

THE ENGLISH PROGRAM

A Guide for Undergraduate Students

2017-2018



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English Program Information

Welcome from the English Faculty at Cedar Crest College

Welcome to the English program!

You've joined an exciting, dynamic discipline, one that will both challenge and reward you with a transformed way of reading the world and writing about it.

The study of literature and language equips you with abilities—critical reading, thinking, and writing—that are essential to all professions and postgraduate study. Through your coursework, the English faculty will engage you in thoughtful conversations about literature, work with you to hone your writing skills, and support your intellectual, artistic, and professional explorations.

We encourage you to take advantage of all that our vibrant program has to offer:

- Take stimulating courses where you study classic works of English literature and discover new and contemporary writings.
- Take creative and professional writing courses to hone your writing skills and develop the confidence to use these skills in a potential career as a writer.
- Participate in events sponsored by Preterite, the college's literary club, and the department.
- Publish your creative work in the college arts and literature journal, *Pitch*, and write for the student newspaper, *The Crestiad*.
- Attend regional events such as the Visiting Writers series and field trips to Shakespeare plays and poetry festivals.
- Present your scholarly paper or creative work at regional conferences such as the Pennsylvania College English Association Conference, the English Association of Pennsylvania State Universities Conference, the LVAIC Undergraduate Conference in Medieval and Early Modern Studies, or the FUSE conference for editors of college literary journals.
- Travel with English professors and other students to locations associated with great works of literature—both regionally and abroad.
- Join your fellow students and faculty at literary film nights and departmental parties.
- Connect with English program alumnae at career events and other sponsored activities.

You'll work with your English faculty advisor to plan a schedule of classes, explore options for internships, and navigate college life as you embark upon your journey at Cedar Crest. Remember that your advisor isn't only someone who signs your paperwork: she or he can encourage you to explore post-graduate options and can help you to prepare for your career goals. Talk to your advisor when seeking internships, graduate schools, publishing opportunities, and contacts with faculty and other professionals in areas of interest to you, as well as when you want a faculty member's perspective on appropriate strategies for interviewing, resume or professional portfolio preparation, and the crafting of letters of intent for graduate study.

This Student Guide is intended to provide essential information about the English program's requirements and opportunities. If you have any questions or need further information, please contact the English program director and department chair:

Dr. Carol A. Pulham
Email: capulham@cedarcrest.edu
Phone: (610) 437-4471 x3395
Office: Hartzel Hall 110

Here's to a life of rich reading and rewarding writing!



English Students & Professors before the Tower Bridge: (March 2011).

Mission Statement and Learning Outcomes

As a liberal arts discipline, the English program's mission strongly promotes the overall mission of Cedar Crest College.

Mission of the English Major

The English major offers students a solid fundamental background in American, British, and World literature; allows students to develop strengths in scholarly and creative writing; invites students to explore more specialized areas such as linguistics and critical theory; and provides opportunities for students to ground their understanding of literature within the context of the location that produces it. The major is designed to prepare students for graduate study and for careers in teaching, publishing, law, business, government, journalism, advertising, and other language-related fields. More generally, the discipline of English enables students better to understand and respond to their world through the spoken and written word, both within the academic setting and beyond.

Student Learning Outcomes for the English Major

1. Students will demonstrate a general knowledge of the history of literature in English and its cultural contexts, as well as a familiarity with a range of critical strategies that may be employed to illuminate the study of that literature.
2. Students will demonstrate their competence in thoughtfully reading and critically analyzing works of literature.
3. Students will demonstrate their ability to write and revise, effectively and creatively, in a variety of genres. Their writing will demonstrate their ability to formulate and think critically about an appropriate topic, to be aware of audience needs, to incorporate relevant research, and to follow appropriate standards for grammar, mechanics and documentation procedures. Their writing will further evince freshness and originality, as well as their ability to employ literary and rhetorical devices and to make stylistic choices that are appropriate to the subject and purpose of the work.
4. Students will demonstrate their ability to apply their knowledge of literature and critical strategies and their reading, speaking, and writing skills at a level that will lead to productive employment and citizenship. Some students will achieve a level of proficiency and interest in the discipline that will enable them to undertake advanced study in English or other disciplines.



Cedar Crest College students and faculty and pose with a statue of James Joyce in Dublin, Ireland (May 2014)

Mission of the Writing Major

The Writing major prepares students to produce rhetorically and aesthetically sophisticated writing across a number of literary and professional genres. Students apply their foundational studies in rhetoric and literature to inform their writing in these genres. The major allows students to improve the quality of their writing while enhancing their ability to read, comprehend, analyze, and edit their own and others' writing. These skills are the foundation for a career and a life of leadership, civic engagement, creativity, and scholarship.

Student Learning Outcomes for the Writing Major

1. Students will produce documents that are appropriate, purposeful, persuasive, and professional.
2. Students will analyze and edit their own writing and the writing of others, showing an awareness of audience, genre, and contexts.
3. Students will formulate and think critically about their writing topics, incorporate relevant research, and understand and employ literary and rhetorical devices that are appropriate to the subject and purpose of the work.
4. Students will demonstrate their ability to use current software programs in writing, editing, and publishing to produce professional-quality documents and presentations that may be submitted to or shared with professional venues.

