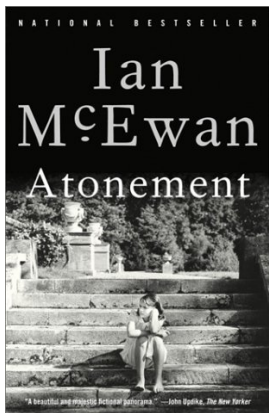
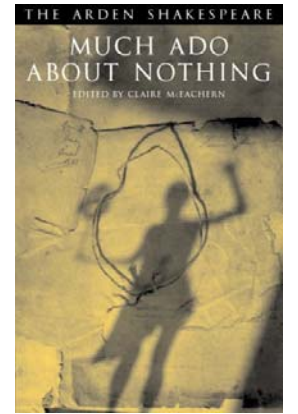


CSUS English Department

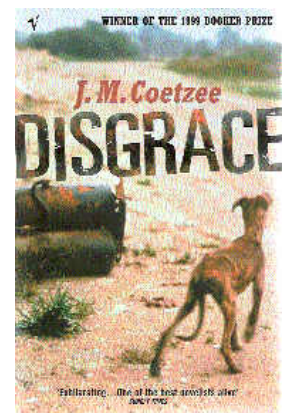
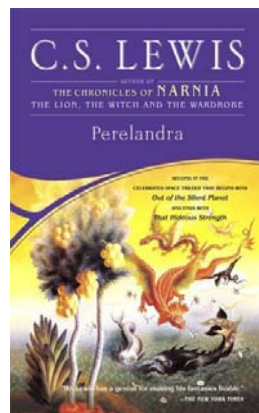
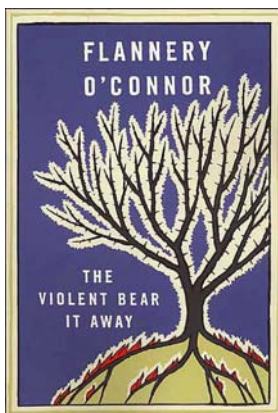
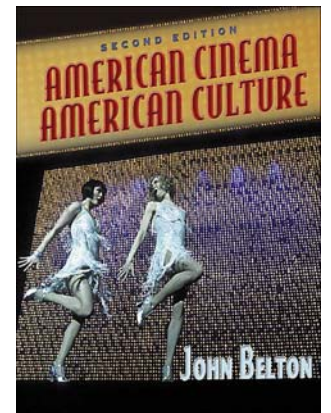
COURSE DESCRIPTION BOOKLET



Fall 2006

Now Available Online:

<http://www.csus.edu/engl/course.htm>



WELCOME TO ENGLISH STUDIES

Department of English, CSUS
Fall 2006



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ENGLISH DEPARTMENT FACULTY



Full-Time Faculty

Richard Adams, Lucien Agosta, Stephanie Antalocy, David Bell, Bradley Buchanan, John Clark, Angus Dunstan, Dana Ferris, Catherine Gabor, Jason Gieger, Fiona Glade, Supriya Goswami, Peter Grandbois, Julian Heather, Amy Heckathorn, Marie Helt, Mark Hennelly, John F. Jamieson, Hellen Lee-Keller, Mary Mackey, David Madden, Fred Marshall, Wendy Matlock, Joshua McKinney, Robert Meindl, Dan Melzer, Sheree Meyer, Johnathan Price, Douglas Rice, Chauncey Ridley, Ronald Santora, Cheryl Smith, Nancy Sweet, Ronald P. Tanaka, David Toise, Stephanie Tucker, Susan Wanlass, Julie Yen.

Lecturers

Amy Anderson-Powell, Shelley Blanton-Stroud, Stephanie Braunstein, Judy Brodeur, Stephen Cook, Kirsten Corbin, Teresa Cordova, Matthew Davis, Mona Dobson, Kristine Dudley, Jerry Enroth, Michael Espinoza, Catherine N. Fraga, Elishah Franckiewicz, Jeanne Guerin, Patricia Hake, Hiliry Harvey, Catherine A. Hatzakos (ESL only), Diana Hicks, Bernita Howton, Tina Jordan, Debora Kearney, Paula Kitching, Lynne Klyse, Noie Koehler, Michael Koontz, Carrie LaPorte-Magill (ESL only), Karen Levy, Cynthia Linville, Joanne Magruder, Kristin Meyer, Thoeung Mim-Montgomery (ESL only), Rebecca Mitchell, Sujatha Moni, William Moriarity, Lori Neuffer, Gabriella Nuttall, Barbara O'Donnell, Darlene Ott, Kerry Phillips, Gloria Platzner, Lynda Radican, Mandy Real-Proctor, Jeanne Rodgers, Katherine Rodgers, Annie Scharf, Stuart Schulz, Jenna Seehafer, Melvin Stagnaro, Denise Wunibald

AREAS OF ADVISING

LITERATURE

American: Grandbois, Jamieson, Lee-Keller, Madden, Price, Ridley, Sweet, Tucker, Wanlass.

British: Adams, Agosta, Bell, Buchanan, Gieger, Hennelly, Matlock, Meindl, Meyer, Toise, Tucker, Yen.

Irish: Madden.

Medieval: Matlock, Meindl.

Post-Colonial: Buchanan, Goswami, Madden, Wanlass.

Shakespeare: Adams, Antalocy, Gieger, Matlock, Meyer, Yen.

African American: Ridley.

Children's: Agosta, Dunstan, Goswami, Wanlass.

Literary Theory: Jamieson, Matlock, Meyer, Rice, Tanaka, Toise, Yen.

Literary Criticism: Bell, Jamieson, Lee-Keller, Matlock, Meyer, Tanaka.

Literary Pedagogy: Agosta, Dunstan, Santora, Wanlass.

Drama: Adams, Gieger, Santora, Tucker.

History of Ideas: Hennelly.

Fiction: Grandbois, Hennelly, Mackey, Madden, Price, Sweet, Toise, Tucker, Wanlass.

Poetry: Buchanan, McKinney, Smith, Wanlass.

FILM: Gieger, Hennelly, Mackey, Price, Rice.

WOMEN'S STUDIES: Antalocy, Lee-Keller, Matlock, Meyer, Simmons, Sweet.

ETHNIC STUDIES: Lee-Keller, Simmons, Tanaka.

CREATIVE WRITING

Poetry: Mackey, McKinney, Smith, Tanaka.

Fiction: Buchanan, Grandbois, Mackey, Rice.

Non-Fiction: Grandbois, Mackey, Rice.

Television, Film & Professional: Antalocy

TEACHING CREDENTIALS: Agosta, Dunstan (**Single Subject Advisor**) Goswami, Helt, Wanlass.

RHETORIC AND COMPOSITION

Rhetoric: Bell, Gabor, Glade, Heckathorn, Smith.

Composition: Bell, Gabor, Glade, Heckathorn, McKee, Melzer, Price, Smith, Toise.

TESOL PROGRAM: Ching, Clark (**TESOL minor**), Ferris, Heather (**Coordinator**), Helt, Marshall, McKee.

LINGUISTICS

General: Clark, Helt, Marshall, Tanaka.

Gender and Language: Clark, Helt.

Black English: Clark, Helt.

Applied: Ching, Clark, Heather, Helt, Marshall, Ferris.

Corpus Linguistics: Helt.

Language Assessment: Heather.

Technology Assisted Language Learning: Heather.

ESL: Ching, Clark, Ferris, McKee.

