

THE ENGLISH MAJOR



2008-2009 ADVISING HANDBOOK DEPARTMENT OF ENGLISH

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I. MAJOR IN ENGLISH

Mission

Majors in English provide students with a broad critical and cultural understanding of literature and literary studies, and emphasize the writing and analytical skills that are vital to success in the university, in professional and graduate school, and in the workplace. The program of study is flexible and allows English majors to focus on particular areas of intellectual interest, to pursue electives, minors, and second majors in other departments, and to shape their academic careers in line with professional and personal interests. The curriculum is designed for (1) students who desire a broad education emphasizing language and literature, (2) students who wish to teach or to prepare for graduate studies in literature or rhetoric and composition, (3) students who intend to use the background and skills learned in the major as a foundation for careers in writing, editing, law, business, or public service. The curriculum provides majors the opportunity to complete their studies with a small discussion seminar or senior project in their area of emphasis.

Majors in English are expected to learn to read literary and cultural texts carefully and critically; to produce a variety of high-quality creative and critical texts using appropriate technologies that contribute to literary and cultural discourses; to develop abilities in critical reading, writing, and thinking necessary to communicate successfully with audiences both within and outside the university; and to explore the record of the human experience in language.

Students who are preparing to teach English in the public schools of Washington should examine the summary of requirements for majors and minors listed in the Department of Teaching and Learning in this catalog, and they should confer with the College of Education concerning the requirements for certification.

The Department of English offers courses of study leading to the degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy (English). The department also participates in the Digital Technology and Culture program, which offers an interdisciplinary course of study leading to the Bachelor of Arts degree. Students interested in this field should consult the requirements listed under Digital Technology and Culture. The Department of English also participates in the interdepartmental program in American Studies leading to the degrees of Bachelor of Arts, Master of Arts, and Doctor of Philosophy (American Studies). Students interested in the Bachelor of Arts in this interdisciplinary field should consult the requirements listed under Program in American Studies. Students interested in interdisciplinary degrees in areas such as linguistics, humanities, and classical studies should consult the requirements within the Program in General Studies. Students may now also do an English degree consisting primarily of international literature, philosophy, art, architecture, and music courses from the Humanities sequence offered jointly by the departments of Foreign Languages and English, within the Literary Studies option described below.

Options in the Major

Four programs are offered for the English major, all leading to the degree of Bachelor of Arts in English.

Option I: Literary Studies is for students who desire a general liberal arts education

emphasizing literature, critical thinking, and writing. This option also prepares students for graduate education in English or literary studies.

Option II: Rhetoric and Professional Writing is for students preparing for careers in business, public service, law, or other professions requiring writing and reading skills. This option is also suitable for those seeking careers in higher education specializing in rhetoric and composition.

Option III: Teaching is for students who need specific training in the teaching of language, writing, and literature at the secondary level; this option is coordinated with the Department of Teaching and Learning.

Option IV: Creative Writing is for students interested in creative writing in various forms (poetry, fiction, and nonfiction prose), in editing and publishing, and in careers drawing on related creative and professional skills.

Special Features of the Major

The English major provides flexibility for students who wish to combine it with second majors or minors in other disciplines or to pursue pre-professional interests aiming at graduate study and careers in a wide range of fields. Students also have flexibility in their choice of courses within the major in such areas as professional or creative writing, rhetoric, English or American literature, the novel or drama, world literature/Humanities, writers of color, literature and gender identity, cultural studies, and language and linguistics. Many courses provide direct experience and training in computer and other electronic tools and multi-media modes for research, writing, and publication through the Avery Microcomputer Lab. Both majors and minors are encouraged to participate in the Undergraduate English Club, the English Honor Society (Sigma Tau Delta), the undergraduate literary magazine (*LandEscapes*), and the internship and tutoring experiences available through the WSU writing and service-learning centers.

The department's commitment to small discussion courses and to independent study provides unique opportunities for English majors to work closely with faculty, especially in writing-intensive courses, senior seminars or projects, and internships. All majors consult closely with faculty advisors throughout their program of study, especially when selecting career options and areas of concentration.

Assessment

All options in the major are evaluated continually in an end-of-program assessment process. Students are also required to deposit examples of their work at the beginning and end of their majors and to complete an exit questionnaire, all elements of confidential, post-graduation portfolios that the department samples to assess the effectiveness of its requirements.

Faculty

The Faculty and teaching staff in English hold graduate degrees from major universities throughout North America. Their active involvement in research and publication both enriches the undergraduate offerings and allows students to work with teachers making important contributions in literary studies, critical and cultural theory, rhetoric and composition, digital

technology and culture, linguistics, pedagogy, professional writing, and creative work in poetry, fiction, and nonfiction.

Technology

The Avery Microcomputer Lab (AML) is available to students registered in a wide range of beginning and advanced writing and editing courses. For example, English 101 and 198 introduce students to the basics of computer applications, especially word processing and use of internet resources. The advanced AML supports such courses as English 355: Multi-Media Authoring, English 357: Magazine Editing, and English 402/403: Technical and Professional Writing.

Additional Information

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II. UNDERGRADUATE CURRICULUM IN ENGLISH

Design of the English Major and its Options

The requirements for the English Major are intended to provide flexibility for students who wish to explore individual interests in particular areas of literature, culture, language, or writing; to pursue pre-professional interests aiming at careers in publishing, writing, teaching, business, or law; and to combine the major with second majors or minors in other disciplines. The major's core requirements are based on the expectation that students will graduate with high-level skills in writing, critical reading, and critical thinking vital to sustained career success, leadership, and effective public service; with knowledge of a range of English and American literature by diverse voices in different genres and time periods; with the ability to apply various critical and theoretical approaches to understanding written discourse; with experience in studying literature within historical and cultural contexts; with knowledge of debates over canon construction and of contributions by writers of color; and with experience in examining how such factors as culture, class, gender, race, and sexual orientation shape textual production, literacies, and critical reception.

