

*Student Handbook for  
the English Major*

**2009-2010**

California State University, San Bernardino  
Department of English  
5500 University Parkway  
San Bernardino, CA 92407  
(909) 537-5824

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Note: Additional information can be found on the English Departments website, <http://english.csusb.edu>.

## Welcome from the Chair

Congratulations! You have made an excellent choice for your major. On behalf of the faculty and staff in the English Department, I welcome you to our program. Our faculty are committed to helping you learn; they are active in their professional work, and they contribute in countless ways to the well-being of the university and its students. Our delightful staff members know the university and the department very well. Their ability is outstanding; their readiness to help and patience in helping are indefatigable. I have had the opportunity of working in and knowing about many academic departments in a wide variety of institutions—three different counties, in fact—and I have never seen as strong a department as ours.

After three years of implementation (beginning in 2005-2006), our new programs—both the English major and the English Teacher Preparation Program (ETPP)—have proven to be very helpful for our students. The ETPP, in particular, is the only state-approved program in the Inland Empire, thus making us the key institution to train secondary school teachers for our service area. As such, it offers our students the unique opportunity to gain subject matter competency for their credential programs anywhere in the State of California.

Under our program, you will find a rich array of courses—in composition, linguistics, literature, and creative writing. Within each of these areas, you will find a wide variety of topics that we have created to cater to your diverse interests. The richness and diversity of our program will help you grow in lasting and even unpredictable ways.

We encourage you to extend your learning outside the classroom. Our faculty members observe weekly office hours and will be happy to make appointments with you at other times. We also have an array of activities and clubs, which are described on pages 14 through 16 of this Handbook. Take advantage of these and other opportunities to be an involved member of the department and to broaden the experience of your education.

Please also look at the Mission Statement and Goals for your Major (page 19). Consider these goals now and periodically during your time with us and use them to guide you through the program. Then, during your last quarter or two, you will take Eng. 516, Senior Project, in which you will be asked to reflect on how you have met the goals.

My door is open and I'd like to help you in any way I can. So, drop by the department office in 334 University Hall, call me to make an appointment (537-5824), email me at [jdelgado@csusb.edu](mailto:jdelgado@csusb.edu) or check out our website for information and course description. Please also feel free to ask to talk to our wonderful staff: Andrew Castillo, Dottie Cartwright, and Charmaine Boucher.

Yours truly  
Juan Delgado

## Overview of the English Major

The English department at CSUSB offers courses in literature, linguistics, and various kinds of writing. Undergraduate English majors may choose one of three tracks: literature, creative writing, or linguistics. These three tracks share a common core of nine four-unit classes and the common requirement of a final, one-unit senior project (English 516). Beyond the common core, the literature track requires an additional 20 units (five classes) in literature and literary studies plus 16 units of English electives. The creative writing track requires an additional 20 units primarily in the writing of fiction and poetry plus 16 units of English electives. The linguistics track requires an additional 20 units in the study of language, also plus 16 units of English electives. Within each track there are many options for you to pursue your particular interests; you can use the 16 units of English electives towards the English Teacher Preparation Program (ETPP) should you plan to seek a single-subject teaching credential in English as your career option.

The goal of the English program is to develop the ability to read carefully, to write clear and well-supported analyses of literary works, to understand various aspects of the English language, and to gain a broad knowledge of writers and literary forms from a variety of periods and cultures. The three tracks enable you to develop your interests under the umbrella term "English": literature-track students go on to do more focused studies on topics in literature; creative writing students acquire an appropriate level of skill in the writing of original poetry or fiction; linguistics students obtain a conscious knowledge about how the English language works in its many facets.

The English major program prepares students for a number of career options, most notably teaching English in secondary schools. Students who wish to teach at the high school or junior high school level may complete any track of the major plus the required courses under the ETPP in order to enter a single-subject credential program in English. Such programs are administered by schools and colleges of education, and follow the guidelines set by the CCTC. Students who plan to obtain such a credential should seek guidance from the C.A.S.E. office operated by the College of Education at CSUSB.

Please note that our ETPP is the only state-approved program in the Inland Empire. It offers our students the opportunity to gain the English subject matter competency required by *all* English single subject credential programs in the State of California. Those who complete the program will not be required to take the CSET by *any* credential program or school district in the state.

