributive courses introduce you to texts from other geographies with the logic that geographical differences can result in ideological differences. You must take one English elective designated as a Geographical/Transnational course.

The following courses are currently approved as Geographical/Transnational distributive courses:

- CLS 203: African Studies **(J)**
- CLS 260: World Literature I **(J)**
- CLS 351: African Literature
- LIT 344: Modern British Novel

- LIT 370: Urbanism and the Modern Imagination **(I)**
- LIT 372: African American Urban Literature

Historical/Genealogical Distributive Courses

A Historical/Genealogical distributive course is an English course that examines local and global histories and traces the lineage and evolution of philosophical and theoretical ideas, decentering the present as an imagined apex of human evolution and social progress. In these courses, you will pursue these orientations via close reading, analysis, argumentation, and reflection, and will be encouraged to bring these knowledges to bear on your futures.

The following courses are currently approved as Historical/Genealogical distributive courses:

- CLS 258: Women's Literature I **(J)**
- CLS 261: World Literature II
- CLS 371: Law & Disorder in Literature **(I)**
- ENG 270: Book History: Introduction
- LIT 200: American Literature I
- LIT 202: African American Literature I
- LIT 269: The Literature of Roguery
- LIT 302: Development of the American Novel

- LIT 335: Shakespeare I
- LIT 336: Shakespeare II
- LIT 337: Literature of the Enlightenment
- LIT 338: Restoration and 18th Century Drama
- LIT 339: 18th Century British Novel
- WRH 201: Introduction to Rhetoric
- WRH 310: Written Rhetoric: Power, Politics, and Environmental Writing

Seminars

We offer a number of seminars (ENG 400s) each semester on topics that both students and faculty are passionate about. These rotating-topics courses change each semester, are small (limited to 16 students), and offer you the opportunity to work closely with a faculty member on that topic.

Recent ENG 400 topics include:
- Another World Is Possible: Social Movement Rhetoric for Earth and Elsewhere
- Environmental Sustainability and the Rhetoric(s) of Science
- Language, Literature, and Cognition

- Nineteenth-Century Native American Literature and Print Culture
- Pandemics and Plagues in Text and Image
- Sexuality, Identity, and Desire: A Sociolinguistic Approach
- Toni Morrison: The Trilogy
- Whose "Brothers' War?:" Civil War Public Memory & the Struggle for Racial Justice

You will take two ENG 400 seminars as part of your English major, typically within your junior and senior years.

Transfer Tip: All English major seminar courses must be taken at WCU.

Capstone

ENG 499 (English Capstone) is your chance to showcase the knowledge you've gained in your time as an English major, whatever your focus area might be. In this course, you'll develop a research project that emerges from the work you've done in your focus area and allows you to show the kinds of work that you can do to graduate program directors and/or future employers. This course also meets the goals of the university's updated general education program by asking you to reflect on the goals of your major and general education courses.

Because ENG 499 builds on the work you've done throughout your major, you should take it as near to graduation as possible, preferably within the semester you plan to graduate. However, this course is only offered in the spring semester right now. If you are planning to graduate at the end of the fall term, you will need to take it the spring before your planned graduation term.

Transfer Tip: Your English major capstone course must be taken at WCU.

Course Lists for Focus Areas

The following pages include the current lists of courses that are part of each focus area. As new courses are added, we will update these lists and notify advisors.

Many courses fulfill department distributive requirements and/or General Education requirements. Each course that fulfills additional requirements will be labeled with the appropriate identifiers in parentheses next to the course title.

- **English B.A. Distributive Requirements (labeled in green): Diversity = (D); Geographical = (G); Historical/Genealogical = (H)**
- **General Education Requirements (labeled in purple): Diverse Communities = (J); Ethics = (E) Interdisciplinary = (I); S (Speaking Emphasis)**

Archives, Power, & Making the Present

- CLS 270: Life, Death, and Disease **(D) (I)**
- CLS 371: Law & Disorder in Literature **(H) (I)**
- ENG 270: Book History: Introduction **(H)**
- LIT 207: Life & Times of Frederick Douglass **(D)**
- LIT 269: The Literature of Roguery **(H)**

- LIT 335: Shakespeare I **(H)**
- LIT 339: 18th Century British Novel **(H)**
- LIT 340: The Romantic Movement
- LIT 342: Victorian Literature
- LIT 344: Modern British Novel **(G)**
- LIT 364: Modern Irish Literature **(D)**

Creativity, Aesthetics, & Design

- CRW 201: Introduction to Creative Writing
- CRW 202: Creative Writing I
- CRW 203: Narrative and Lyric Forms
- 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

- CRW 400: Writing Seminar
- CRW 491: Creative Writing Workshop in the Long Form
- ENG 250: Stylistics: The Language of Literature
- LIT 365: Short Fiction
- LIT 367: Comedy and Humor **(I)**
- LIN 333: Conversation Analysis **(I)**

Identity & Representation

- CLS 203: African Studies **(G) (J)**
- CLS 255: 20th Century Native American Literature **(D)**
- CLS 258: Women's Literature I **(H) (J)**
- CLS 333: Latina Writing **(D) (J)**
- CLS 335: Latino Literature in the U.S. **(D) (J)**
- CLS 365: African American Film **(D)**
- ENG 240: Language, Gender, and Sexuality **(D) (J)**
- ENG 304: Essay Workshop
- ENG 340: Sociolinguistic Aspects of English **(D)**
- ENG 345: Women Writing: Autobiography **(D)**

