

Department of Theater  
Indiana University of Pennsylvania  
104 Waller Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2965  
(412) 357-7899 (FAX)

IU

October 8, 1996

Professor Jim Cahalan, Chair  
Program for Majors Task Force  
English Department

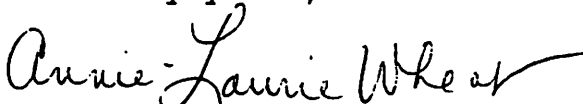
Dear Professor Cahalan:

Thank you for taking the time to come and talk with me about your revised program for the English major. I think that the program you are proposing has many new and exciting possibilities for English majors while offering a wide range of courses to appeal to many other students.

I see a variety of new options for our theater majors especially with the proposed film courses. This is an area that many of our theater students are very interested in. I look forward to seeing the new courses in the curriculum as our majors have 30 electives to take and these courses would provide excellent variety.

I enthusiastically support your efforts and if I can offer any other feedback do not hesitate to call.

Sincerely yours,

  
Annie-Laurie Wheat, Chair

Department of Psychology  
Indiana University of Pennsylvania  
Clark Hall  
Indiana, Pennsylvania 15705-1068

(412) 357-2426



October 7, 1996

James Cahalan  
Chair,  
Program for Majors Task Force  
English Department  
IUP

Dear Jim,

The Women's Studies Program is pleased to see the revision of the undergraduate program in the English Department. We support the placement of the current Women's Studies Course, Introduction to Literature by Women within the curriculum, and hope that many English majors choose to enroll. We are excited about the development of an additional course on an advanced level. We anticipate that many English majors will elect to specialize in alternative literatures and/or women's literature. We find this revision of the undergraduate program to be complementary to the revised Women's Studies minor. Please let us know how we can help to direct interested students to the appropriate courses.

Your colleague,

*Maureen C. McHugh*  
Maureen C. McHugh

October 10, 1996

SUBJECT: Revised B.A. in English

TO: Jim Cahalan  
English Department

FROM: Kurt P. Dudt, Chairperson *K.P.D.*  
Communications Media Department

This memo gives the Communications Media support for the revised B.A. major of the English Department.

The department sees no overlap with the English Department or the creation of the four new film courses.

KPD:mar

10-7-96

I APPROVE THE PRE-LAW  
SEQUENCE FOR ENGLISH  
*Arthur H. Martel*  
DIRECTOR, PRE-LAW  
PROGRAM.

[This is the note of endorsement that Professor Arthur Martel,  
Director of the Pre-Law Program, wrote in reply to our explanatory memo to him.]

MAIL> ext tt:  
From: GROVE::JCAHALAN "JIM\_CAHALAN" 5-FEB-1997 13:17:27.39  
To: ARTHUR\_MARTEL  
CC: JCAHALAN  
Subj: confirming change from EN 213 to EN 212 for Pre-Law

Dear Art,

This is to confirm what we discussed today as well as back in October when you kindly gave me your brief memo indicating that you had no objection to our English B.A. revision. First, you confirmed what our associate dean Charles Cullum told me yesterday: that you are in charge of all of IUP's pre-law programs (not just the one in your own department), and that your approval is therefore sufficient. Also, as I indicated to you, the chairs of Criminology, Economics, History, Philosophy, and Political Science (other departments with pre-law options) all saw your Oct. 1996 memo as part of our document that they unanimously approved at our college's Oct. 1996 meeting. To repeat what we discussed, the listing of EN 213 as a pre-law course will be changed to EN 212 (remaining our only survey course devoted solely to American literature, most relevant to U. S. constitutional law and its contexts).

If this Email accurately reflects our understanding, please Email me back your approval, thus further clarifying your memo of 10/7/96 for the Senate Curriculum Committee. Thanks again for your help, especially in the midst of your time-consuming move from Keith to McElhaneey!

February 8, 1997

TO: Jim Cahalan, English Department  
FROM: Arthur Martel - Director, Pre-Law Program *AHM*  
RE: Confirming change from EN213 to EN212 for Pre-Law

---

Your E-Mail message of February 5, 1997 is a complete and accurate description of our conversations concerning the English Department's Pre-Law course options.