Faculty and Department Information

English Faculty and Support Staff

Courses for the English major and minor and the Writing major and minor are offered by the following members of the Cedar Crest faculty. Adjunct instructors also offer occasional courses for the English program; some courses for the writing major are offered by faculty members from other associated departments.

LuAnn McCracken Fletcher; PhD

Professor of English

Hartzel Hall 121, x3396; email lmfletch@cedarcrest.edu

Dr. Fletcher has published an anthology of Victorian prose, as well as scholarly articles on Charles Dickens, Charlotte Brontë, Virginia Woolf, A.S. Byatt, and J.K. Rowling. She teaches classes that include Shakespeare, Jane Austen, Celtic Literature, British Fantasy, and Literary Tourism.

Peter Nagy; PhD

Assistant Professor of English and Director of Writing

Hartzel Hall 111, x3417; email pnagy@cedarcrest.edu

Dr. Nagy teaches classes in American literature, film studies, and gender studies. His scholarship focuses on gender and sexuality in American literature, and he has published and presented on Sherwood Anderson, Martha Gellhorn, and Willa Cather.

Carol Ann Pulham; PhD

Professor of English and Department Chair

Hartzel Hall 110, x4612; email capulham@cedarcrest.edu

Dr. Pulham's areas are Chaucer and the Middle Ages, Language and Gender, and Language of Discrimination. Among her courses are Linguistics and the Development of the English Language, Chaucer, and The Quest (Arthurian Literature).

Alison Wellford; MFA

Assistant Professor of English and Internal Director of the Pan-European MFA in Creative Writing
Hartzel Hall 111, x 3394; email acwellfo@cedarcrest.edu

Ms. Wellford teaches creative and professional writing at the college. She has published a novel, Indolence, and her short fiction has appeared in The Gettysburg Review, among other journals.

Bob Wilson; PhD

Acting Provost; Associate Professor of English
Blaney Hall 116, x3474; email rawilson@cedarcrest.edu

Dr. Wilson teaches American literature, film studies, and college writing. He has published scholarship on writers such as Henry James and Herman Melville, as well as a writing guide modeled from the work of Ernest Hemingway.

Support:

Deb Cosgrove

Administrative Assistant, Department of History, Literature &
Languages
Hartzel Hall 119, x3389; email dkcosgro@cedarcrest.edu



English faculty members Bob Wilson (PhD), Carol Pulham (PhD), and LuAnn McCracken Fletcher (PhD), standing; Alison Wellford (MFA) and Peter Nagy (PhD), seated.

Advising Information

All English and Writing majors and minors are assigned a faculty advisor within the department when they declare their course of study. If you are planning to declare a major or minor, do so as soon as it is permitted, since a faculty advisor within the program can guide you through the completion of your liberal arts and major requirements and alert you to possibilities for courses, internships, and post-graduate plans that you might not have considered.

Each semester during the course registration period, all students should speak with their major advisor prior to signing up for classes. In addition to maintaining regular contact with your advisor during the registration period, you are urged to meet with him or her on any occasion when his or her advice may be needed to help you solve academic problems or to explore academic opportunities. All faculty members hold regular office hours or will make a special appointment to meet with you if the posted hours are insufficient.

Reference Books and Professional Organizations

The following reference books are suggested by the faculty to assist in your preparation for the study of literature and writing:

Breen, Nancy and Erika O'Connell, eds. *Poet's Market*. Cincinnati: Writer's Digest Books, updated annually. [Includes interviews on the craft of poetry and information on getting published.]

Brewer, Robert Lee and Joanna Masterson, eds. *Writer's Market*. Cincinnati: Writer's Digest Books, updated annually. [Includes interviews with writers on writing and information on getting published.]

Gibaldi, Joseph. *MLA Handbook*. 8th ed. New York: MLA, 2016. [Style guide for the discipline.]

Harmon, William and Hugh Holman. *A Handbook to Literature*. 12th ed. Upper Saddle River, NJ: Prentice Hall, 2011. [Provides alphabetical listing of literary terms.]

In addition to the books listed above, Hartzel library also contains a copy of the *Oxford English Dictionary* that may be consulted. Hartzel library and lounge contain a collection of literature—including copies of books signed by authors who have visited Cedar Crest—that may be borrowed on the honor system; copies of *The Writer's Chronicle* are also available.

Two websites of special interest to majors are the Modern Language Association site (www.mla.org) and the Association of Writers and Writing Programs site (www.awpwriter.org).

Planning When to Take Your English and Writing Courses



Students & alumnae in Rome, Italy (March 2013) for
English Seminar: Italy, Reading Heaven & Hell

The rotation sequence of courses regularly offered by the English program appears on the next page. This template lists only those courses offered for the English major/minor, and English courses for the Writing major/minor, that are regularly offered in the day and evening as noted. Each semester, the English faculty may supplement this roster of regular course offerings with other literature and/or writing courses, and other circumstances may change when a particular course is offered. Please consult the schedule each semester for a list of all course offerings and times.