- LIT 200: American Literature I **(H)**
- LIT 202: African American Literature I **(H)**
- LIT 204: New Black Women Writers in America **(D)**
- LIT 205: Harlem Renaissance
- LIT 213: Asian American Literature **(D) (J)**
- LIT 220: Children's Literature
- LIT 274: Feminist Poetry
- LIT 300: Colonial and Revolutionary Literature
- LIT 303: Intro to Multi-Ethnic American Literature **(D) (J)**
  (continues on next page)

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Identity & Representation (continued)

- LIT 336: Shakespeare II **(H)**
- LIT 339: 18th Century British Novel **(H)**
- LIT 342: Victorian Literature
- LIT 398: Young Adult Literature

- WRH 210: Multicultural Writing **(D) (J)**
- WRH 301: The Rhetorics of Black Americans **(D) (J)**
- WRH 330: Autobiographical Acts

National & Transnational Cultures

- CLS 201: Classical Greco Roman Myth in 20th Century Arts **(I)**
- CLS 203: African Studies **(G) (J)**
- CLS 255: 20th Century Native American Literature **(D)**
- CLS 260: World Literature I **(G) (J)**
- CLS 261: World Literature II **(H)**
- CLS 333: Latina Writing **(D) (J)**
- CLS 335: Latino Literature in the U.S. **(D)(J)**
- CLS 351: African Literature **(G)**
- ENG 339: Dialects of American English **(D)**
- ENG 340: Sociolinguistic Aspects of English
- FLM 201: American Film
- LIT 200: American Literature I **(H)**

- LIT 201: American Literature II
- LIT 204: New Black Women Writers in America **(D)**
- LIT 213: Asian American Literature **(D) (J)**
- LIT 230: English Literature I
- LIT 231: English Literature II
- LIT 307: Modern American Poetry
- LIT 341: 19th Century British Novel
- LIT 344: Modern British Novel **(G)**
- LIT 364: Modern Irish Literature **(D)**
- LIT 370: Urbanism and the Modern Imagination **(G) (I)**
- WRH 210: Multicultural Writing **(D) (J)**

Popular Culture & Cultural Studies

- CLS 369: Literature and Film
- DHM 210: Introduction to Gaming
- ENG 134: Idioms in the Context of American Culture
- ENG 215: Views on Literacy **(I)**
- FLM 200: Introduction to Film
- FLM 202: American Themes
- JRN 305: Documentary Filmmaking **(S)**
- JRN 312: Sports Reporting and Writing
- LIT 250: Victorian Attitudes **(I)**

- LIT 294: Topics in Digital Literature & Culture
- LIT 367: Comedy and Humor **(I)**
- LIT 398: Young Adult Literature
- WRH 210: Multicultural Writing **(D) (J)**
- WRH 305: Images of School in Film
- WRH 320: Writing for the Web
- WRH 340: Introduction to Visual Rhetoric
- WRH 341: Visual Cultures
- WRH 343: Visual Rhetoric in Comics and Graphic Novels

Public & Professional Writing

- ENG 215: Views on Literacy **(I)**
- ENG 305: Environmental/Experiential Writing: Taking Action
- ENG 320: Usability & User Experience
- ENG 368: Business and Organizational Writing
- ENG 371: Technical Writing
- JRN 225: Newswriting
- JRN 226: Public Affairs Reporting
- JRN 335: Ethical Issues in News Media **(E)**

- LIT 309: Thoughts/Writings of Martin Luther King **(I)**
- WRH 201: Introduction to Rhetoric **(H)**
- WRH 210: Multicultural Writing **(D) (J)**
- WRH 310: Written Rhetoric: Power, Politics, and Environmental Writing **(H)**
- WRH 315: Propaganda, Power, and Politics

(continues on next page)

Public & Professional Writing (continued)

- WRH 225: Introduction to Professional and Technical Writing
- WRH 335: Activism and Advocacy Writing
- WRH 340: Introduction to Visual Rhetoric
- WRH 345: Professional and Technical Editing
- WRH 350: Grant and Proposal Writing
- WRH 365: Writing for the Health Professions
- WRH 370: Science Writing

Social Justice and Activism

- CLS 255: 20th Century Native American Literature **(D)**
- CLS 258: Women's Literature I **(H) (J)**
- CLS 259: Women's Literature II **(J)**
- CLS 333: Latina Writing **(D) (J)**
- CLS 335: Latino Literature in the U.S. **(D)(J)**
- DHM 210: Introduction to Gaming
- ENG 240: Language, Gender, and Sexuality **(D) (J)**
- ENG 305: Environmental/Experiential Writing: Taking Action
- ENG 339: Dialects of American English **(D)**
- ENG 375: Strategies for Writing in the Workplace
- JRN 200: Introduction to Journalism
- JRN 226: Public Affairs Reporting
- JRN 399: Special Topics in Journalism
- LIT 202: African American Literature I **(H)**
- LIT 203: African American Literature II **(D)**
- LIT 207: Life and Times of Frederick Douglass **(D)**
- LIT 213: Asian American Literature **(D) (J)**
- LIT 303: Intro to Multi-Ethnic American Literature **(D) (J)**
- LIT 309: Thoughts/Writings of Martin Luther King **(I)**
- LIT 310: African American Novel I
- LIT 311: African American Novel II
- LIT 360: Special Topics in Children's/Young Adult Literature
- LIT 372: African American Urban Literature **(G)**
- WRH 210: Multicultural Writing **(D) (J)**
- WRH 310: Written Rhetoric: Power, Politics, and Environmental Writing **(H)**
- WRH 315: Propaganda, Power, and Politics
- WRH 335: Activism and Advocacy Writing

