

NOV 13 2008

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		08-45	App-4/14/09	App-4/28/09

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Linda Norris	Email Address lnorris@iup.edu
Proposing Department/Unit English	Phone 724-357-2261

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

<b>1. Course Proposals (check all that apply)</b> <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change		
<hr/> <i>Current Course prefix, number and full title</i> <i>Proposed course prefix, number and full title, if changing</i>		
<b>2. Additional Course Designations: check if appropriate</b> <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.		
<b>3. Program Proposals</b> <input type="checkbox"/> New Degree Program <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track <input checked="" type="checkbox"/> Program Revision <input type="checkbox"/> Catalog Description Change		
<hr/> Bachelor of Science in Education—English Education <i>Current program name</i> <i>Proposed program name, if changing</i>		
<b>4. Approvals</b>		
Department Curriculum Committee Chair(s)		Date 11/13/08
Department Chair(s)		11/13/08
College Curriculum Committee Chair		11/19/08
College Dean		11/19/08
Director of Liberal Studies *		
Director of Honors College *		
Provost *		4/2/09
Additional signatures as appropriate: (include title)		3-26-09
		3-26-09
UWUCC Co-Chairs		4-14-09

\* where applicable

Received

NOV 13 2008

Liberal Studies

**Part II. Description of Curriculum Change in Bachelor of Science in English—English Education**

**1. Catalog Description**

**Bachelor of Science in English—English Education**

The undergraduate English Education catalog description, “Education Program,” on pp. 102-103 of the current Undergraduate Catalog 2008-2009 will remain the same. The description about the program as stated needs no revisions; however, the list of courses and credits for the undergraduate English Education program must change based on the new Pennsylvania State Department of Education requirements for teacher certification and the English Department’s major revisions to the English Bachelor of Arts degree (please refer to the Appendix attached to this proposal for the English BA degree program revision).

**2. Summary of Changes**

**a. Table comparing old and new programs**

<b>Current Program:</b> <b>Bachelor of Science in Education—English Education*</b>		<b>Proposed Program (course and credit changes are in boldface):</b> <b>Bachelor of Science in Education—English Education*</b>	
<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities-Literature:</b> ENGL 122 <b>Mathematics:</b> 6cr, MATH 101 or higher (1) <b>Natural Science:</b> Option I recommended (Option II also permitted but will exceed credit limit) <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 0cr	48	<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities-Literature:</b> ENGL 122 <b>Mathematics:</b> 6cr, MATH 101 or higher (1) <b>Natural Science:</b> Option I recommended (Option II also permitted but will exceed credit limit) <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 0cr	48
<b>College:</b> Foreign Language Intermediate Level (2)	0-6	<b>College:</b> Foreign Language Intermediate Level (2)	0-6
<b>College:</b> <b>Preprofessional Education Sequence:</b> COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr <b>Professional Education Sequence:</b> EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 452 Teaching of English and Communication in the Secondary School 3cr	29	<b>College:</b> <b>Preprofessional Education Sequence:</b> COMM 103 Digital Instructional Technology 3cr EDSP 102 Educational Psychology 3cr <b>Professional Education Sequence:</b> EDEX 301 Education of Students with Disabilities in Inclusive Secondary Settings 2cr EDSP 477 Assessment of Student Learning: Design and Interpretation of Educational Measures 3cr EDUC 242 Pre-Student Teaching Clinical Experience I 1cr EDUC 342 Pre-Student Teaching Clinical Experience II 1cr EDUC 441 Student Teaching 12cr EDUC 442 School Law 1cr EDUC 452 Teaching of English and Communication in the Secondary School 3cr	29

<p><b>Major:</b>  <b>Required Courses:</b>  ENGL 212 American Literature: Beginnings to 1900  ENGL 220 Advanced Composition I  ENGL 314 Speech and Communication in the Secondary English Classroom  ENGL 318 Literature for Adolescents  ENGL 323 Teaching Literature and Reading in the Secondary School  ENGL 324 Teaching and Evaluating Writing  ENGL 329 The History of the English Language  ENGL 330 The Structure of English  ENGL 434 Shakespeare</p>	37	<p><b>Major:</b>  <b>Required Courses:</b>  ENGL 212 American Literature: Beginnings to 1900  ENGL 220 Advanced Composition  ENGL 314 Speech and Communication in the Secondary English Classroom  ENGL 318 Literature for Adolescents  ENGL 323 Teaching Literature and Reading in the Secondary School  ENGL 324 Teaching and Evaluating Writing  ENGL 329 The History of the English Language  ENGL 330 The Structure of English  ENGL 426 ESL Methods and Materials  ENGL 434 Shakespeare</p>	40
<p><b>Controlled Electives:</b>  Choose one Genre course from Category B  Choose one British Literature Survey: ENGL 210, 211  Choose one Alternative Literature course from Category C  Choose one general English elective (any category)</p> <p><b>Total Degree Requirements:</b></p>	3cr 3cr 3cr 3cr  120	<p><b>Controlled Electives (3):</b>  Choose one Film Studies Track course  Choose one British Literature Survey: ENGL 210, 211  Choose one Literary, Textual, and Cultural Studies Track course  Choose one general English elective (any Track)</p> <p><b>Total Degree Requirements:</b></p>	3cr 3cr 3cr 3cr  123
<p>(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.  (1) The second MATH course is a teacher certification requirement and counts as Liberal Studies credits for Mathematics.  (2) If a student is able to be exempted from this requirement, an additional 6cr of free electives are necessary. Students with no previous foreign language background, or those who lack proficiency, will need to take the entry-level courses, which will increase the total number of credits required for the degree.</p>		<p>(*) See requirements leading to teacher certification, titled "3-Step Process for Teacher Education," in the College of Education and Educational Technology section of this catalog.  (1) The second MATH course is a teacher certification requirement and counts as Liberal Studies credits for Mathematics.  (2) If a student is able to be exempted from this requirement, an additional 6cr of free electives are necessary. Students with no previous foreign language background, or those who lack proficiency, will need to take the entry-level courses, which will increase the total number of credits required for the degree.  (3) One of the controlled English-elective Track courses must be a non-western course; this requirement is separate from and in addition to the non-western Liberal Studies requirement.</p>	

