

ENGLISH MAJORS' HANDBOOK: 2014-2015 Academic Year
TABLE OF CONTENTS



General Information

English Department Mission Statement-----	2
Welcome from the English Department Chair-----	3
Purposes of this Manual-----	5
Departmental Advising-----	6

Program Requirements

Department Requirements & Competencies for English Majors-----	8
--	---

B.A. English

B. A. Literatures track: Advising sheet -----	12
B. A. Writings track: Advising sheet -----	14

B.S.Ed. English – Teacher Education

Policies for B.S.Ed.-----	16
Field course sequence-----	17
B.S.Ed. Program Progression, or What you should be doing when-----	18
B.S.Ed. Test of Writing Competency & Portfolio Requirements and Rubric-----	19
Dispositional Expectations for Students in Teaching Certification Programs-----	22
Advising sheet – Literatures track B.S.Ed. -----	24
Advising sheet – Writings track B.S.Ed.-----	26
FATE II form-----	29

Assessment & B.A. Portfolio Information-----	30
Preparing for Graduation -----	33
Letters of Recommendation-----	34
English department minor programs-----	35
Take Your Advising Quiz! -----	38
Internships for English Majors-----	39
Get Involved! Activities for English Majors-----	41
Career Opportunities for English Majors-----	43
Literatures Track Courses -----	45
Writings Track Courses -----	47
B.S.Ed. Literature Categories (American, British, World) -----	49
General Education Approved Courses -----	50

English Department Mission Statement

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

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

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

3/2005

Fall 2014



Dear English Major:

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

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

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

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

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

Sincerely,

Dr. Jen Bacon
Chairperson, Department of English

PURPOSES OF THIS MANUAL



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

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

- Academic Policies:
<http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.html>
- Degree Requirements:
<http://www.wcupa.edu/information/official.documents/undergrad.catalog/degreqt.html>

The biggest change for Fall 2014 is that all new first-year students must choose their distributive general education classes from an approved list. You will find this list on the last page of this handbook.

The Department of English offers two degree programs: the B.A. English and the B.S.Ed. in English. All WCU degrees require completion of a minimum of 120 credits. Effective Fall 2009, the B.S.Ed. program was revised in response to Chapter 49 mandates from the PA Department of Education; as a result, the B.S.Ed. in English requires 122 credits for completion.

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

Degree Progress Report (DPR) on MyWCU & University email:

While the DPR does a good job tracking your gen eds, it cannot track everything in your major degree program. Thus, **the information about your major in this manual overrides the DPR**. Double-check what the DPR is showing against your advising sheets. If a question arises about a conflict between the DPR and your program as mapped onto our advising sheets, the advising sheets will be considered correct.

The university communicates with students via WCU student email accounts. Please check yours regularly!

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

DEPARTMENTAL ADVISING



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

When you arrive at WCU, you will be assigned a Departmental advisor. Your advisor will meet individually with you to help you evaluate your academic status and plan your schedules for the coming semester. Working closely with your academic advisor will help ensure that you are making progress towards your degree and that your course selections are in line with your educational and professional goals.

KNOW YOUR DEGREE.

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

While your advisor will offer direction, make recommendations and answer any questions you may have about the program, **ultimately, you are responsible** for:

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

Please consult MyWCU to identify your English Department advisor. Dr. Cheryl Wanko (cwanko@wcupa.edu) is lead advisor for the department.

Why meet with your advisor?

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

In addition to pre-scheduling sessions, your advisor will be available to meet with you throughout the semester to discuss any number of issues including adding, dropping, or withdrawing from a course; career objectives; preparation for graduate study; and internships and employment opportunities. We encourage students early in their degree progress to become familiar with the counselors and resources available at the Twardowski Career Development Center (Lawrence 106). Students who believe they need additional career advisement can also consult Departmental disciplinary advisors—specialists in education, literature, journalism, business communications, technical writing, and creative writing—to discuss graduate school options and professional opportunities. Throughout the academic year the department offers workshops on career possibilities, preparation, and graduate school.

Advisors are typically **not available** on weekends, holidays, or over summer break. Please plan accordingly.

Secondary Education advising

While your Departmental advisor is your primary advisor, B.S.Ed. students should also consult with the Department of Professional and Secondary Education to learn the name of their advisor in that Department. The Prof/Sec advisor will help B.S.Ed. students with the sequence and content of education courses, test requirements, and field experience information. You can find your advisor's name by going to the Department of Professional and Secondary Education, 105 Recitation Hall, or from MyWCU.

Procedure for scheduling

1. Pay any University bills; you cannot schedule if you have unpaid University bills, parking tickets, health center charges, etc.
2. Sign up for an office meeting with your assigned advisor via the advisor's preferred method (appointment schedule on office door, online scheduling, or email). You should arrange to meet with your advisor at least 10 days before your registration date, called "appointment date" on MyWCU. Dates are assigned based, in part, on the number of credits you have earned; you can find your advisor name and enrollment appointment date easily by simply logging into your MyWCU account.
3. You should come to your advising appointment with a list of courses, based on the offerings for that semester, that you would like to take and any questions you may have about offerings, your progress in the program, or career directions.
4. Your assigned advisor must clear you electronically before you can schedule on MyWCU. Please do not phone or e-mail requesting that your advising flag be lifted when you have not completed the required advising session.
5. Your advisor will not lift your advising flag to allow you to schedule without a meeting to discuss your plans.
6. **To avoid having your schedule purged by the Registrar, pay your bill promptly.** If your schedule is purged, you may not be able to reconstruct it. In most cases, the Department will not be able to add you back into classes that have filled, if you have lost your seat in a class due to purging, and another student has added into that class.

DEPARTMENT OF ENGLISH REQUIREMENTS FOR MAJORS



In addition to the 48 General Education credits, students must fulfill the major requirements of the English Department. English majors who entered the department after Fall 2007 will follow one of two degree programs: (1) the Bachelor of Arts degree in English or (2) the Bachelor of Science degree in English Education. As a general rule, all of our majors should complete the general education and language requirements as soon as possible, before satisfying Departmental intermediate requirements and taking Departmental electives. Requirements for the B.S.Ed. are especially constrained, so students in this program need to pay special attention to their program sequence. The B.A. degree requires a minimum of 120 credits; the B.S.Ed. requires 122 credits. You cannot graduate without this number of credits.

WCU degrees require a **minimum of 120 credits**; our B.S.Ed. requires 122 credits. You **cannot graduate** without this number of credits.

All B.A. and B.S.Ed. English majors have a choice between two tracks, **Literatures or Writings**.

The Literatures Track provides focused, in-depth study of literary texts across multiple genres (literary forms, such as poetry, drama, novels), historical periods, and multiple cultural traditions (American, British, multi-ethnic, and world/global). Students will develop the ability to read closely; assess audience, style, and generic conventions; decipher unfamiliar texts dependent on their historical contexts; analyze meaning and the ways that meaning is created; use a variety of databases skillfully; and craft appropriate, stylistically graceful, and grammatically sound texts.

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

Foreign Language Requirement for B.A. English majors

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

Students planning to take French, German or Spanish should take the placement test online at http://www.wcupa.edu/academics/sch_cas.flg/placement.asp. Follow all information on that page for sign-in information, password, language choice, and email instructions. Students planning to take Chinese, Italian, Latin, or Russian should go to the Language Learning Center (Main 200) to take the placement test. Classical Greek and Hebrew, Japanese, and American Sign Language also satisfy the language requirement. Please note that **you cannot earn credit through the placement test!**

The placement test score determines the course level to begin language study (101, 102, 201, etc.). With the exception of the 3 credits given for a score of 4 or 5 on the AP exam, there is no credit given for courses that a student places out of. However, a student may obtain credits toward graduation for lower level courses by enrolling during the first week of the semester for "credit by exam" in up to two such

courses, for a minimal cost. The student appears on the class list and takes the final exam of the course during final exam week. The student should buy the appropriate textbook and be aware of the material generally covered at that course level. Faculty members are **not** obligated to tutor students taking credit by exam. The student is responsible for preparing for the examination. The student is awarded the grade obtained on the exam as the grade for the course.

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

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

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

1. Formal minor. A formal minor is an approved program of study in the English or some other department that will show up on your transcript – for example, Business & Technical Writing in English, or Art History, or Physics, or interdisciplinary minors such as International Business or Women’s & Gender Studies. Each comprises 18 credits, so you can use this section of your program to get a formal minor. See full list of WCU minor programs at <http://www.wcupa.edu/information/official.documents/undergrad.catalog/acpolpro.htm#minors>.

The English Department offers seven minors: see page 35 of this manual.

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

3. English Department electives. Don’t want a formal minor or to design a concentration? Fill this section with 18 credits of any English department **majors’** classes (no gen ed classes count in this section – no Lit100, Lit165, CLS165, or WRTs).

AVOID OVERLAPS!
With the exception of **one** overlapping course, courses used to fulfill requirements in this 18-credit section **cannot also be used to fulfill a track major requirement.** The DPR does **not** catch this!

COMPETENCIES REQUIRED BY WCU ENGLISH MAJOR CLASSES

Working draft



If you are transferring into a WCU English program, here's what we expect you to know.