Students who plan to teach English in a two-year college do not need such a credential. Instead, they should plan to enroll for graduate work in an M.A. program in English, such as the Master of Arts in English Composition at CSUSB, which has three concentrations: English composition, literature, and TESL. English departments at the community college level offer a

mix of courses in literature, creative writing, and composition, but the strongest demand is for teachers of composition (with occasional assignments of courses in literature) and English as a Second Language.

The M.A. in English Composition program at CSUSB is among the very best programs in the State (and, quite possibly, in the country) and we encourage you to consider it as a serious option for your graduate education.

Students who want to teach English at a four-year college or university should plan to enroll in a graduate program that grants the Ph.D. degree. They may first earn their M.A. here at CSUSB and then move on to a Ph.D. program elsewhere in literature, linguistics, or composition studies. Ph.D.-bound students should gain a fairly good reading knowledge of at least one foreign language. Keep in mind that admission to Ph.D. programs as well as the job prospect when you graduate from one can be very competitive.

Students who wish to teach creative writing at the college level should complete the creative writing track of the English major and then enroll in a graduate program that leads to the M.F.A. (Master of Fine Arts). This degree qualifies them to teach at either a two-year or four-year college.

We are all very excited that we are starting our M.F.A in poetry and Fiction this year (2009-2010). For more information, please go to our website or email Professor Jim Brown, our director of M.F.A program. [jbrown@csusb.edu](mailto:jbrown@csusb.edu)

But teaching isn't the only possibility. The ability to read critically and write well is useful in many occupations. For example, a major in English is often regarded as one of the best preparations for law school. And editors, technical writers, and freelance writers of various sorts traditionally have a background in English. English majors find work in a wide variety of places, including businesses, government agencies, and non-profit organizations.

Whatever your goals, you shouldn't hesitate to ask your professors for advice, just as you shouldn't feel guilty about asking them for letters of recommendation. All faculty members know something about different graduate school options, though it makes sense for a would-be poet to consult a poet about M.F.A. programs and for someone who wants to study Shakespeare to talk to a specialist in Renaissance literature. And a good many faculty members have some experience of non-academic possibilities as well.

## Program requirements

The program listed here is the same with the program in the 2005-2006 Catalog, with only minor editorial changes.

### **B.A. in ENGLISH**

Requirements (73 units)

Requirements for the B.A in English

To be recommended for a single subject teaching credential in English, students must also include the courses under English Teacher Preparation Program).

#### **The core** (37 units)

Lower-division requirements: (8 units)

1. Four units chosen from:  
ENG 210. English Literature I (4)  
ENG 211. English Literature II (4)
2. Four units chosen from:  
ENG 212. English Literature III (4)  
ENG 213. English Literature IV (4)

Upper-division requirements (65 units)

1. Four units chosen from:  
ENG 301A. Analysis of Poetry (4)  
ENG 301B. Analysis & Writing of Poetry (4)

Note: Students who are seeking to be recommended for a teaching credential (English subject matter program) must take Eng 301B.

2. Four units chosen from:  
ENG 302A. Analysis of Drama  
ENG 302B. Analysis and Writing of Drama  
ENG 303A. Analysis of Prose Fiction  
ENG 303B. Analysis and Writing of Prose Fiction  
ENG 304A. Analysis of Nonfiction Prose  
ENG 304B. Analysis and Writing of Nonfiction Prose

Note Students who are seeking to be recommended for a teaching credential (English subject matter program) must take four units from Eng 302B, 303B, 304B.

3. ENG 311. The English Language (4)

4. Four units from:  
Eng 325. American Literature I (4)  
Eng 326. American Literature II (4)

5. Four units chosen from:  
ENG 314. American Indian Literature (4)  
ENG 319. Studies in Literary Diversity (4)  
ENG 323. Chicano Literature (4)  
ENG 336. Women Writers (4)  
ENG 339. African American Literature (4)

6. ENG 385. Literary Theory and Criticism (4)

Note: Students in the Creative Writing or Linguistics Track who are NOT seeking to be recommended for teaching credential (English subject matter program) may substitute another upper-division English course for ENG 385. However, students interested in applying to our graduate programs should take this course.

7. Four units chosen from:  
ENG 475. Shakespeare I (4)  
ENG 476. Shakespeare II (4)

8. ENG 516. Senior Project (1)

#### **Tracks—Choose one (36 units)**

##### **A. Literature Track**

Of the five courses taken in Categories 1 and 2, below, at least one must be designated British-centered, at least one must be designated American-centered, and at least one must be designated pre-1800. See Tables 1 and 2, at the end of this section, for 2006-2007 course designations.