**b. List of all associated course changes (new or revised courses, number, title, or description changes, and deletions).**

1. Course name ENGL 220 Advanced Composition I changed to **ENGL 220 Advanced Composition**.
2. Added **ENGL 426 ESL Methods and Materials** course.
3. Changed Controlled Electives one Genre course from Category B to one **Film Studies Track** course.
4. Changed Controlled Electives one Alternative Literature course from Category C to one **Literary, Textual, and Cultural Studies Track** course.
5. Changed one general English elective (any category) to (any **Track**).
6. Added a footnote to Controlled Electives: **(3) One of the controlled elective courses must be a non-western course.**

**3. Rationale for Change**

1. For Change 1 in Section 2b. above, the English Department changed ENGL 220 Advanced Comp I to ENGL 220 Advanced Composition; the BA program revision will reflect changing the title of and/or deleting the ENGL 320 Advanced Composition II course; therefore, no need for the I and II designations.

2. For Change 2 in Section 2b. above, the Pennsylvania Department of Education (PDE) and State System of Higher Education now permit secondary teacher education programs to add credits beyond 120, in our case three, to meet additional teacher certification requirements for addressing special needs and English language learners (new PDE requirements are for 9 credits (270 hours) of Special Education and 3 credits (30 hours) of ELL). After meeting with the Dean of the College of Education, the chair of the Teacher Education Coordinators Council, and the English Education Resource Pool (a team of six English Education faculty) to review our current undergraduate English Education program, we agreed to add ENGL 426 ESL Methods and Materials to complete and fulfill our additional PDE program requirements for teacher certification. The ENGL 426 course has long been a requirement for the IUP Master of Arts in Teaching English (MA/TE) program, so we also wanted to mirror that secondary English program; both programs adhere to the *NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (October 2003)*.

3. Changes 3, 4, 5, and 6 in section 2b. above reflect the language and mission of the new BA English program from which we draw our content area courses (see Appendix), meeting National Council of Teachers of English Standards for the English Language Arts 1, 2, 6, 9, 10 and 11 [<http://www.ncte.org/about/over/standards/110846.htm>], and meeting current NCTE/NCATE Program Standards 1-4 for secondary English teacher accreditation [[http://www.ncte.org/library/files/Programs/Teacher\\_Prep/Revision/ApprovedStandards808.doc](http://www.ncte.org/library/files/Programs/Teacher_Prep/Revision/ApprovedStandards808.doc)]. Specifically, Change 3 to one Film Studies Track course complies with NCTE/NCATE Program Standards 3.6.1: Understand media's influence on culture and people's actions and communication, reflecting that knowledge not only in their own work but also in their teaching; 3.6.2: Use a variety of approaches for teaching students how to construct meaning from media and nonprint texts and integrate learning opportunities into classroom experiences that promote composing and responding to such texts; and 3.6.3: Help students compose and respond to film, video, graphic, photographic, audio, and multimedia texts and use current technology to enhance their own learning and reflection on their learning. Change 4 to one Literary, Textual, and Cultural Studies Track course complies with Standard 3.1.4: Show extensive knowledge of how and why language varies and changes in different regions, across different cultural groups, and across different time periods and incorporate that knowledge into classroom instruction and assessment that acknowledge and show consistent respect for language diversity; and 3.5.2: Works from a wide variety of genres and cultures, works by female authors, and works by authors of color. And changes 5 and 6 comply with Standard 3.5.1: Works representing a broad historical and contemporary spectrum of United States, British, and world, including non-Western, literature.

### **Part III. Implementation. Provide answers to the following questions:**

- 1. How will the proposed revision affect students already in the existing program?**

The revision will not affect students already accepted into the undergraduate English Education program. These changes will affect students entering the program beginning in Fall 2009.

- 2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty.**

Faculty resources are adequate. We recently hired two new faculty members who are qualified to teach the ENGL 426 course besides having four other faculty members who have previously taught the course. We will use a qualified faculty rotation for this course and the Track courses students choose to meet their controlled electives.

- 3. Are other resources adequate? (Space, equipment, supplies, travel funds)**

There are no additional requirements for other resources at this time.

- 4. Do you expect an increase or decrease in the number of students as a result of**

**these revisions? If so, how will the department adjust?**

As with the BA in English program, we hope that these changes will also grow the undergraduate English Education program. We have room for more students in these courses which are not yet at their maximum capacity; we expect the revised program will either fill offerings of such courses and/or eliminate or increase the need to offer them as they currently appear on the rotation cycle.

#### **Part IV. Periodic Assessment**

**Departments are responsible for an on-going review of curriculum. Include information about the department's plan for program evaluation:**

- 1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.**

The IUP English Education evaluation plan is based on the evaluation criteria from the National Council of Teachers of English (NCTE) and the National Council for the Accreditation of Teacher Education (NCATE), titled *NCTE/NCATE Program Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 (October 2003)*. The forty-six points of criteria are available at [http://www.ncte.org/library/files/Programs/Teacher\\_Prep/RevisionApprovedStandards808.doc](http://www.ncte.org/library/files/Programs/Teacher_Prep/RevisionApprovedStandards808.doc). Student input is collected each semester by electronic portfolio and an exit survey about the program at the end of student teaching and is used in discussions by the English Education Resource Pool for program considerations.