From: GROVE::BOBSOULE "Bob Soule" 20-NOV-1996 15:43:20.95  
To: GROVE::IVY (Gail Berlin, Assistant Chair, English Dept.)  
C:  
Subj: RE: technical writing requirement

The removal of EN 322 as a curriculum requirement in our undergraduate program in safety sciences is part of a "major program revision" currently in the approval process. It has passed the department and college curriculum committees and is in the provost's office waiting to be forwarded to the UWUCC. Apparently, your proposal got to them before ours so they are not aware of our intentions. Let me know if you need any additional information.

MAIL>

[sc-chr: ^] help: ^]? port:1 speed: 9600 parity:none echo:rem VT320 ....

Department of Computer Science  
Indiana University of Pennsylvania  
319 Stright Hall  
Indiana, Pennsylvania 15705-1087

(412) 357-2524



December 12, 1996

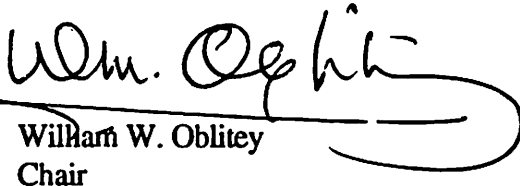
Professor Jim Cahalan  
Chair  
Program for Majors Task Force  
English Department

Dear Professor Cahalan:

Thank you for taking the time to come and discuss your revised program with me and with the Chair of our Curriculum Committee, Jim Wolfe.

We think the revision will not, in any adverse way, affect our program. We will continue to work with your department to make sure the needs of our students continue to be met.

Your colleague,

  
William W. Oblitey  
Chair

Feb. 10, 1997

Subject: EN422 Technical Writing II

To: James Cahalan  
English Department

From: James DeGeorge  
Pat Heilman  
Journalism Department

We have reviewed the syllabus for the proposed course EN422 Technical Writing II and have a few concerns where we believe the overlap with existing journalism classes may be too great.

In the area of "Course Objectives, 1," the listing of layout, design and preparing instructions for print duplicates a major portion of JN327 Layout, Design and Production. The publications process as stated in the catalog description for EN422 is also covered in JN327, JN337 and in JN427 Publications Seminar. This concern would extend to Week 6 of the Course Outline should the document being designed not be of a technical nature. As discussed last week, the journalism department covers internal and external newsletters (as well as newspapers, magazines, brochures, reports and advertisements) that serve a public relations purpose in JN393 Document Design, JN326 Public Relations I, JN490 Public Relations II and JN327 Layout, Design and Production. Since English majors have taken the three journalism courses mentioned above, our concern is that the courses do not overlap.

Should EN422 avoid overlapping journalism courses in the areas of layout and design, the publications process, including working with printers, and the public relations function of publications, the journalism department would have no difficulty supporting EN422.

c. Dr. Carter  
Journalism Faculty

[The changes requested here by Journalism have been made in the EN 422 course description and syllabus; see the new p. 314.]

Department of English  
Indiana University of Pennsylvania  
110 Leonard Hall  
Indiana, Pennsylvania 15705-1094

(412) 357-2261



MEMORANDUM

TO: Undergraduate Curriculum Committee  
FROM: Carole Bencich, Coordinator  
English Education Program *CB*  
DATE: Feb. 5, 1997  
RE: BA Program Revision

This memorandum is to verify the English Education Program's support for the revisions to the BA in English which are currently under review by the Undergraduate Curriculum Committee.

In effect, the revision deletes only two electives (EN 372 Alienation in Literature and EN 381 Poverty and Class in Literature) from our list of recommended English content electives. These deletions are more than compensated for by the rich new offerings like EN 344 Ethnic American Literature and EN 386 Regional Literature in English. These two courses are the ones most thematically linked with EN 372 and EN 381, but there are many other excellent new courses which we would be happy to make available to English Ed majors when we next revise our BS in English Education Program.

Since further approval is needed from the College of Education's Teacher Education Curriculum Committee, I have applied for a place on the agenda at their next meeting.