1. 16 units from any of the following courses, at least 12 units of which must be from 400-level courses.

##### *Studies in Literary Topics*

- ENG 324: Studies in Literary Topics (4)  
ENG 463: Advanced Studies in Literary Topics (4)

##### *Studies in a Literary Genre*

- ENG 315. Studies in a Literary Genre (4)

ENG 333. Myth and Epic (4)  
ENG 335. Studies in the Novel (4)

*Studies in a Literary Period or Movement*

ENG 401. English Literature of the Middle Ages (4)  
ENG 403. English Literature of the Renaissance (4)  
ENG 406. Seventeenth Century Literature (4)  
ENG 409. English Literature of the Restoration and Eighteenth Century (4)  
ENG 412. Romantic Prose and Poetry (4)  
ENG 415. Victorian Literature (4)  
ENG 440: Studies in a Literary Period or Movement (4)  
ENG 442. Modern Poetry (4)  
ENG 443. Contemporary Poetry (4)  
ENG 446. Modern Fiction (4)  
ENG 447. Contemporary Fiction (4)

*Studies in a Major Author or Authors*

Eng 441: Studies in a Major Author or Authors (4)

*Studies in a Literary Theme*

ENG 423: Studies in a Literary Theme (4)

2. ENG 515. Senior Seminar in Literature (4)

3. Sixteen units of electives in English. At least eight of these units must be upper-division and may include up to eight units of upper-division foreign literature or upper-division literature in translation. The only lower-division courses that may be used as electives are ENG 210, 211, 212 and 213. Students seeking to be recommended for a teaching credential (English subject matter program) can use their elective units to take the required coursework specified under #1 in the English Teacher Preparation Program, below.

**B. Creative Writing Track**

1. ENG 317. Introduction to Creative Writing: Poetry (4)  
2. ENG 318. Introduction to Creative Writing: Fiction (4)  
3. Four units chosen from:  
ENG 417. Intermediate Creative Writing: Poetry (4)  
ENG 418. Intermediate Creative Writing: Fiction (4)  
4. Four units chosen from:  
ENG 507. Advanced Creative Writing: Poetry

(4)

ENG 508. Advanced Creative Writing: Fiction (4)

5. Four units chosen from:

ENG 316. Introduction to Creative Writing: Specialized Genres (4)  
ENG 347. Playwriting (4)  
ENG 511. Creative Writing in the Classroom (4)  
ENG 513. Advanced Creative Writing in Specialized Genres (4)  
ENG 522. Independent Study in Writing (4) TA  
ENG 347. Playwriting (4)  
Any of ENG 417, 418, 507 or 508 that is not used to satisfy one of the foregoing requirements.

6. Sixteen units of electives in English. At least eight of these units must be upper-division and may include up to eight units of upper-division foreign literature or upper-division literature in translation. The only lower-division courses that may be used as electives are ENG 210, 211, 212 and 213. Students seeking to be recommended for a teaching credential (English subject matter program) can use their elective units to take the required coursework specified under #1 in the English Teacher Preparation Program, below.

**C. Linguistics Track**

1. ENG 312. Theories of Language Acquisition and Learning (4)  
2. ENG 420. English Grammar I (4)  
3. ENG 422. History of English (4)  
4. ENG 523. English Grammar II (4)  
5. ENG 524. Sociolinguistics (4)

6. Sixteen units of electives in English. At least eight of these units must be upper-division and may include up to eight units of upper-division foreign literature or upper-division literature in translation. The only lower-division courses that may be used as electives are ENG 210, 211, 212 and 213. Students seeking to be recommended for a teaching credential (English subject matter program) can use their elective units to take the required coursework specified under #1 in the English Teacher Preparation Program, below.

**English Teacher Preparation Program  
(For Teaching Credential)**

Students who plan to obtain a single-subject teaching credential in English must take the following courses in addition to the requirements of the English major:

1. Students must take:

ENG 240. Writing in the Public Sphere (4)

Note: This course may NOT be used as an upper-division elective.