- 2. Specify the frequency of the evaluations.**
- and**
- 3. Identify the evaluating entity.**

Our program is evaluated every three years by the Pennsylvania Department of Education (PDE), and every five years by the National Council of Teachers of English (NCTE) and the National Council for the Accreditation of Teacher Education (NCATE). Our English Education program is currently in alignment and has passed the review with each of these accrediting agencies.

#### **Part V. Course Proposals**

No new course proposals.

#### **Part VI. Letters of Support or Acknowledgement**

See e-mail and attachment below from Dr. Domaracki in the College of Education.

**From:** "Joseph W. Domaracki ,Ph.D." <jwdomara@iup.edu>

**Subject:** Re: confirming our reqs.

**Date:** Tue, 11 Nov 2008 15:17:05 -0500

**To:** Linda C Norris <lnorris@iup.edu>



Linda, The English Education Program, by virtue of embedded hours in English Education methodology courses and COE-ET Professional Core courses, has met and surpassed the number of hours necessary to comply with the 270 SPED/90 ELL hour requirement for PDE. Attached you will find a English Education Curriculum Sequence Sheet indicating where these embedded hours can be found.

Joe Domaracki

Linda C Norris wrote:

*Hello Joe,*

*Could you send me an e-mail as soon as you can confirming that the undergraduate English Education program now meets the new PDE requirements*

for special needs and ESL/ELL hours? I need this for our documentation for the changes we are sending to the UWUCC for program revision. Thanks. LN

**English Education**

Special Ed. Needed	140.5 In Class Hours	281 Contact Hours	00 In Class Hours Needed	00 Contact Hours
E.L.L. Needed	103 In Class Hours	207 Contact Hours	00 In Class Hours Needed	00 Contact Hours

(Red indicates projected need based on proposed changes)

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

<b>Liberal Studies:</b> As outlined in Liberal Studies section with the following specifications: <b>Humanities-Literature:</b> ENGL 122 <b>Mathematics:</b> 6cr, MATH 101 or higher (1) <b>Natural Science:</b> Option I recommended (Option II also permitted, but will exceed credit limit) <b>Social Science:</b> PSYC 101 <b>Liberal Studies Electives:</b> 0cr			48
<b>College:</b> Foreign Language Intermediate Level (2)			6
<b>College:</b>			29
<b>Preprofessional Education Sequence:</b>			<b>Contact Hours</b>
COMM 103	Digital Instructional Technology (EDEX 103)	3cr	(32 SPED / 4 ELL)
EDSP 102	Educational Psychology	3cr	60 SPED / 24 ELL
<b>Professional Education Sequence:</b>			
EDEX 301	Education of Students with Disabilities in Inclusive Secondary Settings	2cr	60 SPED / 4 ELL
EDSP 477	Assessment of Student Learning: Design and Interpretation of Educational Measures	3cr	36 SPED / 24 ELL
EDUC 242	Pre-Student Teaching Clinical Experience I	1cr	
EDUC 342	Pre-Student Teaching Clinical Experience II	1cr	60 SPED
EDUC 441	Student Teaching	12cr	
EDUC 442	School Law	1cr	8 SPED / 8 ELL
EDUC 452	Teaching of English and Communication in the Secondary School	3cr	45 SPED & ELL
<b>Major:</b>			37
<b>Required Courses:</b>			
ENGL 212	American Literature: Beginnings to 1900	3cr	
ENGL 220	Advanced Composition I	3cr	
ENGL 314	Speech and Communication in the Secondary English Classroom	3cr	
ENGL 318	Literature for Adolescents	3cr	
ENGL 323**	Teaching Literature and Reading in the Secondary School	3cr	12 SPED / 12 ELL
ENGL 324	Teaching and Evaluating Writing	3cr	
ENGL 329	The History of the English Language	1cr	
ENGL 330	The Structure of English	3cr	
ENGL 434	Shakespeare	3cr	
<b>Controlled Electives:</b>			
Choose one Genre course from Category B		3cr	
Choose one British Literature Survey: ENGL 210, 211		3cr	
Choose one Alternative Literature course from Category C		3cr	
Choose one general English elective (any category)		3cr	
ENGL 426/526** ESL Methods & Materials (will add to program)		3cr	90 ELL
<b>Total Degree Requirements:</b>			120

## Appendix

### Description of Curriculum Change in Bachelor of Arts in English

#### Catalog Description

##### English Studies

The English Department's Bachelor of Arts degree in English Studies reflects the diversity of subject matter, methods, and purposes of this vital, constantly evolving field. BA majors will have the opportunity to pursue the traditional concern of literary study—the careful analysis of canonized works—as well as encounter and analyze texts by members of traditionally marginalized groups and texts that are nontraditional or innovative in form and content. We encourage students to design their course of study so that they can be active and capable members of the global community and effective contributors to the multicultural workplace. To these ends, the department is committed to promoting and supporting an intellectual environment in which minority writers, nontraditional texts, and a variety of critical perspectives are an integral part of the curriculum.