CC: Dr. Gail Berlin



# EN 396 The Literature of Emerging Nations

## Syllabus of Record

In this course, we will explore the literature of the Third World within the context of colonial history and anti-colonial struggles for economic and social justice. The course is divided into three parts: in the first part, we will briefly examine selections from novels, travel narratives and various missionary documents that represent the colonial perspective. Next, we will study the critical and imaginative response to colonialism in the work of writers such as Chinua Achebe, Ngugi wa Thiong'o, Nadine Gordimer and Buchi Emecheta. We will be concerned specifically with the ways these writers grapple with the legacy of colonialism in their attempts to imagine a different past and future. Finally, we will consider the ways contemporary Third World literature is conditioned by neocolonial arrangements of power and knowledge. Part of our concern throughout the course will be to examine new forms of literature, such as testimonial narratives, as they emerge from specific social and political struggles. We will also be examining the ways conventional forms like the novel and short story are revised and altered to represent emergent forms of identity and consciousness in the Third World. In comparing the literature of various social and political movements from the Third World, some of the questions we will ask include: How can we link various experiments in cultural expression with an understanding of global economic structures, and issues of race, gender and neocolonialism? How can the study of the culture and literature of the Third World enable us to rethink our reading practices and assumptions about literature?

### Course Objectives:

This course is designed

- 1) To introduce you to a variety of literature within the context of struggles for liberation and national identity in the Third World.
- 2) To give you the opportunity to do research on literature of the Third World.
- 3) To enable you to think through, debate and share ideas about such issues as the relationship between politics and literature, and the study of Third World Literature in relation to Western Canonical Literature.

### Course Requirements:

1) A Background Essay. You will be asked to research and to write a 3 page, double-spaced background essay on a region or country of your choice. These essays will be collected by the third week of the semester and published in a packet (available at COPIES NOW). The class will use the packet for background reading on the literature.

THE BACKGROUND ESSAY IS WORTH 5% OF YOUR GRADE.

2) **Summary and Analysis of a contextual reading.** You will be asked to give an ORAL summary and analysis of one of the "Required or Suggested Contextual Readings" on the Schedule. This short oral report should be approximately 10 minutes and include an outline of your chosen reading's main argument and an explanation of its relevance to the primary reading for that day. I encourage you to use handouts to supplement your oral report. A written version of this assignment (3 pages, doubled-spaced) should be included in your portfolio.

**THE ORAL AND WRITTEN COMPONENTS OF THE SUMMARY/ANALYSIS ARE WORTH 10% EACH.**

3) **Collaborative Presentation and Annotated Bibliography.** You will collaborate on researching and presenting on one of the primary readings or authors for the course. These presentations should be creative and engaging: you might consider reading some poetry, or adapting a novel or story for performance. You may also do a conventional presentation that provides an overview and an analysis of a text or author. Some of you are English Education majors, so I welcome demonstrations of the ways an author or text might be taught in a high school class. Whatever your group decides to do, the presentation should have some analytical component; that is, after the performance or teaching demonstration, you need to explain the purpose and organization of your presentation. This presentation should be approximately 20 minutes and include an annotated bibliography (with at least 5 sources) on your chosen author or reading to be distributed to the class. (You will need to make enough copies for everyone.) The annotated bibliography will also be included in the portfolio.

**THE PRESENTATION IS WORTH 20% OF YOUR GRADE; THE BIBLIOGRAPHY IS WORTH 10%.**

4) **Researched Analysis Paper.** This paper should research and analyze one of the issues or readings raised in the course. This paper is not due until the end of the semester, but I encourage you to think about it throughout the semester. It may develop from any of the other assignments. You might, for example, choose a topic related to your contextual reading, background essay and collaborative presentation. This paper should be approximately 5-7 pages, double spaced with a Works Cited page. You will include it with your portfolio.

**THE RESEARCHED ANALYSIS PAPER IS WORTH 20% OF YOUR GRADE.**

5) **Portfolio.** All of these assignments are to be included in a portfolio handed in at the end of the semester. The portfolio should have a table of contents and a brief introduction (2-3 pages) that explains or interprets your work for the semester. What have you learned about Third World Literature? How is your growth and development reflected in your work for each of the assignments? What issue or reading made you rethink your ideas and preconceptions about the Third World? about literature in general?

**THE PORTFOLIO (INTRODUCTION, CONCEPTUALIZATION) WILL BE WORTH 10% OF YOUR GRADE.**

6) **Class Participation.** Because of the collaborative nature of this course, it is important that you participate in an active, consistent and meaningful way. This means that you must come to class prepared to discuss the assigned reading for that day. I may ask you to perform small group work in class, and your contributions will be monitored. **Attendance is required for this course.** If

you accumulate more than 3 unexcused absences, your final grade will be lowered one letter grade. If you accumulate 5, it will be lowered again and after 6 unexcused absences, you will not pass this course. Tardiness is very disruptive, so please come to class on time, or you may risk being counted absent that day.