The English program may also offer additional literature or writing courses in summer sessions and May/winter terms. Please consult the course schedule each semester for these listings.

English Course Rotation Sequence

Semester 1: Fall 2018 & 2020	Semester 2: Spring 2019 & 2021	Semester 3: Fall 2017 & 2019	Semester 4: Spring 2018 & 2020
<p><i>Literature Courses:</i></p> <p>ENG 101 Survey of Brit Lit I(D) ENG 120 Survey of Am Lit (OL) ENG 223 Topics in American Lit ENG 2XX Professional Dev. for Majors (E) ENG 303 Linguistics (E) ENG 311 Shakespeare (E) ENG 322 Realist Am Lit (E '18), or ENG 321 Romantic Am Lit (E'20)</p> <hr/> <p><i>Writing Courses:</i></p> <p>ENG 104 Intro to Creative Writing (D) ENG 200 Literary Analysis (D) ENG 233 Creative Writing: Fiction (D) ENG 235 Topics in Nonfiction Writing (E) ENG 334 Topics in Poetry (E)</p>	<p><i>Literature Courses:</i></p> <p>ENG 102 Survey of Brit Lit II (OL) ENG 105 Survey of World Lit I (D) ENG 120 Survey of Am Lit (D) ENG 203 Lit. Resrch Methods (E) ENG 225 Topics in British Lit (D) ENG 312 Medieval and Renaissance Lit (E '19), or ENG 319 Modern and Contemporary Brit Litt (E '21) ENG 352 English Seminar (E)</p> <hr/> <p><i>Writing Courses:</i></p> <p>ENG 200 Literary Analysis (E) ENG 230 Intro to Professional Writing (OL) ENG 234 Creative Writing: Poetry (E) ENG 235 Topics in Nonfiction Writing (D) ENG 333 Topics in Fiction (E)</p>	<p><i>Literature Courses:</i></p> <p>ENG 101 Survey of Brit Lit I (E) ENG 120 Survey of Am Lit (OL) ENG 180 Women Go to the Movies(D) ENG 2XX Professional Dev. for Majors (E) ENG 306 Chaucer (E) ENG 323 Modern American Literature (E '17), or ENG 326 Contemporary American Literature (E '19)</p> <hr/> <p><i>Writing Courses:</i></p> <p>ENG 104 Intro to Creative Writing (D or E) ENG 200 Literary Analysis (D) ENG 233 Creative Writing: Fiction (E) ENG 235 Topics in Nonfiction Writing (D) ENG 237 Writing for the Web (hybrid/OL) ENG 336 Topics in Professional Writing (E)</p>	<p><i>Literature Courses:</i></p> <p>ENG 102 Survey of Brit Lit II (D) ENG 120 Survey of American Lit (D) ENG 245 Topics in World Literature (OL) ENG 203 Lit. Reserch Methods (E) ENG 225 Topics in British Lit (D) ENG 318 19th C Brit Lit (E '18), or ENG 317 Restoration & 18th C Brit Lit (E '20) ENG 352 English Seminar (E) ENG 380 Women Writers (E)</p> <hr/> <p><i>Writing Courses:</i></p> <p>ENG 200 Literary Analysis (E) ENG 230 Intro to Professional Writing (D) ENG 234 Creative Writing: Poetry(D) ENG 235 Topics in Nonfiction Writing (E) ENG 335 Advanced Nonfiction Writing (E)</p>
<p>“D” = Daytime Section; “E” = Evening Section; “OL” = Online Section</p>			

Residency Requirement for Transfer Students

All English and Writing majors must complete successfully a minimum of 18 credits of Cedar Crest College English courses; this figure includes 12 credits at the 300-level. However, the department reserves the right to negotiate a lower number in special cases.

Notes on Classes to Take



Posing with the Bard at Anne Hathaway's Cottage, Stratford, England (May 2016)

The English Curriculum

Course Requirements for Majors & Minors

English Major (15 Courses, 43 credits)

Core Requirements (7): Complete Seven Courses Listed Below

- ENG 101 Survey of British Literature I –or– ENG 102 Survey of British Literature II
- ENG 120 Survey of American Literature
- ENG 105 Survey of World Literature I –or– ENG 245 Topics in World Literature
- ENG 200 Literary Analysis
- ENG 203 Literary Research Methods
- ENG 2XX Professional Development for English and Writing Majors (required for students matriculating in F '18)
- ENG 306 Chaucer –or– ENG 311 Shakespeare
- ENG 352 English Seminar (*Junior or Senior Class Standing*)

Advanced British Literature (1): Complete at Least One Course Listed Below

- ENG 312 Medieval and Renaissance Literature
- ENG 317 Restoration and Eighteenth-Century British Literature
- ENG 318 Nineteenth-Century British Literature
- ENG 319 Modern and Contemporary British Literature

