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English

Faculty: Carney, *Chair*; McCauley, *Associate Chair*; Bearer, Bennett, Biggs, Blake, Friedman, Graham, Hannold, Hustis, Jackson, Konkle, Lounsberry, Meixner, Mi, Ortiz, Pearson, Rao, Robertson, Rosemurgy, Row, Shaw, Steele, Steinberg, Tarter, Venturo, Williams

Click the appropriate link for [Creative Writing courses](#), [English Education courses](#), [Journalism & Professional Writing courses](#), [Linguistics courses](#), and [Literature courses](#).

The English liberal arts curriculum is designed to provide intensive study in literature, language, and writing. The department also offers a professional track in secondary education, and one in journalism and professional writing, as well as minors in English, journalism, professional writing, and creative writing. Any of these programs can be meaningfully combined with majors or minors in such fields as history, psychology, modern languages, philosophy, elementary or early childhood education, and education of the deaf and hard of hearing.

The English program offers a broad range of courses in literature, language, film, and writing, allowing students to design programs appropriate to their goals and interests. The English major is excellent preparation for careers in journalism, public relations, law, management, teaching, or any occupation that requires verbal skills. It is also one of the best preparations for graduate and professional schools, and many of our students go on to advanced study at universities across the country.

Program Entrance, Retention, and Exit Standards

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for English programs. Minimum grades are noted in parentheses.

For students in English: Liberal Arts and English: Secondary Education program

Retention in the program is based on the following performance standard in this foundation course: LIT 201/Approaches to Literature (C).

- Transfer into the program from another program within the College is based upon the following performance standard in this foundation course: LIT 201/Approaches to Literature (C).
- Graduation requirements: all English Department and correlate courses (C-).

For students in English: Journalism and Professional Writing program

Retention in the program is based on the following performance standard in this foundation course: JPW 208/Introduction to Journalism (C).

- Transfer into the program from another program within the College is based upon the following performance standard in this foundation course: JPW 208/Introduction to Journalism (C).
- Graduation requirements: all English Department and correlate courses (C-).

English Major Learning Goals

At the end of their program of study, English-Liberal Arts students should be able to:

1. Demonstrate an understanding of the power of words by reading critically, interpreting responsibly, writing and speaking with clarity and grace, reasoning intelligently, and arguing thoughtfully and persuasively for a range of audiences and purposes;

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2. Exhibit the kind of intellectual independence and sustained, critical thought required for the production of high-quality literary, linguistic, textual and/or rhetorical scholarship, using the current resources available for conducting primary and secondary research in the discipline of English;
3. Discover, assert, and insert their own critical “voice” in ongoing dialogues, critiques, and debates—both oral and written, general and specific—that characterize the discipline of English, including debates over aesthetic value, literary historiography, and disciplinary politics;
4. Apply linguistic, literary, rhetorical, and cultural theory to texts and their contexts in order to elucidate complex issues and to suggest additional avenues of critical inquiry;
5. Demonstrate their understanding of major linguistic processes and subsystems, appreciating the importance of data collection in language study;
6. Bring their understanding of language to bear on their discussions of writing, whether literary or otherwise;
7. Recognize the impact of cultural environments upon language, respecting and understanding language diversity;
8. Demonstrate familiarity with a significant body of texts within—and on the margins of—a variety of literary traditions (e.g., British, American, continental European, Asian, African American, and Latin American); and
9. Demonstrate sensitivity to the concrete historicity of texts and to the development of literary traditions, cultural values, modes of thought, and uses of language over time.

The following program requirements apply to students entering the program beginning in the fall of 2009. Student enrolled before that will follow the program for the year they entered the College.

English Major: Liberal Arts

- Three foundational courses to be taken in the freshman or sophomore year:

LIT200/Introduction to Poetry	1 course unit
LIT 201/Approaches to Literature	1 course unit
LIT 217/Issues in Multicultural Literature	1 course unit
- Three courses from the department’s offerings in literary history before Modernism. At least one of these courses must focus on literature before the Restoration. See the department website or newsletter for the list of approved courses.
- Three additional English options (LIT, LNG, and/or CWR)
- Two Seminars (LIT 499/Seminar in Research and Theory), one in the junior and one in the senior year.
- Only five courses at the 200 level (and none below the 200 level) will apply to the English-Liberal Arts major.