**CLASS PARTICIPATION IS WORTH 15% OF YOUR GRADE.**

A FINAL NOTE: You are required to word process all of your written work. I will not accept any of the written assignments if they are hand written.

**Required Texts:**

Chinua Achebe, Things Fall Apart  
Elleke Boehmer, Colonial and Postcolonial Literature  
Buchi Emecheta, The Joys of Motherhood  
Jamaica Kincaid, A Small Place  
Rigoberta Menchu, L...Rigoberta Menchu  
Ngugi wa Thiong'o, A Grain of Wheat

You are also required to purchase the Packet of Background Essays Available at COPIES NOW (This should be available after the third week).

**Unless otherwise indicated, all other readings are available on reserve at Stapleton Library.**

## Schedule of Activities

Th 8/29 Introduction to the Course

### I. Colonialism and Imperialism

T 9/3 **Topic: Colonial Ideologies & Discourses:**  
excerpts from travel writing, missionary documents, political speeches, novels  
**Required contextual reading:** Alan Thomas et al, "The Making of the Third World," from Third World Atlas; Elleke Boehmer, "Imperialism and Textuality," from Colonial & Postcolonial Literature  
**Suggested contextual reading:** Frederick Buell, "The Three Worlds"

Th 9/5 excerpts from travel writing, missionary documents, political speeches, novels  
Terry Eagleton, "Political Criticism"

### II. Nationalism, Revolution and Social Change

T 9/10 **Anti-Colonial Ideologies & Cultural Resistance:**  
**Topic: Rewriting History & Social Relations: Constructing the New Nation:**  
Chinua Achebe, Things Fall Apart  
**Required contextual reading:** Edward Said, "Themes of Resistance Cultures";  
Elleke Boehmer, "The Stirrings of New Nationalism"  
**Suggested contextual reading:** Basil Davidson, selections from Africa in History;  
L.S. Stavrianos, selections from Global Rift; Peter Worsley, The Three Worlds  
Screening of Mister Johnson (Time & Place to be announced)

Th 9/12 Chinua Achebe, Things Fall Apart

T 9/17 Chinua Achebe, Things Fall Apart  
**Required contextual reading:** Chinua Achebe, "The Novelist as Teacher" & "An Image of Africa" from Hopes and Impediments

Th 9/19 Chinua Achebe, Things Fall Apart  
**Required contextual reading:** Packet reading--Nigeria

T 9/24 **Topic: Rewriting History & Social Relations: Constructing the New Nation:**  
Ngugi wa Thiong'o, A Grain of Wheat  
**Required contextual reading:** Packet reading--Kenya; Ngugi, "National Identity and Imperial Domination"  
**Suggested contextual reading:** Frantz Fanon, "On National Culture"

Th 9/26 Ngugi wa Thiong'o, A Grain of Wheat

- T 10/1** Ngugi wa Thiong'o, A Grain of Wheat
- Th 10/3** Ngugi wa Thiong'o, A Grain of Wheat  
**Required contextual reading:** Ngugi, The Language of African Literature;  
 Achebe, "The African Writer and the English Language"
- T 10/8** **Topic: Rewriting History & Social Relations: Constructing the New Nation:**  
 Buchi Emecheta, The Joys of Motherhood  
**Required contextual reading:** Lauretta Ngcobo, "African Motherhood"  
**Suggested contextual reading:** Maria Mies, "What is Feminism?"; Cynthia  
 Enloe, "Nationalism and Masculinity" from Bananas, Beaches and Bases
- Th 10/10** Buchi Emecheta, The Joys of Motherhood
- T 10/15** Buchi Emecheta, The Joys of Motherhood
- Th 10/17** **Topic: Rewriting History & Social Relations: Constructing the New Nation:**  
 Mtuzeli Matshoba, "Call Me Not a Man"; Siphosiphiso Sepamla, "To Whom It May  
 Concern" and his poems in Against Forgetting; Alfred Temba Qabula, "Migrant's  
 Lament – A Song"; Dennis Brutus, selected poems (also from Against Forgetting)  
**Required contextual reading:** Packet reading --South Africa; Mafika Gwala,  
 "Writing as a Cultural Weapon"
- T 10/22** Reading Break
- Th 10/24** Nadine Gordimer, "A Soldier's Embrace," "A Lion on the Freeway"; Jeremy  
 Cronin, "To Learn How to Speak," and his poems in Against Forgetting
- T 10/29** Njabulo Ndebele, "Death of a Son"; Bessie Head, "The Collector of Treasures";  
 "Life"  
**Suggested contextual reading:** Njabulo Ndebele, "The Rediscovery of the  
 Ordinary"