As majors, students are also expected to develop a particular area of intellectual interest in their undergraduate studies in English. Literary Studies students are encouraged to choose courses from the English and Humanities literature offerings that appeal to them, whether American, British, international, early, or modern. In consultation with their advisors, they can choose one or two non-literature English courses as well, in rhetoric, linguistics, professional writing, or other topics. Rhetoric and Professional Writing majors get a thorough introduction to the rhetorical analysis of writing and can choose from an array of applied writing classes. English Teaching students select concentrations of four related courses in such areas as English literature, American literature, literature and criticism (various combinations including such emphases as the novel or drama), World literature/Humanities, writers of color, literature and gender identity, literature and cultural studies, language and linguistics, professional or creative writing and rhetoric, or teaching. The area of concentration is completed with a capstone course (a small-group senior seminar or, with advisor approval, an individual senior project or internship). Requirements in

the Creative Writing Option emphasize workshops and related professional courses with appropriate literature selections approved by the advisor.

Transfer students should have their transcripts evaluated at the earliest opportunity; those aware in advance of their intention to transfer are urged to take equivalents of Humanities 101 or 103 and an introductory literature course emphasizing focusing on some period in English-language literature.

Academic Integrity and Plagiarism

The department is committed to helping students maintain the highest standards of academic integrity and to enforcing University policies on academic dishonesty. The relevant WSU policies are detailed under the “Academic Dishonesty” page from the Office of Student Conduct (available online at <<http://www.conduct.wsu.edu/AI>>). Instructors in English will not tolerate any acts defined in the policy as "cheating." This includes (but is not limited to) any activity listed under WAC 504-26-010 Definitions, section (3). The departmental penalty for such acts is failure in the course and any subsequent disciplinary action stipulated by the Office of Student Conduct.

English students are responsible for maintaining all drafts and copies of research to validate authenticity of writing and should ask their teacher for information if they have any questions about properly citing sources. Note that attempts to falsify the citations or resources of a text (e.g. submitting a paper with a fake bibliography) are considered plagiarism.

III. TIMELINE FOR PROGRESS THROUGH MAJOR

First Year:

- Begin courses satisfying GERs /graduation requirements in College of Liberal Arts.
- Students who have a Humanities requirement may do so by taking Hum 101 [H], Hum 103 [H], or Hum 203 as a GER [or Hum 198 in Honors]; those who wish instead to take more advanced Hum courses should wait until after their freshman year.
- Students may wish to sample the English curriculum by taking selected lower-division courses to be used eventually as electives, including 108, 110, 150, 205, 216, 220, 251, 255, and 256.
- In planning and completing GER courses, English Teaching majors should take Psych 105 and ComSt 102 and consult the certification requirements for the College of Education. Students planning on advanced literary study in graduate school are advised to include significant foreign language preparation in their undergraduate programs.

Second Year:

- Certify Major; take Engl 302: Introduction to English Studies [W,M]; begin other required courses in option.
- Upon completion of Engl 302, deposit sample paper from course in departmental file; discuss performance in and instructor’s checklist for Engl 302 with advisor. Discuss plans for major, for pre-professional option if any, and for electives leading to possible concentrations with advisor.

Third Year:

- Students with more than 60 credit hours must complete WSU Writing Portfolio.

- Take required and elective courses in option.
- Students with more than 70 credit hours should apply for graduation (this process triggers the university's official review of courses presented for graduation and produces a preliminary and final "To-Do List"). All students are urged to monitor their progress through DARS.

Fourth Year:

- Complete GER Tier III [T] course [this course cannot have an English prefix or be cross-listed and should not be confused with any option capstone course]. Tier III courses in Humanities will satisfy this requirement for English majors.
- Complete any additional required or elective courses for major, *including required capstones*. Note: All majors must take two [M] courses; those in the English Teaching option should take Engl 323 and Engl 324 as late as possible in their program.
- Work with Career Services and consult with advisors about post-graduation plans. Majors are urged to prepare early when applying for internships, jobs, and/or professional and graduate schools.
- **English Portfolio:** Deposit a copy of major project/paper from capstone or senior-level course (or from final creative writing workshop for Creative Writing majors) in departmental file and complete exit questionnaire.

IV. SUMMARY OF OPTION REQUIREMENTS

Four options are offered for the English major, all leading to the degree of Bachelor of Arts in English.

As part of their graduation requirements, all English majors except those in the Creative Writing Option must take one of the following: Hum 101, 198, 103, 302, 303, 304, 335, 350, 410 or 450. **Majors in all options must have two [M] (writing intensive) courses in English.** Of the 120 total credit hours required for the bachelor's degree at WSU, forty credit hours must be in upper-division courses. For course descriptions and suggested four-year degree sequences, see the current WSU catalog.

Assessment: End-of-Program Portfolio

In all options, students are required to deposit a sample paper from Engl 302 and from a senior literature course (for Creative Writing majors, a sample of writing from Engl 251 and from an advanced creative writing workshop course) in their files and to complete an exit questionnaire (required before the department will give final approval for graduation with the degree in English).

Literary Studies

Literary Studies is for students who desire a general liberal arts education emphasizing literature, critical thinking, and writing; and for those preparing for graduate education in English or literary studies. English is often selected as a major by students with double majors or minors in other departments.

1. GER HUMANITIES REQUIREMENT [H] (1 course, 3 credit hours):

- One of the following: Hum 101, 103, 302, 303, 304, 335, 350, 410, or 450 (the last two are Tier III [T] classes recommended for English majors).

2. CORE (5 courses, 15 credit hours):

- Engl 302: Introduction to English Studies
- Engl 370: The Making of “English”: Literature, Language and Culture Before 1600
- Engl 371: 17th and 18th Century Transnational Literature in English
- Engl 372: 19th Century Literature of the British Empire and the America
- Engl 373: 20th and 21st Century Global Literatures in English.

3. ELECTIVES (7 courses, 21 credit hours):

- Students may take for their electives any combination of literature classes from either English or Humanities courses, with the following requirements:
 - At least one of these courses must be a writers-of-color class so designated by the Undergraduate Studies Committee.
 - No more than two may be lower-division courses (100 or 200-level).
 - No more than two may be non-literature Engl courses
 - At least two must be 400-level courses.