Advanced American Literature (1): Complete at Least One Course Listed Below

- ENG 321 Romantic American Literature
- ENG 322 Realist American Literature
- ENG 323 Modern American Literature
- ENG 326 Contemporary American Literature

Advanced Literature Electives (2): Complete at Least Two Additional 300-Level ENG Literature Courses from Any Literary Field

- ENG 3__ :
- ENG 3__ :

Literature and Writing Electives (2): Complete at Least Two Additional 100-, 200-, or 300-Level ENG Literature or Writing Courses from Any Literary Field

- ENG 1__ /2__ / 3__ :
- ENG 1__ /2__ / 3__ :

Oral Presentation Requirement (1): Complete One Course Listed Below

- COM 100 Introduction to Communication
- COM 210 Interpersonal Communication
- THS 105 Public Speaking

Technology Requirement (1): Complete One Course Listed Below

- ART 129 –or– ART 229 In Design Computer Graphics Workshop I or II (1 credit each)
- COM 120 Introduction to New Media (3 credits)
- COM 252 Digital Journalism (3 credits)

Portfolio of Writing Requirement:

- A professional portfolio of course writings suitable for publication, for submission to a graduate literature program, or for consideration by a prospective employer. Due by April 1st, if the student is graduating at the end of a spring semester or within the first two weeks of the student's final semester if not a spring semester. For content and assessment, refer to "Portfolio of Writing" in the *Guide to the English Program*.

HON courses offered by English faculty count as advanced courses for the English major. Beyond courses required for the major, students are recommended to take 1) at least two American or European history courses or one of each, and 2) two sequential language classes. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, and other requirements for the English major.

English Major for Secondary Education (12 Courses, 36 credits)

Core Requirements (8): Complete Eight Courses Listed Below

- ENG 101 Survey of British Literature I –or– ENG 102 Survey of British Literature II
- ENG 120 Survey of American Literature
- ENG 105 Survey of World Literature I –or– ENG 245 Topics in World Literature
- ENG 200 Literary Analysis
- ENG 203 Literary Research Methods
- ENG 303 Linguistics and Development of the English Language
- ENG 306 Chaucer –or– ENG 311 Shakespeare
- ENG 352 English Seminar (*Junior or Senior Class Standing*)

Film Course Elective (1): Complete at Least One Course Listed Below

- COM 140 Introduction to Film
- COM 240 History of Cinema
- COM 244 Topics in Film
- ENG 280 Women Go to the Movies: From Book to Film
- HIS 220 Film and History: Visions and Revisions of the Past

Advanced Literature Electives (2): Complete at Least Two Additional 300-Level ENG Literature Courses from Any Literary Field

- ENG 3__ :
- ENG 3__ :

Creative Writing Elective (1): Complete at Least One Course Listed Below

- ENG 233 Creative Writing: Fiction
- ENG 234 Creative Writing: Poetry
- ENG 235 Topics in Nonfiction Writing

Portfolio of Writing Requirement:

- A professional portfolio of course writings suitable for publication, for submission to a graduate program, or for consideration by a prospective employer. Due by the end of the second week of a student's final spring semester, submitted to the Director of English. For content and assessment, refer to "Portfolio of Writing" in the *Guide to the English Program*.

Cognate Courses Completed in Secondary Education

Adolescent Literature Course (1): Completed as an EDU Major Requirement.

- EDU 214 Adolescent Literacy

Oral Presentation Requirement (1): Satisfied through EDU Major Requirement or Complete One Course Listed Below. Students completing a Secondary Education major must satisfy the Oral Presentation requirement specific by the Education department.

- Education Oral Presentation Requirement*
- COM 100 Introduction to Communication
- COM 210 Interpersonal Communication
- THS 105 Public Speaking

Technology Requirement (1): Satisfied through EDU Major Requirement, or Complete One Course Listed Below. Students completing a Secondary Education major must satisfy the Technology requirement specific by the Education department.

- Education Technology Requirement*
- ART 129 –or– ART 229 In Design Computer Graphics Workshop I or II (1 credit each)
- COM 120 Introduction to New Media (3 credits)
- COM 252 Digital Journalism (3 credits)

HON courses offered by English faculty count as advanced courses for the English major. Secondary Education majors should complete English content-area requirements before student teaching. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, post-baccalaureate certification, and other requirements. Teacher candidates seeking secondary teacher certification in English must have at least a 3.0 GPA in their content-area course work, as well as a minimum overall 3.0 cumulative GPA. The English faculty recommend that students declare a secondary English major in addition to completing the Secondary Education English concentration.