### **III. Neocolonialism, Postcolonialism and Globalization**

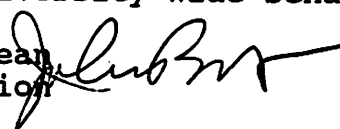
- Th 10/31** **Topic: Writing Beyond Independence:**  
 Chinua Achebe, "Civil Peace"; Wole Soyinka, "Massacre, October 1966,"  
 "Civilian and Soldier" (in Against Forgetting)  
**Required contextual reading:** Elleke Boehmer, "Postcolonialism and Beyond"  
**Suggested contextual reading:** Basil Davidson, selections from The Black Man's  
Burden; Joshua Hammer, "Nigeria Crude"
- T 11/5** **Topic: Writing Beyond Colonialism**  
 Jamaica Kincaid, A Small Place

**Required contextual reading:** Packet reading--Caribbean  
**Suggested contextual reading:** Cynthia Enloe, "On the Beach: Sexism and Tourism" from Bananas, Beaches and Bases

- Th 11/7** Jamaica Kincaid, A Small Place; Michelle Cliff, A Journey Into Speech & "If I Could Write This In Fire, I Would Write This In Fire"
- T 11/12** **Topic: Resistance and Testimonio:**  
Rigoberta Menchu, I... Rigoberta Menchu  
**Required contextual reading:** Packet reading--Guatemala/Central America; "Women and The Global Economy"  
**Suggested contextual reading:** John Beverly, "The Margin at the Center: "On Testimonio"; Arturo Escobar, "Planning"; Vandana Shiva, "Development, Ecology and Women"
- Th 11/14** Rigoberta Menchu, I... Rigoberta Menchu
- T 11/19** Rigoberta Menchu, I... Rigoberta Menchu  
**Suggest contextual reading:** Paulo Freire, "The 'Banking Concept' of Education"
- Th 11/21** Manlio Argueta, "Microbus to San Salvador"; Mario Roberto Morales, "Guatemala 1954--Funeral for a Bird"; Leonel Rugama, "I am Rene Espronceda de la Barca"; selected poetry by Otto Rene Castillo, Claribel Alegria and Roque Dalton in Against Forgetting; and Ernesto Cardenal, "The Peasant Women from Cua"
- T 11/26** Thanksgiving Break
- Th 11/28** Thanksgiving Break
- T 12/3** Rosario Castellanos, "Death of the Tiger"  
**Required contextual reading:** Packet reading--Chiapas; selections from Elaine Katzenberger, ed. The Zapatista Challenge
- Th 12/5** Helena Viramontes, "The Cariboo Cafe"  
Screening of El Norte (Time and Place to be announced)

**MEMORANDUM FROM**  
**COLLEGE OF EDUCATION**

---

**DATE:** March 10, 1997  
**SUBJECT:** BA in English minor changes  
**TO:** Jodi Kuzneski, University Wide Senate Curriculum Com.  
**FROM:** John W. Butzow, Dean  
College of Education 

Based on the ballot vote to approve/disapprove the material from Dr. Carole Bencich regarding several minor changes that affect the English Education program, the revisions have been approved. Of the 12 members on the Teacher Education Curriculum Committee (TECC), a majority (9) voted yes to approve the changes.

jk

**Attachments:** English minor program revision materials

**cc:** Carole Bencich  
Jim Cahalan  
TECC Curriculum Committee Membership (listed below)

11b.TeccEng.app

---

|                 |                       |                                    |
|-----------------|-----------------------|------------------------------------|
| <b>Members:</b> | <b>Ken Hershman</b>   | <b>Marilyn Howe</b>                |
|                 | <b>Jack Larner</b>    | <b>Connie Sutton</b>               |
|                 | <b>John Quirk</b>     | <b>John Worzbyt</b>                |
|                 | <b>Kathy Talipan</b>  | <b>Joseph Bianco</b>               |
|                 | <b>Jackie Gorman</b>  | <b>John Scandrett</b>              |
|                 | <b>Laurie Stamp</b>   | <b>Kurt Dudt (FE &amp; CM rep)</b> |
|                 | <b>Sally McCombie</b> |                                    |