CAREER ADVISING: Antalocy (Internships); Agosta (Teaching Credentials - - Liberal Studies).

ENGLISH PLACEMENT TEST AND E0665: Heckathorn, Klyse.

UNDERGRADUATE PROGRAMS COORDINATOR: Gieger.

ENGLISH MINOR ADVISOR: Toise.

GRADUATE STUDIES: Madden (**Coordinator**), Gabor and Glade (Composition).

OVERSEAS STUDIES: Simmons, Dunstan.



ABC ADVISING A B C's

All English majors should see their advisor at least once a year for general advising and also for special needs: evaluation of transfer credit, graduation petitions, career planning, etc. **NOTE:** Faculty offices are located in CLV unless otherwise noted.

1. How do I find out who my advisor is?

All English majors are assigned their own faculty advisor: See Lists of Majors/Advisors by CLV 103.

2. Where do I go for: (Names in bold are COORDINATORS)

Single-Subject Credential Advising? Agosta (157D), **Dunstan** (145A), Santora (DH 203).

TESOL Advising? Clark (DH 202), Ferris (162), **Heather** (138), Helt (138), Marshall (164)

Graduate Advising? **Madden** (156), Gabor & Glade, Composition (113)

Minor Advising? English **Toise** (117), TESOL, **Clark** (DH 202), Creative Writing **McKinney** (DH 201)

Internship/Career Opportunities? **Antalocy** (165)

3. How do I change my advisor?

Get a "Change of Advisor" Form in CLV 103, have your new adviser sign, and return form to 103.

4. How do I meet with my advisor?

- Check on your Advisor's name and office hours in CLV 103.
- Pick up your personal Advising Folder to store your paperwork in CLV 103.
- Call your advisor for an appointment or drop in at office hours.
- Bring your questions and Advising Folder.
- Return Folder to CLV 103 after meeting with your advisor.

SEE YOUR ADVISOR BEFORE CASPER! (July 5-26)

ENGLISH ADVISING FOR Fall 2006: April 10 – May 10

When does the Senior Seminar Requirement Start?

- The senior seminar is a new requirement starting 2002-2004. Prior to 2004, the senior seminar overlapped with other requirements. Now, it is its own course, English 198T. If your catalog of record is 2002-2004 or later, you **MUST** complete the senior seminar requirement. See the description of the Undergraduate English Major requirements for more information.

How do I:

- **declare a major in English, or change my major?** File "Change of Major" form, available in Admissions and Records.
- **know which catalog I should follow to determine my major and G.E. requirements?** The student can use the catalog in effect when he/she (1) started the B.A., **IF** he/she has been continuously enrolled or on leave one semester; (2) transferred to CSUS; (3) is graduating. You can use a different catalog year for GE and for your major.
- **have English courses taken elsewhere counted as part of my CSUS major?** SEE YOUR ADVISOR.

How many units do I need:

- **to complete the English major?** 2004-2006, 2002-2004, 2000-2002, 1998-2000, 1996-1998: 45. 1994-1996, 1992-1994: 51.
- **to graduate?** 120: Consists of G.E., major, and minor/elective courses.
**NOTE: Since B.A. units have decreased, you may be eligible to graduate sooner.
- **in residence, after transferring to CSUS, to complete the English major, and the B.A.?** 18, of which at least 15 must be upper-division, for the major; 30, of which at least 24 must be upper-division, for the B.A.

Do any English courses not count towards the major, minor, or Credential? Yes: English 1, 1A/B/C, 2, 20, 109E/W. English 20 is not required for English majors.

May I count any courses from other departments toward the English major? Yes: 3 units of upper-division literature in any other field may also be included.

May I count any English courses toward my G.E. requirement? Yes, up to 6 units of lower-division units may count for both.

May I take my Writing Intensive course in either English or another department? 1996-1998 through present catalogs: May take Writing Intensive course inside/outside the major; If Writing Intensive course is in your major, be sure to complete 9 upper division G.E. units besides; For earlier years, see catalogs.

When do I file my Graduation Petition? Graduation petition due dates may be found under Graduation Information in the current class schedule, or by going online at <http://webapps1.csus.edu/admr/content/evaluation/default.asp>. Petitions must be filed one year in advance – November 1st for Fall, and May 1st for Spring.

How does a student designate a series course in progress on his/her graduation petition? By indicating only the course number; letter designation not necessary (e.g. 150, not 150A).

CASPER



“CASPER,” Computer Access to Student Personal and Enrollment Records, is the system which allows you to register for classes by phone or on the web. The Admissions and Records Office will mail out your Invitation to Register on approximately June 16, 2006 for the Fall 2006 semester. This invitation will contain your registration date and time. For instructions on using the CASPER telephone system, please see the CASPER Worksheet inserted into the center of the University class schedule. To use CASPER Web, log onto <https://casperweb.csus.edu/>.

BEFORE REGISTERING ON CASPER:

ADDRESS – Make sure the Admissions office has your correct and current address.

ADVISING – The English Department Advising Period is *April 10 - May 10*.

HOLDS – CASPER will NOT allow you to register if there are any “holds” on your record. Make sure any obligations are cleared up BEFORE you attempt to register.

FEES – Be prepared to pay your fees at least five business days before your assigned Registration Day. CASPER will NOT allow you to register unless these fees are paid in advance.

ATTENDANCE POLICY

According to the University Class Schedule, Page 12, the CSUS attendance policy is as follows: “Instructors have the right to administratively remove any student who, **during the first two weeks of instruction**, fails to attend **any two class meetings** (for courses that meet two or more times a week), **or one class meeting** (for courses that meet once a week). It is therefore especially important that students **contact instructors in advance** regarding absences during the add/drop period. However, **do not assume instructors will turn in official drops**. It is the responsibility of each student to officially drop any scheduled courses he or she is not attending. Failure to do so will result in penalty grades (“WU” or “F”).” Your instructor may have his/her own attendance policy for the remainder of the semester. Students are obligated to abide by attendance policies that are specifically stated in the course syllabus.

ENGLISH CAREERS INFORMATION



English majors often follow one of three career paths:

- 1 – Teaching Preparation
- 2 – Graduate Study
- 3 – Writing and other careers



RESOURCES AND TRAINING OPPORTUNITIES

(1) For Teacher Preparation:

Single Subject Credential Advisor
Prof. Dunstan
Liberal Studies Advisor
Prof. Agosta
TESOL Advising
Prof. Heather
English 195A/410A: Internship – Tutoring
Prof. Smith
English 410B: Internships – ESL Teaching
Prof. McKee
English 410E: Internships – Teaching Basic Writing
Prof. Heckathorn

(2) For Graduate Study

Prof. Madden, Graduate Coordinator

(3) For Writing and Other Careers

Prof. Antalocy, Career Advisor
Prof. Kerry Phillips, Intern Coordinator

Online Career Resources:

Paid Internships: www.theinternsource.org
Jobs: www.dice.com; www.hotjobs.com

The CSUS Career Center (LSN 2000) also offers frequent workshops on Résumés, Interview Techniques, and more (278-6231).

THE UNDERGRADUATE ENGLISH MAJOR

NEW REQUIREMENTS: Students who will graduate under the 2004-2006 Catalog must complete 45 units of English, including a senior seminar (English 198T) and a 12 unit area of interest. At least 27 units must be in upper division (100 – 199) courses. Up to 18 units may be in lower-division (0-99 level) courses. English 1, 1A, 1B, 1C, 2, 20, 109E, and 109W may not be counted toward the major.