Those students pursuing the BSEd will have additional competencies required by the education section of their program.

First year (0-30 credits)

Students should be able to:

- Integrate critical thinking into reading and writing processes
- Analyze a rhetorical situation: audience, purpose, context, and tone
- Address rhetorical situation in their writing
- Create texts in multiple genres and be able to recognize and analyze the differences among these genres
- Practice the recursive stages of the writing process: brainstorming, drafting, revising, editing, and proofreading.
- Locate their individual responses to texts within a larger context of cultural codes and conflicts, critical approaches and theories.
- Demonstrate an awareness of the conventions of particular textual genres
- Respond thoughtfully to diversity by paying careful attention to language use and by recognizing that language may reflect personal and/or cultural beliefs about different groups of people.
- Identify the gendered, racial, ethnic, and class perspectives from which we read and we write
- Apply methods of reader-response criticism as well as other relevant critical approaches in formal analysis.

Second year (31-60 credits)

Students should be able to:

- Identify, retrieve, and select reliable sources of information to support written work
- Understand plagiarism and how to avoid it
- Analyze the roles that history and culture play in the production and reception of texts
- Demonstrate a familiarity with methods of textual, cultural, and historical criticism, especially an introductory knowledge of New Historicism
- Demonstrate a facility with academic research
- Perform timed writing comfortably
- Show competence in MLA citation style
- Apply models of criticism to their reading and writing of texts
- Demonstrate an understanding of the interaction of author, audience, text and context
- Define theoretical terms and perspectives important in English Studies
- Demonstrate an understanding of the relationships among language, cultural values, and theoretical perspectives
- Demonstrate greater comfort with oral presentation
- Be familiar with a range of reading strategies necessary to effectively understand texts;
- Effectively employ the language of rhetorical and literary analysis in classroom conversations and in written/oral communication;
- Recognize the role of visual literacy and visual rhetoric in literary analysis;
- Compose original work in digital spaces;

- Knowledge and ability to practice writing conventions appropriate to crafting documents for multiple readers;
- Competence to design, edit and comment on written work in virtual workspaces;
- Ability to interpret information from charts, graphs and tables and incorporate into original compositions

Advanced – third and fourth year (61 credits – graduation)

Students should be able to:

- Show ability to use theoretical terms and adopt critical perspectives
- Understand the linguistic underpinnings of language and its development
- Contribute to scholarly conversations by successfully representing others' viewpoints in their own work
- Display mastery of MLA citation style
- Identify major literary periods
- Work with specialized scholarly databases for primary and secondary research
- Be able to read, understand, and analyze scholarly articles
- Understand and demonstrate professional conventions of written and oral communications
- Use appropriate pre-professional and professional discourse practices suitable for internships and student teaching assignments
- Understand rhetoric as epistemic, creating knowledge

B.A. English: Literatures

Advising Sheet (post-Fall 2007)

Name:	Date Major Declared:				
	2014 students must choose distributive classes from approved list				
General Education Requirements					
I. Foundations					
	Credits	Course	Semester	Grade	Repeat?
WRT 120 – Effective Writing	3				
WRT 200 – 220 (choose one)	3				
MAT 103+	3				
SPK 208 or 230	3				
Diverse Communities (J)	3				
Interdisciplinary (I)	3				
2. Distributive Science Requirements –2 different prefixes. NO interdisciplinary courses!					
Science #1 (see approved list)	3				
Science #2 (see approved list)	3				
3. Distributive Social Science Requirements – 2 different prefixes. NO interdisciplinary courses!					
Behavioral & Social Science #1 (see approved list)	3				
Behavioral & Social Science #2 (see approved list)	3				
4. Distributive Humanities & Arts Requirements - NO interdisciplinary courses!					
History (see approved list)	3				
Philosophy (see approved list)	3				
The Arts (see approved list)	3				
5. General Education Electives*					
	3				
	3				
	3				

*Those students who need a 101-level foreign language can use one of these elective slots for that class.

B.A. Literatures Advising sheet continued next page.

English Major Courses – Literatures Track B.A.					
	Credits	Course	Semester	Grade	Repeat
1. Language Courses					
ENG/LIN 230	3				
Language 102	3				
Language 201	3				
Language 202	3				
2. English Core Courses					
ENG 194	3				
ENG 295 (best after Eng194)	3				
ENG 296 <i>or</i> LIT 206 (best after 194)	3				
3. Intermediate Level Literatures Track Courses (two must be designated as Early).					
See track class lists at back of manual.					
Genre	3		E?		
Genre	3		E?		
U.S. Multi-Ethnic & World	3		E?		
U.S. Multi-Ethnic & World	3		E?		
Historical Contexts	3		E?		
Historical Contexts	3		E?		
Intermediate Level Writings Crossover Courses for Literatures Track					
Writing Crossover	3				
Writing Crossover	3				
4. Eng400 – pre-reqs: English core classes					
ENG 400	3				
ENG 400	3				
ENG 400	3				
5. Minor OR Concentration OR English Dept. Electives					
<div style="border: 1px solid black; padding: 10px; margin: 0 auto; width: 80%;"> Electives option: Majors' classes only ENG, LIT, CLS, WRH, JRN, CRW, or FLM – NO Lit100, Lit165, CLS165 or WRT courses! </div>					
1.	3				
2.	3				
3.	3				
4.	3				
5.	3				
6.	3				

B.A. English: Writings

Advising Sheet (post-Fall 2007)

Name:	Date Major Declared: 2014 students must choose distributive classes from approved list				
General Education Requirements					
I. Foundations					
	Credits	Course	Semester	Grade	Repeat
WRT 120 – Effective Writing	3				
WRT 200 – 220 (choose one)	3				
MAT 103+	3				
SPK 208 or 230	3				
Diverse Communities (J)	3				
Interdisciplinary (I)	3				
2. Distributive Science Requirements – 2 different prefixes. NO interdisciplinary courses!					
Science #1 (see approved list)	3				
Science #2 (see approved list)	3				
3. Distributive Social Science Requirements – 2 different prefixes. NO interdisciplinary courses!					
Behavioral & Social Science #1 (see approved list)	3				
Behavioral & Social Science #2 (see approved list)	3				
4. Distributive Humanities & Arts Requirements – NO interdisciplinary courses!					
History (see approved list)	3				
Philosophy (see approved list)	3				
The Arts (see approved list)	3				
5. General Education Electives*					
	3				
	3				
	3				

*Those students who need a 101-level foreign language can use one of these elective slots for that class.

B.A. Writings Advising sheet continued next page.

English Major Courses – Writings Track B.A.					
	Credits	Course	Semester	Grade	Repeat
1. Language Courses					
ENG/LIN 230	3				
Language 102	3				
Language 201	3				
Language 202	3				
2. English Core Courses					
ENG 194	3				
ENG 295 (best after 194)	3				
ENG 296 <i>or</i> LIT 206 (best after 194)	3				
3. Intermediate Level Writings Track Courses					
See track class lists at back of manual.					
Style & Aesthetics	3				
Style & Aesthetics	3				
Power & Politics	3				
Power & Politics	3				
Info/Tech	3				
Info/Tech	3				
Intermediate Level Literatures Crossover Courses for Writings Track - No FLM or CLS350					
Literatures Crossover (LIT, CLS)	3				
Literatures Crossover (LIT, CLS)	3				
4. Eng400 – pre-reqs: English core classes					
ENG 400	3				
ENG 400	3				
ENG 400	3				
5. Minor OR Concentration OR English Dept. Electives					
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> Electives option: Majors' classes only ENG, LIT, CLS, WRH, JRN, CRW, or FLM – NO Lit100, Lit165, CLS165 or WRT courses! </div>					
1.	3				
2.	3				
3.	3				
4.	3				
5.	3				
6.	3				

TEACHER EDUCATION POLICIES

For students pursuing the B.S.Ed. and Post-Baccalaureate in English Secondary Education



This section provides B.S.Ed. students or prospective students with some information on admission to the teacher education program, student teaching prerequisites for Pennsylvania secondary schools, and the Praxis II exams. The requirements derive from directives from our accrediting bodies: the National Council of Accreditation of Teacher Education (NCATE), NCTE (National Council of Teachers of English), and the Pennsylvania Department of Education (PDE). Students in our program benefit by earning a degree approved by these accrediting bodies; most school districts look for such degrees.

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

Policy for Formal Admission (F.A.T.E.) to the B.S.Ed. program

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

1. Complete 48 credits of college-level coursework.
2. Pass the Test of Writing Competency administered by the Department of English. For details, please see the section of this handbook outlining procedures for this test.
3. Achieve a minimum GPA of 2.8.
4. Pass the Pre-service Academic Performance Assessment tests (PAPA) in reading, writing, and math. Passing scores are defined on the College of Education's website, at <http://wcupa.edu/academics/coed/praxisl.asp>. You may be exempt from PAPAs if your SATs or ACTs are above a certain score: see <http://www.wcupa.edu/academics/coed/studentinfo/fateundergrad.asp>.
5. Have 3 credits in college-level English composition, 3 credits in literature, and 6 credits in math.
6. Complete College of Ed's application for FATE and English Dept's FATE II form (see page 29).