Rhetoric and Professional Writing

Rhetoric and Professional Writing is for students preparing for careers in business, public service, law, or other professions requiring writing and reading skills. It is also suitable for those seeking careers in higher education specializing in rhetoric and composition.

1. GER HUMANITIES REQUIREMENT [H] (1 course, 3 credit hours):

- One of the following: Hum 101, 103, 302, 303, 304, 335, 350, 410, or 450 (the last two are Tier III [T] classes recommended for English majors).

2. CORE (6 courses, 18 credit hours):

- Engl 302: Introduction to English Studies
- Engl 301: Writing and Rhetorical Conventions
- Engl 360: Principles of Rhetoric
- Engl 362: Rhetorics of Racism
- One of the following:
 - Engl 370: The Making of “English”: Literature, Language and Culture Before 1600
 - Engl 371: 17th and 18th Century Transnational Literature in English
 - Engl 372: 19th Century Literature of the British Empire and the America
 - Engl 373: 20th and 21st Century Global Literatures in English.
- One of the following:
 - Engl 460: The Scope of Rhetoric
 - Engl 461: Theory and Practice in Technical and Professional Writing (**Note:** Prerequisite of Engl 402 or 403 for 461)

3. ELECTIVES (6 courses, 18 credit hours):

- Six courses from among the following: Engl 308, 336, 354, 355, 358, 361, 363, 375, 401, 402, 405, 410, 458, 475, 476, 495, and any creative writing course deemed appropriate by the student, and his or her advisor.

English Teaching

English Teaching is for students who need specific training in the teaching of language and literature at the secondary level; it is coordinated with the Department of Teaching and Learning.

Note: No more than 9 credits may be from lower-division courses.

1. GER HUMANITIES REQUIREMENT [H] (1 course, 3 credit hours):

- One of the following: Hum 101, 103, 302, 303, 304, 335, 350, 410, or 450 (the last two are Tier III [T] classes recommended for English majors).

2. CORE (5 courses, 15 credit hours):

- Engl 302: Introduction to English Studies
- Three of the following:
 - Engl 370: The Making of “English”: Literature, Language and Culture Before 1600
 - Engl 371: 17th and 18th Century Transnational Literature in English
 - Engl 372: 19th Century Literature of the British Empire and the America
 - Engl 373: 20th and 21st Century Global Literatures in English.
- One of the following:
 - Engl 205: Introduction to Shakespeare
 - Engl 305: Shakespeare [to 1600]
 - Engl 306: Shakespeare [after 1600]

3. TEACHING CONCENTRATION (4 courses, 12 credit hours):

- Engl 326: Applied Grammar for Teachers
- Engl 325: Young Adult Literature
- Engl 324: Rhetoric and Composition for Teaching
- Engl 323: Approaches to the Teaching of English

4. ENGLISH OR HUMANITIES ELECTIVES (4 courses, 12 credit hours):

- Students may take for their electives any combination of literature classes from either the English or Humanities courses, with advisor approval. At least one of these courses must be a writers-of-color class so designated by the Undergraduate Studies Committee.

For secondary credential, grades of C or better are required in all courses in the major, as well as 2.5 GPA overall. See College of Education for additional credential requirements.

Creative Writing

Creative Writing is for students interested in creative writing in various forms (poetry, fiction, nonfiction prose), in editing and publishing, and in careers drawing on related creative and professional skills.

1. CORE (2 courses, 6 credit hours):

- Engl 251: Introduction to Creative Writing: Exploring the Genres
- Engl 302: Introduction to English Studies

2. UPPER-DIVISION REQUIREMENTS (11 courses, 33 credit hours; Prerequisite of Engl 251 for any upper-division creative writing course):

- Engl 352: Creative Writing: Poetry
- One 300-level prose course from the following:
 - Engl 351: Creative Writing: Fiction
 - Engl 353: Creative Writing: Nonfiction
- Engl 446: Form and Theory in Creative Writing (**Note:** Prerequisite of two college-level creative writing courses for 446)
- Two advanced creative writing workshops from the following (courses repeatable for credit):
 - Engl 451: Advanced Creative Writing: Prose
 - Engl 452: Advanced Creative Writing: Poetry
- One course from the following:
 - Engl 355: Multimedia Authoring: Exploring New Rhetorics
 - Engl 357: Topics in Magazine Editing and Creative Writing
 - Engl 402: Technical and Professional Writing
 - Engl 498: Internship in publishing or editing internship (3 credits)
 - Engl 499: Independent Study in Creative Writing (3 credits)
- Three upper-division literature courses, including at least one at 400-level course. At least one course must be a writers-of-color class so designated by the Undergraduate Studies Committee. Advisor must approve all courses.
- One literature or creative writing elective.

Note: Majors in all options must have two [M] (writing intensive) courses in English. Of the 120 total credit hours required for the bachelor's degree at WSU, forty credit hours must be in upper-division courses. For course descriptions and suggested four-year degree sequences, see the current WSU catalog.

V. DIGITAL TECHNOLOGY AND CULTURE

The Department of English also administers the interdisciplinary major in Digital Technology and Culture, which offers training for careers in Web design, electronic media, digital animation, and related fields. The digital technology and culture (DTC) program requires the completion of General Education and College of Liberal Arts course requirements. The DTC major requires 39 credits composed of a 24-credit core, a concentration of 12 additional credits, and a senior capstone of at least 3 credits.