ENG 327. Literature for Adolescents and Young Adults (4)

ENG 329. Issues in Literacy and Writing Studies(4)

ENG 420. English Grammar I

ENG 510. English in the Secondary Classroom (4)

ENG 312. Theories of Language Acquisition and Learning (4)

Note: Students can apply these courses toward the elective units in their track.

2. Students must take ENG 306 or HUM 306 to satisfy the upper-division writing requirement of the university. [4 units]

3. Students must include the following among their General Education Requirements:

a. 4 units from:

ENG 110. World Literature I (4)

ENG 111. World Literature II (4)

b. TA 260. Introduction to Theatre (4)

**Table 1: Literature topics planned for 2008-2009**

COURSE	FALL	WINTER	SPRING
315: Genre		Japanese Comics & Animation	
319: Diversity		Poetry and Disability	
324			The English Bible
423: Theme	Studies in Medievalism	“Lost Race” Narratives	
440: Per. & M			Inside the American Renaissance
441: Author	Willa Cather		
463: Adv. Top		Crime Fiction	Drugs, Alcohol, Madness and Literature
515: Senior S	Penelope’s Progeny	Feminist Literary Theories	Jonathan Swift

\*If you took a topic under English 322 in or before 2004, please check with an advisor to determine if you can take that same topic under any of the courses in Table 1.

## A Guided Tour of the English Programs

### The Common Core

All English majors, whichever track they choose, must take a common core of thirteen courses (37 units). Two of these courses are the survey of English literature: One must be English 210 or 211 and the other must be English 212 or 213. This requirement is intended to provide background for more advanced courses in English literature. It is a good idea to take 210 or 211 before 212 or 213, if possible. Later writers often allude to, parody, or react against the work of their predecessors. Therefore, knowing earlier authors can help understand later ones.

There are two more points about the English literature survey courses. First, since these are lower-division courses, the relevant program requirement can be met at a community college. Second, although you are required to take only two from this four-course series, you can take the remaining two as upper-division English electives despite the fact that they are numbered as lower-division.

English 325 and 326 are the two survey courses in American literature, though they are upper-division. You are required to take only one of them for the core, but you can take the other as an elective.

English 311, the English Language, is another four-unit course that all English majors must take. This is an introduction to the study of language. It looks at the various aspects of the English language: its sound system, history, grammar, word structures, the ways it is used and how it is acquired. English 311 is a prerequisite for all other courses in language specified in both the Tracks and the ETPP (see below).

All English majors must take English 301 and one from English 302 through 304. Note that these classes come in two versions: "A" and "B." Students who plan to obtain a teaching credential must take the "B" version; those who do not can take either. Each of these is designed to introduce students to the close analysis of one genre, or type of literature, and to guide them in the writing of analytical papers. For this reason it is a very good idea to *take these courses as early as possible* – before other literature courses in the major, including English surveys. Creative writers should also try to take the appropriate analysis course before taking the corresponding creative writing course – for example, English 301 before English 317.

All English majors must also take a Shakespeare course--either English 475 or 476. Although these are called "Shakespeare I" and "Shakespeare II," neither is more advanced than the other – they just divide Shakespeare's works into two arbitrary

categories (comedies and histories; tragedies and romances). If you want to laugh, take 475; if you want to weep, take 476.

Another part of the common core is one from a group of courses that focus on "non-canonical" literature – that is, literature from groups that have tended to be overlooked in traditional literary studies: English 314 (American Indian Literature), 319 (Studies in Literary Diversity), 323 (Chicano Literature), 336 (Women Writers), and 339 (African American Literature). English 319 is an example of a "variable topics" course: that is, a course with a single number but different specific topics. (The class schedule for a particular term will tell you what exact topic is being offered, such as Modern African Literature, Caribbean Literature, or Third World Fiction.) English 315, 321, 324, 440, 441, 423, 463, 513, and 515 are other examples of that sort of course: you don't know what you're going to get until it's actually announced. The topics for these courses for the current year are found in Table 1, on Page 8.

English 385 (Literary Theory and Criticism) is also part of the common core. This course is an introduction to the many approaches to literature and theories about literature that have been used from Classical times up through the contemporary period. It is required of all students in the literature track and in the ETPP. If you are in either the Creative Writing or Linguistics track *and* you are *not* following the ETPP, you can take another upper-division course in English (except 300 and 306) instead. You don't need to request a course substitution from the chair. For such students who are planning to go to graduate school, we strongly recommend 385. Note: students applying to our M.A. or M.F.A programs should take English 385.