No student may take
EDS306, Eng390,
Eng392, or student
teaching without FATE.

FATE delay

Students who are missing only one of these requirements can get a one-semester "FATE delay," which allows them to progress in the program with one deficiency in their application for FATE. The GPA requirement is the only requirement that cannot be waived for this delay. See the College of Ed's website for the appropriate form.

Clearances

BSEd English students must have criminal background, child abuse, fingerprinting, and TB clearances for: EDP250; EDA304; ENG390, 392; EDS306, 411, 412

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

Student Teaching prerequisites

To student teach, you must attend the mandatory student teaching meeting two semesters before you plan to student teach. Please look for details about your student teaching (school assignment policies,

expectations, etc.) in your Student Teaching Handbook. See Dr. Laura Renzi (Main Hall 547) for this Handbook. In addition, you must:

1. Pass the Writing Portfolio requirement administered by the Department of English in order to student teach. Please see separate section for procedures/requirements.
2. Attain a “C” or higher in selected classes. See the WCU catalogue under the English Department’s Student Teaching Pre-requisites to review the current list of courses that require a “C” or higher. In 2013, these courses are:

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

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

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

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

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

Praxis II requirement

All B.S.Ed. and certification students must attempt the Praxis II exam (English Language Arts: Content Knowledge, ETS #5038) before their student teaching semester. Students must pass this exam before receiving their degrees or certification from WCU and being certified by the state of Pennsylvania. Passing scores are defined on the College of Education’s website, at http://wcupa.edu/_academics/coed/praxisII.asp.

Field course sequence

In order for field experience hours to build logically through levels, students must take these courses in this order:

- Level 1 - EDP 250
- Level 2 - EDA 304
- Level 3 - EDS 306 (requires FATE)
- Level 3 - ENG 390 and 392 (require FATE)
- Level 4 - EDS 411-412 – Student Teaching (requires FATE)

BSEd PROGRAM PROGRESSION



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

YEAR 1

- Gen ed
- English core: ENG194, ENG295, & ENG296 or Lit206
- Education classes: EDF 300 & EDA 103 suggested
- Begin taking PAPA tests!



YEAR 2

- Finish gen ed
- Begin English track classes
- Obtain field experience clearances
- Take Level 1 & Level 2 field classes in order: EDP250 & EDA304
- Pass English Dept Test of Writing Competency
- Meet with Professional & Secondary Ed advisor
- Apply for Formal Admission to Teacher Education, F.A.T.E



END OF YEAR 2

ATTAIN FORMAL ADMISSION or "FATE"

This means that you have:

- earned at least 48 college credits, including 3 in writing, 3 in literature, and 6 in math
- passed all your PAPA tests (unless your SAT/ACT tests exempt you)
- passed the English Dept's Test of Writing Competency
- earned a GPA of 2.8 or higher
- completed FATE application & FATE II form and submitted them



YEAR 3

- EDS306 – after FATE but before Eng390 & Eng392 – no exceptions to this pre-req & no simultaneous enrollment
- Lit398
- Remaining English and education classes
- 1st Eng400
- Eng390 or Eng392 – after FATE & EDS306
- Pass Portfolio requirement
- Take** Praxis II test. You must **take** this test before your first day of student teaching and **pass** this test to graduate with your BSEd.



YEAR 4

- Eng390 or Eng392 – after FATE & EDS306
- 2nd Eng400
- Remaining English and education classes
- Pass** Praxis II test. You must **take** this test before your first day of student teaching. You must **pass** this test to graduate with your BSEd.
- Final semester: Student teaching. All course work & NGs must be completed before this!

TEST OF WRITING COMPETENCY & PORTFOLIOS
REQUIREMENTS & PROCEDURES
For B.S.Ed. and Certification in English



This document will explain the requirements for the Test of Writing Competency and the Writing Portfolio. These are required only for students in the B.S.Ed. program and for students pursuing PA certification. Students must pass the Test of Writing Competency in order to gain Formal Admission to the Teacher Education Program in English. Students with FATE must pass the Writing Portfolio requirement to student teach.

TEST OF WRITING COMPETENCY

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

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

Procedures:

- You do not need to register for the Test.
- Bring to the Test: blue/black pen(s), 8-1/2 x 11 writing paper; dictionary, if desired.
- ***If you do not pass:*** Students who fail the Test of Writing Competency must confer with a member of the Teacher Education Committee during the same semester in which the Test was taken. They should retake the Test the following semester.
- Students whose Test of Writing Competency does not meet Department standards after two submissions will be required to do additional work in writing before they may take the Test a third time. This work may involve taking an offered course or doing independent study in writing supervised by a faculty member.

WRITING PORTFOLIOS

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

Requirements

Portfolios that do not meet all of the following requirements will not be read:

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

- The Portfolio must include one paper in each of three different modes in addition to a self-assessment:

The Three Modes:

1. *Personal Essay* includes personal autobiographical narrative as well as fiction, biography, and oral history. The personal essay tells a story generated by the writer, not gathered from a secondary source, and may take the form of memoir, literacy narrative, stories (not poems) from creative writing classes, or related type. Ask yourself: does this piece tell some kind of story about me?
2. *Research Writing* incorporates primary and secondary sources and a recognized citation system. It can be a literary research paper, from an English core class, from an Eng400, or even from a gen ed class.
3. *Persuasive Writing*, the purpose of which is to move readers to form or to change an opinion or to take a specific action. This includes literary analysis and other academic essays intended to prove a thesis as well as book reviews or other opinion-based writing.

The Self Assessment:

Self-Assessment is 3-4 pages long. It must describe:

- a. the assignment that prompted each piece of writing in the Portfolio,
- b. the process that produced each piece, and
- c. what each reveals about the writer's ability and/or growth as a writer.

It is not necessary to include drafts for this essay.

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

Procedures:

- Students should submit their Portfolios to the English Department secretary in Main 540. **We do not accept late portfolios, so please observe carefully the due date and time specified.**
- **If you do not pass:** Students whose Portfolios do not meet Department standards must confer with their readers, who will be listed when scores are posted, during the same semester in which the Portfolio was submitted. Students should resubmit their Portfolios **during the following semester** by the deadline specified. No Portfolios are evaluated during the summer.
- Students whose Portfolios do not meet Department standards after two submissions will be required to do additional work in writing before they may resubmit the Portfolio. This may involve taking a recommended course or doing independent study in writing supervised by a faculty member.

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

Portfolio and Test of Writing Competency Holistic Scoring Guide

6	5	4	3	2	1
<ul style="list-style-type: none"> • sharp, distinct voice • substantial, specific, and/or illustrative content; sophisticated ideas that are particularly well-developed • meaningful organization • writer's voice apparent in tone, sentence structure, and word choice • few mechanical and usage errors 	<ul style="list-style-type: none"> • clear focus • specific and illustrative content • obviously controlled, functional organization • precision and variety in sentence structure and word choice • some mechanical and usage errors 	<ul style="list-style-type: none"> • adequate focus • sufficient content • logical organization • some precision and variety in sentence structure and word choice • mechanical and usage errors not severe enough to interfere significantly with the writer's purpose 	<ul style="list-style-type: none"> • vague focus • content limited to a listing, repetition, or mere sequence of ideas • inconsistent organization • limited sentence variety and word choice • repeated weaknesses in mechanics and usage 	<ul style="list-style-type: none"> • confused focus • superficial content • confused organization • lack of sentence variety and word choice variety • mechanical and usage errors that seriously interfere with the writer's purpose 	<ul style="list-style-type: none"> • absence of focus • absence of relevant content • absence of organization • no apparent control over sentence structure and word choice • mechanical and usage errors so severe that writer's ideas are difficult if not impossible to understand

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

NON-SCOREABLE (NS)	OFF-PROMPT (OP)
<ul style="list-style-type: none"> • is illegible: i.e., includes so many undecipherable words that no sense can be made of the response or • is incoherent: i.e., words are legible but syntax is so garbled that response makes no sense or • is a blank paper 	<ul style="list-style-type: none"> • is readable but did not respond to the prompt • contains language or content that is inappropriate for a professional audience • reflects a lack of awareness of—or sensitivity to—issues of diversity (gender, race/ethnicity, social class, sexuality, age, disability, etc.)

CHARACTERISTICS OF EFFECTIVE WRITING

FOCUS	CONTENT	ORGANIZATION	STYLE	CONVENTIONS
<ul style="list-style-type: none"> • demonstrates an awareness of audience and task • establishes and maintains a clear purpose • sustains a single point of view • exhibits clarity of ideas 	<ul style="list-style-type: none"> • information and details are specific to topic • information and details are relevant to focus • ideas are fully developed 	<ul style="list-style-type: none"> • logical order or sequence is maintained • paragraphs deal with one subject • logical transitions are made within sentences and between paragraphs • introduction and conclusion are evident 	<ul style="list-style-type: none"> • precise language • effective word choice • voice, tone, originality of language • variety of sentence structures, types, and lengths 	<ul style="list-style-type: none"> • mechanics: spelling, capitalization, punctuation • usage (e.g., pronoun references, subject-verb agreement) • sentence completeness

DISPOSITIONAL EXPECTATIONS FOR B.S.Ed. AND POST-BACCALAUREATE CERTIFICATION STUDENTS



What are "dispositions"?