Sustainability & Environmental Humanities

- CLS 255: 20th Century Native American Literature **(D)**
- CLS 270: Life, Death, and Disease **(D) (I)**
- CLS 334: Politics and Economics Lit of Modern America **(D)**
- ENG 305: Environmental/Experiential Writing: Taking Action
- LIT 337: Literature of the Enlightenment **(H)**
- LIT 370: Urbanism and the Modern Imagination **(G) (I)**
- LIT 372: African American Urban Literature **(G)**
- WRH 310: Written Rhetoric: Power, Politics, and Environmental Writing **(H)**
- WRH 335: Activism and Advocacy Writing
- WRH 350: Grant and Proposal Writing

Visual and Digital Rhetoric

- DHM 210: Introduction to Gaming
- DHM 220: Foundations of Game Design & Development
- DHM 260: Digital Storytelling **(J)**
- DHM 280: Introduction to Digital Humanities **(I)**
- ENG 320: Usability and User Experience
- FLM 200: Introduction to Film
- JRN 212: Digital Journalism
- JRN 315: Magazine Article Writing
- LIT 219: Literature for Young Children
- LIT 294: Topics in Digital Literature and Culture
- WRH 205: Composing Cyberspace
- WRH 320: Writing for the Web
- WRH 340: Introduction to Visual Rhetoric
- WRH 341: Visual Cultures
- WRH 342: Document Design
- WRH 343: Visual Rhetoric in Comics and Graphic Novels

B.A. in English: Sample Course Plan

Year One

Semester One	Semester Two
WRT 120/123	WRT 200
FYE 100J	ENG 202
ENG 201	ENG 230
MAT 103+	SPK 208
Language 101	Language 102

Year Two

Semester One	Semester Two
ENG 206/296	ENG 400 1
Focus Area Course 1	Focus Area Course 3
Focus Area Course 2	Minor Course 1
Gen Ed Course 1	Gen Ed Course 2
Language 201	Language 202

Year Three

Semester One	Semester Two
ENG 400 2	2nd Focus Area or Elective 1
Focus Area Course 4	2nd Focus Area or Elective 2
Minor Course 2	Minor Course 3
Gen Ed 3	Gen Ed 5
Gen Ed 4	Gen Ed 6

Year Four

Semester One	Semester Two
2nd Focus Area or Elective 3	Internship/Elective/Distributive
2nd Focus Area or Elective 4	Minor Course 6
Minor Course 4	Gen Ed 8
Minor Course 5	Gen Ed 9
Gen Ed 7	ENG 499

English Department Program Assessments

As part of our ongoing commitment to a high-quality undergraduate English major, the WCU English department has developed four means of obtaining feedback about the major: 1) an entrance survey; 2) a formative portfolio, completed during your core classes; 3) a final portfolio, completed during your capstone course; and 4) an exit survey. You must complete each of these assessments as part of your major.

The Entrance Survey

At the beginning of ENG 201 (Intro to English Studies), you will take a short survey that asks about what you know coming into the English major.

The Formative Portfolio

You'll add artifacts to the formative portfolio in ENG 201, ENG 202, and ENG 206 or ENG 296.

The formative portfolio must include the following:
1. The ENG 201 assignment designated by your professor
2. A reflection on the ENG 201 assignment, which should be completed in ENG 201
3. The ENG 202 assignment designated by your professor
4. A reflection on the ENG 202 assignment, which should be completed in ENG 202
5. The ENG 206 or ENG 296 assignment designated by your professor
6. A reflection on the ENG 206 or ENG 296 assignment, which should be completed in ENG 206 or ENG 296

The Final Portfolio

The final portfolio will primarily include work you've completed as an upper-level (junior or senior) English major. If you are a transfer student, you should submit only work completed in WCU English courses, and the majority of the pieces in the portfolio should be your individual work (i.e., they should not be collaboratively written). Although this portfolio will be completed when you take ENG 499 (Capstone), you should be aware of the requirements now so that you don't lose track of any assignments.

The final portfolio must include the following:
1. The designated assignment from your English major diversity requirement class (see the list of courses that fulfill this requirement)
2. A reflection on the designated diversity assignment, which should be completed in the English major diversity requirement class
3. An assignment of your choice from one of your focus area classes
4. The capstone project that you create in ENG 499
5. The English major reflection that you compose in ENG 499

You'll create the final portfolio in your WCU Google Drive, following your ENG 499 professor's guidelines. Bear in mind that you'll need at least two different genres represented among #1, #3, and #4 above.

The Exit Survey

You will fill out an exit survey in your last semester that seeks feedback about what you learned in the major, the quality of your education, and your satisfaction with the English major. The survey is a

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valuable opportunity for you to contribute to the quality of the program and shape the program for other students.

How the Scores Are Used

Although the items above are all required for graduation, they are for program assessment purposes only. They do not affect your course grades or your ability to graduate.