After completing the introductory course in English Studies (ENGL 122), all BA majors will take a core of 15 credits: 6 credits of historical/regional literary survey courses; 3 credits of a writing course; 3 credits of a rhetoric, speech, or linguistics course; and 3 credits of an upper-level capstone course. In addition to these core courses, all BA majors will take 6 credits of English elective courses and declare a Track of 15 credits, chosen from the following: Film Studies; Language Studies; Literary, Textual, and Cultural Studies; or Writing Studies.

Since the BA major can be completed with 36 credits of coursework, students will have 25-31 credits outside of the Liberal Studies requirements to develop other interests, including a second major or a minor. In addition to creating these sorts of academic connections, we encourage our students to explore and enhance links between their scholarship and their professional goals by seeking an internship in their junior or senior year. Students should explore their options carefully with their advisors.

##### English—Film Studies Track

The Film Studies Track enables students to design a course of study in the history, meaning, function, and aesthetics of films of all genres and countries of origin. A student who completes the Film Studies Track will be able to recognize major developments in the history of film; apply the analytical skills and methods best suited to comprehend the significance and aesthetics of films; analyze the ways visual imagery interacts with audience, culture, medium, and ideology; and recognize and analyze the ways in which films communicate ideas about race, gender, sexual orientation, and identity. The Film Studies Track prepares students for any profession that requires strong analytic, cultural, and aesthetic skills and for academic study in cultural studies.

##### English—Language Studies Track

The Language Studies Track enables students to design a course of study in language development, structure, and use. A student who completes the Language Studies Track will be able to identify and analyze the social and political applications of language used by and about speakers, writers and subjects from both dominant and underrepresented linguistic communities; apply an increased language sensibility to personal, academic, social, and professional communication; and analyze specific discourse types and contexts. The Language Studies Track prepares students for any profession that requires strong analytic skills and for academic study in rhetoric and linguistics.

##### English—Literary, Textual, and Cultural Studies Track

The Literary, Textual, and Cultural Studies Track enables students to design a course of study in the history, meaning, function, and aesthetics of texts of all kinds, especially literary texts. A student who completes the Literary, Textual and Cultural Studies Track will be able to identify the unique material, symbolic, formal, and aesthetic qualities of texts of all kinds, especially literary texts; apply the analytical skills and methods best suited to comprehend the significance of texts; analyze the ways that texts of all kinds interact with audience, culture, medium and ideology; evaluate the role of theory—its methods, history, politics, and functions—in literary, textual, and cultural studies analysis; and examine the ways in which questions of race, gender, sexual orientation, and

identity affect our interactions with both traditional and nontraditional literature and theory. The Literary, Textual, and Cultural Studies Track prepares students for any profession that requires strong analytic, communication, cultural, and aesthetic skills and for academic study in literary and cultural studies.

**English—Writing Studies Track**

The Writing Studies Track enables students to design a course of study in the theory and practice of writing in a variety of genres. A student who completes the Writing Studies Track will be able to demonstrate skills in the analysis, construction, and presentation of texts; identify and apply productive, effective, and creative approaches to writing tasks for diverse audiences; and create a portfolio of writing for use in applying to graduate programs or for professional positions. The Writing Studies Track prepares students for any career that requires professional writing skills.

**Bachelor of Arts in English—Film Studies Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following 56-58 specifications:

**Humanities: Literature:** ENGL 122 Introduction to English Studies

**Liberal Studies Electives:** 9cr, no courses with ENGL prefix

**College:**

Foreign Language Intermediate Level (1) 0-6

**Major:**

36

**Required Core Courses:** 15

Two courses chosen from the following:

- ENGL 210 British Literature to 1660 3cr
- ENGL 211 British Literature 1660-1900 3cr
- ENGL 212 American Literature to 1900 3cr
- ENGL 213 British and American Literature to present 3cr
- ENGL 226 Survey of Global Literature 3cr

One course chosen from the following:

- ENGL 220 Advanced Composition 3cr
- ENGL 221 Creative Writing 3cr
- ENGL 222 Technical Writing 3cr

One course chosen from the following:

- ENGL 203 Introduction to Language Studies 3cr
- ENGL 313 Rhetorical Trends and Traditions 3cr
- ENGL 328 Introduction to Linguistics 3cr

Capstone course: ENGL 484 Topics in English Studies 3cr

**Track Courses:** 15

ENGL 208 Introduction to Film Studies 3cr

Four courses chosen from the following:

- ENGL 332 Film Genres 3cr
- ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film 3cr
- ENGL 440 Major Figures in Film 3cr
- ENGL 450 Film Theory 3cr
- ENGL 460 Topics in Film 3cr
- ENGL 463 Topics in Global Literature and Film 3cr

**Controlled Electives:** 6

Chosen from any ENGL-prefixed course with the exceptions of ENGL 101, 122, and 202

**Free Electives:** 26-28



**Total Degree Requirements:** 120  
 (1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

**Bachelor of Arts in English—Language Studies Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following 56-58cr specifications:

**Humanities: Literature:** ENGL 122 Introduction to English Studies

**Liberal Studies Electives:** 9cr, no courses with ENGL prefix

**College:**

Foreign Language Intermediate Level (1) 0-6

**Major:** 36

**Required Core Courses:** 15

Two courses chosen from the following:

- ENGL 210 British Literature to 1660 3cr
- ENGL 211 British Literature 1660-1900 3cr
- ENGL 212 American Literature to 1900 3cr
- ENGL 213 British and American Literature to present 3cr
- ENGL 226 Survey of Global Literature 3cr

One course chosen from the following:

- ENGL 220 Advanced Composition 3cr
- ENGL 221 Creative Writing 3cr
- ENGL 222 Technical Writing 3cr

One course chosen from the following:

- ENGL 203 Introduction to Language Studies 3cr
- ENGL 313 Rhetorical Trends and Traditions 3cr
- ENGL 328 Introduction to Linguistics 3cr

Capstone course: ENGL 484 Topics in English Studies 3cr

**Track Courses:** 15

ENGL 203 Introduction to Language Studies 3cr

Four courses chosen from the following:

- ENGL 313 Rhetorical Trends and Traditions 3cr
- ENGL 321 Persuasive Speech and Writing 3cr
- ENGL 328 Introduction to Linguistics 3cr
- ENGL 330 The Structure of English 3cr
- ENGL 333 Psycholinguistics 3cr
- ENGL 336 Language, Gender, and Society 3cr
- ENGL 426 ESL Methods and Materials 3cr

**Controlled Electives:** 6

Chosen from any ENGL-prefixed course with the exceptions of ENGL 101,122, and 202

**Free Electives:** 26-28

**Total Degree Requirements:** 120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

**Bachelor of Arts in English—Literary, Textual, and Cultural Studies Track**  
**Liberal Studies:** As outlined in Liberal Studies section with the following 56-58 specifications:

**Humanities: Literature:** ENGL 122 Introduction to English Studies

**Liberal Studies Electives:** 9cr, no courses with ENGL prefix

**College:**

Foreign Language Intermediate Level (1) 0-6

**Major:**

36

**Required Core Courses:** 15

Two courses chosen from the following:

ENGL 210 British Literature to 1660	3cr
ENGL 211 British Literature 1660-1900	3cr
ENGL 212 American Literature to 1900	3cr
ENGL 213 British and American Literature to present	3cr
ENGL 226 Survey of Global Literature	3cr

One course chosen from the following:

ENGL 220 Advanced Composition	3cr
ENGL 221 Creative Writing	3cr
ENGL 222 Technical Writing	3cr

One course chosen from the following:

ENGL 203 Introduction to Language Studies	3cr
ENGL 313 Rhetorical Trends and Traditions	3cr
ENGL 328 Introduction to Linguistics	3cr

Capstone course: ENGL 484 Topics in English Studies 3cr

**Track courses:** 15

ENGL 308 Literary, Textual, and Cultural Studies Theory 3cr

Four courses chosen from the following:

ENGL 210 British Literature -1660	3cr
ENGL 211 British Literature 1660-1900	3cr
ENGL 212 American Literature -1900	3cr
ENGL 213 British and American Literature 1900-present	3cr
ENGL 225 Intro to Literature by Women	3cr
ENGL 226 Survey of Global Literature	3cr
ENGL 301 British Medieval Literature	3cr
ENGL 302 Renaissance Literature	3cr
ENGL 303 British Enlightenment Literature	3cr
ENGL 304 British Romantic Literature	3cr
ENGL 305 British Victorian Literature	3cr
ENGL 306 Modern British Literature	3cr
ENGL 307 Contemporary British Literature	3cr
ENGL 315 American Literature -1820	3cr
ENGL 316 American Literature 1820-80	3cr
ENGL 317 American Literature 1880-1940	3cr
ENGL 319 American Literature -present	3cr
ENGL 335 Literary Nonfiction	3cr
ENGL 337 Myth	3cr
ENGL 338 Oral Literature	3cr
ENGL 340 The Novel	3cr
ENGL 341 Poetry	3cr

ENGL 342 Short Fiction	3cr
ENGL 343 Drama	3cr
ENGL 344 Ethnic-American Literature	3cr
ENGL 348 African-American Literature	3cr
ENGL 349 Bible as Literature	3cr
ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film	3cr
ENGL 354 Classical Literature in Translation	3cr
ENGL 385 Advanced Studies in Women's Literature	3cr
ENGL 386 Regional Literature in English	3cr
ENGL 387 Irish Literature	3cr
ENGL 396 Literature of Emerging Nations	3cr
ENGL 398 Global Genres	
ENGL 401 Topics in Theory	3cr
ENGL 430 Major British Authors	3cr
ENGL 432 Chaucer	3cr
ENGL 434 Shakespeare	3cr
ENGL 436 Major American Authors	3cr
ENGL 437 Global Authors	3cr
ENGL 461 Topics in British Literature	3cr
ENGL 463 Topics in Global Literature and Film	3cr
<b>Controlled Electives:</b>	<b>6</b>
Chosen from any ENGL-prefixed course with the exceptions of ENGL 101, 122, and 202	
<b>Free Electives:</b>	<b>26-28</b>
<b>Total Degree Requirements:</b>	<b>120</b>
(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.	

**Bachelor of Arts in English—Writing Studies Track**

**Liberal Studies:** As outlined in Liberal Studies section with the following 56-58 specifications:

**Humanities: Literature:** ENGL 122 Introduction to English Studies

**Liberal Studies Electives:** 9cr, no courses with ENGL prefix

**College:**

Foreign Language Intermediate Level (1) **0-6**

**Major:**

**36**

**Required English core courses:**

**15**

Two courses chosen from the following:

ENGL 210 British Literature to 1660	3cr
ENGL 211 British Literature 1660-1900	3cr
ENGL 212 American Literature to 1900	3cr
ENGL 213 British and American Literature to present	3cr
ENGL 226 Survey of Global Literature	3cr

One course chosen from the following:

ENGL 220 Advanced Composition	3cr
ENGL 221 Creative Writing	3cr
ENGL 222 Technical Writing	3cr

One course chosen from the following:

ENGL 203 Introduction to Language Studies	3cr
ENGL 313 Rhetorical Trends and Traditions	3cr
ENGL 328 Introduction to Linguistics	3cr
Capstone course: ENGL 484 Topics in English Studies	3cr