Department of English  
Indiana University of Pennsylvania  
110 Leonard Hall  
Indiana, Pennsylvania 15705-1094

(412) 357-2261



MEMORANDUM

TO: John Butzow, Dean  
College of Education

FROM: Carole Bencich, Coordinator CB  
English Education

DATE: February 23, 1997

RE: TECC Curriculum Approval

I am writing with regard to the BA in English Program revision which has been completed for some months and is currently wending its way through Senate curriculum procedures. Since there are several minor changes which affect the English Education Program, the Undergraduate Curriculum Committee requires TECC approval before it will recommend approval of this BA Program revision.

There are several changes in course number which I believe do not have to be approved by TECC. Two English Ed elective choices will be deleted, EN 372 Alienation in Literature and EN 381 Poverty and Class in Literature. These two electives were part of a "theme" requirement: "Choose one Theme course from EN 348, 372, 381." (See attached copy of BS in English Education requirements from the Undergraduate Catalog.) EN 348 African-American literature, the third theme elective course, remains unchanged and will continue to be offered on a regular basis.

Two new courses, EN 344 Ethnic Literature and EN 386 Regional Literature in English, have been deemed (both in my opinion, and in the collective opinion of the 12-member English Education Resource Pool) worthy substitutions for the two courses which will be deleted in the revised BA Program.

With regard to NCATE Guidelines, the intent of these three "theme" courses relates to Qualification 11, "Teachers of English language arts need to know....an extensive body of literature and literary types in English and in translation. ...As they seek to expand their students' experiences with literature, they must be knowledgeable about literature by male and female writers, by people of many racial and ethnic groups, and by authors from many countries and cultures" (emphasis mine). The next NCATE qualification (12) requires that English teachers know "literature as a source for exploring and interpreting human experience - its achievements, frustrations, foibles, values, and conflicts."



English Education faculty reason that the new courses, in their focus on ethnic or regional literatures, will cover virtually the same ground as the present electives which deal with alienation and poverty as themes in literature. All literature courses are apt to vary according to the enormous variety of readings available for any one course. Professors tend to choose individual works which they prefer to teach. Thus, many novels which are taught in the current EN 381 Poverty and Class in Literature and EN 372 Alienation in Literature can also be taught in the new courses.

In any event, the two course substitutions represent only two of three choices which students may take in the thematic area. The third choice, EN 348 African American Literature, will not be changed in the revised BA Program.

Thus, I am describing a BA Program Revision which will not affect the English Education Program in any significant way - unless, of course, to improve it with an enlarged array of new courses and a bevy of revised syllabi for existing courses. In particular, the revisions will not affect our adherence to NCATE and PDE guidelines for multicultural literature. Nor will these revisions affect our students' preparation in terms of the literature they are expected to teach in various Pennsylvania curriculums.

I therefore implore you to secure TECC approval of the BA Program revision so that it may proceed during this academic year through the Senate's curriculum process.

CC: Dr. Gail Berlin, Chair  
English Department

**Bachelor of Arts—English/Pre-law—Continued**

|   |        |
|---|--------|
| One course from list D: EN380, 381, 382, 383, 384   | 3sh    |
| One course from list E: EN208, 235, 310, 311, 329, 330, 333, 334  | 3sh    |
| One course from list F: EN220, 221, 222, 223, 321, 324  | 3sh    |
| One course from list G: EN340, 341, 342, 343  | 3sh    |
| Two courses from list H: Any combination of six semester hours from EN481 Special Topics, Categories A-G, EN482 Independent Study, or EN493 Internship. | 6sh(2) |
| <b>Other Requirements: Pre-law interdisciplinary minor</b>  | 3-21   |
| Seven courses, including at least one from each of six areas:   |        |
| Business: BL235, AG201, AG202   |        |
| Criminology: CR210, CR260, CR357  |        |
| Economics: EC121, EC122, EC332  |        |
| History: HI320, HI321, HI346  |        |
| Philosophy: PH101, PH222, PH450   |        |
| Political Science: PS358, PS359, PS361  |        |
| <b>Free Electives: (3)</b>  | 6-26   |
| <b>Total Degree Requirements:</b>   | 124    |

(1) Intermediate-level Foreign Language may be included in Liberal Studies elective.  
 (2) Any EN481 course must have prior approval from department chair if it is to apply to the student's major.  
 (3) An internship with a law firm, public agency, or legislative office greatly strengthens law school applications.