Any 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.

Preparing for Graduation

You need to begin your graduation process much earlier than you might think. Planning ahead will reduce your stress in your final year *and* will make you more likely to graduate on time. At least a year before you plan to graduate, follow these steps:

1. **Meet with your major advisor to review any requirements you still need to complete.** Your general education requirements will be reviewed by both your advisor and the Registrar.

2. **Count your credits!** You need at least 120 credits to graduate due to state regulations. (Note: Having 120 credits does not automatically mean that you have earned a degree; you also must satisfy general education and program requirements.)

3. **Apply for graduation within myWCU.** To do this, sign into myWCU, click the Graduation tile, and click "Apply for Graduation." Follow any additional prompts within the application. Once the Registrar's Office receives your application, they will review your Degree Progress Report to evaluate general education requirements. To give the Registrar's Office time to process your graduation, you should apply one year before you anticipate graduation. Applying one year ahead of graduation will permit you to adjust your course selections in your final semesters that may prevent any delay in your graduation date. For specific deadlines and other information related to graduation, consult the registrar's Graduation and Commencement page.

4. **Review your General Education Evaluation with your major advisor.** After the Registrar's Office evaluates your general education requirements, they will email a copy of that evaluation to your WCU email address. Discussing the evaluation with your major advisor will allow you to adjust your upcoming course schedules to account for any remaining requirements, if needed.

5. **Meet with your minor advisor(s) at least one semester before your planned graduation semester.** This discussion will help you make sure you meet all minor requirements before graduation; for example, if you are a Professional and Technical Writing minor, you need to begin the search process for your required internship at the beginning of the semester *before* you plan to take the internship.

6. **Meet with your advisor before the first week of your last semester (prior to the Drop/Add period).** At this meeting, check your remaining requirements one more time while you still have time to adjust your schedule.

Note: Graduation clearances for your major are completed in the last week of classes. If there is a problem with unmet major requirements, you will only learn about them officially after grades are posted. That is why regular meetings with your advisor, plus familiarity with the information in this handbook , are so essential!

Common Issues

The following issues are the most common ones we see that affect graduation:

- **You do not have 120 credits.** In many cases, you can resolve this issue by adding another course to your schedule to achieve that 120-credit minimum. There are a few possible reasons for missing the 120-credit minimum:

1. Remedial classes and repeats do not count towards the 120-credit minimum.
2. Using one class to meet two requirements leaves you 3 credits short of the 120-credit minimum.
3. You took a 2-credit class instead of a 3-credit class. This often happens with PEA classes (ex., Golf, Aerobic Conditioning) and/or some science labs. If you have completed all program requirements and simply need 1-2 extra credits, you might consider a PEA course here.
4. You didn't transfer in all your transfer courses. Consult with your major advisor and the registrar's Transfer Credit Center to determine which courses will transfer. If you did not receive transfer credit for a course that you and your advisor think matches with a course at West Chester, you have the opportunity to appeal that decision.

- **You have not completed the minor/concentration/electives section of your B.A. English advising sheet.** If you're enrolled in a minor, make sure you've completed all of the requirements for that minor. If you're completing a concentration, make sure you've discussed that concentration with your advisor *and* that your advisor has left an advising note on your Degree Progress Report that fully describes your concentration.
- **You attempted to count an Interdisciplinary course as one of your General Education distributive courses**. Although Interdisciplinary courses can also fulfill General Education Academic Foundation (Ethics, Diverse Communities) or Additional Baccalaureate requirements (Writing Emphasis, Speaking Emphasis), they cannot count as a GenEd distributive course (Arts, Sciences, etc.). Make sure you complete all General Education courses correctly so that you can graduate in your intended semester.

Additional Information for All English Majors

See this section of the handbook for information on:
- Internships
- Undergraduate Research Opportunities
- Student Awards and Scholarships
- Student Organizations
- English Department Affiliations
- Career Opportunities for English Majors
- Letters of Recommendation

Internships (ENG 395)

The English Department encourages you to pursue an internship. 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. 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.

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. And if you aren't sure what you want to do after you graduate, an internship experience can help you make informed decisions about the kinds of work you really want to pursue after graduation. Perhaps most important, completing an internship tops the list of what employees weigh heavily in hiring recent graduates; in fact, it can be a deciding factor between two otherwise equally qualified candidates.[2] More, students who complete internships report having higher salaries and higher levels of job satisfaction compared to students who don't have internship experience.[3]

Not sure where an internship fits in your program of study?
- **Majors**: You can apply ENG 395 as elective credits in the "second focus area or department electives" *or* to the 18-credit "Minor, Concentration, or Department Electives" sections of your program.
- **Minors**: Consult with your minor advisor for guidance.

Internship Coordinators
- **English major**: Dr. Joshua Raclaw, Main 530, jraclaw@wcupa.edu
- **Professional and Technical Writing minor**: Dr. Kyle Vealey, Main 530, kvealey@wcupa.edu
- **Journalism minor**: Dr. Benjamin Kuebrich, Main 542, bkuebrich@wcupa.edu

Finding an Internship

On average, you should plan 3 months for the internship search process. For example, if you would like an internship for Semester 2 of your fourth year, then you should start searching by the beginning of Semester 1 of year four. That may sound like a long time, but it takes time to decide what you want to do, prepare search materials, locate potential internship sites, and complete the steps of the application process—often while maintaining your regular semester workload.