**Track courses:** 15

Two Craft and Genre courses, chosen from the following:

ENGL 220 Advanced Composition	3cr
ENGL 221 Creative Writing	3cr
ENGL 222 Technical Writing	3cr
ENGL 325 Writing Poetry	3cr
ENGL 326 Writing Fiction	3cr
ENGL 327 Writing Creative Nonfiction	3cr
ENGL 422 Digital Writing	3cr

One Forms and Theories course, chosen from the following:

ENGL 308 Literary, Textual, and Cultural Studies Theory	3cr
ENGL 335 Literary Nonfiction	3cr
ENGL 340 The Novel	3cr
ENGL 341 Poetry	3cr
ENGL 342 Short Fiction	3cr

Two Studio/Portfolio/Career Preparation courses, chosen from the following:

ENGL 320 Professional Writing, Editing, and Publishing	3cr
ENGL 420 Writers' Studio	3cr
ENGL 483 Honors Thesis	3cr
ENGL 493 Internship	3cr

**Controlled Electives:** 6

Chosen from any ENGL-prefixed course with the exceptions of ENGL 101, 122, and 202

**Free Electives:** 26-28

**Total Degree Requirements:** 120

(1) Intermediate-level Foreign Language may be included in Liberal Studies electives.

**b. List of all associated changes:**

**1) Revision of Program Catalog Description:**

New Catalog Description: see previous pages

Old Catalog Description:

The English Department's Bachelor of Arts degree in Humanities curriculum emphasizes the traditional concerns of English literary study by providing a common core of four courses that provide students with a uniform background in English and American literature, after which they are offered a wide range of choices in six substantial areas of required study. These required and controlled-elective courses constitute 30 credits of a major that totals 36; the remaining courses can be any upper-level English elective offerings, but students are urged to explore possibilities carefully with their advisors so as to complete the program best suited to their future goals.

Specifically, after completing the four prerequisite courses and the Liberal Studies English requirements, students must take

- one Period Course (Category A)
- one Form and Theory of Genre Course (Category B)
- one Alternative Literatures Course (Category C)
- one International Literatures Course (Category D)
- one Major Western Authors Course (Category E)
- one Writing, Speech, Linguistics Course (Category F)
- a minimum of *two* courses beyond these group requirements. These two courses may be from one or more of the groups or may be Topics, courses in literature, film, or literary theory.

Students, especially those for whom the B.A. is a terminal degree, are encouraged to seek an internship in their junior or senior year as a means of developing and demonstrating the skills they have acquired. Since the major can be completed with 36 credits of coursework, students

have 25-31 credits outside of the Liberal Studies requirements, depending on their foreign language status, of unspecified coursework. Students should explore their options carefully with their advisor. Beyond the basic requirements of the major, opportunities exist for students to elect courses allowing them to concentrate further in such areas as writing, film, and British or U.S. literature.

**2) Elimination of Category system of Controlled Electives: See chart and above Old Catalog Description**

**3) Addition of four Tracks: see previous pages**

**4) Changes in Required Courses:**

From 12 cr of literary survey courses: ENGL 210, 211, 212, 213

To 15 cr of the following that function as Core Courses:

Two literary survey courses chosen from the following: ENGL 210, 211, 212, 213, 226

One writing course chosen from the following: ENGL 220, 221, 222

One language course chosen from the following: ENGL 203, 313,

Capstone course: ENGL 484

**5) Course Deletions:**

ENGL 312 Speech: Persuasion

ENGL 397 Global Literature

**6) Course Title Changes:**

ENGL 122 Literary Analysis to ENGL 122 Introduction to English Studies

ENGL 208 Art of the Film to ENGL 208 Introduction to Film Studies

ENGL 220 Advanced Composition I to ENGL 220 Advanced Composition

ENGL 313 Rhetorical Tradition to ENGL 313 Rhetorical Trends and Traditions

ENGL 320 Advanced Composition II to ENGL 320 Professional Writing, Editing, and Publishing

ENGL 335 The Essay to ENGL 335 Literary Nonfiction

ENGL 385 Advanced Women's Literature to ENGL 385 Advanced Studies in Women's Literature  
ENGL 325 Creative Writing: Poetry to ENGL 325 Writing Poetry  
ENGL 326 Creative Writing: Fiction to ENGL 326 Writing Fiction  
ENGL 332 Advanced Film to ENGL 332 Film Genres  
ENGL 335 The Essay to ENGL 335 Literary Nonfiction  
ENGL 420 Special Writing Applications to ENGL 420 Writers' Studio  
ENGL 422 Technical Writing II to ENGL 422 Digital Writing

**7) Course Number Changes:**

ENGL 214 The Novel to ENGL 340 The Novel  
ENGL 215 Poetry to ENGL 341 Poetry  
ENGL 216 Short Fiction to ENGL 342 Short Fiction  
ENGL 217 Drama to ENGL 343 Drama  
ENGL 322 Technical Writing I to ENGL 222 Technical Writing  
ENGL 356 Film Theory to ENGL 450 Film Theory  
ENGL 357 Major Figures in Film to ENGL 440 Major Figures in Film  
ENGL 399 Global Authors to ENGL 437 Global Authors  
ENGL 401 Advanced Theory and Criticism to ENGL 308 Literary, Textual and Cultural Studies Theory