A. Required Lower Division Courses (12 units)

Choose 4 of the following:

- (3 units) **English 40A** Introduction to British Literature I
- (3 units) **English 40B** Introduction to British Literature II
- (3 units) **English 50A** Introduction to American Literature I
- (3 units) **English 50B** Introduction to American Literature II
- (3 units) **English 65** Introduction to World Literature



B. Required Upper Division Courses (9 units)

- (3 units) **English 120A** Advanced Composition
- (3 units) **English 145B** Shakespeare – Early Plays OR
- English 145C** Shakespeare – Later Plays
- (3 units) **English 198T** Senior Seminar

C. Area of Interest (12 units)

Choose 4 courses from one of the eleven following areas of interest.

Note: Courses in area of interest may not overlap with required courses.

American Literature:

- English 50A (if not taken as requirement)
- English 50B (if not taken as requirement)
- Any course from English 150 series
- Any course from English 155 series
- Any course from English 180 series
- English 185D, 185E, 185I, 197L, 197M

British Literature:

- English 40A (if not taken as requirement)
- English 40B (if not taken as requirement)
- Any course from English 140 series
- Any course from English 145 series (if not taken as requirement)
- English 185C

English Language

- English 16
- Any course from English 110 series
- English 116A, 125B, 195A

Creative and Professional Writing

- Any course from English 30 series
- Any course from English 130 series
- English 118T, 195C

Poetry

- English 30C, 130B, 130C, 140D, 145A, 145I, 150E, 150G, 170G, 180A

Fiction

- English 30B, 130A, 116B, 140G, 140H, 140L, 150C, 150D, 150F, 150H, 150I, 150L, 150M, 150N, 155E, 155F, 170E, 170K, 170Z, 180B, 185B, 185C, 185I, 190B, 190J, 197K

Drama

- English 145B (if not taken as requirement)
- English 145C (if not taken as requirement)
- English 90A, 141A, 140E, 140M, 150J, 170D, 170H, 170I, 170L, 190L, 190V

Race, Nation, and Ethnicity

- English 65 (if not taken as requirement)
- English 165A, 165D, 165E, 165F, 180A, 180B, 180F, 180H, 180J, 180L, 180M, 180K, 180W, 180Z, 185K

Gender and Sexuality

- English 110M, 130E, 170M, 185B, 185C, 185D, 185E, 185H, 185I, 185J, 185K, 190R

Literary Theory and Cultural Studies

- English 100A, 100B, 116B, 150K, 150M, 150N, 170A, 180H, 180Z, 185H, 190C, 190D, 190H, 190R, 191A
- Any course from English 197 series

English Education

- English 110A, 110J, 110P, 110Q, 116A, 116B, 125A, 125B, 195A

D. Electives (12 units): A minimum of 12 additional units must be taken.

OLD REQUIREMENTS: Students who will graduate under the 2002-2004 Catalog must complete 45 units of English. This includes the new *senior seminar* requirement (see below). At least 27 units must be in upper-division (100-199 level) courses. Up to 18 may be in lower-division (0-99 level) courses. English 1, 1A, 1B, 1C, 2, 20, 109E, and 109W may not be counted toward the major.

Required Lower Division Courses (12 units):

- (3 units) English 40A. Introduction to British Literature I
- (3 units) English 40B. Introduction to British Literature II
- (3 units) English 50A. Introduction to American Literature I
- (3 units) English 50B. Introduction to American Literature II

Note: *We recommend that lower-division requirements be completed no later than the first semester in which the student begins taking required upper-division courses.*

Required Upper Division Courses (18 units):

- (3 units) English 120A. Advanced Composition (Requires a Passing Score on WPE. Should be taken in Junior Year)
- (3 units) English 145B. Shakespeare, Early Plays OR
English 145C. Shakespeare, Later Plays
- (3 units) **Select one course from the following two categories:**
English 140 series: Studies in British Literature OR
English 145 series: Major Figures in British Literature (*Exclusive of 145B/C*)
- (3 units) **Select one course from the following two categories:**
English 150 series: Studies in American Literature OR
English 155 series: Major Figures in American Literature
- (3 units) **Select one course from the following category:**
English 170 series: Studies in Literary Genres & Modes
- (3 units) **Select one course from the following three categories:**
English 165 series: Literature of the English Speaking World OR
English 180 series: Studies in the Literature of Minority Groups OR
English 185 series: Studies in Women's Literature

Electives (15 units): A minimum of 15 additional units must be taken, of which at least 9 must be upper division.

Senior Seminar Requirement: *The Senior Seminar is now its own course, English 198T, and does not overlap with any of the required Upper Division Courses. If you have not yet fulfilled the Senior Seminar requirement, you will have to take English 198T. This course can count as one of your electives, keeping your total number of units at 45.*

Additional Information on the Major

Language Requirement: Students must meet the CSUS Foreign Language Requirement (see page 23 of the Class Schedule). Additional units of a foreign language are recommended, especially for students wishing to enter Ph.D. programs.

Independent Study, Internships, and Interdisciplinary Units: Up to six units of English 199 and of English 195 may be included in the 30 upper-division units. Three units in an upper-division literature class in humanities or a foreign language may also be included.

STUDY ABROAD

Undergraduates and graduate students in English at CSUS may wish to spend a school year abroad. The CSU offers excellent literature programs in Australia (The University of Western Sydney, Macarthur), Canada, (Concordia University, McGill University), and the United Kingdom (University of Wales Swansea, University of Sheffield, Kingston University). Students may choose to participate in one-to-one exchange programs in the United Kingdom—a semester program at Middlesex University or a year program at Oxford Brookes University. The required cumulative GPA at the time of the application deadline is 3.00, but students with a GPA below this level will be considered when special circumstances exist. Information about these programs is available from the Office of International Programs, Lassen Hall 2304, or from Professor Simmons (278-5780), Calaveras Hall (English Bldg.) Room 154.

MINOR REQUIREMENTS

English Minor

The English Minor requires 21 units, all of which must be taken in English. At least 12 units must be in upper-division (100-level) courses. English 1, 1A, 1C, 2, 20, and the 109's may not be counted toward the minor. Grades of C- or better are required in all courses. 9 of the units for the minor, including 6 upper division units, must be taken in residence at CSUS.

Specific Requirements:

- English 40A Introduction to British Literature, I
- English 50A Introduction to American Literature, I
- English 145B Shakespeare, Early Plays **OR**
English 145C Shakespeare, Later Plays

Creative Writing Minor

The Creative Writing Minor requires 18 units (6 required; 12 elective), all of which must be taken in English through the Creative Writing Program. At least 9 units must be upper-division (100-level) courses. English 1, 1A, 1B, 2, 20, the 109s, and 120A may not be counted toward the minor. Grades of C- or better are required in all courses. 9 of the units for the minor, including at least 6 upper-division units, must be taken in residence at CSUS.

Specific Requirements:

- English 30A Introduction to Creative Writing
- English 30B Introduction to Writing Fiction **OR**
- English 30C Introduction to Poetry Writing

NOTE: Courses taken by English majors for the Creative Writing Minor may not be counted towards any requirements for the major.

TESOL Minor

The TESOL Minor requires 18 units. Six courses are required and must be taken at California State University, Sacramento.

Specific Requirements:

- ENG 110A Linguistics and the English Language
- ENG 110P Second Language Learning and Teaching
- ENG 110Q English Grammar for ESL Teachers
- ENG 195A Field Study – Tutoring
- ENG 125E Reading and Writing for Second Language Students
- ENG 110 One Elective course to be chosen from the ENG 110 series.