**Bachelor of Science in Education—English Education (\*)**

|   |       |
|---|-------|
| <b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications:                         | 53-55 |
| <b>Humanities—Literature:</b> EN210   |       |
| <b>Fine Arts:</b> TH101   |       |
| <b>Social Science:</b> PC101  |       |
| <b>Liberal Studies electives:</b> Intermediate-Level Foreign Language, no courses with EN prefix                          |       |
| <b>College:</b>   | 30    |
| <b>Professional Education Sequence</b>  |       |
| CM301 Technology for Learning and Instruction   | 3sh   |
| ED242 Pre-student Teaching I  | 1sh   |
| ED342 Pre-student Teaching II   | 1sh   |
| ED441 Student Teaching  | 12sh  |
| ED442 School Law  | 1sh   |
| ED452 Teaching of English in the Secondary School   | 3sh   |
| EP202 Educational Psychology  | 3sh   |
| EP377 Educational Tests and Measurement   | 3sh   |
| FE202 American Education in Theory and Practice   | 3sh   |
| <b>Major:</b>   | 40    |
| <b>Required courses:</b>  |       |
| EN213 American Literature   | 3sh   |
| EN220 Advanced Composition I  | 3sh   |
| EN314 Speech and Communication in the Secondary English Classroom   | 3sh   |
| EN318 Literature of Adolescents   | 3sh   |
| EN323 Teaching Literature and Reading in the Secondary School   | 3sh   |
| EN324 Teaching and Evaluating Writing   | 3sh   |
| EN329 History of the English Language   | 1sh   |
| EN330 Structure of English  | 3sh   |
| EN341 Shakespeare   | 3sh   |
| <b>Controlled electives:</b>  |       |
| Choose one Genre course: EN214, 215, 216, 217   | 3sh   |
| Choose one British Literature Survey: EN211, 212  | 3sh   |
| Choose one Theme course: EN372, 381, 348  | 3sh   |
| Choose two additional courses from list: EN208, 211, 212, 214, 215, 216, 217, 221, 320, 322, 332, 333, 336, 348, 372, 381 | 6sh   |
| <b>Other Requirements:</b>  | 0     |
| <b>Free Electives:</b> <input type="checkbox"/> deleted   | 2-4   |
| <b>Total Degree Requirements:</b>   | 124   |

(\*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."

**Department of French**  
**Robert L. Whitmer, Chairperson; Henry, Jones, Liscinsky, McCreary, Op de Beeck; and professor emeritus Fisel**

The Department of French offers a varied curriculum designed to provide not only basic language instruction but also the more advanced competencies needed by language specialists and students hoping to take advantage of an international study experience. For the French major, the department has three degree programs: B.S. in Education (K-12), B.A. in Liberal Arts, and the B.A. in French for International Trade. The latter degree program provides solid undergraduate training preparatory to an M.B.A. in International Marketing and Finance.

Students majoring in French will acquire proficiency in all phases of the language and enter more deeply into the history, culture, and literature of Francophone countries. They will also gain some knowledge of the linguistic development of the language throughout the centuries. French majors generally find employment in government work, librarianship, journalism, foreign trade, airlines, tourism, business, and teaching. Students choosing careers as teachers will find the close supervision and advanced methodology offered by the department a distinct asset.

**College Language Requirements**  
 Students in the College of Humanities and Social Sciences and in the departments of the College of Natural Sciences and Mathematics must pass the intermediate sequence of a foreign language (FR201-FR202 or FR203) or demonstrate that they have somehow acquired the equivalent proficiency level. Students from the other colleges may choose to take French (201 and 202 or the accelerated 203) to fulfill a Liberal Studies elective. Any student who chooses French has an option to enroll in the traditional, three-credits-per-semester courses or the accelerated, six-credit track.