We strongly recommend that you begin the process of finding an internship by exploring a few of the many resources available to you, including:
- The internship section of the English department website and
- The Twardowski Career Development Center website or in person at Lawrence 225.

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[2] National Association of Colleges and Employers, *Job Outlook 2022.*
[3] Gault et al., 2000, 2010; Knouse & Fontenot, 2008.

Once you've reviewed these resources, you should begin your internship search. As part of this process, you should

1. Meet with the appropriate internship coordinator to discuss your options. You should also let people in your network - your professors, friends and professional colleagues - know you are looking for an internship and ask them if they know of any openings.
2. Research companies that interest you. As part of this research, identify the members of your network with connections to those companies, and reach out for more information. In this step, you're not asking for a job, but for information that can help you build your network.
3. Attend job and internship fairs on campus. The Career Development Center holds a number of these fairs throughout the year. For each of these events, bring your polished, updated resume, and dress in a way that makes you feel comfortable and professional.
4. Build or update your online presence. LinkedIn, RamNation, and other professional networking sites are places that can open the door for employers to seek you out. We also recommend joining the Department of English group on LinkedIn to network with fellow students and alumni who are working in industries or with companies that you find interesting.
5. Search for open internship positions using Handshake, LinkedIn, or even broader job boards like Indeed. We recommend starting with the first two options: Handshake is a resource specifically designed to match employers with WCU students, and LinkedIn allows you to tailor your search based on your listed skills and experiences.

Once you've identified possible positions, you are ready to begin the application process.

1. Start by creating or updating your job materials. You'll need a version of your resume for each type of position; in other words, the resume you send out for a social media internship should not be the same one you send out for a magazine writing/editing internship. You'll also want to compose a customized cover letter that displays your strengths and fit for each position. If an internship ad requires any other materials (such as writing samples or recommendation letters), make sure you have updated copies of those materials.
2. Get feedback on your job materials. Remember that the Career Development Center and/or your internship coordinator will review your job materials with you to evaluate the rhetorical effectiveness of the materials. Set up a feedback appointment well in advance of the application deadline to give yourself time to revise if needed.
3. Submit your polished resume, cover letter, and any other required job materials *before* the deadline/review start date.
4. Once you've submitted your job materials for consideration, you'll want to prepare for possible phone, video, or in-person interviews. The Career Development Center offers online mock interviews to help you practice!
5. When you get an invitation to an interview, be on time or even early so you aren't too stressed. Bring a notebook & pens, as well as extra copies of your work, and dress in a way that makes you feel comfortable & professional.
6. After an interview is the hardest part: waiting. You could be waiting on a decision for several weeks. If you haven't heard anything w/in 2 weeks or so, send a polite email to your interviewer that expresses your continued interest in the position & asks if there's anything else they need as they continue their decision-making process.

Also, don't get discouraged if you don't get an offer with an interview! You may need to apply to several places before you find a good fit.

Registering for an Internship

Once you have received an acceptance offer from an internship site, you will work with your faculty supervisor to complete the paperwork to officially enroll in the internship course, ENG 395. You will need to submit two forms to your faculty supervisor: 1) the Student Attestation Regarding Clearances and 2) the Internship Agreement Form (see page X of this handbook for copies of each form).

Student Attestation Regarding Clearances

The Student Attestation Regarding Clearances form indicates that you have completed the two background checks required by the university: the Pennsylvania State Police Criminal Record Clearance and the Child Abuse History Clearance. Instructions for how to complete these clearances can be found on the internship section of the English Department website. Once you have completed your background checks, please fill out the *Student Attestation Regarding Clearances* form and submit only that form to your faculty supervisor–never your clearances.

Internship Agreement Form

You will fill out the Internship Agreement Form and submit to your faculty supervisor. You, your internship supervisor, and a faculty supervisor will all need to sign this document.

As an attachment to this form, please include a formal list of internship duties and responsibilities. This list can either be on an official letterhead from your internship's organization or in a forwarded email from your internship supervisor.

Once your faculty supervisor has this paperwork, they will start the process for enrolling you in ENG 395, which changes depending on whether your internship is paid or unpaid. If the internship is paid, then your faculty supervisor will be able to enroll you right away.

If the internship is unpaid, your faculty supervisor will send the paperwork to the Dean's Office for approval. The Dean's Office will reach out to your internship supervisor and provide them with one last form to complete. This is called an *affiliation agreement,* which is essentially a legal contract between the university and an internship organization. Once your internship supervisor has signed and returned the affiliation agreement, your faculty supervisor can then enroll you in ENG 395.

When an affiliation agreement is required, there may be a 1-2 week delay between submitting your completed paperwork to your faculty supervisor and officially enrolling in ENG 395. Because of this potential for delay, you should complete your paperwork as quickly as possible after receiving your internship offer.

Once you are enrolled in ENG 395, you'll be ready to begin your internship at the start of the semester.

Internship Requirements

During the internship, the following minimum requirements for work must be fulfilled:
- You must perform the required number of hours doing contracted tasks at the internship site. You will earn one academic credit hour by completing 45 hours of work in an internship. That means that if you plan to earn 3 credits for an internship, you will complete 135 hours on site at your internship.
- You must maintain regular contact with your faculty internship advisor, meeting at least three times over the course of the semester.
- You must maintain a collection of samples of their work throughout the internship.
- You must confer regularly with your on-site internship supervisor.