Total for major

11 course units

Suggested First-Year Sequence (English: Liberal Arts)

FSP	First Seminar (Fall Semester)	1 course unit
LIT	200/Introduction to Poetry (Fall Semester)	1 course unit
LIT	201/Approaches to Literature (Spring Semester)	1 course unit
LIT	217/Issues in Multicultural Literature	1 course unit
Liberal Learning		1 course unit
Liberal Learning		1 course unit

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Liberal Learning	1 course unit
Liberal Learning (or WRI 102, if not exempted)	1 course unit

English Major: Secondary Education

An overview of the entire secondary-level teacher preparation sequence for students can be found in the section of this bulletin for the Department of Education Administration and Secondary Education.

Students planning to teach secondary-level English should consult with advisors in both English and secondary education in planning their academic program. These plans should take into account requirements for: the major, liberal learning, professional courses, and state certification. To be retained in the program, a student must earn at least a 2.5 cumulative grade point average (CGPA) before enrolling in the junior year education sequence. The student must establish a minimum 2.75 CGPA, and must have completed all required courses in the major in order to be allowed to student teach.

Candidates for a teacher-education certificate must have a 2.75 or higher cumulative grade point average to successfully complete their teacher education program. They also must meet the state hygiene/physiology requirement, and pass the appropriate Praxis examination before the New Jersey State Department of Education will issue the appropriate certificate. Teacher-education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate.

The Department of English also offers a new 5-year program leading to both BA and MA degrees for students majoring in English: Teaching. This accelerated program will offer candidates the opportunity to graduate in 5 years with a BA in English, Secondary Teaching Certification in English (grades 6-12), and an MA in English. Enrolled students will benefit in many ways: with 10 graduate seminars, they will possess far more core content knowledge about literature, literary theory, and language; and with a graduate degree, they will be more competitive in local, regional, and national job markets. With just one extra year of study, future teachers can market themselves as “highly qualified” secondary school teachers of English and Language Arts.

English majors whose first major is Elementary, Early Childhood, Deaf and Hard of Hearing Education, or Special Education must complete the requirements for the English: Teaching program.

English Major: Secondary Education

- Three foundational courses to be taken in the freshman or sophomore year:

LIT200/Introduction to Poetry	1 course unit
LIT 201/Approaches to Literature	1 course unit
LIT 2172/Issues in Multicultural Literature	1 course unit
- One course in linguistics:

LNG 201/Introduction to the English Language <i>or</i>	
LNG202/Structure and History of the English Language	1 course unit
- Three courses from the department’s offerings in literary history before Modernism. At least one of these courses must focus on literature before the Restoration. See the department website or newsletter for the list of approved courses.

	3 course units
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- Two additional English options (LIT, LNG, and/or CWR)

	2 course units
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- Two Seminars (LIT 499/Seminar in Research and Theory) one in the junior and one in the senior year. 2 course units
- Only five courses at the 200 level (and none below the 200 level) will apply to the ENGA major.

Suggested First-Year Sequence (English: Secondary Education)

FSP	First Seminar Fall Semester)	1 course unit
LIT	200/Introduction to Poetry (Fall Semester)	1 course unit
LIT	201/Approaches to Literature (Spring Semester)	1 course unit
LIT	217/Issues in Multicultural Literature	1 course unit
Liberal Learning		1 course unit
Liberal Learning		1 course unit
Liberal Learning		1 course unit
Liberal Learning	(or WRI 102, if not exempted)	1 course unit

All education students, Secondary (ENGT), Elementary, Early Childhood, Deaf and Hard of Hearing Education, and Special Education must complete their English major requirements as well as the required professional courses.

Students should consult the Department of Educational Administration and Secondary Education for additional programmatic requirements.

Students, when planning their academic program, should consult with their advisors in *both* departments. These plans should take into account requirements for the major, liberal learning, professional courses, and state certification.