Core Courses

The DTC core includes the following courses:

- DTC 355: Multimedia Authoring: Exploring the New Rhetorics
- DTC 356: Electronic Research and the Rhetoric of Information

- DTC 375: Language, Texts, and Technology
- FA 331: Art, Science, and Technology
- AmSt/DTC 475: Digital Diversity

Concentration Areas

The 12-credit concentration is designed to meet individual interests and strengths. You and your advisor will work together to choose approved courses in three concentration areas:

Culture and Technology

(the courses below are a sample of what this concentration may include)

- CptS 401: Computers and society
- Soc 373: Media, culture and society
- Hist 400: History in media
- PolS 317: Media and politics

Media Authoring

(the courses below are a sample of what this concentration may include)

- FA 333: Introduction to digital media: video and sound
- DTC 335: Digital animation
- DTC 336: Composition and Design
- FA 435 Interactive Media

Informatics

(the courses below are a sample of what this concentration may include)

- CptS 443 Computer-human Interaction
- MIS 374 Telecommunications and Networking in Business
- MIS 375 Global e-commerce
- MIS 436 Emerging technologies

For further information on this degree, contact Patty Ericsson, Department of English, Avery 223; Phone 509 335-4820, E-mail <ericsson@wsu.edu>.

VI. SCHOLARSHIPS

Scholarship Application Procedures and Deadlines

All English majors who wish to be considered for Jerard, Bundy, Seehafer, or Lord scholarships must complete an “Application for English Department Scholarship.” The annual deadline for application is the second Monday in February during the spring semester prior to the academic year for which support is sought. The application form requires the following supporting materials: a writing sample, a letter of recommendation from a relevant instructor, paragraphs on three books read outside of class assignments during the previous year, and, for those declaring financial need, a brief statement describing that need and a consent form granting department access to financial aid information. Although an individual student will not be awarded more than one of these four scholarships during a given academic year, an applicant may request consideration for any for which he or she may be eligible. Unless otherwise indicated, all scholarships require full-time academic year enrollment and may be used to support study

abroad arranged through WSU if approved by the department.

Basil and Ella Alexander Jerard Scholarship

These scholarships are given to outstanding, full-time English majors on the basis of merit (or a combination of merit and financial need). Minimum cumulative GPA of 3.0 is required to apply. Recipients (eight to ten students annually) receive a \$1,000 award toward tuition (\$500 each semester).

Murray W. Bundy Scholarship

Two or more scholarships can be given annually to outstanding, full-time, junior or senior English majors committed to a career in secondary teaching; recipients receive a \$1500 award toward tuition (\$750 each semester). Minimum cumulative GPA of 3.0 and enrollment in English Teaching option is required to apply.

April Seehafer Scholarship Fund

Awarded to undergraduate female English majors enrolled in the Rhetoric and Professional Writing option or the general Literary Studies option. Candidates must have at least a 3.0 GPA, be of sophomore standing or above, and have demonstrable need for additional resources to afford educational expenses. Recipients receive a \$1,000 award toward tuition (\$500 each semester).

Jennie Brown Rawlins Scholarship

One scholarship will be given annually to an outstanding full-time English major in the Creative Writing Option. Minimum GPA of 3.0 is required to apply. Application forms and guidelines are available from the Director of Creative Writing. Recipients receive a \$1000 award toward tuition (\$500 each semester).

J. B. Lord Memorial Scholarship

One or more scholarships can be given annually to certified English majors on the Pullman campus who are pursuing the study of the English language and/or linguistics. Minimum GPA of 3.0 is required to apply. Recipients receive a \$1000 award toward tuition (\$500 each semester).

Eva Feryl Peterson Scholarship

Awarded to graduate or undergraduate Native American women interested in pursuing a graduate degree in English. Recipients may receive up to \$2,000 annually toward tuition (level of funding for an undergraduate is conditioned on availability of funds). Interested undergraduate applicants should consult with the Director of Undergraduate Studies.

Emmett and Mary Avery Writing Awards

English majors and other undergraduates in lower- and upper-division writing and literature classes are eligible for these annual awards on a nomination basis only. Papers are submitted to the competition by decision of individual English instructors. Up to four awards will be given annually with recipients receiving a \$100 award credited to their university account and a recognition certificate.

Basil and Ella Alexander Jerard Writing Awards

English majors and other undergraduates in lower- and upper-division writing and literature classes are eligible for these annual awards on a nomination basis only. Papers are submitted to the competition by decision of individual English instructors. Up to three awards will be given annually with recipients receiving a \$100 award credited to their university account and a

recognition certificate.

The I.A.M.B.I.C.

One Instructors' Award for the Manuscript with the Best Iconoclasm and Cheekiness is awarded annually. The Scholarships and Awards Committee will select its winner from among the papers encountered while reviewing the above scholarship and writing award applications. The winning author receives a \$98.37 award.

VII. CAREERS IN ENGLISH

A degree in English provides an excellent basis for students who wish to prepare for careers that demand good professional or creative writing skills, plan to teach secondary school, or intend to pursue graduate degrees, to work in publishing, print and electronic media, libraries, to enter law school or enter the business or public-service fields. In all options, the major provides students with the solid emphasis in critical thinking, analysis, and writing vital to effective careers and leadership. All students are urged to consider minors or double majors in field that complement the skills they acquire within their major.

Internships and Career Planning

Internships

English majors are urged to seek information early in their progress through the major on internship opportunities, which can provide an invaluable experience, important listing, for résumés, and equally important resources for making choices about potential careers. WSU Career Services office and the Undergraduate English Club sometimes offer panel discussions on internship opportunities. All majors should consult the Career Services website at <<http://www.careers.wsu.edu>> for information on internships, on-campus interview opportunities, and career and job-search strategies, and most will benefit by registering for their on-line information services and by attending their semi-annual Career Fairs. The Undergraduate English Club Web site is at <<http://www.wsu.edu/~englclub/>>.

The department maintains a partial list of internship opportunities on and off campus in Avery 202K.

The WSU Community Service Learning Center (335-7708) has a range of local internships available, and the WSU Writing Center (335-7959) offers various opportunities to gain tutoring, group leadership, and editing experience. Engl 405: Advanced Professional Writing and Editing offers on-campus internship placements to fifteen students each spring semester. Application forms for the Engl 498 Professional Internship with instructions for arranging course credits for work experiences are available in Avery 202K.

Career Planning

All majors are urged to discuss career plans early with their advisors, their professors, and the Director of Undergraduate Studies. WSU Career Services, its website at <<http://www.careers.wsu.edu>>, and its counselors are valuable resources for planning and pursuing career opportunities, both early and late. Materials on options in the English major and the careers they can lead to are available in Avery 202K.