Evening English Major

(14 courses, 40 credits)

Core Requirements (7): Complete Seven Courses Listed Below

- ___ ENG 101 Survey of British Literature I –or–
 ENG 102 Survey of British Literature II
- ___ ENG 120 Survey of American Literature
- ___ ENG 105 Survey of World Literature I –or–
 ENG 245 Topics in World Literature
- ___ ENG 200 Literary Analysis
- ___ ENG 203 Literary Research Methods
- ___ ENG 306 Chaucer –or–
 ENG 311 Shakespeare
- ___ ENG 352 English Seminar (*Junior or Senior Class Standing*)

Literature and Writing Electives (2): Complete at Least Two Additional 100-, 200-, or 300-Level ENG Literature or Writing Courses from Any Literary Field

- ___ ENG 1__ / 2__ / 3__:
- ___ ENG 1__ / 2__ / 3__:

Advanced Literature and Writing Electives (3): Complete at Least Three Additional 300-Level ENG Literature or Writing Courses from Any Literary Field

- ___ ENG 3__:
- ___ ENG 3__:
- ___ ENG 3__:

Oral Presentation Requirement (1): Complete One Course Listed Below

- ___ COM 100 Introduction to Communication
- ___ COM 210 Interpersonal Communication
- ___ THS 105 Public Speaking

Technology Requirement (1): Complete One Course Listed Below

- ___ ART 129 –or– ART 229 In Design Computer Graphics Workshop I or II (1 credit each)
- ___ COM 120 Introduction to New Media (3 credits)
- ___ COM 252 Digital Journalism (3 credits)

Portfolio of Writing Requirement:

- ___ A professional portfolio of course writings suitable for publication, for submission to a graduate program in English, or for consideration by a prospective employer. Due by the end of the second week of a student's final spring semester, submitted to the Director of English. For content and assessment, refer to "Portfolio of Writing" in the *Guide to the English Program*.

HON courses offered by English faculty count as advanced courses for the English major. Beyond requirements for the major, students are recommended to take at least one American or European history course. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, and other requirements for the English major.

English Minor (6 courses, 18 credits)

Core Requirement (1): Complete the Course Listed Below

___ ENG 200 Literary Analysis

Literature Electives (2): Complete at Least Two Additional 100-, 200-, or 300-Level ENG Literature Courses from Any Literary Field

___ ENG 1__ / 2__ / 3 __:

___ ENG 1__ / 2__ / 3 __:

Literature and Writing Electives (1): Complete at Least One Additional 100-, 200-, or 300-Level ENG Writing Course or Literature Course from Any Literary Field

___ ENG 1__ / 2__ / 3 __:

Advanced Literature Electives (1): Complete at Least One Additional 300-Level ENG Literature from Any Literary Field

___ ENG 3__:

Advanced Literature and Writing Electives (1): Complete at Least One Additional 300-Level ENG Writing Course or Literature Course from Any Literary Field

___ ENG 3__:

HON courses offered by English faculty count as advanced courses for the English minor. Departmental approval is required to count a course for the minor if the same course is also being used to fulfill another major or another minor. No more than two courses from your major may be used to satisfy the requirements for the English Minor. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, and other requirements for the English minor.

Cedar Crest students, faculty, and alumnae at Christ Church, Oxford University, England (May 2016)



Writing Major (14 courses; 42 credits)

Core requirements (30 credits)

ENG 104: Introduction to Creative Writing 3 credits

ENG 230: Introduction to Professional Writing 3 credits

ENG 235: Topics in Nonfiction Writing 3 credits

ONE of the following: ENG 333: Topics in Fiction, ENG 334: Topics in Poetry, or ENG 335: Advanced Nonfiction Writing 3 credits

ENG 200: Literary Analysis 3 credits

100-, 200-, or 300-level literature elective 3 credits

Completion of either a writing internship or an independent writing project, to be determined in consultation with student's faculty advisor 3 credits

Oral Proficiency requirement to be satisfied by one of the following: COM 100, COM 210, or THS 105

Global Studies requirement, 3 credits, to be satisfied by either ENG 105: Survey of World Literature I or ENG 245: Topics in World Literature

Technology requirement, 3 credits, may be satisfied with either ENG 237: Writing for the Web or by COM 252: Digital Journalism

Information literacy to be introduced in the introduction to creative writing and professional writing courses, reinforced in the 300-level writing courses, and mastery demonstrated in the writing internship/independent writing project and in the senior portfolio that will serve as a graduation requirement (see the current English major)

Applied writing electives (6 credits)

Choose TWO courses from the list below:

ENG 233: Creative Writing: Fiction 3 credits

ENG 234: Creative Writing: Poetry 3 credits

ENG 235 : Topics in Nonfiction Writing as appropriate topics are offered 3 credits each

BUA 204: Business Communications 3 credits

COM 150: Introduction to Journalism 3 credits

COM 152: The "Crestiad" Staff 3 credits

PSC 204: Legal Research and Writing 3 credits

THS 230 Playwriting 3 credits

Advanced writing electives (6 credits)

Choose TWO courses from the list below:

ENG 2XX: Professional Development for English and Writing Majors 3 credits (*first offering Fall 2018*)

ENG 333: Topics in Fiction 3 credits

ENG 334: Topics in Poetry 3 credits

ENG 335: Advanced Nonfiction 3 credits

ENG 336: Topics in Professional Writing 3 credits

Please note that satisfaction of the WRI-1 requirement is a prerequisite for all courses for the Writing major, with the exception of ENG 104: Introduction to Creative Writing. ENG 104: Introduction to Creative Writing is required before other creative writing courses are taken; ENG 230: Introduction to Professional Writing is required before other advanced professional writing courses are taken.