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

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

Teacher Education Dispositions Monitoring Process

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

1. explore the nature of the concerns,
2. hear the student's reasons for the behavior(s) of concern, and
3. discuss corrective measures for remaining in the professional education sequence.

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

Dispositional Expectations

University-based:

1. Interaction with the instructor (promotes a professional and effective relationship with the instructor; willing to accept instructor written or verbal constructive feedback)
2. Interaction with other departmental, college, and support staff (maintains a professional relationship; shows respect; values the positions of faculty and support staff)
3. Personal appearance, mannerisms, and values (dressed appropriately to the situation and learning environment; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; demonstrates civility and respect for diversity; sees the worth of others and dignity in others; works effectively with peers in collaborative ways)
4. Adherence to class policies (punctual; observes schedules, regulations, and expectations of the university-student relationship)
5. Attendance and responsibility (reliable, regular in attendance according to the standards set by the instructor and the university; fulfills course obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; focuses attending behaviors during class discussion and lecture presentations)

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

Field-based:

1. Interaction with the site-based teacher (promotes a professional and effective relationship with the teacher(s); willing to accept written or verbal constructive feedback from the teacher(s))
2. Interaction with other building staff (maintains a professional relationship; shows respect; values the positions of and is courteous to administrators and other building staff)
3. Personal appearance, mannerisms, and values (appropriately dressed and groomed to the school culture; conducts him/herself professionally in speech through appropriate verbal and non-verbal communication patterns, in personal habits, and in mannerisms; exhibits fair, consistent, and equitable treatment of all; respects civil rights and confidentiality of all; maintains confidentiality of school matters and child-specific information; demonstrates civility and respect for diversity; sees the worth and dignity of all; works effectively with school staff in collaborative ways)
4. Adherence to class policies (adheres to building and staff policies and procedures; punctual; observes schedules, regulations, and expectations of the university-district relationship)
5. Attendance and responsibility (reliable, regular in attendance and time on-site according to the standards set by the instructor in collaboration with the school partner; fulfills course field obligations; notifies appropriate persons/submits necessary documentation if absent; carries through on assigned responsibilities; shows good professional judgment)
6. Level of preparedness (shows evidence of being well-prepared for field duties academically and attitudinally; shows willingness to approach tasks in an organized and skillful manner; demonstrates enthusiasm for the students and the teaching process; uses time effectively; is able to adapt to changing situations in the classroom or school).

B.S.Ed. English: Literatures

Advising Sheet (post-Fall 2009)

Name:	Date Major Declared: 2014 students must choose distributive classes from approved list.
-------	--

General Education Requirements

I. Foundations

	Credits	Course	Semester	Grade	Repeat
*WRT 120 – Effective Writing	3				
*WRT 200-220	3				
MAT 103+	3				
SPK 208 or 230	3				
Diverse Communities (J)	3	*ENG/LAN382			
Interdisciplinary (I)	3	*EDF 300			

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

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

3. Distributive Social Science Requirements – 2 different prefixes. NO interdisciplinary courses!

Behavioral & Social Science #1 (see approved list)	3	PSY100 (recom.)			
Behavioral & Social Science #2 (see approved list)	3				

4. Distributive Humanities Requirements. NO interdisciplinary courses!

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

5. General Education Electives

Second Math	3				
*ENG/LIN 230	3				
*ENG 331	3				

English Courses

1. English Core Courses

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

2. Intermediate Level Literatures Track Courses – 2 must be marked as “Early”

See track class lists at end of manual.

Genre	3		E?		Intermediate lits track classes must include one American, British, & World literatures class. See lists at end of manual. Note these classes below.
U.S. Multi-Ethnic & World	3		E?		
Historical Context	3		E?		
LIT or CLS Elective (no FLM, CLS350)	3		E?		
LIT or CLS Elective (no FLM, CLS350)	3		E?		

American:

British:

World:

Intermediate Level Writings Crossover Courses for Literatures Track					
WRH 325 - Info Literacy, Tech & Media	3		Spring only		
Writings Elective	3				
Writings Elective	3				
3. Eng400 – pre-reqs: English core classes					
ENG 400	3				
ENG 400	3				
Professional Education Requirements					
Pre-reqs for these classes can change. Please consult with your Prof & Secondary Ed advisor.					
EDA 103 - Foundations of Spec. Ed.	3				
*EDF 300 – Democracy & Education	X	See “I” req.			
*EDP 250** – Educ. Psych. <u>Level 1 Field Exp.</u>	3				
EDA 304** - Spec. Ed. Processes & Procedures for 2ndary Ed. <u>Level 2 Field Exp.</u>	2				
*ENG/LAN 382 - Teaching English Language Learners	X	See “J” req.			
EDR 347 - Literacy Dev. & Sec. Student with Disabilities in Inclusive Classroom	3				
*LIT 398 - Young Adult Literature	3				
Professional Education Courses Requiring Formal Admission					
*EDS 306** - Principles of Teaching & Field Exp. Level 3 Field Exp.	3				
*ENG 390** - Teaching English in Sec. Schools. Level 3 Field Exp.	3				
*ENG 392**- Teaching Writing in Sec. Schools. Level 3 Field Exp.	3				
Student Teaching					
ALL COURSEWORK MUST BE COMPLETED BEFORE STUDENT TEACHING. Minimum GPA of 2.8 required.					
*EDS 411 & EDS 412** – Student Teaching. Level 4 Field Exp.	12				

*C or better required in the course

** Course requires **Clearances** for field hours

• This course does not always = your course in “U.S. Multi-ethnic & World Lits”: see lists at end of this manual to be sure

Milestones in the Teacher Education Program			
Milestone	Completed?	Milestone	Completed?
PAPA tests		Test of Writing Competency	
Formal Admission (GPA ≥ 2.8)		Praxis II	
Portfolio		GPA to graduate ≥ 3.0 <i>required.</i>	

B.S.Ed. English: Writings



Advising Sheet (post-Fall 2009)

Name:	Date Major Declared:				
	2014 students must choose distributive classes from approved list.				
General Education Requirements					
I. Foundations					
	Credits	Course	Semester	Grade	Repeat
*WRT 120 – Effective Writing	3				
*WRT 200-220	3				
MAT 103+	3				
SPK 208 or 230	3				
Diverse Communities (J)	3	*ENG/LAN382			
Interdisciplinary (I)	3	*EDF 300			
2. General Education Science Requirements –two different prefixes					
Science#1 (see approved list)	3				
Science#2 (see approved list)	3				
3. General Education Social Science Requirements –two different prefixes					
Behavioral & Social Science #1 (see approved list)	3	PSY100 (recom.)			
Behavioral & Social Science #2 (see approved list)	3				
4. General Education Humanities Requirements					
History (see approved list)	3				
Philosophy (see approved list)	3				
The Arts (see approved list)	3				
5. General Education Electives					
Second Math	3				
*ENG/LIN 230	3				
*ENG 331	3				
English Courses					
1. English Core Courses					
*ENG 194	3				
*ENG 295 (best after 194)	3				
*ENG 296 or LIT 206 (best after 194)	3				
2. Intermediate Level Writings Track Courses					
See track class lists at back of manual.					
Style & Aesthetics	3				
Power & Politics	3				
WRH 325 - Info Literacy, Tech & Media	3		Spring only		
Writings Elective	3				
Writings Elective	3				

B.S.Ed. Writings advising sheet continued next page.

Intermediate Level Literatures Crossover Courses for Writings Track – see lists at end of manual					
American lit	3		E?		One of these classes must be marked “Early,” or “E.”
British lit	3		E?		
World lit	3		E?		

3. Eng400 – pre-reqs: English core classes

ENG 400	3				
ENG 400	3				

Professional Education Requirements

Pre-reqs for these classes can change. Please consult with your Prof & Secondary Ed advisor.

EDA 103 – Foundations of Spec. Ed.	3				
*EDF 300 – Democracy & Education	X	See “I” req.			
*EDP 250** – Educ. Psych. <u>Level 1</u> Field Exp.	3				
EDA 304** – Spec. Ed. Processes & Procedures for 2ndary Ed. <u>Level 2</u> Field Exp.	2				
*ENG/LAN 382 – Teaching English Language Learners	X	See “J” req.			
EDR 347 – Literacy Dev. & Sec. Student with Disabilities in Inclusive Classroom	3				
*LIT 398 – Young Adult Literature	3				

Professional Education Courses Requiring Formal Admission

*EDS 306** – Principles of Teaching & Field Exp. Level 3 Field Exp.	3				
*ENG 390** – Teaching English in Sec. Schools. Level 3 Field Exp.	3				
*ENG 392** – Teaching Writing in Sec. Schools. Level 3 Field Exp.	3				

Student Teaching

ALL COURSEWORK MUST BE COMPLETED BEFORE STUDENT TEACHING. Minimum GPA of 2.8 required.