What Can You Do With An English Degree?

At various career stages, former WSU English Majors held these positions:

adjudication specialist (claims examiner)	dispatcher
administrative analyst, engineering	distribution facilities specialist
administrative analyst, logistic support	distribution staff aid
administrative assistant	editing, publication group supervisor
administrative associate, engineering	editor, magazine
administrative secretary	editor, book publishing
advertising assistant	editor, house publication
advertising trainee	editorial assistant
air traffic controller	editorial supervisor
alcohol and tobacco tax investigator	educational specialist
area inspection foreman	elementary school teacher
assistant to works manager	employee development specialist
associate industrial engineer	employment interviewer
associate programmer	engineering information analyst
associate writer	equal employment investigator conciliator
attorney	equal employment opportunities specialist
audio visual adviser	expediter, purchasing
author and creative writing professor	federal security agent
bank examiner trainee	financial management specialist
biographer	foreign service officer
border patrol agent	foundation director
broadcast analyst	fund raiser and professional writer
budget specialist	general administrator
building management officer	general assistant
building management specialist	general manager, products
buyer	high school teacher
buyer trainee	highway safety management specialist
catalog reference librarian	insurance executive
claim adjustor trainee	journal editor
claims examiner	lawyer
college president	legal secretary
communication director	legislative affairs specialist
community college instructor	librarian
computer operator	management analyst
computer programmer	management intern
consular officer	manager, communication services
contract specialist	manager, process systems
copywriter	manager, sales administration
corporate sales manager	manager, systems center
customer service representative	market data analyst
data-processing programmer	medical administrative specialist
director of business development	metallurgical assistant
director, personnel planning & development	methods analyst
	owner, microbrewery marketing firm

packaging engineer
personnel adviser
personnel management specialist
personnel representative
physician
poet and teacher
position classification specialist
press relations assistant
printing assistant
procurement specialist
production trainee
professional employment representative
program analyst
program specialist
programmer
project designer
public affairs officer
public information assistant
public information specialist
publication sales manager
publications director
realty specialist
regional representative
research assistant
researcher and writer, political journal
revenue officer
sales trainee
school counselor
scientific information assistant
senior accountant

senior administrative associate
senior aircraft service manuals engineer
senior aircraft structures engineer
senior business development analyst
senior copywriter
senior engineer
senior market application analyst
senior mathematician
senior production liaison engineer
senior technical representative
service correspondent
social insurance representative
speech writer for state governor
supervisor, claims
supply management specialist
systems analyst
technical information specialist
technical librarian
technical writer
teleprocessing analyst
time study consultant
training specialist
transportation industry analyst
treasury enforcement agent
university professor and chair
vice principal, middle school
wage and salary representative
writer and editor
writing center coordinator

Famous English Majors

(With credit to gatherings by Departments of English at Mississippi State University and University of Arkansas at Little Rock.)

Douglas Adams (writer—*Hitchhiker's Guide to the Galaxy*)

Alan Alda (actor, writer)

Russell Baker (journalist)

Dave Barry (humorist, writer, actor)

Joy Behar (writer, comedienne, co-host of "The View")

Linda Bloodworth-Thomson (television writer/producer—"Designing Women")

Gwendolyn Brooks (Pulitzer prize-winning poet)

Carol Browner (former head of the Environmental Protection Agency)

Edward Burns (actor, director, producer,

writer)

James Cameron (director, editor, producer, screenwriter—*Titanic*)

Johnny Carson (talk show host)

Chevy Chase (comedian, actor, writer)

Tom Clancy (writer)

Mario Cuomo (former governor of New York)

Joan Cusack (actor—*Grosse Pointe Blank*)

Matt Damon (actor, screenwriter)

Vin Diesel (actor, director, producer, screenwriter)

David Duchovny (actor, "X-Files")

Michael Eisner (Walt Disney CEO)

Harrison Ford (actor)
Jodi Foster (actor, filmmaker)
Kathryn Fuller (World Wildlife Fund-U.S. CEO and President)
A. Bartlett Giamatti (President, Yale University, and Commissioner of Baseball)
Allen Ginsberg (poet—"Howl")
Cathy Guisewite (cartoonist—"Cathy")
Mary Hart (co-host of "Entertainment Tonight")
Joseph Heller (writer—*Catch 22*)
Don Henley (singer, songwriter, musician, environmental activist)
David Henry Hwang (playwright—*M. Butterfly*)
Chris Isaak (songwriter, singer)
Ken Jennings (software developer and million-dollar winner on "Jeopardy")
Catherine Keener (actor—*Being John Malkovich*)
Garrison Keillor (humorist, author, host of NPR's "A Prairie Home Companion")
Stephen King (writer, novelist)
Kris Kristofferson (singer, songwriter, musician, actor)
Tommy Lee Jones (actor)
John Mahoney (actor—Marty on "Frasier")
Arthur Miller (playwright—*Death of a Salesman*)
Toni Morrison (novelist—*Beloved, Jazz*)
Paul Newman (actor, activist, food entrepreneur/philanthropist)
Joyce Carol Oates (fiction writer—*You Must Remember This*)
Conan O'Brien (talk show host, writer)
Randy Owen (singer, songwriter, musician)
Joe Paterno (football coach, Penn State)
David Hyde Pierce (actor—Niles on "Frasier")
Christopher Reeve (writer, director, actor—*Superman*)
Sally Ride (astronaut)
Joan Rivers (comedienne)