Substitution of another course for an ENG 110 Elective course may be possible with the prior approval of the TESOL Coordinator or the TESOL Minor Advisor.

NOTE: Courses being applied to other degree programs (e.g., to the Spanish major) cannot also be applied to the TESOL Minor. See the TESOL Coordinator or the TESOL Minor Advisor for prior approval of substitute courses.



ENGLISH SUBJECT MATTER PROGRAM

(for a Teaching Credential)

The English Subject Matter Program is designed for students planning to teach English at the secondary school level. Completion of this program also satisfies the requirements for a degree in English. Both new and continuing students in this program must establish a file with an English Education Adviser (ideally in their first semester at CSUS) and see the adviser at least once a semester to keep their files current. The adviser will inform them of other steps they must take to prepare themselves for admission to the Teacher Preparation Program in the College of Education. Appointments may be made by e-mailing angusd@saclink.csus.edu.

A new Subject Matter Program has received preliminary approval from the Commission on Teacher Credentialing. It will eventually supercede the old program, but for a few years students may satisfy Subject Matter Competency by following either program. Since there is likely to be some confusion during this transition, please do not attempt to follow either program without seeing your adviser.

Existing Program (If you took at least one of these classes prior to Fall 2005, you may complete the program)

Total number of units required: 45 units distributed as follows:

Required Literature Courses (27 units):

Required Lower Division (12 units):

English 40A. Introduction to British Literature, I	(3 units)
English 40B. Introduction to British Literature, II	(3 units)
English 50A. Introduction to American Literature, I	(3 units)
English 50B. Introduction to American Literature, II	(3 units)

Note: We recommend that lower-division requirements be completed no later than the first semester in which the student begins taking required upper-division courses.

Required Upper-Division (15 units):

Select one of the following two courses: (3 units)

English 145B or 145C. Shakespeare, Early or Later Plays

Select one course from the following two categories: (3 units)

English 140 series: Studies in British Literature or

English 145 series: Major Figures in British Literature (Exclusive of 145B/C)

Select one course from the following two categories: (3 units)

English 150 series: Studies in American Literature or

English 155 series: Major Figures in American Literature

Select one course from among the following three categories: (3 units)

English 165 series: Literature of the English Speaking World or

English 180 series: Studies in the Literature of Minority Groups or

English 185 series: Studies in Women's Literature

Select one course from the following series: (3 units)

English 170 series: Studies in Literary Genres and Modes

Required Core Language Courses (18 units)

English 110A	Linguistics and the English Language	(3 units)
English 110J	Traditional Grammar/Standard Usage (or English 16 or English 110Q)	(3 units)
English 110P	Second Language Teaching and Learning	(3 units)
English 120A	Advanced Composition	(3 units)
English 125A	Literature and Film for Adolescents	(3 units)
English 125B	Writing and the Young Writer	(3 units)

Senior Seminar (3 units*)

English 198T	Senior Seminar	(3 units)
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*Students following the 2002 and subsequent catalogs must complete a senior seminar. With your adviser's permission, however, you can "double count" your senior seminar so that it also satisfies one of the upper division requirements, keeping your total major units to 45. Another reason to see your adviser!!

New Subject Matter Program (If you are following the Fall 2004 catalog or later, you should be following this SMP.)

Total number of units required: 48 units distributed as follows:

Core Courses (36 units)

English 40B Introduction to British Literature II

English 50A Introduction to American Literature I

English 50B Introduction to American Literature II

English 65 Introduction to World Literature

English 145B OR 145C Shakespeare

English 198T Senior Seminar

English 120A Advanced Composition

English 125B Writing and the Young Writer

English 110A Linguistics and the English Language

English 110J: Traditional Grammar **OR English 110Q** Grammar for ESL Teachers **OR English 16** Structure of English

English 110P Second Language Learning and Teaching

Communications Studies 104 Persuasive Public Speaking

Extended Studies (12 Units)

English 125A Literature and Film for Young People

9 units of English electives

As you see, the new program allows you a little more flexibility but also requires a course in Public Speaking and the Introduction to World Literature. It is also 48 units rather than the current 45.

To demonstrate Subject Matter Competence, you must achieve a minimum grade of “B-“ in the Core Language Courses (110A, 110J, 110P, 120A, 125A and 125B), with an average of “B” or above for all six courses. This applies to both Subject Matter Programs. Applicants to the Teacher Preparation Program will have to demonstrate that they have relevant experience working with adolescents.



THE GRADUATE ENGLISH MAJOR



The following courses (or their equivalent) are required for admission: English 40A (British Literature I), English 50A (American Literature I), English 120A (Advanced Composition), one course from the English 140 series (British Literature), English 145B or C (Shakespeare, Early or Later Plays), one course from the English 150 series (American Literature), and four additional upper-division English courses. None of these prerequisite units can be applied toward the graduate degree. A grade of B or better in 120A is required for admission, as is a 3.0 GPA in all upper-division English courses.

An MA candidate in English must complete at least 30 units in English of which a minimum of 18 units must be taken in regularly scheduled 200-level courses (English 200-297). (Up to 6 units of 299 course work may be taken as electives, but English 299, 400, 410, and 500 may not be applied toward the 200-level course requirement.) Students may substitute up to 6 units in closely related fields with the permission of the graduate coordinator (Professor David Madden).

NOTE: The English Department welcomes unclassified students and graduating seniors in its graduate courses. However, in the event that classified students are waiting for admission to courses, priority will be given to their placement over ALL other students regardless of pre-enrollment.

The Department of English offers three distinct plans for the MA English: **Plan A, The Thesis Program**, especially recommended for prospective Ph.D. candidates, or for those wishing to teach at the community college level; **Plan B, The Master's Project**, specifically designed for creative writers; **Plan C, The Comprehensive Examination**, designed to test the range of subject matter covered in the student's graduate program; applicable as well for those pursuing a Ph.D.

PLAN A and C. Literature - Thesis or Comprehensive Exam

1. English 200A. Methods and Materials of Literary Research.
2. Three units are required in an English 240 (British Literature) and three units are required in an English 250 (American Literature).
3. Electives: 9 units (3 courses) of 200-level literature courses (**not to include film courses or 299s**); 9 units (3 courses) of "open" English electives (100 or 200-level, 410, 299).
4. English 500 (Culminating Experience: thesis or Exam). Only those students who earn a 3.7 GPA in 21 units of graduate study can elect the thesis option.

PLAN A. Composition

The MA emphasis in Composition is recommended for students preparing to teach writing at the community college level, for those whose objective is to pursue a Ph.D. in composition, or for high school teachers seeking to update their knowledge of composition theory and practice. The course of study leads to an MA thesis in composition in which the student undertakes original research in composition under the supervision of a two-person faculty committee.

1. English 200A. Methods and Materials of Literary Research **or** 200D. Methods and Materials in TESOL.
2. English 195A/410A. Field Study—Tutoring.
3. English 220A. Teaching Composition in College.
4. English 220C. Topics in Composition Studies.
5. 3 units are required in both English 240 (British Literature) and English 250 (American Literature).
6. 9 units of electives—At least 6 units must be in 200-level literature courses.
7. English 500. (Culminating Experience: thesis)

PLAN B. Creative Writing Project

Additional Admission Requirements: In addition to meeting the normal admission requirements for the MA in English, candidates for the Creative Writing Option **must submit a small but representative sample of their creative work to the Graduate Coordinator**. He or she will send it directly to the Creative Writing faculty for examination and approval. This work must be supplied at the time of application to the University.