*EDS 411 & EDS 412** – Student Teaching. Level 4 Field Exp.	12				
---	----	--	--	--	--

* C or better required in the course

** Course requires **Clearances** for field hours

Milestones in the Teacher Education Program

Milestone	Completed?	Milestone	Completed?
PAPA tests		Test of Writing Competency	
Formal Admission (min. 2.8 GPA)		Praxis II	
Portfolio		GPA to graduate - min. 3.0 <i>required.</i>	

Formal Admission for Teacher Education (FATE) Part II

Attach your advising sheet (filled in to this point). Turn this form (with advising sheet attached) and your FATE form (with required pieces attached) to Dr. Renzi's mailbox.

Name _____

ID# _____

Remember, you must:

- Complete **ALL** coursework before your student teaching semester
- Have an **American, British, and World Literature** course from the designated courses approved in the English Major's Handbook
- Receive a 3.0 GPA to graduate with a BSED degree in Pennsylvania
- Attend a student teaching meeting conducted by Dr. Price **one full year before** your student teaching semester.

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

Student Signature

Date

Advisor Signature

Credits: _____

GPA : _____

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

Course	Semester
ENG 390	_____
ENG 392	_____
Student Teaching	_____

ENGLISH DEPARTMENT PROGRAM ASSESSMENTS

B.A. & B.S. Ed. programs



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

What You Need to Know about the Disciplinary Knowledge Instrument, the Exit Survey, and the B.A. Program Portfolio

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

The multiple-choice instrument and exit survey are to be **completed by all B.A. and B.S. Ed. English majors**; however, the portfolio described below is to be filed only by B.A. students. B.S. Ed. students have a separate portfolio requirement for their teacher education program (see page 19).

1) The B.A. and B.S.Ed. Multiple-Choice Disciplinary Knowledge Instrument:

All graduating English majors will complete the Multiple Choice Instrument. This instrument is used to assess the department's performance in achieving its undergraduate program goals. It is available on the English Majors' Forum site on D2L. You should complete the instrument during your final year at WCU; please allow 25 to 30 minutes to complete.

2) The B.A. and B.S.Ed. in English Exit Survey:

All graduating English majors are requested to fill out an exit survey in their senior year. The survey asks you about the quality of your education here and your satisfaction with the program. The survey is an opportunity to let us know how satisfied you are with the program and how we might improve it. The Exit Survey will be available on D2L every September; all graduating BA and BSEd students must complete this survey!

3) The B.A. in English Portfolio (NOT for B.S.Ed. students):

Undergraduate English majors pursuing the B.A. in English, both tracks, are required to compile and submit a portfolio of writing done for their classes (this requirement includes transfer students; papers must have been written for WCU English courses). You can submit your portfolio electronically via the Dropbox found in the English Majors' Forum site on D2L or deliver the portfolio to Dr. Eleanor Shevlin, the Assessment Coordinator (Main 548).

Your portfolio will contain two essays/writing projects that you consider to be the best examples of work completed in undergraduate English courses.

Be sure to review the papers required for the B.A. English portfolio now to ensure that you will have them when it comes time for you to assemble and submit your portfolio. You should retain clean, ungraded copies of the needed essays. (Note: Do not rely on faculty to hold on to these papers for you.)

The portfolio must include the clean, unmarked, ungraded copies of the following:

- an ENG400 seminar paper;
- another research paper written for an English course (2,500-3,000 words; can be another ENG 400 paper) of which you feel most proud.
- a checklist and introduction

Students should select papers/writing projects that successfully demonstrate the ability to write analytically, critically, and knowledgeably about a given topic and the ability to craft grammatically sound, well-organized, and stylistically competent prose. Items selected must be submitted as clean copies without any instructor's comments or grades. Students may revise the writing chosen as deemed necessary prior to submission of the final portfolio.

Finally, each portfolio will include a **checklist** that identifies each item presented (the checklist is available below and on D2L) as well as an **introduction** (essay or letter). The introduction (2-3 pages typed, double-spaced) will address each item in the portfolio and must explain the context (assignment's expectations, instructions) for each piece as well as your understanding of how the items included represent what you have gained from the major. You are also encouraged to reflect more generally on the quality of your educational experience in the B.A. in English at WCU.

PLEASE PLACE PAPERS IN A FOLDER OR MANILLA ENVELOPE.

On the folder or envelope, please write

1. Your name
2. Track (literatures or writings)
3. Graduation semester (Spring, Summer, or Fall) and year

The portfolio should be submitted to the English Department's Assessment Coordinator, Dr. Eleanor Shevlin, Main 548 or left in her mailbox in the English department mailroom.

How will the portfolio scores be used?

The portfolio is one of the three assessment tools the English Department will be using to gauge how effective our B.A. in English program is. Though you will submit the portfolio under your name, scores will be recorded without it, 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 garnered from the portfolio will otherwise be kept confidential.

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

Graduating B.A. students should submit their portfolios to Dr. Shevlin or to the D2L dropbox on the English Majors' Forum by the end of finals week in their last semester.

B.A. English Majors' Portfolio Checklist - Effective Fall 2012
Include this Checklist with Your Portfolio

Instructions: Please fill out this sheet completely and return it with your portfolio before the end of your last semester at WCU. Your portfolio should contain two essays/writing projects that you consider to be the best examples of work completed in undergraduate English courses. Selected items must include the following: (1) **one ENG 400 seminar paper** and (2) **one other English department research paper (2,500-3,000 words; can be another ENG 400)** of which you feel most proud. Items selected must be submitted as clean copies without any instructor's comments or grades. Students may revise the writing chosen as deemed necessary prior to submission of the final portfolio. Finally, each portfolio will include both this checklist that identifies each item and an introduction (essay or letter). The introduction (3-4 pages typed, double-spaced) will discuss each item in the portfolio. You should explain the context (assignment's expectations, instructions) for each piece and your understanding of how the item represents what you have gained from the major. You are also encouraged to reflect more generally on the quality of your educational experience in the B.A. in English at WCU.

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

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

Order	Title of Essay or Assignment
Checklist	<input type="checkbox"/> Completed
Introduction	
ENG 400 SEMINAR PAPER If possible, include the assignment sheet.	
Another ENGL DEPT RESEARCH paper [No WRT 200 series]. (2,500-3,000 words) If possible, include the assignment sheet.	

Submission Options

- **Online:** Log in to D2L to the [English Majors Forum](#). Click on [Dropbox](#) on the top menu bar. Follow instructions for submission.
- **Hard copy:** Place clean hard copies of the all documents in a folder. Write on the outside of the folder your name, track in the major (WRT/LIT), semester and year of graduation. Submit folder to Dr. Eleanor Shevlin, Main 548.

PREPARING FOR GRADUATION



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

1. Meet with your **major and minor advisors** at least a year prior to your anticipated graduation date to review unmet requirements. Your advisor can also look at gen ed requirements, but they are best reviewed by the Registrar.
2. Meet with your advisor during Drop-Add Week of your last semester so that you can check requirements one more time, when you still have time to adjust your schedule!
3. Count your credits! WCU cannot grant any degree without a **minimum of 120 credits**. (And just because you have 120 credits does not mean that you earn a degree; you also must satisfy the degree's course requirements.) The English's Department's B.A. is a 120-credit program. Because of accreditation requirements, our B.S.Ed. program requires 122 credits.
4. Visit your MyWCU page and click on "Apply for Graduation" to apply for graduation analysis (see the pages that follow for instructions). This triggers a request to the Registrar (as well as putting you on the department's list of prospective graduates at the end of your anticipated graduation semester). You should apply a year before you anticipate graduation (see English Majors' Forum for deadlines). This will permit you to make adjustments to your course selections in your final semesters that will prevent any delay in your graduation date.
5. The Registrar's Office will provide an evaluation of your general education requirements. After several weeks to a few months (depending on urgency and time of semester), the Registrar's Office will send you an email **at your WCU email address only**, with your evaluation report attached. You will be asked to come to the Registrar's office and review the evaluation with the designated Registrar staff member (determined by Major/College). Specific days/times are identified. **You must check your WCU email account to learn of your graduation status!**
6. Consult with any minor advisors to verify that you will complete all requirements of minor programs.
7. Graduation clearances for your major are done in the last week of classes. If there is a problem with unmet major requirements, that is when you will learn about them officially. That is why regular meetings with your advisor plus familiarity with this manual and your advising sheets are essential!

How NOT to graduate!

The three most common problems (there are others ...):

1. You do not have 120 credits. Common reasons: You can't count remedial classes or repeats. Using one class to meet two requirements leaves you 3 credits short. You took a 2-credit class instead of a 3-credit class. You didn't transfer in all of your transfer classes.
2. You have not completed the minor/concentration/department electives section of your B.A. (see page 9 of this handbook).
3. You expected an interdisciplinary class to count for one of your gen ed distributive classes (it can't).

Please do not expect either the Registrar or the department to process your graduation request a couple of weeks before you intend to graduate.

Apply at least a year ahead of when you plan to graduate.