English Major: Journalism and Professional Writing

Learning Goals

The student will be able to:

1. Write material of professional quality according to the practices and standards of news agencies and contemporary professional communications.
2. As a journalist, research, write and edit news reports according to the practices and standards of professional newspapers and other news agencies.
 - a. Understand the functioning of municipal and state governments so as to be able to report on them.
 - b. Understand the rudiments of press law and ethics, such matters as libel and proper relations with news sources, and other requirements of good journalistic practice.
 - c. Perform the basic tasks of electronic editing, including but not limited to the revision of copy, writing of headlines and picture captions, and editing of photographs.
 - d. Perform entry-level work at a professional newspaper or as a professional writer, as demonstrated by completion of a media experience.
3. Produce material of professional quality conforming to the standards of contemporary professional communications, including news stories, features, newsletters, technical, and business documents.
 - a. Distinguish between journalism, public relations, advertising, marketing, and management communications.
 - b. Identify sources and gather information through primary and secondary quantitative and qualitative research.

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- c. Adapt a body of information to various uses, including public relations, advertising, marketing, and management communications.
- d. Adapt a body of information to various media, including print, broadcast, Internet, interactive, and immersive media.
- e. Make appropriate editorial, aesthetic, ethical, and technical judgments about the best way to present a particular body of information to specific audiences.
- f. Demonstrate knowledge of production practices.
4. Demonstrate a focused awareness of ethical conduct in journalism and professional writing.
5. Demonstrate an awareness of the assumptions about culture and gender implicit in choice of media, representations and focus in journalism and professional writing.
6. Demonstrate sensitivity to the craft of writing through knowledge of the history and traditions of journalism and professional writing.

Required courses:

8 course units

JPW 208/Introduction to Journalism
JPW 250/Introduction to Professional Writing
JPW 301/Computer-Assisted Reporting
JPW 308/Media Law
JPW 309/Media Ethics
JPW 311/News Editing and Production
JPW 498/Beats and Deadlines
JPW 499/Media Experience

Three of the following courses:

3 course units

JPW 251/Feature Writing
JPW 310/Press History
JPW 321/Race, Gender, and the News
JPW 322/Future of the News
JPW 350/Magazine Writing
JPW 351/Desktop Publishing
JPW 355/Topics in Professional Writing
JPW 370/Topics in Journalism
JPW 397/Practicum (by permission)

One course, by advisement, from outside the JPW offerings (e.g., creative writing, literature, business, design, political theory, science and technology, international studies).

Total for major

12 course units

Suggested First-Year Sequence (English: Journalism and Professional Writing)

FSP First Year Seminar
JPW250/IMM 140/Introduction to Professional Writing
JPW 208/Introduction to Journalism
Liberal Learning
Liberal Learning
Liberal Learning
Liberal Learning (or another journalism course)
Liberal Learning (or WRI 102, if not exempted)

Total for year

8 course units

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Minors in English

English Liberal Arts Minor

Required courses:

LIT 201/Approaches to Literature

Three options in LIT, LNG, or CWR – 200-level or above

LIT 499/Seminar in Research and Theory

Total

5 course units

See also: Comparative Literature Minor

Creative Writing Minor

Journalism Minor

Linguistics Minor

Professional Writing Minor

Theatre and Drama Minor

Departmental Honors in English

1-2 course units

LIT 476 (1 course unit) or

LIT 477 (2 course units)/Honors in English

Senior Honors Research Project, to be completed under the supervision of a faculty advisor. The departmental honors committee will approve project proposals and evaluate the completed work in conjunction with the faculty advisor. For departmental honors, a minimum grade of B is required.

Academic Advisement in English

Each student is responsible for following departmental advisement procedures. Students will be assigned to academic advisors by the departmental advisement coordinator. Advisors will publicize the names of students whom they are advising and the times when they are available for conferences, but the student is responsible for taking the initiative to arrange conferences with the advisor each semester during the registration period and whenever academic questions arise. The purposes of these conferences are to assure that: 1) the student is taking the appropriate courses to meet the College's academic requirements; 2) the student is pursuing those courses best suited to his or her career goals; and 3) the student will have a source of mature advice in handling whatever academic difficulties he or she may be encountering. Advisors will maintain files on each advisee, containing program planners, transcripts, test scores, and other relevant data. Because the members of the English department believe that proper advisement is vital to the academic well-being of majors, a student must be formally admitted into the English major before attempting the final six course units in the major.