- At the end of the internship, you will share a portfolio of your work *and* a reflection on that work with your faculty supervisor. Consult with the faculty supervisor for specific details about what to include in your portfolio.

It is your responsibility to demonstrate that you have met the academic requirements for an internship.

Internship Policies

To register for ENG 395, you'll need to meet the following requirements:

- Be enrolled as a major or minor in the English department.
- Have completed at least 80 credit hours.
- Have completed at least 6 credit hours in an English minor (if you are taking ENG 395 to fulfill a PTW or JRN requirement).

Most students take ENG 395 for 3 credit hours in a semester. Sometimes, though, the amount of work you are doing in an internship means you could potentially earn 6 or even 9 credit hours for ENG 395 in a semester. However, you'll need to discuss these possibilities with your internship coordinator first.

You will also need to make sure your internship meets these credit hour requirements:

- You can complete up to 12 total credit hours of internship credit as an undergraduate.
- If you wish to take more than 9 hours of internship credit in a single semester, you will need to receive approval for the plan from the appropriate internship coordinator.

Any exceptions to these policies must be approved in writing by the appropriate internship coordinator.

Undergraduate Research Opportunities

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 section of the English department website.

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.

For more information, contact Dr. Timothy Ray.

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.

For more information, visit the Office of Research and Sponsored Programs website.

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.

For more information, contact Dr. Eleanor Shevlin.

Literary and Cultural Heritage Map of Pennsylvania

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.

For more information, contact Dr. Eleanor Shevlin.

Student Awards and Scholarships

The English Department is proud to offer several awards and scholarships in recognition of the outstanding achievements of our students. Honorees are announced at various times throughout the fall and spring semesters and are usually recognized at both the English Department's year-end student reception & awards ceremony and the College of Arts & Humanities annual Student Recognition Ceremony. Recipients are chosen by English Department faculty.

Alan W. France Memorial Writing Award
Eligibility: Students in General Education Writing Courses

Established in 2002 in honor of our esteemed colleague Al France (who taught in the English Department from 1989 until his death in 2001), this award is conferred each spring on a student in a general education writing course (WRT 120, or WRT 200s) from the past twelve months. The award recognizes the best essay exploring relationships among language, thought, and culture. Students may be nominated by an instructor, with the student's permission, or may nominate themselves. Winners receive a cash prize, a memorial beret, and recognition at the English faculty's year-end party.

Best Seminar Paper Award
Eligibility: Students in ENG 400 Seminars

Established in 2005, this award is presented each spring to the student who has written the best paper in an ENG 400 research seminar for the given academic year (including the current semester and the previous fall, summer, and spring semesters). Individual faculty members nominate students from their own seminars, and the winner receives a cash prize.

EAPSU Outstanding English Major Award
Eligibility: All English Majors

The EAPSU award is given each spring to an English major who has an outstanding GPA, has participated in English-related extracurricular activities, and has authored a distinguished essay in an English course. Four nominees with the highest GPAs and 80-110 credits are identified by faculty and asked to submit one "A" paper of significant intellectual or artistic merit, along with a submission form and a list of activities. The winner then presents the paper at the annual EAPSU conference the following fall, and receives a cash prize, a plaque, and reimbursement for the cost of attending the conference.

English Department Faculty Scholarship
Eligibility: Incoming English Majors

This scholarship, funded by the English faculty, is awarded each spring to a declared English major who will be entering WCU the following fall, either as a first-year or transfer student. Nominees with outstanding GPAs and SAT/ACT scores are identified by the faculty and invited to submit a five-page, non-fiction writing sample. Scholarship funds are divided over the two semesters of the winner's first year at WCU. To retain the prize for the second semester, the recipient must attain a GPA of 3.0 in the first semester and must remain an English major and maintain full-time status in both terms.

Herbert Mitchell Scholarship
Eligibility: Incoming English Majors

Established in 2014 after a landmark gift to the university by WCU alumni Herbert and Gloria (Hedley) Mitchell, this scholarship is awarded each spring to two incoming English majors who show exceptional scholastic achievement and community involvement. Nominees with outstanding GPAs and SAT/ACT scores are identified by English faculty and asked to submit statements detailing their accomplishments and future goals. Winners receive scholarship funds of $2,500 annually for four years. To retain the scholarship, the recipient must remain an English major, attend classes full-time, and maintain a GPA of

at least 3.6 in the major and 3.4 overall.

John Feely Hopkins Short Story Award
Eligibility: Graduating Senior Creative Writing Students
Instituted in 2002, this award is presented each spring to a graduating senior whose portfolio of short stories exhibits imagination, artistic merit, high literary quality, and growth in content and commitment, as determined by members of the English Department's Creative Writing faculty. The winner receives a cash prize.

Viola Marple Scholarship
Eligibility: Non-Graduating Female English Majors
This scholarship, established in memory of former English faculty member Viola Marple, honors two non-graduating female English majors who exemplify the highest standards in scholarly achievement and service, as determined by the English Department faculty. Requirements include a minimum GPA of 3.51 and 61-90 credit hours earned. Nominees who meet these qualifications are asked to submit a brief statement, and the two winners are determined by an English faculty vote. Winners are named each spring, and scholarship funds are disbursed evenly over the following fall and spring semesters. The award is co-administered by the WCU Alumni Association.