LETTERS OF RECOMMENDATION



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

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

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

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

- A list of programs to which you are applying – and the deadlines for the receipt of materials at each school.
- Any forms that should be included with the letter. Complete all portions of the form that ask for your personal information. **Be sure to check the box that waives your right to see the letter.** If you do not waive your rights to see the material, the letter will hold less weight.
- A draft of your personal statement or essay that you are sending with your application.
- A copy of your resumé.
- A statement in which you offer a brief summary of the work you completed for the course(s) you took with the recommender and the grades you earned. Such information will jog the recommender’s memory and allow the person to add specific details that will enhance the letter. Feel free to include any information (course-related or otherwise) that you feel would help the recommender highlight your talents for graduate school, your maturity, and/or your reasons for selecting particular programs.
- URLs for the recommendation submission websites and any relevant instructions.

MINOR PROGRAMS



The English Department offers programs in seven areas of minor concentration: African/African American Literature, Business/Technical Writing, Creative Writing, Film Criticism, Journalism, Linguistics, and Literature. Any degree candidate may earn a minor concentration by pursuing one of the following courses of study. (With one exception, of course: Literature track B.A. and B.S.Ed. majors cannot also take a minor in Literature.)

If you are interested in enrolling in one of these minors, please contact the English Dept's main office (610-436-2822) to obtain the name and contact information for the 2014-2015 minor coordinator.

African/African American Literature18 credit hours

The African/African American Literature Minor is a program in literary and cultural theory and criticism. This minor can be combined with any WCU undergraduate major. The minor in African/African American Literature should enhance the career opportunities of students in view of the growing need for multicultural and global understanding in the workplace.

1. Required Courses (6 credit hours)
CLS 351 and LIT 202 or LIT 203
2. Elective Courses (12 credit hours)
LIT 202 or 203 (whichever is not taken as requirement), 204, 205, 206, 309, or CLS 365, ENG/LIT/CLS 400

Business and Technical Writing18 credit hours

The Business and Technical Writing Minor prepares students for writing and editing in business, industry, government, and technical settings. It is also suitable preparation for graduate studies in writing, rhetoric, and technical communication. Prerequisite: WRT200, 204, 205, 206, 208, or 220.

1. Required Courses (12 credit hours)
ENG 320, 368, 371, 375
2. Elective Course (3 credit hours)
Choice of ONE of the following: ART 113, COM 220, SPK 230, CSC 141 (or higher), ENG 270, JRN 355, MGT 100, MIS 300, MKT 200 (or other elective approved by the director of the minor)
3. An additional three credit hours to be earned through ENG 395, a supervised internship in business or technical writing.

Creative Writing18 credit hours

The Creative Writing Minor allows aspiring authors to write poems, plays, essays, short stories, and novels under critical supervision.

1. Required Course (3 credit hours)
CRW 201
2. Elective Courses (15 credit hours)
Any five of the following: CRW 202, 203, 301, 302, 303, 304, 400, 490, 491.

Film Criticism18 credit hours

The Film Criticism Minor offers a stimulating concentration of courses for students interested in the critical study of films through screenings and written analyses.

1. Required Course (3 credit hours)

FLM 200

2. Elective Courses (15 credit hours)

Any five of the following selected with the approval of the advisor: CLS 304, 365, 369, 400+; COM 217, 317; EGE 409; FLM 201, 202, 301, 400+; FRE/EFR 350; GER/EGE 404, 405; HIS 376; ITA/EIT 360; SPA/ESP 305, 309, 313

*CLS 400 and ENG 400 are variable topic courses that may be crosslisted as FLM.

Journalism18 credit hours

The Journalism Minor provides marketable skills and experience for students interested in writing for the print and electronic media. Students, under critical supervision, acquire practical training in writing for newspapers, magazines, and public relations agencies in professional contexts.

1. Required Courses (12 credit hours) - minimum grade of C-

JRN 200 - (a student may substitute COM212 for this class but must take a second elective in its place)
JRN 225, 226, 250

2. Elective Course (3 credit hours)

One of the following: JRN 272, 312, 315, 335, 355

3. JRN411, (3 credit hours) – an internship in print media, which may be conducted at a professional daily newspaper or at the WCU student newspaper, *The Quad*.

Linguistics18 credit hours

The Linguistics Minor is an interdisciplinary program. Its purpose is to provide the student with a foundation in the analysis of the various aspects of language.

1. Required Courses (9 semester hours)

ENG/LIN 230, ENG 331 (or any other structural grammar course), ENG 335 (or any other historical linguistics course).

2. Electives (9 semester hours)

A. Choose one of the following:

ENG 330, FRE 365, GER 365, RUS 365, SPA 365, SPP 106, or any other approved course in phonology or phonetics.

B. Choose one of the following:

ANT/LIN 380; COM/LIN 415; ENG 339, 340; LIN 250; PHI/LIN 330, 360; or any other approved comparable course.

C. Choose an additional course from either Group A or B above, or choose one of the following: COM 307; ENG 430; LAN 350; LIN 411, 412; LIT 430, 431; PHI 190, 436; PHY 110; SPP 204; or any other approved linguistics course.

Literature18 credit hours

The Literature Minor provides a concentration for students interested in the critical study of literature through classroom discussion and written analyses. It is not open to English majors in the Literature track.

1. Required courses (3 semester hours)

One course from the following: CLS 165; ENG 194, 295, 296; LIT 165 or 206

2. Elective courses (15 semester hours)

Two LIT (one must be a 300-level) and two CLS (one must be a 300-level) courses. Of these four courses, one from each category of the major’s literatures track must be taken: a genre, an American multiethnic/world, and a historical context.

3. A 400-level ENG or 400-level CLS (taken under advisement)

See all WCU minor programs in the undergraduate catalog.

Other minors of interest to English majors:

Youth Empowerment & Urban Studies

Contact: Dr. Hannah Ashley

Equips future professionals to work in urban communities and with organizations that focus on urban youth: schools, social service agencies, and youth and community development groups. Through an experiential approach to learning and a philosophy of empowerment that will help those preparing for urban careers, the program will help WCU students to understand the complex context of American cities, the strengths and capabilities of families of diverse backgrounds, and the implications of public policy for large urban systems.

Women’s & Gender Studies

Contact: W&G Studies Department

This program integrates the perception and experience of women into the curriculum and to encourage inquiry into previously neglected areas, such as women’s history, women’s literature and art, psychology of women, and women’s position in society. It places analysis of structural inequality, with a primary focus on gender inequality, at the center of the curriculum. It prepares students for careers, graduate study, and life choices through an interdisciplinary curriculum that establishes feminist values in its pedagogy and content.

Web tech

Contact: Computer Science Department

The minor in web technology and applications introduces students to fundamental principles of web design, including the underlying technology and principles of aesthetics and effective communications.

International Business

Contact: Management Department

Integrates language and business study.

TAKE YOUR ADVISING QUIZ!



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

General education & general advising

1. Who is the primary steward of a student's academic career? What is the role of an English department advisor?
2. Why can't an interdisciplinary class count as one of your gen ed distributive area classes?
3. Does a creative writing seminar count as Eng400, the research seminar?
4. What should you do if you want to take classes at a community college and have them count at WCU?
5. What happens when you apply for graduation?
6. What is the minimum number of credits needed to graduate, by state mandate?

BA English (Writings & Literatures)

1. What is the difference between a minor and a concentration?
2. If you want to declare a minor, what should you do?
3. How many courses can you "double-dip" between an English major and an English minor? (I.e., how many classes can you use to satisfy the requirements of both programs?)
4. How many crossover courses are required for the BA in either track?
5. What level of foreign language must you achieve?

BSEd English (Writings & Literatures)

1. What criteria do you need in order to apply for FATE? Under what circumstances can you apply for "FATE delay"?
2. What is the field experience class sequence?
3. What is the difference between the "American Multi-Ethnic & World" category and the "World Literature" category in the handbook? How many courses are on both lists?
4. How many semesters should you set aside for taking the following methods courses: EDS 306, ENG 390, ENG 392, EDS 411, & EDS 412?
5. When should you submit your teacher ed writing portfolio?

INTERNSHIPS

Increase your Professional Knowledge and Experience



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

INTERNSHIP COORDINATORS

English majors: Prof. Eleanor Shevlin (Main 548, eshevlin@wcupa.edu)

Business and Technical Writing minor: Prof. Judith Scheffler (Main 530, jscheffler@wcupa.edu)

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

INTERNSHIP PLACEMENTS

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

Before meeting with the appropriate coordinator, you should explore internship possibilities by reviewing the internship section on the English Majors Forum on D2L, visiting the WCU Twardowski Career Center, or researching a business or organization for whom you would like to intern. The coordinator and you can then discuss the possibilities.

INTERNSHIP POLICY

A student seeking an English Department internship must be in the process of completing either a major or minor in the Department. The student will be permitted to undertake an internship under the supervision of the English Department when he or she has met the following requirements:

1. An accumulation of AT LEAST 80 semester hours;
2. Completion of 12 semester hours in courses in the major or minor program;
3. Watching the PowerPoint offering an overview of the internship program for English majors available on the English Majors' Forum on D2L.
4. A meeting with his or her advisor to obtain information about internship eligibility.
5. A meeting with the appropriate internship coordinator (see above) to discuss one's internship plans, search, and materials. The student should have a resume drafted and two writing samples (academic papers or writing samples that the student is particularly proud of having written).
6. Submission of the completed Internship Agreement form (found on D2L) with all signatures by the specified deadline.