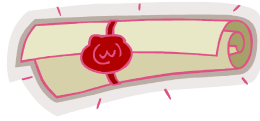
Degree Requirements

1. English 200A. Methods and Materials of Literary Research.
2. English 230 (X or Y).
3. Three units are required in an English 240 (British Literature) and three units are required in an English 250 (American Literature).
4. Electives: 9 units (3 courses) of Creative Writing (100 or 200-level); 6 units (2 courses) of Literature (100 or 200-level). You must have at least 18 units of 200-level work; this does not include 410 courses or 299s.
5. English 500 (Culminating Experience: project).

PLAN B. Pedagogy Project (Students graduating under a catalog BEFORE 2004 – 2006 may follow these requirements).

1. English 200A. Methods and Materials of Literary Research **or** 200D. Methods and Materials in TESOL.
2. English 220A. Teaching Composition in College.
3. Three units are required in an English 240 (British Literature) and three units are required in an English 250 (American Literature).
4. English 410 Internship (A Teaching Associateship can be substituted; those three units then become additional elective units).
5. Electives: 6 units (2 courses) of 200-level literature electives; 6 units (2 courses) of open electives (100 or 200-level, 410, 299, etc), composition or pedagogy courses recommended.
6. English 500 (Culminating Experience: project).

GENERAL INFORMATION FOR GRADUATE STUDENTS



ADVANCEMENT TO CANDIDACY:

A classified graduate must be advanced to candidacy before enrolling in English 500. Students are advised to file advancements the semester before taking English 500. Advancement to Candidacy Petitions are available from the Graduate Studies Office (RFC 215). Advancement to Candidacy Petitions for students in Creative Writing and Pedagogy must be signed by their Faculty Adviser before it is signed by the Graduate Coordinator. When submitting petitions to the Graduate Coordinator, be sure to include photocopies of the G.A.R. (Graduate Admission Recommendation), a current CSUS transcript (CasperWeb versions acceptable), and photocopies of any reclassification petitions.

ASSISTANTSHIPS/ ASSOCIATESHIPS:

Students who have been accepted as classified graduate students in English may apply for Graduate Assistantships or Teaching Associateships in the department provided they meet the appropriate course requirements (i.e. English 220A or 410A). Those wishing to apply should consult the Department Personnel Coordinator. For TESOL assistantships, consult the ESL Coordinator or the Learning Skills Center.

WRITING PROFICIENCY EXAM:

The university requires that all Master's candidates pass the Writing Proficiency Exam. Any new graduate student who has not already passed the exam or received a waiver should take it as soon as possible; test dates and information on how to sign up are given in the colored center pages in the Class Schedule under "Graduation Requirements in English." See the Graduate Coordinator if you have any questions about the requirement itself.

STUDY ABROAD: If you're interested in study abroad, see page vi.

IMPORTANT NOTICE REGARDING CULMINATING REQUIREMENTS:

Students completing Plan A (Literature or Composition) must complete a prospectus before being permitted to enroll in English 500. For details, see the course description for English 500. Students doing theses are strongly encouraged to submit a draft of their prospectus to their readers towards the end of the semester before enrolling in 500. Final drafts must be approved by both readers and the Graduate Coordinator in the first two weeks of the semester in which you will be enrolled in 500. Complete the "Prospectus Sign-Off Sheet" and return it to the English Department secretary in order to be enrolled in English 500.

Candidates completing culminating requirements for creative writing or literature comprehensive exam programs do not have to complete a prospectus. However, all students must submit a form allowing them to enroll in English 500. Students taking the English Comprehensive Exam should complete a "Comprehensive Exam Sign-Off Sheet." Students in Creative Writing should complete a petition for "Permission to Enroll in English 500." These forms are available in the English Department Office, and must be completed and turned in to the English Department secretary no later than the first two weeks of the semester in which you plan to enroll in 500.

MA TESOL students should see page xiii for information on the MA TESOL Program, and should contact the TESOL Coordinator for appropriate forms.

MASTER OF ARTS IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

The MA TESOL is recommended for candidates wishing to teach ESL in community college or in university programs overseas.

Admission to the Program: Students applying for the Master of Arts in TESOL must meet the following admissions requirements:

- Completed Bachelor's Degree (including demonstration of writing proficiency).
- 1.) A minimum GPA of 3.0 in the Bachelor's degree;
- 2.) 3.0 in the last 60 units;
- 3.) 3.0 in upper division courses.

Additional Admission Requirements: In addition, candidates must complete the following prerequisites before beginning the program:

- English 110A, 110P, 110Q, 120A (each with a grade of B or better).
- Native speakers of English: one year college study of a foreign language.
- Non-native speakers: 600 TOEFL (including the Test of Written English with a score of 5 or better) or a score of 250 or better on the Computerized TOEFL.

Degree Requirements (33 units):

- English 200D Research in TESOL
- English 210B Sociolinguistics
- English 210G Second Language Acquisition
- English 215A Reading & Vocabulary Acquisition
- English 215B ESL Writing/Composition
- English 215C Pedagogical Grammar for TESOL
- English 215D Pedagogy of Spoken English
- English 410B Internship: Tutoring ESL
- Six units of approved 100-level or 200-level electives.
- English 598T, Directed Study for Comprehensive Examination, or English 500: MA thesis/project.



The MA TESOL includes the Certificate of Advanced Study in TESOL.

Advising: Before entering the program, students should contact the TESOL Coordinator to establish an advising file. Students in the program should meet with the adviser at least once per semester. The TESOL Coordinator maintains a Job File with current addresses of career opportunities both overseas and in this country. Help is also available with resume writing and job applications.

- MA candidates are eligible for Fulbright opportunities overseas.
- The CSUS TESOL program also offers an MA in conjunction with the Peace Corps. See the Coordinator for more information.

FOR MORE INFORMATION, CONTACT THE TESOL PROGRAM COORDINATOR:

Professor Julian Heather
[CLV 138]
CSU Sacramento
6000 J Street
Sacramento, CA 95819-6075

To request information call (916) 278-6587 or E-mail jheather@csus.edu.



CERTIFICATE PROGRAMS



The English Department offers two certificate programs—Teaching Composition and TESOL. As the CSUS Catalogue describes, “These are designed for individuals who seek formal recognition for completing an organized, integrated, specialized program of study. Upon successful completion of the designated course of study, a certificate is awarded.” Students should understand, however, that a certificate is not a second degree or the equivalent of a Masters degree. All certificate programs have a total of 18 units of coursework.

TEACHING OF COMPOSITION

The certificate in the teaching of composition will be awarded for completion of the following courses with an overall GPA of 3.0 or better. All 18 units must be taken in residence at CSU Sacramento. On petition, it may be possible to substitute a course taken elsewhere for one of these requirements; however, such a substitution will increase the electives but will not reduce the 18 units in residence.

**Employment as a Teaching Associate in the English Department or Learning Skills Department at CSUS may be substituted for 410E, thus reducing the total number of units to 15.

- | | |
|--|---|
| English 195A or 410A | Field Study—Tutoring |
| English 220A | Teaching College Composition
<i>(Pre-requisite: Completion of English 120A with a grade of B or better).</i> |
| English 220C | Topics in Composition Studies
<i>(Pre-requisite: Completion of English 220A with a grade of B or better.)</i> |
| Teaching Associate <u>or</u>
410E | Internship at Community College |
| Elective | Two courses from the following:
English 110J, 110Q
English 120 series <i>(in addition to 120A)</i>
English 125B, 125E
English 215A, 215B, 215C
English 220B
English 410 series <i>(in addition to 410A)</i> |

NOTE: Students intending to take the *literature option* for the MA and who wish also to work on a certificate must take at least **15 units of literature coursework**.