Richard Rodriguez (journalist, TV commentator)
Geoffrey Rush (actor, director, playwright, musician)
Susan Sarandon (actor—*Thelma and Louise, Dead Man Walking*)
Fred Savage (actor—"The Wonder Years")
Diane Sawyer (broadcast journalist)
Martin Scorsese (director—*Raging Bull, Taxi, Gangs of New York*)
Marty Shottenheimer (former coach of Kansas City Chiefs)
Paul Simon (songwriter, singer)
Sting (singer, songwriter, musician, actor, environmental activist)
Steven Spielberg (filmmaker)
Dr. Seuss, a.k.a. Theodor Geisel (children's author)
Amy Tan (writer—*Joy Luck Club*)
Brandon Tartikoff (television executive)
Clarence Thomas (U.S. Supreme Court Justice)
Emma Thompson (actor, producer, screenwriter—*Sense and Sensibility*)
Grant Tinker (TV executive and producer)
John Updike (fiction writer—*Witches of Eastwick, Rabbit Run*)
James Van Der Beek (actor—"Dawson's Creek")
Harold Varmus (Nobel Laureate in medicine, Director of National Institute of Health)
Barbara Walters (broadcast journalist)
Sigourney Weaver (actor—*Alien* saga)
Eudora Welty (fiction writer—*Delta Wedding*)
Pete Wilson (former governor of California)
Reese Witherspoon (actor)
Bob Woodward (journalist, writer—*All the President's Men*)
Renee Zellweger (actor—*Chicago, Cold Mountain*)

VIII. MINORS IN ENGLISH

Upon completion of 60 semester hours a student may certify one of the minors offered by the Department of English. Please follow the guidelines listed below:

1. Fill out a **Petition for Certifying a Second Major or A Minor** card available in Avery 202K or the Registrar's Office.
2. Request the Academic Coordinator to sign the form.
3. Return the signed form to the Registrar's Office .
4. Before your last semester at WSU, check with the Academic Coordinator to make sure all requirements will be satisfied prior to graduation.

English Minor

For the **English Minor** the student must complete a minimum of **18 credit hours**, (excluding 101 or 198), half of which must be 300-400-level; 302 required.

Professional Writing Minor

For the **Professional Writing Minor** the student must complete **18 semester credit hours** made up of the following: including a required core of English 301, 402 or 403, and 461; and 12 credits of electives from the following list: Engl 255, 300, 256, 354, 355, 401, 402, 403, 405, 478, or 498.

Humanities Minor

For the **Humanities Minor** the student must complete a minimum of **18 semester credit hours** of classes from the courses listed under "Humanities" (with a "HUM" prefix), at least 9 of them at the upper division.

Questions may be directed to Jerri Smith, Academic Coordinator, Department of English, Avery 202K; Phone (509) 335-7124; E-mail <smithjer@wsu.edu>

IX. PROFESSIONAL WRITING CERTIFICATE

The Washington State University Professional Writing Certificate allows students to develop a base of skills and knowledge of effective communication (including editorial and electronic skills and the broader skills of analysis and synthesis) useful to the professional worlds they want to enter or have already entered. Completion of 15 credits made up of the courses listed below, with a B (3.0) or better grade point average, will entitle students to the Certificate.

- **Anthropology/Foreign Language 350 (S):** Speech, Thought and Culture (3 credits)
The role of language in social situations and as a reflection of cultural differences.
- **English 301/301x (W):** Writing and Rhetorical Conventions (3 credits)
Advanced practice in and study of style, argument and other discourse conventions.
- **English 355 (C):** Multimedia Authoring: Exploring New Rhetorics (3 credits)
Writing for new computer-based media; multimedia authoring project; examination of new rhetorics of information technology. Prereq: Engl 301 or F A 331 (or permission of

instructor).

- **English 402 (W) (M):** Technical and Professional Writing (3 credits)
Research writing: defining, proposing, reporting progress; presenting a final product; other professional writing needs. Credit not granted for both Engl 402 and 403. Prereq: Engl 101 and junior standing (or permission of instructor).
- **English 498:** Internship V1-15 (min. 3 credits, max. 6 credits per semester)
May be repeated for credit; cumulative maximum 15 hours. Off-campus cooperative education learning experience in business or industry in English related jobs. S, F grading. Prereq: junior in Engl (or permission of instructor).

The courses may be taken in any order with the exception of English 498, which cannot be taken until the other four courses have been completed successfully.

X. LEARNING OUTCOMES

The learning outcomes for each of the English major options are slightly different, depending on the specific curricula and pedagogies employed most commonly in each.

Literary Studies

- read literary and cultural texts analytically and critically;
- produce a variety of high-quality creative and critical texts using appropriate technologies that contribute to literary and cultural discourses;
- develop abilities in critical reading, writing, and thinking to enable students to communicate successfully with other audiences both within and outside the university.
- develop critical understanding of the various contexts that inform literary texts: historical, cultural, political, and aesthetic.

Rhetoric and Professional Writing

- recognize and choose from a repertoire of writing strategies for communicating with different discourse communities;
- compose both traditional texts and digital texts from a variety of media and genres that are both usable and readable;
- be able to assess their own writing and that of others;
- be able to work collaboratively with other writers to develop a variety of texts;
- integrate appropriate sources using primary and secondary research methods;
- demonstrate knowledge of rhetorical traditions from classical Athenian to present;
- demonstrate an understanding of the dynamic role of the rhetoric and professional writing in societies, cultures, and histories;
- engage in disciplinary conversations, including theory and practice, drawing on knowledge of rhetoric and professional writing;
- be able to recognize ethical issues and assess the power of the English language within a global and local context in order to distinguish context-sensitive and context-transforming rhetorical strategies.

English Teaching

- increase knowledge and understanding of the English language;
- increase knowledge of practices of oral, visual, and written literacy;
- increase knowledge and understanding of reading processes;
- increase knowledge and understanding of different composing processes;
- increase knowledge and understanding of an extensive range of literature, including young adult

literature;

- increase knowledge and understanding of the range and influence of print and nonprint media and technology in contemporary culture;
- increase knowledge and understanding of research theory and findings in English language arts;
- acquire and demonstrate the dispositions and capacities needed to integrate knowledge of English language arts, students, teaching, and practice.

Creative Writing

- expose students to a variety of creative writing approaches and styles;
- develop an understanding about creative writing in three genres: poetry, fiction and nonfiction prose, through reading and discussing works of literature;
- increase proficiency in producing short works of creative writing and revising work within these three genres;
- enhance students' abilities in evaluating and critiquing both their own writing and that of others;
- understand the importance of craft, as well as the importance of writing as a process.