All English majors must also complete English 516, Senior Project. This is a one-unit class that requires you to organize a portfolio of five writing samples – papers and essay responses – from other English classes, and to write a reflective essay of four to six pages about this portfolio. You must be in your last three quarters when you take this course. The goal of the Senior Project is to provide the department with a sense of what you have learned from taking the courses in the English major, and to make you bring to mind – and, perhaps, make new sense of – your educational experience with us. You should save all papers you write in all your classes, complete with instructors' grades and comments, as well as the assignments for which the papers were written; these papers will serve as a bank of materials for you to choose from when you take English 516. The reflective essay is based on the department's official statement of goals, which you can find on pages 19-20 of this Handbook.

### **The Literature Track**

In addition to the common core, students choosing the literature track must take an additional 36 units of coursework, which typically offer a more focused treatment of a

topic than courses in the core. These units are divided into 20 units of specified courses and 16 units of upper-division electives.

The 20 units of specified courses, in turn, fall under two groups: 16 units can come from any of the genre-, topic-, period-, author-, or theme-based courses, although 12 units of these must be from 400-level courses. Note that many of these courses – Eng 315, 324, 440, 441, 423, and 463 – are variable-topics courses, meaning that they can be repeated every time a new topic is covered. Table 1, on page 8, lists all topics planned for the 2007-2008 year.

The remaining four units are English 515: "Senior Seminar in Literature," which is also a variable-topics course. In this course, you are expected to do a fairly extensive research project of your own. You should choose a seminar topic that interests you.

Of the 16 elective units in the literature track, 12 units must be upper-division English (any course numbered from 300 through 599, except English 306). English 210, 211, 212, 213, or an upper-division literature course in a foreign language may also count in this category. Note: Eng 240 cannot be used as an upper-division elective. Students who plan to enroll in a doctoral program should especially consider doing upper-division coursework in a foreign language.

Students who are following the ETPP can use these 16 units towards the coursework listed in category 1 of the ETPP.

### **The Creative Writing Track**

The creative writing track also includes 20 units of specified coursework and 16 units of electives. The 20 units of coursework begin with introductory poetry writing (English 317) and fiction writing (English 318). Most students will then specialize in one or the other of these types of writing: fiction writers will take intermediate and advanced fiction writing (418, 508), while poets will take the corresponding poetry writing classes (417, 507). It is important to follow the sequence of courses – beginning, then intermediate, and then advanced – in fiction or poetry. It is also important to keep in mind that not all of these courses are available every quarter. The tentative schedule of these courses for the 2007-2008 year is in Table 2, below.

Finally, students must take one additional creative writing course of their choice. This can be 316, 347 (same as TA 347), 511, 513, 522, or, if you haven't already taken it, 417, 418, 507, or 508. English 513 is another of those variable topics classes, focusing on writing in specialized genres such as screenwriting, auto-biography, or children's literature. It can be taken more than once as topics change. Students who plan to take English 522 should make arrangements with a suitable faculty member in the term

before they actually sign up for the course. Since independent study requires considerable extra time for its instructor, slots are very limited.

The 16 units of electives in the creative writing track is the same as the literature track; that is, 12 units must be upper-division English (any course numbered from 300 through 599, except English 306). English 210, 211, 212, 213, or an upper-division literature courses in a foreign language may also count in this category.

Students who are following the ETPP can use these 16 units towards the coursework listed in category 1 of the ETPP.

**Table 2:** *Schedule of Creative Writing Classes in 2009-2010* Note: Due to the budget crisis, the schedule can change.

	FALL	WINTER	SPRING
317	Yes	Yes	Yes
318	Yes	Yes	Yes
417	No	Yes	No
418	Yes	Yes	Yes
507	Yes	No	No
508	Yes	No	Yes
511	No	No	Yes
513	Yes	Yes	Yes

### The Linguistics Track

The linguistic track also requires that students take five four-unit courses – hence making up the 20 units of specified coursework – English 312, English 420, English 422, English 523, and English 524. These classes are designed to provide students with a background in first and second language acquisition, English grammar, the history and development of the English language, English syntax, and sociolinguistics. English 311

is the prerequisite for all these courses, and English 420 should be taken before English 523.

A special note should be made about English 321 (Studies in linguistics), a variable-topic class that offers students the opportunity to look closely at a particular topic. Although it is not required in the track, it is a nice class to take as an elective for the linguistics-minded.