For more information, please see Professor Amy Heckathorn, Writing Programs Coordinator.



Certificate in Teaching Reading to Adults

The Certificate in Teaching Reading to Adults (TRA Certificate) provides professional preparation and training in the theory and practice of teaching reading to adults. A combination of coursework in reading theory and pedagogy with teaching and/or tutoring experience provides the competencies and skills necessary to teach reading to adults. The program is designed for graduate students who expect to teach in community college or adult education settings.

Information on Eligibility: Students must either be in a graduate degree program at CSUS or must apply for graduate admission to the University. Once admitted to CSUS, prospective TRA Certificate students must apply to the Certificate Coordinator for admission to the program.

All applicants must complete the University's Writing Proficiency Exam (WPE).

International students must have a TOEFL score of 600 or higher (or a score of 250 or higher on the computerized TOEFL) and a score of 5 on the Test of Written English.

Certificate Requirements:

The reading certificate requires 15 units of coursework with a minimum GPA of 3.0.

Required core courses (15 units):

- ENGL 215A: Reading/Vocabulary Acquisition
- EDTE 207: Advanced Practicum in Reading Difficulties: Assessment and Intervention
- ENGL 225C: Theoretical Issues in Adult Literacies
- EDTE 205: Psychology and Sociology of Literacy Instruction
- ENGL 410L: Internship in Teaching Adult Reading

For further information, contact the Certificate coordinator, Julian Heather.

CERTIFICATE OF ADVANCED STUDY IN TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (TESOL)

Admission to TESOL Certificate Program: Students must be in a degree program at CSUS or must apply for graduate admission to the university. Once admitted to CSUS, prospective TESOL Certificate students must apply to the TESOL Coordinator for admission to the program.

Admission Requirements:

Undergraduates must be within 45 units of completing a bachelor's degree (in any field) with a 3.0 overall GPA.

Graduate students must have a completed bachelor's degree (in any field) with a 3.0 overall GPA.

All applicants must complete one year of college-level foreign language study (or equivalent).

All applicants must satisfy the university's Writing Proficiency Examination (WPE) requirement.

International students must have a TOEFL score of 600 or higher (250 or higher on a computerized TOEFL) and a score of 5 on the Test of Written English.

Requirements for both options:

- 18 units (six courses), with grades of B or better.
- Completion of English 110A and 110P before attempting any 215s.
- Completion of English 110Q before attempting English 215C (elective).

TESOL CERTIFICATE PROGRAM—OPTION A: This option is intended for undergraduates who want preparation for teaching ESL students (in the U.S. or abroad).

Required core courses (12 units):

English 110A: Linguistics & the English Language

English 110P: Second Language Learning

English 110Q: English Grammar for ESL Teachers

English 195A/410A: Internship in Writing Center

Electives (6 units)—two of the following:

English 210B: Sociolinguistics & TESOL

English 215A: Reading & Vocabulary Acquisition

English 215C: Pedagogical Grammar for TESOL

English 215D: Pedagogy of Spoken English

TESOL CERTIFICATE PROGRAM—OPTION B: This option is intended primarily for graduate students who want to get an MA in English or another field, but who want to be prepared to teach ESL writing at the college level.

Required Courses (15 units):

English 110A: Linguistics & the English Language

English 110P: Second Language Learning

English 110Q: English Grammar for ESL Teachers

English 215B: Teaching ESL Writing

English 410B: ESL Internship

Electives (3 units)—one of the following:

English 200D: Research in TESOL

English 215A: Reading & Vocabulary Acquisition

English 215C: Pedagogical Grammar for TESOL

English 220A: Teaching College Composition

English 220C: Teaching Basic Writing



NOTE: *The certificate in TESOL is not a teaching credential. It is recognized abroad as advanced training in language teaching. In conjunction with a bachelor's or master's degree or a state teaching credential, it may also be helpful in obtaining employment as an ESL teacher in the United States.*

Because of budget constraints, undergraduates and unclassified graduate students can be admitted to TESOL graduate courses on a space-available basis only.

For more information, please contact Prof. Julian Heather, TESOL Coordinator.

Subscribe to English-L

The English Department Listproc

ENGLISH-L is a *moderated* e-mail discussion list designed to facilitate communication between English Department faculty, staff and students regarding important departmental policies, upcoming events and deadlines, and other pertinent information.

Subscribers will be able to:

- Receive weekly email updates regarding English Department events and deadlines.
- Receive CASPER Registration updates from the English Department chair.
- Post questions to the list which will be answered quickly. No more being put on hold! No more waiting in long lines!
- Post announcements and advertise events of interest to English students.
- Keep the lines of communication open between English Department faculty, staff and students.

All English Department faculty and staff, graduate and undergraduate students in English or TESOL, and those simply interested in the English Department, are welcome to subscribe.

To subscribe to this list, send an e-mail message *in plain text** (not HTML or Rich Text) to:

LISTPROC@CSUS.EDU

with the two line message:

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SUBSCRIBE ENGLISH-L firstname lastname  
END
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***Note:** Messages sent in formats other than plain text will be rejected. This protects subscribers from spam and viruses.

****Attention AOL Users:** Many versions of AOL do not allow users to send messages in plain text. If you use AOL, and cannot send messages in plain text, send your name and email address to the listowner to be subscribed manually. You will be able to send and receive messages without a problem.

If you have questions about the listproc, or if you have difficulty subscribing,
please contact the listowner:

Listowner for the Spring 2006 semester: Erin Lounsbury (ek122@csus.edu)

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Department of English

Fall 2006 Course Descriptions

Please note that the courses outlined in this booklet are subject to change.

Refer to the class schedule online at <http://www.csus.edu/schedule> for the most up-to-date list of classes, days, times, sections and rooms.

Note: English 1, 1A, 1C, 2, 20, 109M, 109W cannot be counted toward the English Major, English Minor, or the English Single-Subject Waiver.

1*. Basic Writing Skills See Course Schedule **Staff**

Prepares students for the challenging thinking, reading, and writing required in academic discourse. Uses writing as a means for discovery and reflection as well as reading as a source for ideas, discussion, and writing. Concentrates on developing expository essays that communicate clearly, provide adequate levels of detail, maintain overall coherence and focus, and demonstrate awareness of audience and purpose.

Prerequisites: EPT score of 142-148, or successful completion LS 015.

Requirements: Minimum of 3500 words. Graded Credit/no credit.

Note: May be taken for workload credit toward establishing full-time enrollment status, but is not applicable to the baccalaureate degree.

1A*. College Composition MW 1200-115 **Yen**

This section of English 1A is part of a learning community; it is linked with a course on the arts and ideas of Asia offered by the Department of Humanities and Religious Studies. All English 1A courses offer intensive instruction in writing expository essays. The course provides students with practice in the kinds of challenging thinking, reading, and writing required in academic discourse. It concentrates on prewriting, drafting, and rewriting processes that address a variety of rhetorical and academic tasks. Special attention will be given to effective development and support of ideas.

Prerequisites: EPT score of 149 or above, or credit in ENGL 001.

Requirements: Must write a minimum of 5000 words.

Texts: To be selected.

GE: Fulfills area A2 of the G.E. requirements.