Methods of Assessment

The faculty in the Department teaching in one or more of the English major options employ a combination of a variety of methods of assessment to determine the levels of success in teaching and learning. The methods are listed below:

Assessment methods common to all options include

- individual conferences
- analytical response writing
- essay exams
- research / creative final projects
- end-of-program portfolios

Assessment methods used in combination with the above, according to different pedagogical approaches within the options can include

- peer evaluations
- writing workshops
- internships, Writing Center or other professional settings
- freewrites/journal writing
- presentations (individual and group)
- publication (electronic and print)
- reflective essays
- reading logs / research logs
- rubrics

APPENDIX I: ADVISING GUIDELINES

WEB RESOURCES FOR ADVISING

RoNet: <http://www.ronet.wsu.edu/>

The place to start. Be sure you have training and permission to use the resources on RoNet, including removing of advising holds and running degree audit reports.

WebCat: <https://ais.wsu.edu/ais/webCAT/>

Access advisee records, including placement test scores, etc. This Web-based resource combines a lot of information on one page. Training and permission required: phone Jane Parker at 5-1491.

The Catalog: <http://catalog.wsu.edu/Catalog/Apps/HomePage.ASP>

The official source of information about regulations, programs, courses. Call it to students' attention and remind them to look at catalog descriptions before choosing classes.

The Time Schedule: <http://www.schedules.wsu.edu/Schedules/>

Check which courses are actually being offered in a particular semester. Urge students to click on section numbers for each course to read the catalog copy, including possible prerequisites.

Search for Classes: <http://www.schedules.wsu.edu/Schedules/Apps/Search.ASP>

Note the ability to search for open GER courses; very handy. Check the box labeled "Only list sections with available seats." Note that with every re-use in a single session you have to undo previous menu choices to start over: the form does not clear itself.

myWSU: <https://my.wsu.edu>

Where students find out when they are supposed to register (upper left-hand corner link) and actually do their registering. They have access to most of the resources listed above here. Students can also log in to find out when they register.

Schedule Surfer: <http://schedulesurfer.salc.wsu.edu/Client/index.html>

The quickest way to find out if a schedule will work; runs better on some browsers than others. Loads rather slowly on some browsers and computers; be patient. Requires you to allow pop-up windows.

Transfer Course Equivalencies Page:

<https://webapps.wsu.edu/ais/myinfoservices/darwintce/index.aspx>

A great tool for determining whether a course at another school transfers in and vice versa.

GENERAL ADVISING TIPS

- Be sure to post sign-up sheets on your office doors for advising times; students are told to use them. Be available at the times you've said you would be; it's the single biggest complaint we get on exit interviews from students: being unable to find their advisors or the advisor failing to be in the office for a scheduled appointment.
- Remind students to come in with a tentative list of courses or ideas of what they want to take. You should not have to start from scratch; but urge them to be flexible and understand that their first choices may not be the most appropriate ones.
- If students phone up saying "I need you to remove my advising hold" and you have not yet advised them, remind them that they need to come in for advising first. Removing the hold is

only the consequence of the advising, not the point of the exercise. On the other hand, if you have advised them, you may have forgotten to remove the hold. *At the end of every appointment, remember to remove the advising hold.* You can do this while they're filling out the Enrollment Advisory Form. If the student later calls to say a hold is still in effect and you can confirm you released their advising hold, ask for the precise wording of the hold. It may be for nonpayment of fees or lack of inoculation rather than for lack of advising.

- Remind students to read the first general section of the guide to the degree.
- It's nice to welcome new advisees, and very useful to ask them first about their interest in English. Try to determine what their vocational plans are and if they seem vague, go over the various options.
- Ask students to bring paper and something to write with them. Don't start the advising session until they are ready to write.
- Have English majors get their file from Jerri's office (in the case of SALC students, advisors keep those files in their offices). Remind students to register when they are supposed to: small enrollments in courses may result in cancelled classes. If you have made substitutions that need to be changed on the student's DARS, bring that to Jerri's attention either by mentioning them or placing a note on the front of the file so she can make the changes quickly. Student folders can be placed in the mail slot outside Jerri's door or on a chair in her office. You don't have to make a special trip to return them; you can wait until you have several or at the end of the day or whenever it's convenient for you.
- In the student's folder is a form that invites advisors to record what they have told the student, what they have discussed during the session. Please remember to fill out that form at each session and have the student sign it. It is your insurance (and the student's) and documentation should there ever be a question about what you advised the student to do.
- Also remember to complete the Enrollment Advisory Form. Remember to fill out the student's information, particularly their cell phone number so we have a current way to reach them should the need arise. These forms used to be used for the student to be allowed to register. Now, they just are kept in the student's folder, again, as proof of what classes you advised them to take. Students routinely overlook the blank for Date. Be sure they put the semester and year in this so we have a record of when the advising took place. Be sure to draw a line and add up the total number of hours on each of them so if they take on more of a load than you advised, it will be evident. Anything over 18 hours is an overload, and the student must pay a heavy per-credit fee for the extra hours.
- 15-16 hours is a normal semester load and 12 hours is the minimum load for a full-time student. International students, athletes, and financial aid students have specific requirements for the number of hours they must maintain. They usually know these, but ask about them if it seems an issue.
- At the end of every appointment, *remember to remove the advising hold.*
- Make sure students are doing the writing portfolio, hanging on to sample papers, signing up. The rule says that students are to submit their "Junior Writing Portfolio no later than the end of the first semester after completing 60 credit hours. Transfer students entering with 60 or more credits must initiate the Junior Writing Portfolio by the end of their first semester at WSU."

Students who wait until just before they plan to graduate may find they are unable to get their degree without further study, so it is extremely important to urge them to do this in a timely manner. Direct them to the Writing Portfolio Site at:

<http://www.writingprogram.wsu.edu/units/writingassessment/midcollege/>.