**8) Course Additions:**

ENGL 203 Introduction to Language Studies  
ENGL 226 Survey of Global Literature  
ENGL 327 Writing Creative Nonfiction  
ENGL 321 Persuasive Speech and Writing  
ENGL 328 Introduction to Linguistics  
ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film  
ENGL 463 Topics in Global Literature and Film  
ENGL 466 Topics in Theory  
ENGL 484 Topics in English Studies (Capstone course)

**3. Rationale for changes:**

The field of English Studies has changed a good deal since our current curriculum was created over twelve years ago, relying less on models that treat literature in isolation from other forms of representation and more on an integrationist approach. The current Category system artificially separates aspects of the discipline that have historically been connected and which have become increasingly interrelated. What is more, the Category system, unwieldy from its implementation, has grown increasingly restrictive for both students and the department. Courses in particular Categories too often suffer low enrollment and thus face cancellation, and the sheer imbalance among Categories in number of courses results in some courses not coming up on the rotation cycle with the same frequency as others. In addition, courses fulfilling only electives (Category G) are particularly vulnerable to being cancelled or not even making it onto the rotation cycle on a regular basis. None of these problems has anything to do with the pedagogical value of the courses affected; they are only a consequence of the curriculum's structure.

The first paragraph of the revised Catalog Description better reflects changes in the discipline and the B.A. Program's own Mission Statement, created and approved by the full department about four years ago; see b.1) and Appendix A for full Mission Statement. The new Track requirement will offer more flexibility in course offerings than the current Category system; see b.2) and 3). Freed from the rigid rotation we currently must follow to insure that at least one course in each Category is offered each semester, we will be able to design a rotation list more sensitive to students' interests and needs. Thus, course cancellation for low enrollment numbers should be less likely, and students will be enrolling in a course they truly want and need for their program of study, not merely because it is the only one offered to fulfill a Category requirement.

The requirements for the current program are comprised exclusively of literary survey courses, furthering the

erroneous idea that English Studies is limited to the study of literature. The requirements for the revised program (called Core Courses), however, include writing and language studies courses as well as literature courses; see b. 4). The final Core Course requirement is a capstone course, offering a unique opportunity for students to both reflect on their learning throughout their academic career and plan for future careers that take full advantage of that learning (see Part IV. 1.)

Overall, the revised program will position the IUP English B.A. Program to compete successfully with other institutions for students considering an English major; see b.2) and 3). Surveys of majors conducted over the last seven years—as well as conversations among faculty and students—have shown that many of our majors are interested in specific areas of English Studies besides literary studies, which our current curriculum privileges. Our latest survey (fall 2008), in fact, indicates the following student interests in Tracks:

- 28% of students responding specified Film Studies as their first or second choice
- 29% of students responding specified Language Studies as their first or second choice
- 34% of students responding specified Literary, Textual, and Cultural Studies as their first choice
- 45% of students responding specified Writing Studies as their first choice

The current Category system, however, prohibits a student from taking more than three course in film, language, or writing—and only then by using all of his/her electives to do so; see b 1) and 2). In addition, the Literary, Textual, and Cultural Studies Track allows students to concentrate their studies in relevant courses if they wish; for example, our survey indicates that 28% of students responding specified Global Literature as their first or second choice of a particular area of literary studies to pursue.

With no method for tracking either students who may have considered IUP's English program but opt for another institution or those who transfer from IUP, we have no data on how many students we lose because we offer only one major—in literature—but anecdotal evidence suggests this is indeed occurring at a greater rate in the last few years as many other institutions revise their curriculum to include at least a writing studies option. In fact, our research of other institutions demonstrates the competition we are facing for English majors wishing to focus in an area of study such as film, language studies, or writing. Of 101 programs examined, 49 have multiple routes towards a Bachelor of Arts degree in English (variously referred to as “options,” “concentrations,” “tracks,” “emphases,” “focuses,” or “areas”). For example, six of the ten “Primary IUP Peer Institutions” (as of four years ago) offer a major in Writing as well as Literature. Of 54 institutions similar to IUP in size, setting, and cost, twenty have programs with options to focus on Writing, and several offer programs in Film and/or Cultural Studies. At a regional level, of the 13 other SSHE universities, six (Bloomsburg, Edinboro, Kutztown, Slippery Rock, East Stroudsburg, and Millersville) currently have options for more than two tracks in their English undergraduate program as do three major universities in the region (University of Pittsburgh, Penn State University, and Ohio University).

Finally, the design of the Track requirement necessitated the creation of a few new courses, particularly those functioning as introductions to the Tracks; see b.8). Other changes in course offerings are intended to eliminate redundancy as well as make descriptions and titles more precise and numbers more indicative of course expectations; see b. 5), 6) and 7).

### **Part III. Implementation**

#### **1. How will the proposed new tracks affect students already in the existing program?**

Students declaring the major prior to Fall 2009 may opt to continue under the current program or declare a Track and fulfill the requirements of the revised program. For the first years of implementation, the course rotation list will need to be flexible in order to accommodate both populations of majors.

#### **2. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how these courses will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible?**

At this time, faculty resources are adequate. Since a set number of the currently required literary survey course offerings and a rotation based on offering courses by category will no longer be necessary, there will be faculty available to teach other core courses and Track requirements. There is no immediate need to increase the total

number of courses offerings per semester.

**3. Are other resources adequate? (Space, equipment, supplies, travel funds)**

At this time, other resources are adequate.

**4. Do you expect an increase or decrease in the number of students as a result of these revisions? If so, how will the department adjust?**

With the Track offerings, we expect an increase in the number of English majors. Indeed, one of the reasons for revising the curriculum is to “grow” the program. Currently, many of our courses do not meet their maximum capacity; we expect the revised program will either fill offerings of such courses or eliminate the need to offer them as often as they currently appear on the rotation cycle.