1A*. College Composition TR 300-415 **Heckathorn**

This section of English 1A is part of a learning community focused on Western culture/civilization and discourse. All English 1A courses offer intensive instruction in writing expository essays. The course provides students with practice in the kinds of challenging thinking, reading, and writing required in academic discourse. Concentrates on prewriting, drafting, and rewriting processes that address a variety of rhetorical and academic tasks. Special attention given to effective development and support of ideas.

Prerequisites: EPT score of 149 or above, or credit in ENGL 001.

Requirements: Must write a minimum of 5000 words.

Texts: To be selected

GE: Fulfills area A2 of the G.E. requirements.

1A*. College Composition See Course Schedule **Staff**

An intensive writing course that provides students with practice in the kinds of challenging thinking, reading, and writing required in academic discourse. Concentrates on prewriting, drafting, and rewriting processes that address a variety of rhetorical and academic tasks. Special attention given to effective development and support of ideas.

Prerequisites: EPT score of 149 or above, or credit in ENGL 001.

Requirements: Must write a minimum of 5000 words.

GE: Fulfills area A2 of the G.E. requirements.

1C*. Critical Thinking and Writing MWF 1000-1050 **Tanaka**

This course is devoted to studying the principles of critical thinking and to writing argumentative essays. It focuses on organizing an essay, formulating defensible statements, evaluating evidence, recognizing fallacies, and applying the principles of inductive and deductive logic. We will apply our models to theatrical films that will include "The Pelican Brief" and "Shrek."

Presentation: Lecture/Discussion.

Prerequisites: A grade of "C-" or better in English 1A.

Requirements: Five short papers, midterm and final.

Texts: Vincent Ruggiero, *Becoming a Critical Thinker*; Paul Richard and Linda Elder, *Critical Thinking Concepts and Tools*, and *How to Study and Learn*; Rudy Rucker, *Mind Tools* (recommended.).

GE: Fulfills area A3 of the G.E. requirements.

2*. College Composition for Multilingual Writers See Schedule **Staff**

An intensive writing course for ESL students that provides practice in the kinds of challenging thinking, reading, and writing required in academic discourse. Concentrates on prewriting, drafting, and rewriting processes that address a variety of rhetorical and academic tasks. Special attention given to effective development and support of ideas.

Prerequisites: EPT score of 149 or above, or credit in LS 087; EDT score 2-5.

Requirements: Must write a minimum of 5000 words.

GE: Fulfills area A2 of the G.E. Requirements.

16. Structure of English See Course Schedule **Staff**

This course introduces the student to the key rules of traditional grammar, punctuation and usage.

Presentation: Lecture-discussion.

Prerequisites: English 1A or equivalent.

Requirements: Tests, homework, final.

Texts: To be selected.

20*. College Composition II TR 1200-115 **Adams**

An advanced expository writing course that emphasizes textual analysis and integration of multiple works, to include multicultural and cross disciplinary perspectives, with the goal of developing sophisticated reasoning processes, complex organizational strategies, as well as research strategies and editing that meet standards for academic writing. This course is developed through a central theme that includes a book-length work.

Prerequisites: Grade of C- or better in ENGL 1A or equivalent.

Requirements: Must write a minimum of 5000 words.

Texts: To be selected.

GE: Fulfills the second semester composition requirement. (English majors are exempt from this GE requirement.)

20*. College Composition II See Course Schedule **Ridley**

Placing far greater emphasis on the effective integration of multiple outside sources within essays, English 20 extends the instruction in formal composition offered in English 1A. The goal is not to integrate sources as unquestionable authorities, but as tools to deepen one's analysis of ideas and to sharpen one's awareness of powerful and relevant detail. Successful major essays also will effectively integrate narrative, description, analysis, summary, evaluation, transitions, and documentation.

Prerequisite: Grade of C- or better in English 1A or an equivalent course.

Requirements: Attendance, preparation for class discussion, various short exercises, two major essays, the time and energy to carefully read, write, and revise on schedule. Students enrolled in more than twelve units should seriously consider a less demanding class.

Texts: Caroline Shrodes, ed. *The Conscious Reader*. Boston: Allyn and Bacon, 1995.

GE: Fulfills the second semester composition requirement. (English majors are exempt from this GE requirement.)

20*. College Composition II See Course Schedule **Staff**

An advanced expository writing course that emphasizes textual analysis and integration of multiple works, to include multicultural and cross disciplinary perspectives, with the goal of developing sophisticated reasoning processes,

complex organizational strategies, as well as research strategies and editing that meet standards for academic writing. This course is developed through a central theme that includes a book-length work.

Prerequisites: Grade of C- or better in ENGL 1A or equivalent.

Requirements: Must write a minimum of 5000 words.

GE: Fulfills the second semester composition requirement. (English majors are exempt from this GE requirement.)

20*. College Composition II MWF 1200-1250 **Tanaka**

This course will help develop the student's writing by working on his or her reading and analytical skills. The course will focus on issues surrounding the theme, "The Search for the Truth." We will discuss different models for argumentation and explore various ways in which "the truth" is often represented in our popular media. Our assignments will require an analysis of a set of argumentative essays from newspapers and news magazines, and the films "The Seige," "Courage Under Fire," and "The Merchants of Cool." Students will be expected to have internet access.

Prerequisites: Grade of C- or better in ENGL 1A or equivalent.

Texts: (Recommended) Diana Hacker, *Rules for Writers*.

GE: Fulfills the second semester composition requirement. (English majors are exempt from this GE requirement.)

20M*. College Composition II-Multilingual Writers See Schedule **Staff**

An advanced expository writing course for multilingual students that emphasizes textual analysis and integration of multiple works, to include multicultural and cross disciplinary perspectives, with the goal of developing sophisticated reasoning processes, complex organizational strategies, as well as research strategies and editing that meet standards for academic writing. This course is developed through a central theme that includes a book-length work.

Prerequisites: Grade of C- or better in ENGL 1A or equivalent; EDT score 2-5.

Requirements: Must write a minimum of 5000 words.

GE: Fulfills the second semester composition requirement. (English majors are exempt from this requirement.)

20T*. College Composition II--Technical Comm. See Schedule **Staff**

An advanced expository writing course focused on technical disciplines. Emphasizes textual analysis and integration of multiple works, to include multicultural and cross disciplinary perspectives, with the goal of developing sophisticated reasoning processes, complex organizational strategies, as well as research strategies and editing that meet standards for academic writing. This course is developed through a central theme that includes a book-length work.

Prerequisites: Grade of C- or better in ENGL 1A or equivalent.

Requirements: Must write a minimum of 5000 words.

GE: Fulfills the second semester composition requirement. (English majors are exempt from this requirement.)

21. Freshman Seminar MWF 1000-1050 **Staff**

English 21 is a freshman seminar intended to provide students with an introduction to the nature and possible meanings of higher education and to the functions and resources of the University. This course is designed to help students develop and exercise fundamental academic success strategies and to improve their basic learning skills. The seminar will also provide students with the opportunity to interact with fellow students and the seminar leader and to build a community of academic and personal support. Members of the English Department Freshman Seminar will also be introduced to the various areas of scholarship and academic pursuit available in our department (creative writing, linguistics, teacher education, literary study, etc.).

Presentation: Seminar Discussion

Requirements: Papers, Examinations, Oral Presentations

Texts: To be selected.

30A. Introduction to Creative Writing MW 1200-115 **Grandbois**

This course will introduce students to the fundamentals of poetry and fiction writing. Approximately half of the course will be devoted to each genre. Students will learn to identify and employ various literary techniques, to offer written and oral critique of the work of their colleagues, and to produce poems and stories of their own.