All student interns must complete the Internship Agreement form (with required signatures) and give a copy to the faculty supervisor who will submit the completed, signed original to Prof. Shevlin. Fall and Summer internship forms are due by the end of the Spring semester. Spring semester internship forms are due by the end of the Fall semester. No one will be registered for ENG 395 until the completed form has been submitted. Any exceptions to these terms must be approved by the appropriate internship coordinator (Prof. Shevlin: English majors; Prof. Scheffler: Business and Organizational Writing minors; Prof. Bauerlein: Journalism minors).

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

INTERNSHIP ACTION SEQUENCE

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

1. Qualifying students must first apply for the internship (see steps above).
2. Upon approval and submission of completed paperwork, students will be registered for the internship (ENG 395). The internship sections are typically created by the department scheduler during exam period or shortly afterwards. The scheduler will enroll you in ENG 395 when he or she creates the course for you. You need only to check your schedule before the semester starts to ensure that ENG 395 appears and that it reflects the proper number of credits.
3. Students then will do the internship.

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

A student will be limited to 12 credit hours of internship credit. Anyone who wishes to take more than 9 hours of internship credit in one semester must obtain approval from their internship coordinator after submitting an application and an academic transcript in the preceding semester. The internship coordinator will determine the number of credits to be earned during an internship by applying a ratio of 40 hours of work for each hour of academic credit (for example, a student who worked 120 hours would receive three credit hours). The internship credits for English majors are to be applied to the student/advisor-designed program (professional concentration, relevant minor, or electives). It is the student's responsibility to demonstrate that he or she has met the academic requirements for an internship.

INTERNSHIP REQUIREMENTS

Minimum requirements are as follows:

1. Interns must perform required number of hours doing contracted tasks at the internship site.
2. Interns must maintain regular contact with their faculty internship advisor, meeting at least three times over the course of the semester.
3. Interns must maintain a collection of samples of their work throughout the internship.
4. Interns must confer regularly with their on-site internship supervisor.
5. At the end of the internship, interns must submit a portfolio of their work to their faculty supervisor and an analytical report (5 to 7 pages, minimum 1,300 words) detailing the internship experience, including what was learned and gained. NOTE: BTW minors should see the minor advisor for portfolio specifications.

Internships help you know
about career paths, develop
skills, and network.

All B.A. students should
make room in their
programs for an internship!

GET INVOLVED!
Activities of Special Interest to English Majors



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

DAEDALUS

Daedalus, an interdisciplinary magazine of the arts, is a showcase for the work of student writers, artists, and photographers. Any student may submit work to the editors for possible publication.

Contact: Kim Bridgford, Poetry Center, kbridgford@wcupa.edu.

ENGLISH CLUB

The English majors' student organization engages in a number of activities. It has hosted open mike nights and has published *Literati*, featuring undergraduate poetry, short stories, art, etc.

Contact: Dr. Timothy Ray, Main 529, tray@wcupa.edu

Dr. Kristine Ervin, Main 312, kervin@wcupa.edu

NCTE CHAPTER

The English Department hosts a student affiliate chapter of the National Council of Teachers of English. Members meet to discuss topics of professional interest and organize events and programming. Recent activities include tutoring at a local middle school; such experience is helpful for prospective teachers and can aid in building a resume.

Contact: Dr. Mary Buckelew, 210 East Rosedale, mbuckelew@wcupa.edu

Dr. Pauline Schmidt, Main 312, pschmidt@wcupa.edu

PRE-LAW SOCIETY

This legally oriented organization is one of the oldest functioning academic clubs at WCU. The club familiarizes students who are interested in law or the legal field with information and services concerning the legal field. Events or programs sponsored by the Pre-Law Society include Kaplan LSAT Test Drive, managing test anxiety, speakers from law schools, speakers (attorneys) in any field of law, visits to law schools, and discussions on areas of legal importance. Membership is open to all students of the University community who are interested in law, regardless of their professional plans.

Advisor: Dr. Sandra Tomkowicz, AND312D, stomkowicz@wcupa.edu.

THE QUAD

The student newspaper of West Chester University is published by a student staff with a faculty member as advisor. In addition to its primary role of disseminating news of campus events, *The Quad* also provides students with practical experience in reporting, editing, and photography, as well as in advertising and the business side of newspaper publishing. An apprenticeship on *The Quad* could be an important step on the way to a career in journalism.

Contact: The *Quad* Editor, x2375, 253 Sykes Union Building, quad@wcupa.edu, or

Prof. Phil Thompsen, QUAD Faculty Advisor, Main 508, pthompsen@wcupa.edu.

SIGMA TAU DELTA

Sigma Tau Delta is the English Majors' Honor Society, and offers opportunities for scholarly exploration in the form of publications and conferences. Students are selected for admission to this society based on their academic performance. Students are notified of their eligibility for this Society.

Contact: Dr. Gabrielle Halko, Main 547, ghalko@wcupa.edu

Dr. Joe Navitsky, Main 550, jnavitsky@wcupa.edu.

WCUR

The campus radio station at West Chester University offers experience in all phases of radio broadcasting, from on-air activities to radio production, management, and advertising. Operated entirely by students, WCUR offers practical work opportunities in a learning atmosphere.

Contact: Dr. Art Smith, Merion Science Center 234, asmith2@wcupa.edu.

WCU WRITING CENTER

The WCU Writing Center, located in Lawrence Center, Room 214. We are always looking for students with good writing skills who are interested in tutoring their peers. Students who volunteer at the Writing Center must attend several training sessions, enroll in "Writing Tutoring" ENG397, and take their commitment to the Center seriously. Such experience is helpful for those who want to teach writing or learn more about writing; it can also aid in building a resume. Graduate Students can take ENG 611 to learn about tutoring in more depth and to gain more experience at the Center.

Contact: Dr. Karen Fitts, 610-430-5664, kfitts@wcupa.edu.

WRITING ZONES 12.5

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

Contact: Dr. Bernard Hall, Main 411, bhall@wcupa.edu.

Get involved!

Extracurricular activities related to English help
you build your skills – and your resume!

A full list of WCU clubs is here:
<http://wcu.orgsync.com/Organizations>

CAREER OPPORTUNITIES FOR ENGLISH MAJORS



The English Department recognizes that most graduates will be concerned with finding employment relevant to their course of study and personal interests. Advisors can help students make decisions in this area. The English Majors' Forum on D2L offers information on the wide range of careers available to English majors, advice on resumé writing, sample interview questions, applying to graduate school, teaching abroad, and more. Click on the "Career and Graduate Info" toolbar. The University's Twardowski Career Development Center at 225 Lawrence Center, <http://www.wcupa.edu/services/stu.car/>, helps students initiate job searches and can also help counsel you.

In the spring semester the Department hosts an annual "What Can You Do with an English Degree?" panel in which four or five alumni/alumnae return to campus to relate how their WCU English degree has helped them succeed professionally. Over the years, many of these panels have been taped and are available for viewing; for more information, contact Dr. Eleanor Shevlin, Main 548, ext. 2463, eshevlin@wcupa.edu.

Careers for Graduates with B.A. in English

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

Think about these possibilities:

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

For more ideas try these links:

1. <http://careerservices.rutgers.edu/english.shtml>
2. <http://stats.bls.gov/oco/home.htm>

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

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

Want to go to law school?

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

Interested in earning a certificate or graduate degree in publishing or editing?

The Association of American Publishers maintains this list of links to certificate and M.A. Programs: <http://www.bookjobs.com>.

Thinking about becoming a librarian?

The American Library Association maintains this site that discusses the qualifications for and opportunities in library science: <http://www.ala.org/ala/educationcareers/careers/librarycareerssite/home.cfm>

Career Information for B.S.Ed. Majors



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

Literatures Track Course List **English BA, BSEd & Literature minor programs**

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

(E) = early historical period

(I) = interdisciplinary class

(J) = diverse communities class

Genre

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

LIT 162, Lit of the Apocalypse
LIT 219, Lit for Young Children (352)
LIT 220, Children's Literature
LIT 269, Literature of Roguery
LIT 271, Drama since 1970
LIT 272, New Fiction
LIT 274, Feminist Poetry
LIT 294, Topics in Digital Literature and Culture
LIT 302, Development of the American Novel
LIT 305, Modern American Drama
LIT 306, Modern American Novel
LIT 307, Modern American Poetry
LIT 310, African American Novel I
LIT 311, African American Novel II
LIT 332, English Drama to 1642 (E)
LIT 338, Restoration and 18th-Century Drama (E)
LIT 339, 18th-Century British Novel (E)
LIT 341, 19th-Century British Novel

LIT 343, Modern British Drama
LIT 344, Modern British Novel
LIT 345, Modern British Poetry
LIT360, Special Topics: Children's & Young Adult Literature
LIT 365, Short Fiction
LIT 398, Young Adult Literature*
CLS 201, Classical Mythology in the 20th Century (I)
CLS 304, Women and Film
CLS 361, Modern World Drama
CLS 362, Modern World Fiction
CLS 367, Classical Greco-Roman Mythology (E)
CLS 371, Law and Disorder in Literature (I)
FLM 301, Documentary Film

*Note: LIT398 does not meet Genre requirements for BSED students.