Writing majors are also required to submit a writing portfolio as directed below under "Portfolio Requirement for Graduation."

Writing Minor (6 courses, 18 credits)

Core Requirement (1):

___ ENG 235 Topics in Nonfiction Writing*

Writing Electives (5): Complete at Least Five Writing Courses Below, Totaling at Least 15 Credits

- ___ ENG 104 Introduction to Creative Writing
- ___ ENG 230 Introduction to Professional Writing
- ___ ENG 200 Literary Analysis
- ___ ENG 233 Creative Writing: Fiction
- ___ ENG 234 Creative Writing: Poetry
- ___ ENG 235 Topics in Nonfiction Writing*
- ___ ENG 237 Writing for the Web
- ___ ENG 333 Topics in Creative Writing: Fiction
- ___ ENG 334 Topics in Creative Writing: Poetry
- ___ ENG 335 Advanced Nonfiction Writing
- ___ ENG 336 Topics in Professional Writing
- ___ ENG 370 Internship
- ___ BUA 204 Business Communications
- ___ COM 150 Introduction to Journalism
- ___ COM 152 "The Crestiad" Staff
- ___ COM 252 Digital Journalism
- ___ PSC 204 Legal Research and Writing
- ___ THS 230 Playwriting

Other courses offered for the Writing major, special topics courses in writing, or WRI-2 courses may count toward writing electives with the permission of the Director of Writing. Students are encouraged to complete at least one writing internship.

** ENG 235 Topics in Nonfiction Writing may be repeated under different topics.*

Departmental approval is required to count a course for the minor if the same course is also being used to fulfill another major or another minor. No more than two courses from your major may be used to satisfy the requirements for the Writing Minor. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, and other requirements for the Writing minor.

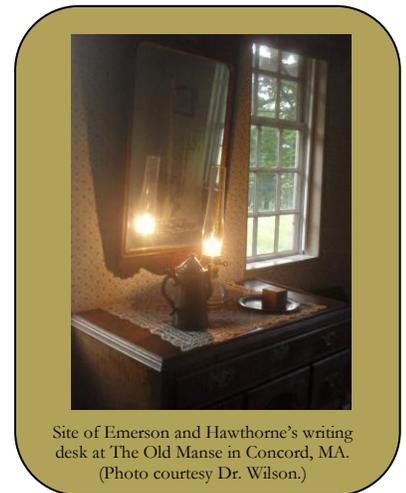
Should I Complete a Second Major or a Minor?

An English or Writing major by itself develops reading, critical thinking, and writing skills, all of which are desirable for many occupations and essential for graduate work, including law school and medical school. If you are interested in pursuing an M.F.A., you should choose a Writing major; if you are interested in pursuing a Ph.D. in English you should choose an English major. Depending upon your career interests, it may be beneficial to combine an English or Writing major with another major or minor. Here are some suggested pairings:

- Writing major and English minor or the reverse (for students interested in journalism or free-lance writing, research writing, library science, or publishing)
- Writing major and Media Studies or New Media major or minor (for students interested in journalism, publishing, advertising, public relations, etc., including work in an online venue)
- English or Writing major and Business major or minor (for students interested in publishing, media and public relations, advertising, retailing, or careers with nonprofit organizations)
- Writing major with a science major or minor, such as Biology or Chemistry (for students interested in technical writing or publishing in technical or scientific fields)
- English with an Art major or minor (for students interested in web design and electronic publishing or for students interested in working for a museum or library or for students interested in visual communication—a New Media major or minor is also recommended)
- English with a History major or minor (for students interested in a public service career or in attending law school)
- English with a Spanish major or minor (for students interested in work as translators or for international businesses or agencies)
- English with Secondary Education major (for students interested in teaching in a public or private school setting)

English Program Assessment

Each year, the English faculty review the English program to ensure that it reflects the requirements of external agencies, such as the Pennsylvania Department of Education, and the recommendations of professional organizations, such as the Modern Language Association (MLA), the Association of Departments of English (ADE), and the Association of Writers and Writing Programs (AWP), for the preparation of its majors for careers in language-related fields as well as graduate study. Part of the review of the program involves an assessment of how well it enables students to achieve the learning outcomes associated with the major. To that end, the English faculty have implemented two types of formal assessment involving students enrolled in the major: 1) an exit survey of graduating senior majors and minors and 2) a portfolio review, required of all majors. Each of these mechanisms for program review is described below.



Exit Survey of Graduating Seniors

As part of the Department of History, Literature, and Language's ongoing assessment of its academic programs, all senior English/Writing majors and minors are asked to complete an exit questionnaire about their experiences as an English or Writing major or minor at Cedar Crest College. The questionnaire asks students to evaluate their achievement of the English program learning outcomes and to comment on the value of the Cedar Crest English program to them. The feedback provided helps the department and the English faculty to identify the strengths and weaknesses of the current curricula in English and Writing in attaining the educational objectives of each from the perspective of its students. All survey responses are anonymous.