**Placement/Exemption**  
 The student with no previous French study will take FR101 (four credits) as a prerequisite. Students with previous French study will be placed into the appropriate course level by means of a written departmental exam administered in the summer for entering freshmen and during the first week of each term for other students. No student judged to be a native speaker of French will be allowed to enroll in any course below the 300 level, with the exception of FR254.

**French for Elementary Education**  
 A student in Elementary Education may elect a concentration of 18 semester hours of French, consisting of the following:

|           |     |
|-----------|-----|
| FR201-202 | 6sh |
| FR221-222 | 4sh |
| FR351-352 | 6sh |
| FR321-322 | 2sh |

A student in Elementary Education interested in bilingual elementary teaching may, through special scheduling arrangements, increase the concentration in French to include foreign study and foreign child-centered internship experience.

**Study Abroad—Nancy, France**  
 IUP has established a study abroad center in Nancy, France. All majors are encouraged to participate in the Study Abroad Program, especially those seeking the International Trade degree. Students have an option to participate in a full-year or one-semester program (spring). A six-week summer session has also been added to the options available. Nonmajors may be accepted into any of the programs but must enter the language courses offered in the Cours pour étrangers (Courses for Foreign Students). All credits are evaluated by the department as transfer credits. For further information regarding the cost and application procedures, contact the office of the dean of the college.

**Internships**  
 The Department of French, through contacts with certain French companies and through its affiliation with the ICN (Institut Commercial de Nancy), is able to place summer interns in Paris and other sites in France. The internship (generally six to twelve credits) is viewed as a highly desirable culminating experience following study in Nancy. For further information, contact the office of the dean of the college at least six months in advance.

## Bachelor of Science in Education--English Education(\*)

**Liberal Studies:** As outlined in Liberal Studies section with the following specifications: 53-55  
 Humanities--Literature: EN 122  
 Fine Arts: TH 101  
 Social Science: PC 101  
 Liberal Studies electives: Intermediate-Level Foreign Language, no courses with EN prefix

**College:**

**Professional Education sequence: (1)** 30

|        |   |       |
|--------|---|-------|
| CM 301 | Technology for Learning and Instruction     | 3 sh  |
| ED 242 | Pre-student Teaching Clinical Experience I  | 1 sh  |
| ED 342 | Pre-student Teaching Clinical Experience II | 1 sh  |
| ED 441 | Student Teaching                            | 12 sh |
| ED 442 | School Law                                  | 1 sh  |
| ED 452 | Teaching of English in the Secondary School | 3 sh  |
| EP 202 | Educational Psychology                      | 3 sh  |
| EP 377 | Educational Tests and Measurement           | 3 sh  |
| FE 202 | American Education in Theory and Practice   | 3 sh  |

**Major:**

**Required courses:** 40

|          |   |      |
|----------|---|------|
| * EN 212 | American Literature: Beginnings to 1900                     | 3 sh |
| EN 220   | Advanced Composition I                                      | 3 sh |
| EN 314   | Speech and Communication in the Secondary English Classroom | 3 sh |
| EN 318   | Literature of Adolescents                                   | 3 sh |
| EN 323   | Teaching Literature and Reading in the Secondary School     | 3 sh |
| EN 324   | Teaching and Evaluating Writing                             | 3 sh |
| EN 329   | History of the English Language                             | 1 sh |
| EN 330   | Structure of English  | 3 sh |
| * EN 434 | Shakespeare   | 3 sh |

**Controlled electives:**

|   |      |
|---|------|
| Choose one Genre course: EN 214, 215, 216, 217  | 3 sh |
| Choose one British Literature Survey: EN 210*, 211*   | 3 sh |
| Choose one Theme course: EN <u>344</u> , 348, <u>386</u>  | 3 sh |
| Choose two additional courses from list:<br>EN 208, 210*, 211*, <u>213</u> , 214, 215, 216, 217, 221,<br><u>319</u> , 320, 322, <u>333</u> , 336, <u>337</u> , <u>344</u> , 348, <u>386</u> | 6 sh |

**Other Requirements:** \* *Renumbered Courses* 0

**Free Electives:**  *New Courses* 2-4

**Total Degree Requirements:** 124

- (\*) See requirements leading to teacher certification in the catalog section on Academic Policies, "Admission to Teacher Education."
- (1) Special Education Competency Requirements: Revision pending will eliminate exam option and will require EX 301 (2 sh).