Just as is the case with the Creative Writing Track, not all courses in the Linguistics Track are offered every quarter. The tentative schedule of these courses for the 2007-2008 academic year is found in Table 3, below.

The 16 units of electives in this track is the same as the other two tracks: 12 units must be upper-division English (any course numbered from 300 through 599, except English 306). English 210, 211, 212, 213, or an upper-division literature course in a foreign language may also count in this category. Students who are following the ETPP can use these 16 units towards the coursework listed in category 1 of the ETPP.

**Table 3:** *Schedule of Classes in the Linguistics Track for 2009-2010. Note: Due to the budget crisis, the schedule can change.*

	FALL	WINTER	SPRING
312	Yes	Yes	Yes
321		No	Yes
420	Yes	Yes	Yes
422	No	Yes	Yes
523	Yes	No	Yes
524	Yes	Yes	No

### **English Teacher Preparation Program**

The ETPP provides students with certification on subject matter competency in English for enrolling in a single-subject matter teaching credential. In other words, students who complete this program will be exempted from taking the CSET. This program consists of the B.A. degree in English (the core and any one of the three tracks) plus the coursework listed under English Teacher Preparation Program.

Of the six classes under Requirement 1, English 240 exposes prospective teachers to public texts such as journalism and media, examining how these texts inform, persuade, and participate in the conversations of the day; English 327 takes prospective teachers to the realm of adolescent and young adult literature; and English 329 has prospective teachers look at literacy in a variety of perspectives. English 420 deals with English grammar, with special attention to how a conscious knowledge of grammar can help prospective teachers in their secondary classrooms, while English 312 examines various theories of both first and second language acquisition, with a focus on how to help English Language Learners in secondary schools. Finally, English 510 provides a cumulative experience whereby prospective teachers pull everything together to design a unit plan, among other things.

Prospective teachers of English are required by CCTC to do 12-15 hours of early field experience in secondary schools. This component has been built in three English classes: English 327, English 329, and English 312, each requiring four to five hours of work at a school site. Please keep in mind that you must attach to your ENG 516 portfolio your field experience time logs from these three classes.

In order for students to enter a school for field experience, they need to have a Live Scan Clearance. The clearance can be done before hand and on campus. You should prepare a \$98.50 fee, but the certificate (costing \$71) is good for life (so that you don't have to do it for further field work in a credential program) and the \$27.50 application fee will be credited back to you when you apply for a credential program in any university in California. This information may change; so you should check with the instructor of each of these courses.

Requirement 2 specifies that prospective teachers must take English or Humanities 306 for their upper-division requirement.

Requirement 3 specifies two GE courses: English 110 or 111 and Theatre Arts 260. In other words, taking these classes will fulfill their respective GE requirement as well as the English Teacher Preparation Program requirement.

### **Related Courses**

To meet their General Education upper-division writing requirement, English majors should take English 306 early in their junior year. English 306 is not part of the English major.

To meet their lower-division, general education, literature requirement, English majors should probably take either English 110 or 111 (World Literature), since the alternative,

English 170, is likely to add little to what students are expected to gain from their upper-division work.

Students who plan to enroll in a doctoral program should try to take a number of classes in at least one foreign language.

### **Independent Study**

Students with at least a 3.0 grade point average who would like to study something not offered as part of the regular curriculum may arrange to study it independently with a willing faculty member. After consultation with a faculty member in the department, they then sign up for English 595, which is available each term for 2-5 units. Up to eight units of English 595 credit may be applied toward the English major requirements. English 522, as noted above, is an independent writing course for serious creative writers who have completed their other creative writing coursework.

Since independent studies require additional time of faculty members, the number of such projects must be limited.

### **Internships**

English 575, Internship in English, gives credit for certain approved English-related activities. Up to eight units of this credit may be applied toward graduation.

English 399, Community Service Project, provides up to two units of credit for carrying out academically related tasks, such as tutoring English in secondary or elementary schools.

To enroll in either 575 or 399, students must have a 3.0 GPA.

### **Other Information**

#### **Departmental Honors**

All students, on graduation, are automatically eligible for University Honors; these are determined solely by grade point average, and are described in the University Bulletin. English majors who want departmental honors in English must have a grade point average of at least 3.5 in all English courses at CSUSB and must, in addition, complete a two-unit course, English 517, which involves writing a substantial paper and presenting it to faculty and students at an honors colloquium.