Portfolio Requirement for Graduation

By April 1st, if the student is graduating from Cedar Crest at the end of a spring semester or within the first two weeks of the student's final semester if not a spring semester, all graduating seniors must submit a portfolio of four critical essays or writing projects that they consider to be the best examples of work completed in undergraduate English courses taken at Cedar Crest College, prepared according to the parameters listed below. While the portfolios will be scored by the English faculty, the scores will not be used to evaluate individual students, but rather to provide the faculty with an indication of areas in which the English program might improve instruction.

The purpose of the portfolio is first and foremost to serve as an assessment tool for the English program. Nevertheless, in the process of selecting items to include and writing the required reflection, students have the opportunity to gain insight into their progress as developing writers and scholars. The portfolio may also be used by students seeking admission to graduate school or entering a profession requiring the demonstration of writing abilities; in particular, students graduating with a writing major should prepare their portfolio with this objective in mind.

Items included in the portfolio must be submitted as clean copies, without instructor comments or grades. Students may revise the writing chosen prior to its inclusion in the portfolio. The portfolios will not be returned to the student; hence, students should keep copies of their portfolio materials.

The selection of items for inclusion in the portfolio will be determined by the type of major the student is completing.

Portfolio Contents for English Majors, English and Secondary Education Majors, and Evening English Majors

- One essay from an American literature course or an essay on an American author submitted for any class
- One essay from a British literature course or an essay on a British author submitted for any class
- One essay from a world literature course or an essay on a non-Anglo-American author submitted for any class
- One additional piece of the student's choice. This final piece may be critical or creative; if a creative work is chosen, the student should select a piece that addresses the evaluation criteria for the writing major, listed below.

If you have any questions about the selection of materials for the portfolio, speak with the English program director.

These essays should be accompanied by a brief reflection (no more than 3 typed pages) on the essays chosen for inclusion in the portfolio. This reflection should 1) explain the assignment to which each essay responded, and 2) address how the portfolio, taken as a whole, demonstrates the learning outcomes for the major listed below:

Literature-Focused Portfolio Evaluation		
Knowledge of American, British, and World Literature and its Cultural Contexts	Ability to Employ Critical Strategies to Read and Analyze Literature	Ability to Write Effectively, Critically, and Creatively about Literature
<ul style="list-style-type: none"> • Demonstrates knowledge of an author, period, movement, or paradigm from American literature • Demonstrates knowledge of an author, period, movement, or paradigm from British literature • Demonstrates knowledge of classical literature or an author, period, movement, or paradigm from a non-Anglo-American tradition 	<ul style="list-style-type: none"> • Demonstrates understanding of and ability to apply one or more critical strategies for reading literary texts • Demonstrates understanding of literary texts as acquiring meaning, significance, and value in the context of their relationships with readers, cultures, literary traditions, and the historical moments in which they are produced by their authors 	<ul style="list-style-type: none"> • Develops and supports a thesis • Includes insightful and developed ideas • Provides a coherent and logical organization • Follows appropriate audience and discourse conventions • Uses a sophisticated and professional style • Employs sound editing decisions to prepare a manuscript of professional quality

Literature-focused portfolios will be evaluated, on a 12-point scale, for how well the portfolio, taken as a whole, demonstrates the student’s knowledge of American, British, and World literature and its cultural contexts (1-4 points); ability to employ critical strategies for analysis (1-4 points); and ability to write effectively, critically, and creatively about literature (1-4 points).

Portfolio Contents for Writing Majors

- One analytic paper or piece of professional writing
- One work of nonfiction
- One revision process report
- And two more works selected from among the following:

Short Fiction
 Poetry (a set of 5 poems)
 Nonfiction
 Screenplay

Revision process report: Students must submit a 2-3 page typed response in which they reflect on their progress and process as writers, including how they have revised the portfolio pieces. The report should not only include a reflection on their revision process and growth as a writer on a whole, but also include at least two examples of specific revisions made during their writing career; this might include, for example, deleting expository writing that had previously weighed down a fiction submission, the re-shaping of a particular line of poetry, or addressing an issue of audience in a professional writing piece. If possible, the student should include a short quotation from an earlier draft to demonstrate the specific revisions made.

Writing portfolios will be evaluated, on a 12-point scale, for the student’s knowledge and application of craft techniques (1-4 points); ability to express originality, voice, and creativity in writing (1-4 points); and an ability to research and revise in crafting a piece of writing (1-4 points).