CAH Outstanding Student Award
Eligibility: Graduating Seniors Majoring in any CAH Discipline
This award is given each spring to a graduating senior who is majoring in a College of Arts & Humanities (CAH) discipline and who demonstrates exceptional intellectual or creative achievement and strong extracurricular and service activities. Students must be nominated by a CAH faculty member and hold a minimum GPA of 3.5; nominees submit an application with two faculty letters of recommendation. Nomination and application deadlines are usually announced by the CAH dean's office early in the spring semester and typically fall in late February or early March. (Note: although this award is administered by CAH—and not the English Department—we list it here to make English students and faculty aware of this opportunity. English majors are well represented in the ranks of past CAH (CAS) OSA winners.) For complete information, please visit the CAH website.

Student Organizations

The English department and the broader West Chester University community offers many opportunities for you to get involved with your academic community. Getting involved can be a great way to make friends on campus and get published, too!

English Club

The English majors' student organization offers a number of activities for students - hosting open mike nights, publishing *Literati* (featuring undergraduate poetry, short stories, art, etc.), and more! For more information, contact Dr. Timothy Ray.

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. If you are eligible for this honor society, you will be notified via your WCU email.

Creative Writing Club

The Creative Writing Club offers you the chance to honor their craft as creative writers in a positive and nurturing environment. For more information, please contact Prof. Maureen McVeigh-Trainor.

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 Pre-Law 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 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. For more information, contact Dr. Sandra Tomkowicz.

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. 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. If you volunteer at the Writing Center, you will attend several training sessions, enroll in ENG 397 (Writing Tutoring), and take your commitment to the center seriously. If you are a graduate student, you can take ENG 600 (Tutoring Composition) to learn about tutoring in more depth and to gain more experience at the center. Contact: Dr. Margaret Ervin, Writing Center Director.

Daedalus

Daedalus, an interdisciplinary magazine of the arts, is a showcase for the work of student writers, artists, and photographers. Any WCU student may submit work to the editors for possible publication. Contact: Dr. Kristine Ervin, *Daedalus* Faculty Advisor.

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* gives you 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, or Dr. Ben Kuebrich, *The Quad* Faculty Advisor.

Serpentine

Serpentine is West Chester University's annual archive of the experiences, events, and people of our campus community. The yearbook is fully student-operated, and it is advised by a faculty member. *Serpentine* offers you many opportunities to showcase your expertise and skills in writing, graphic design, social media, marketing, editing, and desktop publishing skills.
Contact: Prof. Pete Duval, *Serpentine* Faculty Advisor.

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 a top College Radio Station.
Contact: Dr. Philip Thompsen, WCUR Faculty Advisor.

English Department Affiliations

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 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.

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.

Contact: Dr. Cherise Pollard, Poetry Center Director.

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.

Contact: Dr. Megan Corbin, *College Literature* Editor.

Writing Center

The 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.

Contact: Dr. Margaret Ervin, Writing Center Director.

West Chester Writing Project

The West Chester Writing Project is one of the oldest and largest sites of the National Writing Project. Founded in 1980, WCWP works in multi-dimensional ways to improve the teaching of writing and literature in schools and communities.

Contact: Dr. Pauline Schmidt, West Chester Writing Project Director.

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 Dr. C. James Trotman.

Contact: Dr. Chris Awuyah, Frederick Douglass Institute Director.

Digital Humanities and New Media

Digital Humanities and New Media explores ways that technologies can inform, inspire, and enrich humanities research. Classes help students connect the ubiquitous digital media we each encounter every day to our critical understanding of what it means to be human. We interrogate and create games, we build websites to share our research, we craft digital storytelling projects to connect with audiences, we tinker with code, we construct and populate databases, and we critically examine and harness social media, all in order to answer humanities research questions. Along the way, students build new skills and

literacies, leaving DHM courses with transferable technical skills that extend well beyond the college classroom.

Contact: Dr. Janneken Smucker, Digital Humanities and New Media Director.

West Chester Center for Book History

The West Chester Center for Book History, founded by English professor Eleanor Shevlin, sponsors courses, workshops, talks, seminars, bookmaking, 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.

Contact: Dr. Eleanor Shevlin, West Chester Center for Book History Director.

Women's and Gender Studies

WCU's Women's and Gender Studies Department 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.

Contact: Dr. Joan Woolfrey, Women's and Gender Studies Chair.

Rustin Urban Community Change AxiS (RUCCAS)

Created by English professor Dr. Hannah Ashley, the interdisciplinary Rustin Urban Community Change AxiS (RUCCAS) program 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.

Contact: Dr. Hannah Ashley, RUCCAS Director.

WCU English LinkedIn Group

You can join the WCU English LinkedIn Group as a current student or as an alumnus. Our LinkedIn group helps you stay in touch with former classmates and faculty and fosters networking opportunities between current majors and alumni.

Contact: Dr. Ashley Patriarca, LinkedIn Group Administrator.