## **Sigma Tau Delta**

CSUSB has a chapter of Sigma Tau Delta, a national honor society for English majors. Invitations are periodically sent to eligible students based on their academic records particularly in their courses in the English major. The local chapter has many members and is yet another way for English majors to meet each other and discover common interests.

## **The Writing Center**

The Writing Center at CSUSB is designed to help CSUSB students – and, occasionally, faculty – with their various writing tasks. It is staffed by both advanced undergraduate and graduate student tutors. Not only are tutors paid, but tutoring in the Writing Center is excellent preparation for future teachers at all levels. Students who would like to work as Writing Center tutors must first take English 530, Issues in Tutoring Writing. The department also produces the *Guide to Writing*, a concise booklet designed to help students write academic papers (available for purchase in the department office).

## ***The Pacific Review***

The English department sponsors a nationally known literary magazine, *The Pacific Review*, which is put together each year by students under faculty supervision. It includes works by CSUSB students and faculty and works by writers and artists from across the country. Working on the staff of the magazine is excellent preparation for would-be editors and writers. Anyone wishing to work on the journal should talk to the faculty advisers and should plan to take English 542A, Literary Production, which is usually offered in the Winter Quarter.

## **The English Club**

The English Club promotes literary events, performances, and activities both on and off campus. In recent quarters, student members have organized and attended events such as the Renaissance Faire, a faculty member's talk on the film version of *The Last of the Mohicans*, and a pizza-party discussion of careers in English. The Club helps provide a sense of community for CSUSB English students.

## **The Creative Writing Club**

The Creative Writing Club gathers together a group of interested student creative writers, all levels of experience are welcome. They meet to read and critique their work, discuss books and opportunities for publication, hold Q&As with professional authors, organize author readings on campus, and publish an annual magazine of their writings. The faculty advisor for the Creative Writing Club is Professor Julie Paegle.

## **Special Events**

Each year the English department sponsors various events and presentations, to which all students are invited. One is a series of talks—usually by faculty members—called Friday Forum. Another is the series of Honors Colloquia, at which students in the departmental honors program present their work. In addition, several times a year the department brings in outside writers and scholars to read and discuss their professional work.

## **Advising**

Faculty members have office hours so that students can come to talk to them. So you should not feel guilty about strolling in and asking questions. Don't hesitate to ask for advice about your academic work, your future plans, your next quarter's schedule, or whatever. Several faculty members have been designated as advisors, and they will have special office hours for advising.

As soon as native students (those who have attended the CSUSB from the freshman year) declare English as their major, they will be required to obtain advising from the English Department through a registration hold. Another hold is placed on their registration when they have taken 55 units of coursework. For transfer students, this

requirement will take effect as soon as they are admitted. For help with academic advising, we also have EPIC (English Peer Information Center), where students can get advice from another student; it is located in UH 301.06. For information about faculty advisors, group sessions, and EPIC, contact the Department office at 537-5824.

## **Mission Statement and Goals**

**(This document is currently being revised and the copy included here is a draft)**

The mission of the undergraduate English major is to acquaint students with a diverse range of literary texts and their cultural, historical, and aesthetic contexts; to develop through literature, writing, and language courses their appreciation of and respect for human values; to introduce them to some of the principal critical and scholarly approaches to the study of literature; to make them aware of the structure and history of the English language; to help them develop the ability to read perceptively, think critically, and write effectively; and to guide those students interested in creative writing to a suitable level of skill. For students who plan to be English teachers in secondary schools, they will be prepared in accordance with the California Public Schools K-12 Content Standards and Standards for Single Subject Matter Programs by the California Commission on Teacher Credentialing.