Writing-Focused Portfolio Evaluation		
Knowledge and Application of Craft Techniques	Ability to Express Originality, Voice, and Creativity in Writing	Ability to Research and Revise in Crafting a Piece of Writing
<ul style="list-style-type: none"> • Demonstrates knowledge of craft techniques in creative, critical, and/or professional writing • Demonstrates ability to effectively employ craft techniques germane to the written subject matter • Demonstrates cogency, competency, and complexity 	<ul style="list-style-type: none"> • Demonstrates a willingness to take creative risks and to think critically about the relationship among subject, style, and audience • Demonstrates an original and imaginative approach to subject and style, including a fresh and vivid approach to using language • Demonstrates an awareness and development of voice 	<ul style="list-style-type: none"> • Demonstrates ability to conduct and employ relevant research • Demonstrates ability to improve a piece of writing through multiple drafts with feedback from different readers • Employs sound editing decisions to prepare a manuscript of professional quality

Academic Opportunities in English and Writing

Internships

Internships are highly recommended and may be planned for as early as your sophomore year. Consult with your faculty advisor about the kind(s) of internship to pursue, as well as to complete the application process.

Graduate School

If you are contemplating attending graduate school (master's or doctoral program) or pursuing a professional degree (law school, medical school), you should begin the planning process in the second half of your junior year. Your faculty advisor can help you to identify suitable graduate programs for your interests, as well as suggest strategies for a successful application.

In general, in order to be considered for financial aid, you must submit your complete application by the deadline set by the school—usually December for admission the following fall. Most graduate programs (M.A. and Ph.D. in English, or M.F.A.) require you to take the GRE exam (general and subject tests); these should be taken by early fall of your senior year so that you will have results by the application deadline. Please note that the GRE subject exams are only offered in November and April; thus, if you are applying to graduate school in the fall semester of your senior year, you must take the subject exam in November. Visit www.ets.org/gre/ for testing dates and information on the GRE exams.



At The Globe: Cedar Crest students and faculty visit Shakespeare's London stage, 2011 (Photo courtesy Dr. Fletcher)

Many graduate programs require you to submit a sample of your undergraduate academic writing (either a single essay or a portfolio) with your application. The portfolio you assemble to complete your English major will serve as a resource for you to fulfill this requirement.

If you are pursuing graduate study at the Ph.D. level in English, be sure to take 300-level coursework in a full range of American and British literature, as well as world literature. You should also consider completing a teaching internship with an English faculty member. Supplement your English coursework with history, art history and philosophy courses. And, as many Ph.D. programs have a language requirement, take international language courses.

Preterite, the Cedar Crest College Literary Club

Preterite is Cedar Crest's literary club, open to any student interested in literature and/or creative writing. Preterite members meet weekly to plan activities that include film nights, pizza parties, open mic readings, field trips, and fundraisers. Preterite also sponsors a writing contest with poetry, fiction, and nonfiction categories; winning entries are published in the club's chapbook, *Onyx*. The club helps to sponsor visiting writers and participates in other college-wide activities.

Xi Kappa, the English Honor Society

Xi Kappa is the Cedar Crest chapter of Sigma Tau Delta, the international English honor society. Xi Kappa works with Preterite to sponsor speakers and literary-themed events, and plans activities such as a banned books raffle during Banned Books week. Members of Xi Kappa are eligible to apply for scholarships and internships sponsored by this organization, as well as to submit work to its creative and scholarly publications (*The Rectangle* and *The Sigma Tau Delta Review*); information about these items is available at Sigma Tau Delta's website. Students who meet the eligibility requirements for Sigma Tau Delta will be invited to join Xi Kappa.

Pitch: A Journal of Arts and Literature publishes students' original works of creative writing, including play scripts; photography, visual and digital art; video and new media creative work; and choreography. The journal is staffed by two student editors who hold internships with the department and are advised by a faculty member. All published work is peer reviewed by students, faculty and alumnae in the various fields featured in the journal. See www.cedarcrest.edu/pitch.

Association of Writers and Writing Programs (AWP)

The department maintains a membership in the AWP, which publishes *The Writer's Chronicle*, copies of which are available to students. You also have access to the AWP's website, which provides useful information of interest to writers.

Awards in English and Writing

The Department of History, Literature, and Languages awards the Humanities Prize and the Margaret M. Bryant Prize to graduating seniors from the department. Preterite offers creative writing prizes in connection with its annual contest, and the English program sponsors the Senior Essay Prize in English.

Each spring, the English faculty award a prize of \$100 to the best essay submitted by a senior English major. Eligible essays must be analytic, not creative; they must be five pages minimum in length, not including a Works Cited page. There is no maximum page length. An analytic essay prepared for your portfolio is a good submission choice.

Careers for English or Writing Majors

Students who enjoy reading and writing but are not interested in teaching often ask "What can I do with this degree, other than teach?" For these students (and their parents), the following is a list of some typical careers for English/Writing majors:

Writing/Editing

- Creative writing
- Journalism
- Freelance
- Technical writing

Literature-related

- Librarian/Information specialist
- Publishing
- Media and public relations
- Translator
- Abstractor
- Researcher

Publishing

- Magazines/books
- Editorial, production
- Advertising, sales, marketing

Public Relations

- Research
- Writing/editing
- Media Liaison

Business/Industry

- Banking
- Management
- Sales/Marketing
- Personnel

To prepare yourself academically for these careers, review the section "Should I Complete a Second Major or a Minor?" in this guide and consult with your academic advisor.