Career Opportunities for English Majors

As an English major, you are learning skills—critical thinking, research, writing, editing, collaboration, and more—that will serve you well in many different careers. The number of possibilities can sometimes seem overwhelming, so it's smart to start thinking about what you might like to do well before your final semester. To help you as you make these decisions, we offer several resources:

- **Twardowski Career Development Center:** You should take advantage of the Twardowski Career Development Center and its services as soon as you begin attending WCU. The Career Center can assist you with creating career goals, practicing for interviews, networking with representatives of different industries, and more. The career center's resources are also available to you *after* graduation, which is a pretty rare benefit.
- **Internships:** Internships can help you discover what you like (or don't like) in a potential career, so we encourage you to try at least one internship during your time at WCU. You can earn credit for an internship by taking ENG 395 (Internship). See the Internships section of the handbook for more information about finding and completing internships for credit.
- **"What Can You Do with an English Degree?" Event:** This annual event brings alumni back for a panel discussing 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. We encourage you to attend these events each year so that you can connect with alumni and to learn more about the many professional opportunities available to you as an English major. For more information about the "What Can You Do with an English Degree?" event, contact Dr. Eleanor Shevlin.

Careers for English Majors

The answer to the question "what can you do with an English degree?" is this: just about anything you want to do. Careers in journalism, publishing, editing, public relations, advertising, marketing, government, television, radio, technical writing, and business administration are all excellent post-graduate options for English majors.

Consider these possible industries/fields:
- Advertising
- Banking
- Entertainment (Film, TV, Radio)
- Government/Politics
- Journalism
- Law
- Library Sciences
- Management
- Marketing
- Medicine
- Nonprofit Organizations
- Publishing
- Teaching
- Technology

You might also consider these job titles in your searches:

- Admissions Counselor
- Archivist
- Attorney
- Communications Coordinator
- Community Services Director
- Content Writer/Strategist
- Copywriter
- Creative Assistant
- Documentation Consultant
- Documentation Specialist
- Editor
- Editorial Assistant
- Freelance Writer
- Information Designer
- Information Developer
- Journalist
- Librarian
- Literacy Instructor
- Literary Agent
- Lobbyist

- Marketing Coordinator
- Media Planner
- Medical Writer
- Multimedia Designer
- Multimedia Journalist
- Paralegal
- Production Coordinator
- Program Developer
- Proofreader/Copy Editor
- Professional Writer
- Proposal/Grant Writer
- Public Affairs Officer
- Public Relations Specialist
- Researcher/Research
- Sales Representative
- Social Media Coordinator/Specialist/Writer
- Speech Writer
- Technical Writer
- UX Researcher/Specialist
- Web Content Strategist/Editor/Writer

For more ideas and trends for various fields, see the Occupational Outlook Handbook from the U.S. Department of Labor Bureau of Labor Statistics.

Graduate Study Opportunities for English Majors

Graduates with a B.A. in English are also qualified for graduate studies in many areas: literature, linguistics, rhetoric and composition, law, professional and technical writing, 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.

Information Sessions

The department hosts regular information sessions, typically in the fall, for students planning to attend graduate school in English Studies. You'll also want to reach out to your advisor, faculty members who teach in the field you plan to pursue, and faculty members who know your work well, to discuss potential programs, funding, recommendation letters, personal statements, and other considerations.

WCU Graduate Studies

If you're interested in attending graduate school at WCU, we offer several exciting graduate study opportunities that may interest you as an English major: the M.A. in English, the Graduate Certificate in Publishing, and the M.A. in Teaching English to Speakers of Other Languages.

- **M.A. in English**: Our M.A. in English focuses on the study of language, literature, rhetoric and composition, pedagogy, creative writing, and critical theory. Our diverse selection of courses cultivates scholarly knowledge and enhances cultural literacy in an atmosphere that engages students intellectually and creatively. We prepare students to succeed in advanced graduate programs (such as the Ph.D. in English or the M.F.A. in Creative Writing), to teach English in secondary schools or two-year colleges, and to excel in a range of careers that value writing expertise and analytical thinking. For questions about the MA in English, please contact the Graduate Coordinator, Justin Rademaekers.
- **Graduate Certificate in Publishing**: The Graduate Certificate Program in Publishing prepares you for various careers in publishing including copyeditor, content writer, developmental editor, production manager, acquisition editor, marketing associate, and more. It also prepares you to work in various media positions, communications fields, corporate publications, and marketing at large. Contact the Director of the Graduate Certificate in Publishing, Dr. Eleanor Shevlin.
- **M.A. in Teaching English to Speakers of Other Languages**: If you're interested in Teaching English as a Second Language, contact the Director of WCU's MA- TESOL program, Dr. Jelena Colovic-Markovic.

Graduate Study Exams (GRE, LSAT, etc.)

Many graduate programs require you to take a common exam and report your scores as part of your application to their programs (similar to taking the SAT or ACT before your undergraduate program).

- **GRE**: Although the Graduate Record Examination (GRE) is becoming a less common requirement for graduate programs, some programs still request your GRE scores as part of your application. 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. Ask your advisor and check out the ETS website.
- **LSAT**: 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. Discuss your plans with your advisor and review the LSAC website. You should also consult with the University Pre-Law advisor, Dr. Sandra Tomkowicz.

Letters of Recommendation

This information is primarily for those intending to go to graduate school; however, much of this 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 the 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, 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, plan in advance. You should give your recommenders *three weeks or more* before the letter is due.

As part of your planning, you should prepare a packet for your recommenders. This packet 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 resume.
- 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.