**The department expects all students graduating with a B.A. in English to meet the following GOALS:**

- I. To be familiar with the major writers, periods, and genres of English and American literature, and to be able to place important works and genres in their historical context.
- II. To be able to analyze, interpret, and compare literary works, and to write about literature in a clear, coherent, literate way that demonstrates a high level of understanding both of a text's technical merits and of its emotional impact.
- III. To know that literature can be studied in a variety of ways, and to be familiar with some of these critical approaches.
- IV. To have read several important works in non-western, ethnic, and women's literatures that illustrate the diversity of literary studies and the interconnect-tedness of literary traditions.
- V. To understand writing as process and, in their own writing, to demonstrate an awareness of audience, purpose, and various rhetorical forms as well as a high level of control of the conventions of standard written English.
- VI. To have some basic understanding of the phonological, morphological, and syntactic structures of English and their development, as well as to be familiar with theories of sociolinguistics and language acquisition.
- VII. Students following the English Teacher Preparation Program should be familiar

with approaches to teaching literature, language, and writing, and with theories of literacy and language that underlie these teaching approaches. In addition, students should understand processes of composing and analyzing texts in various media, such as public news/civic discourse, dramatic performance, and creative writing.

VIII. Students taking the creative writing track are expected to be able to demonstrate a high level of competence in some genre of imaginative writing and the forms and techniques of that genre.

## Full-Time Faculty

Jennifer Andersen (Ph.D., Yale University, 1996): Early Modern English Literature.

Mary Boland (Ph.D., University of Rochester, 2002): Composition and Literacy Studies.

James Brown (M.F.A., UC Irvine, 1986): Fiction Writing; Contemporary Fiction.

David Carlson (Ph.D., Indiana University, 2000): American Literature; Native American Literature.

Rong Chen (Ph.D., Ball State University, 1990): Linguistics.

Kimberly Costino (Ph.D., University of Massachusetts at Amherst, 2002): Composition; English Education; Ethnic American Autobiography; Cultural Studies.

Cindy Cotter (M.A., CSUSB, 1991): Children's Literature; Modern British Literature.

Juan Delgado (M.F.A., UC Irvine, 1985): Poetry Writing; Chicano Literature.

Margaret Doane (Ph.D., University of Oregon, 1976): Romantic and Victorian Literature; Willa Cather.

Parastou Feiz (Ph.D., Penn State University, 2007): linguistics

Ellen Gil-Gomez (Ph.D., Washington State University, 1995): Chicano/a and Latino/a Literature.

Brenda Glascott (Ph.D., Pittsburg University, 2007): Composition, Literacy Studies.

Bruce Golden (Emeritus) (Ph.D., Columbia University, 1966): Shakespeare; Seventeenth Century English Literature; Rhetoric.

Carol Haviland (Ph.D., UC Riverside, 1994): Composition Studies; English Education.

Glen Hirshberg (MFA, University of Montana, 1991): Fiction writing.

Holly Henry (Ph.D., Pennsylvania State University, 2000): Modern British Literature; Science Writing.

Sunny Hyon (Ph.D., University of Michigan, 1994): Linguistics; TESL.

Chad Luck (Ph.D., Indiana University, 2008): American Literature.

Jessica Luck (Ph.D., Indiana University, 2006): American Literature.

Susan Meisenhelder (Emeritus) (Ph.D., UC Riverside, 1983): English Romantic Literature; African-American Literature.

David Marshall (Ph.D., Indiana University, 2007): Medieval Literature

Kevin Moffett (MFA, University of Iowa, 2005): Fiction Writing.

Julie Paegle (MFA, Ph.D. University of Utah, 2006): Poetry Writing, Literature.

Philip Page (Emeritus) (Ph.D., Johns Hopkins University, 1973): American Literature; African-American Literature.

Renee Pigeon (Ph.D., UCLA, 1988): Shakespeare; Renaissance English Literature; Film and Literature; Detective Fiction.

Helen Pilinovsky (Ph.D. Columbia University, 2007): Children's Literature

Luz Elena Ramirez (Ph.D., University of Texas at Austin, 1998): Modern British Literature; Women's Literature; Literature of the Americas.

Jackie Rhodes (Ph.D., Southern Mississippi University, 1999): Composition; Rhetoric.

Karen Rowan (Ph.D., SUNY Albany, 2005): Rhetoric and Composition Studies.

Ted Ruml (Ph.D., University of Virginia, 1989): 18th Century English Literature.

Deshea Rushing-McCauley (M.A., CSUSB, 1983): Composition; English Education.

Joe Sanders (Ph.D., University of Kentucky, 2005): Children's Literature, Modern American Literature

Wendy Smith (Ph.D., UCLA, 1990): Applied Linguistics; TESL

Caroline Vickers (Ph.D., University of Arizona, 2004): Applied linguistics, 2<sup>nd</sup> language acquisition.

Salaam Yousif (Ph.D., University of Iowa, 1988): World Literature.