Literatures Track Course List continued

U.S. Multi-Ethnic and World Literatures

Courses in this category examine global, continental, and diverse United States writing communities. **BSEds please note:** this list is *not* the same as the “World lit” category you must fulfill – see page 49 for that list. Only the two classes noted below fulfill that requirement.

- | | |
|--|--|
| LIT 202, African American Lit I (E) | LIT 297, Themes in Contemporary Literature |
| LIT 203, African American Lit II | LIT 303, Intro to Multi-Ethnic Literature (J) |
| LIT 204, Black Women Writers of America | LIT 304, American Jewish Novel |
| LIT 205, Harlem Renaissance | LIT 309, Martin Luther King (I) |
| LIT 207, Life and Times of Frederick Douglass (E) | LIT 372, African American Urban Lit |
| LIT 213, Asian-American Lit | CLS 203, African Studies (E) (J) – world lit/BSEd |
| CLS 255, 20 th Century Native American Literature | |
| CLS 333, Latina Writing | |
| CLS 351, African Literature – world lit/BSEd | |
| CLS 365, African American Film | |

Historical Contexts

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

- | | |
|--|---|
| LIT 200, American Lit I (E) | LIT 342, Victorian Lit |
| LIT 201, American Lit II | LIT 364, Modern Irish Lit |
| LIT 202, African American Lit I (E) | LIT 370, Urbanism and the Modern Imagination (I) |
| LIT 203, African American Lit II | CLS 258, Women’s Lit I (E) (J) |
| LIT 230, English Lit I (E) | CLS 259, Women’s Lit II (J) |
| LIT 231, English Lit II | CLS 260, World Lit I (E) (J) |
| LIT 250, Victorian Attitudes (I) | CLS 261, World Lit II |
| LIT 329, Medieval Women’s Culture (E) (I) | CLS 270, Life, Death, Disease (I) |
| LIT 300, Colonial & Revolutionary Lit (E) | CLS 352, Modernity/Post-Modernity (I) |
| LIT 331, Chaucer (E) | CLS 368, Greco-Roman Culture Myth & Society (E) (I) |
| LIT 333, Early Modern Poetry and Prose (E) | CLS 369, Literature and Film |
| LIT 334, Milton (E) | CLS 280, Languages of Modernism (I) |
| LIT 335, Shakespeare I (E) | FLM 201, American Film (NOT FLM200!) |
| LIT 336, Shakespeare II (E) | FLM 202, American Themes (NOT FLM200!) |
| LIT 337, Literature of the Enlightenment (E) | |
| LIT 340, The Romantic Movement | |

Writings Track Course List **English BA & BSEd programs**

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

(I) = interdisciplinary class

(J) = diverse communities class

Style & Aesthetics

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

ENG 270 Book History: Introduction to
Manuscript, Print, & Digital Cultures

ENG 304 Essay Workshop

ENG 305 Environmental/Experiential
Writing: Taking Action

ENG 345 Women's Writing &
Autobiography

ENG 368 Business & Organizational Writing

CRW 301 Poetry Workshop I

CRW 302 Poetry Workshop II

CRW 303 Short Story Workshop I

CRW 304 Short Story Workshop II

CRW 305 Essay Workshop

JRN 272 Feature Writing

JRN 312 Sports Reporting & Writing

JRN 315 Magazine Article Writing

WRH 330 Autobiographical Acts

WRH 333 African American Autobiography

Power & Politics

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

ENG/LIN 335 History of the English Language

ENG 339 History & Dialects of the American
Language

ENG 340 Sociolinguistic Aspects of English

ENG 375 Strategies for Writing in the Workplace

ENG 397 Tutoring Writing

JRN 225 News Writing

WRH 210 Multicultural Writing (J)

WRH 310 Written Rhetoric: Power, Politics, &
Environmental Writing

WRH 315 Propaganda, Power, & Politics

WRH 320 I, Cyborg: Technology, Writing, & the
Body

WRH 333 African-American Autobiography

WRH 335 Advocacy Writing

Writings Track Course List continued

Information Literacy, Technology, & Media

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

ENG 275 Literary Editing and Publishing
ENG 280 Intro to Digital Humanities
CLS 350 Computer Applications in the
 Humanities
ENG 215 Views on Literacy
ENG 320 Writing and Computers
ENG 371 Technical Writing

FLM 200 Introduction to Film (NOT FLM201 or 202)
JRN 335 Ethical Issues in Mass Media
WRH 205 Composing Cyberspace
WRH 305 Images of School in Film
WRH 325 Technology in the Classroom*
 *offered **SPRING ONLY**

Literature Categories for BSEd Students ONLY

American, British, World

All BSEd students must take at least one course from each category below as they complete their tracks. This requirement **overlays** the track requirement, so you should choose your track courses with these requirements in mind. If you choose track courses carefully, you do not have to take three more classes to fulfill your American, British, and World literature requirement. This requirement exists to help prepare you for your Praxis II exams, which require familiarity with literature from all three categories. No film (FLM) classes are included here, because the Praxis II does not test film knowledge.

American:

LIT 200, American Lit I (E)	LIT 302, Development of the American Novel
LIT 201, American Lit II	LIT 303, Introduction to Multi-Ethnic Literature
LIT 202, African American Lit I (E)	LIT 304, American Jewish Novel
LIT 203, African American Lit II	LIT 305, Modern American Drama
LIT 204, Black Women Writers of America	LIT 306, Modern American Novel
LIT 205, Harlem Renaissance	LIT 307, Modern American Poetry
LIT 207, Life and Times of Frederick Douglass (E)	LIT 375, African American Urban Lit
Lit213 Asian-American Lit	LIT 310, African American Novel I
LIT 297, Themes in Contemporary Literature	LIT 311, African American Novel II
LIT 300, Colonial & Revolutionary Lit (E)	CLS 333, Latina Writing
	CLS 255, 20th Century Native American Literature

British:

LIT 230, English Lit I (E)	LIT 338, Restoration & 18 th -Century Drama (E)
LIT 231, English Lit II	LIT 339, 18 th -Century British Novel
LIT 250, Victorian Attitudes	LIT 340, The Romantic Movement
LIT 331, Chaucer (E)	LIT 341, 19 th -Century British Novel
LIT 332, English Drama to 1642 (E)	LIT 342, Victorian Literature
LIT 333, Early Modern Poetry & Prose (E)	LIT 343, Modern British Drama
LIT 334, Milton (E)	LIT 344, Modern British Novel
LIT 335, Shakespeare I (E)	LIT 345, Modern British Poetry
LIT 336, Shakespeare II (E)	LIT 364, Modern Irish Literature
LIT 337, Literature of the Enlightenment (E)	

World Literature:

Note that this list is **NOT** the same as the "U.S. Multi-ethnic & World" list for the Literatures track

CLS 201 Classical Myth in Contemporary Arts	CLS 261, World Lit II
CLS 203, African Studies (E)	CLS 351, African Literature
CLS 258, Women's Lit I (E)	CLS 361, Modern World Drama
CLS 259, Women's Lit II	CLS 362, Modern World Fiction
CLS 260, World Lit (E)	CLS 367, Classical Greco-Roman Mythology (E)
	CLS 368, Greco-Roman Culture Myth and Society (E)

Approved General Education Distributive Courses Effective Fall 2014

These apply ONLY to first-year students starting in Fall 2014

All first-year students starting their programs at WCU in Fall 2014 and after must choose distributive general education courses from the list below. Please see MyWCU or the undergraduate catalog for course titles and descriptions. WCU will continue to accept transfer credits for courses other than those identified as "approved" general education courses, if the course equivalent has the same prefix as those in the science, behavioral and social sciences, humanities, or arts categories within the distributive requirements, including those assigned the 199 course number.

Sciences – 2 courses with 2 different prefixes

Biology: BIO100, BIO 110

Chemistry: CHE100, CHE103, CHE107, CHE160

Computer Science: CSC110, CSC115, CSC 141

Earth Science: ESS101, ESS111, ESS112, ESS130, ESS170

Physics: PHY100, PHY105, PHY123, PHY130, PHY140, PHY170, PHY180

Behavioral and Social Sciences – 2 courses with 2 different prefixes

Anthropology: ANT102, ANT 103

Psychology: PSY100

Sociology: SOC200, SOC240

Economics: ECO101, ECO111, ECO112, ECO200

Geography: GEO101, GEO103

Government: PSC100, PSC101, PSC213

Humanities – 2 courses with 2 different prefixes

Literature: ENGLISH MAJORS MAY NOT TAKE LITERATURE COURSE FOR GEN ED REQUIREMENTS

History: HIS100, HIS101, HIS102, HIS150, HIS151, HIS152, HIS444

Philosophy: PHI100, PHI101, PHI150, PHI180, PHI206, PHI207, PHI282

The Arts – 1 course

Art: ARH101, ARH104, ART106, ART111, ART 228, ART231

Dance: DAN132, DAN133, DAN134, DAN135, DAN136, DAN137, DAN150

Film: FLM200

Music: MHL121, MHL125, MHL210, MTC110

Theatre: THA101, THA103