**5. Intended implementation date (semester and year).**

Fall 2009.

**Part IV. Periodic Assessment**

**1. Describe the evaluation plan. Include evaluation criteria. Specify how student input will be incorporated into the evaluation process.**

While we have conducted annual student surveys for the last seven or eight years, a more comprehensive questionnaire has been designed (and implemented for the first time in Fall 2008) in order to determine student interest in each track and particular means of fulfilling track requirements. We will continue to fine tune and administer this survey; indeed, student input is essential for determining course rotations for the four tracks in any given year.

Each Track was designed to include assessment goals as follows:

A student who completes the Film Studies Track will be able to

- recognize major developments in the history of film; apply the analytical skills and methods best suited to comprehend the significance and aesthetics of films;
- analyze the ways visual imagery interacts with audience, culture, medium, and ideology;
- recognize and analyze the ways in which films communicate ideas about race, gender, sexual orientation, and identity.

A student who completes the Language Studies Track will be able to

- identify and analyze the social and political applications of language used by and about speakers, writers and subjects from both dominant and underrepresented linguistic communities;
- apply an increased language sensibility to personal, academic, social, and professional communication;
- analyze specific discourse types and contexts.

A student who completes the Literary, Textual and Cultural Studies Track will be able to

- identify the unique material, symbolic, formal, and aesthetic qualities of texts of all kinds, especially literary texts;
- apply the analytical skills and methods best suited to comprehend the significance of texts;
- analyze the ways that texts of all kinds interact with audience, culture, medium and ideology;
- evaluate the role of theory—its methods, history, politics, and functions—in literary, textual, and cultural studies analysis;
- examine the ways in which questions of race, gender, sexual orientation, and identity affect our interactions with both traditional and nontraditional literature and theory.

A student who completes the Writing Studies Track will be able to

- demonstrate skills in the analysis, construction, and presentation of texts;
- identify and apply productive, effective, and creative approaches to writing tasks for diverse audiences;
- create a portfolio of writing for use in applying to graduate programs or for professional positions.

An essential component of our evaluation plan is assessing a major requirement of the new Capstone course (ENGL



484): portfolios representative of students' work throughout their tenure as English majors. This portfolio will be stored electronically and will include a cover letter in which each student will evaluate his/her skills and knowledge acquired as represented in the portfolio contents; it will be read and evaluated by a subcommittee of the departmental curriculum committee as well as the course instructor.

**2. Specify the frequency of the evaluations.**

Once a year.

**3. Identify the evaluating entity.**

English Department Curriculum Committee (the Programs for Majors Committee)

**Part V. Course Proposals**

See Course Deletions, Revisions, and Proposals for

ENGL 122 Introduction to English Studies  
ENGL 203 Introduction to Language Studies  
ENGL 208 Introduction to Film Studies  
ENGL 220 Advanced Composition  
ENGL 222 Technical Writing  
ENGL 226 Survey of Global Literature  
ENGL 308 Literary, Textual and Cultural Studies Theory  
ENGL 312 Speech: Persuasion  
ENGL 313 Rhetorical Trends and Traditions  
ENGL 320 Professional Writing, Editing, and Publishing  
ENGL 321 Persuasive Speech and Writing  
ENGL 325 Writing Poetry  
ENGL 326 Writing Fiction  
ENGL 327 Writing Creative Nonfiction  
ENGL 328 Introduction to Linguistics  
ENGL 332 Film Genres  
ENGL 335 Literary Nonfiction  
ENGL 340 The Novel  
ENGL 341 Poetry  
ENGL 342 Short Fiction  
ENGL 343 Drama  
ENGL 350 Gender and Sexual Orientation in Literature, Theory, and Film  
ENGL 385 Advanced Studies in Women's Literature  
ENGL 397 Global Literature  
ENGL 420 Writers' Studio  
ENGL 422 Digital Writing  
ENGL 437 Global Authors  
ENGL 440 Major Figures in Film  
ENGL 450 Film Theory  
ENGL 463 Topics in Global Literature and Film  
ENGL 466 Topics in Theory  
ENGL 484 Topics in English Studies (Capstone course)

**Part VI. Letters of Support or Acknowledgement**

No other program or department will be affected by these changes.

### **ENGLISH BA PROGRAM MISSION STATEMENT**

The BA Program in English prepares students to become

- Skillful interpreters of language and literature who can think critically, listen attentively, and express themselves effectively in diverse contexts; and
- College graduates with a solid foundation for a variety of intellectual, personal and professional pursuits, as well as responsible citizenry in the world.

The overall program offers a course of study for achieving these goals that embodies four kinds of knowledge—historical, civic, personal, and professional—to help students

- Develop a broad and deep understanding of the roles of language and literature in cultures, past and present, by way of systematic attention to the historical, ethical, and aesthetic dimensions of texts;
- Gain diverse forms of literacy in order to engage with and crucially respond to the world in various local, regional, national, and international contexts;
- Appreciate how a deep understanding of and pleasure in language and literature can contribute to life-long personal growth;
- Acquire the skills necessary to enter into a wide variety of professions in which literacy and language play or could play crucial roles.

To meet these objectives, the program combines structure and flexibility in its combination of required and elective course work. Flexibility is also key to course work in its emphasis on both traditional and non-traditional (filmic, oral, and electronic) texts, and both creative and discursive writing experiences. Through various curricular- and extra-curricular activities and a combination of professional advising and peer mentoring guidance, the program seeks both to accommodate student interests and involve students in a community of scholars and creative individuals.