- Make sure they take a Tier III class in their junior or senior year. Note that some Tier IIIs have prerequisites. Be sure to check. Remember that Humanities 410: Love in the Arts, is designed as a Tier III for English majors, containing lots of poetry, drama, and fiction in translation. We also offer Humanities 450: Representations of the Holocaust, which is also an excellent Tier III class and will count for English majors as well as others. The Tier III requirement applies even to transfer students with an AA degree, since that degree satisfies only lower-division GERs.
- Remind students to be sure to complete the English Writing Portfolio requirement which includes bringing in a paper from Engl 302 and one from their senior (or upper division) literature or creative writing course as well as completing the exit questionnaire and turning it in. Make clear that this is not the same as the Junior Writing Portfolio required as part of the GERs of all students.

ENGLISH MAJOR ADVISING TIPS

- Students wishing to certify a major in English must have a 2.0 grade point average and must maintain that to graduate. They can certify as soon as they have completed 24 hours. There are no additional prerequisites. Send them to Jerri Smith's office in Avery 202B to certify.
- The current English major and its options are described in the current advising handbook. There are copies available in Jerri's office, but you can also download, view, and print it on the department Web site at <http://libarts.wsu.edu/english/Faculty%20Resources.html>. Just click on "Download Guide to the English Major." This is a .pdf file, and you will need Adobe Acrobat Reader or an Acrobat plug-in installed on your computer to read it.
- For information about advising students who are interested in English Teaching, see the English Education Advising Notes. Remember when people indicate they are interested in Teaching and Learning to hand them the white four-page paper of information as well.
- Remember to note all substitutions on the advising form and initial them. They will not be entered into the students DARS report until you've initialed them and called Jerri's attention to the substitution.
- Those interested mainly in writing should begin the Rhetoric and Professional Writing option by taking English 302, 301, and perhaps either 371 or 373 (they need one of the readings classes). Another good choice would be 401. Those particularly interested in professional writing will need 402 or 403. This option is especially aimed at serving the needs of pre-law and business-oriented students, but it is also attracting a number of would-be journalists.
- Those options with a Humanities requirement have expanded it in recent years to include more courses: Hum 101, 103, 302, 303, 304, 335, 350, 410, or 450. Remember that these courses can count as GERs or be substituted for English literature classes where appropriate. All of our options now have an identical Humanities requirement.

GENERAL EDUCATION REQUIREMENT TIPS

- Be sure to check for each student you advise to see that they have completed the foreign language requirement. Students from smaller schools are often admitted without a second year of a foreign language. They should check with Foreign Languages if they are uncertain which course to take.
- In fulfilling their GERs in written and spoken communication, students sometimes think that COMST 102 (Public Speaking) is required, but this not true. Even the teaching option no longer requires it.
- Note that the American Diversity (D) GER and the Intercultural Studies (I) requirements are not necessarily add-ons to the total number of hours required, and can be satisfied by designated courses that also offer an H (G) or S (K). They must be outside the major (no ENGL prefix) to satisfy the GER requirements. You can use the Search for Classes tool to find open classes that satisfy the requirements. Humanities classes can fulfill the H requirement for English majors, and are a good choice.
- Students who have tested on the Math Placement and are found to need remedial math must now pay big bucks beyond their basic tuition charges to take those courses. Students who do not place into a college-level math class can transfer such a class in from a community college, bypassing the remedial course. If they seem qualified and are willing to take math in summer school, they may want to take this option, provided there is a community college where they will be living which qualifies. They can check transferability by consulting the Transfer Course Equivalencies Page: <https://webapps.wsu.edu/ais/myinfoservices/darwintce/index.aspx>.
- Math 205 is a good suggestion for advisees who qualify. Students generally find this course in statistical literacy more useful and interesting than 210, which is a general survey of math. Students taking 210 should be urged to take it seriously. It is not uncommon for them to stop going after the first few weeks because it reviews familiar material, and then get blindsided by the later less familiar material in the course and flunk out. Math 107 is precalculus, good for students planning further studies in science or engineering, but much tougher than 205 or 210. You cannot judge the difficulty of lower-division math classes based on their numbers.
- English majors must have 12 hours of science credits to graduate--not the 10 of people in most other colleges. Most English majors take ES/RP 101 (now a laboratory class), Biol 102 and Geol 101. Students often take a three-credit class like FSHN 130, which leaves them one hour short of the 12-hour requirement. Good choices for filling in the missing hour are Astr 390 and Biol 201 (which has a pre-requisite of 102 or other lower-division biology class).
- If you have time and are interested in the process, consider asking an advisee to log on to myWSU while they are in your office and register as you watch them. This works only after the student's assigned advising time has arrived. You will be able to help them navigate and will see the problems which they incur as they go along. Certainly not something you'll want to do with every student, but very educational if you've never seen how myWSU works for them. Note that students now go to myWSU rather than Metro to register.
- Encourage your advisees to go talk to the professor teaching the course in which they are interested if they have questions about whether the class is right for them. Another great idea is to look at the textbooks in the Bookie to see what the material looks like.

- Students often find that a 1-credit PEACT class is useful for giving them a break from studies and earning them a low-risk credit of one hour toward graduation. These courses are graded on an A/S/F basis, so unless the student really messes up, they will not hurt a GPA and can be fun. Strenuousness ranges from fly-fishing to scuba diving. Note that some of the classes have extra equipment fees.
- Students interested in dance should be told that besides the PEACT courses, there are excellent ones in modern and jazz dancing offered under "DANCE."
- Ask transfer students whether they have an AA degree. If they say they do, but it doesn't appear on their DARS report, ask them to check to make sure that their transcript was sent to the Admissions Office. If they are just a few courses short of an AA, tell them they can complete the missing courses here and transfer them back to their community college. Having an AA satisfies all the lower-division GERs (though not the College of Liberal Arts requirements, including the two extra hours of science, including one of lab). Remind them that it does not satisfy the upper-division GER requirements, like the writing portfolio and the Tier III class. Note that Jerri Smith can check to see whether Admissions has received a student's transcript from another institution.

Last revised October 20, 2008.

Jon Hegglund