Presentation: Lecture-discussion, small group work- introduction to workshop method.

Requirements: Attendance, Response Papers, Creative Exercises, and a student portfolio consisting of 10 poems and 2 short stories as well as the student's self-assessment of his/her own work.

Texts: Jerome Stern, *Making Shapely Fiction*; Mary Oliver, *A Poetry Handbook*; *The Art of the Story*, ed. by Daniel Halpern; *A Book of Luminous Things* ed. by Czeslaw Milosz

30B. Introduction to Writing Fiction TR 130-245 **Rice**

This course is designed for chronic liars. Students who are curious about making up tiny, unreal people and situations inside their heads and then unleashing the voices of these quirky women and men by writing stories. Students will learn the basics of short story writing. We will work on characterization, plot, description, dialogue, narrative structure and voice, point of view, and other elements of the craft of fiction. Along with writing short fiction, we will think critically about writing through careful and creative reading of a variety of short stories. Student writing will also be read and discussed in class throughout the semester. Students fascinated by spells and enchantments that lurk in the hearts of words are especially encouraged to attend this class.

Presentations: Lecture-Discussion. Workshop.

Requirements: Short writing assignments designed to develop the craft of fiction (including, but not limited to, dialogue, setting, character, etc.); writing and quizzes on reading assignments.

Texts: James Joyce's *Dubliners*, *The Gotham's Writers' Workshop Writing Fiction*, *The Granta Book of The American Short Story*. See website for more current information <http://www.csus.edu/indiv/r/riced>.

40A. Introduction to British Literature I MW 130-245 **Gieger**

A survey of British Literature from the Middle Ages to the late eighteenth century. We will focus on the theme "History, Morality, and the Heroic" and read works by Chaucer, Marlowe, Shakespeare, Marvell, Milton, Behn, Swift, Pope, Gray, Johnson, Sheridan, and Brooke. We will locate our texts within 500 years of English history and explore their engagements with a variety of literary genres (narrative, drama, the sonnet, the pastoral, satire, the essay, the novel).

Presentation: Lecture/Discussion.

Requirements: Midterm and Final Exam, One Paper, Quizzes, Response Papers

Texts: *Broadview Anthology of British Literature*, vols. 2 & 3; *Beowulf*; *Everyman and Other Miracle and Morality Plays*; Chaucer, *Canterbury Tales*; Brooke, *The Excursion*.

GE: Fulfills area C3 of G.E. requirements.

40A. Intro to British Literature I TR 430-545 **Matlock**

This course will provide an overview of three historical periods in British Literature: the medieval period, the Early Modern period, and the Restoration and eighteenth century. We will read a variety of texts from each period, including *Beowulf*, *The Lais of Marie de France*, *The Wife of Bath's Prologue and Tale*, *Sir Gawain and the Green Knight*, *The Book of Margery Kempe*, *The Second Shepherd's Play*, *The Faerie Queene*, *The Duchess of Malfi*, *Paradise Lost*, *The Way of the World*, *Fantomina*, *The Beggar's Opera*, and poems by Wyatt, Sidney, Donne, Jonson, Wroth, Lovelace, Marvell, Pope, Montagu, and Gray. We will approach the selected literary works by looking closely at their content, form, and historical situation.

Presentation: Lecture-discussion.

Requirements: Tests, Papers, Quizzes

Text: *Norton Anthology of English Literature*, 8th Edition, Vol. 1A, 1B and 1C.

GE: Fulfills area C3 of G.E. requirements.

40B. Introduction to British Literature II TR 300-415 **Adams**

An introductory lecture-discussion course, English 40B will survey British literature of the 19th and 20th centuries, providing an introduction to the major writers and literary movements of the period.

Presentation: Lecture-Discussion.

Requirements: Exams, Reading Journal, Final.

Texts: To Be Selected.

GE: Fulfills area C3 of G.E. requirements.

40B. Introduction to British Literature II MW 430-545 **Toise**

Tracing the development of British literature over about three hundred years, we will focus on the increasing importance of the printed word during the early parts of this period and then look at the subsequent growing attraction to the visual—film, television, etc.—in modernity. Our readings will range from authors such as Jane Austen, Emily Bronte, Oscar Wilde, and Virginia Woolf to examples of popular culture, like Monty Python's Flying Circus. In tracing out these ideas, we'll attend to changing conceptions of gender and sexuality, of ideas about what constitutes the individual, and of literature itself.

Presentation: Lecture-discussion.

Requirements: weekly quizzes, several webct postings, six to eight page paper, and a final.

Texts: *Longman Anthology of British Literature of British Literature, Volume II*, ed. David Damrosch, *Persuasion* (Broadview Press) by Jane Austen, and *Wuthering Heights* (Penguin) by Emily Bronte.

G.E.: Fulfills area C3 of G.E. requirements.

50A. Intro to Amer. Lit. I MW 1200-115 & TR 900-1015 **Sweet**

In this study of American literature from its beginnings through the Civil War, we will inquire along several broad themes including: the rise of the idea of the "American Dream," the role of the individual in society, the European encounter with peoples of different ethnicities, the experience of beginning anew, and the establishment of a national identity and literature. Our readings will include a wide variety of texts from a diverse collection of authors. In addition to gaining understanding of major themes in American literature, you will also develop skills in analytical writing and close reading.

Presentation: Lecture-Discussion.

Requirements: Short critical papers, midterm, and final.

Texts: *Norton Anthology of American Literature, Sixth Edition, Vols. A & B*

G.E.: Fulfills area C3 of G.E. requirements.

50B. Intro. to American Literature II TR 1030-1145 **Lee-Keller**

English 50B is a survey of American literature from 1865 to the present. By focusing on texts that examine the complex and contradictory intersections of race, gender, class, and immigration, we will interrogate what an "American literature" means and what are its purposes. We will study literary production in relation to the costs of urbanization and industrialization, the promises and failures of Reconstruction, U.S. overseas territorial expansion, the legalization of racism, the Great Depression, the Cold War and the space race, the Civil Rights movements, and the fallout of corporate culture. The objectives of this course are twofold: 1) to investigate the role that culture plays in how we know and think about U.S. history, and 2) to consider our own relationship with culture and citizenship as we move into the new millennium. Texts will include fiction, historical accounts, films, laws, and scholarly articles.

Presentation: Lecture-discussion.

Requirements: Two midterm exams, comprehensive final exam.

Texts: Among others, readings may include Sherman Alexie, *The Lone Ranger and Tonto Fistfight in Heaven*; Harriet Arnow, *The Dollmaker*; Carlos Bulosan, *America is in the Heart*; Sandra Cisneros, *The House on Mango Street*; W.E.B DuBois, *The Souls of Black Folk*; Alice Dunbar-Nelson, selections from her diaries; Ralph Ellison, *The Invisible Man*; Fae Myenne Ng, *Bone*; Flannery O'Connor, *The Violent Bear It Away*; Maria Amparo Ruiz de Burton, *The Squatter and the Don*; Upton Sinclair, *The Jungle*; John Steinbeck, *Grapes of Wrath*; Mark Twain, *A Connecticut Yankee in King Arthur's Court*; Booker T. Washington, *Up from Slavery*; Edith Wharton, *House of Mirth*; Richard Wright, *Native Son*; Malcolm X, *Autobiography*.

G.E.: Fulfills area C3 of G.E. requirements.

50B. Introduction to American Literature II MW 600-715p **Ridley**

Out of the collapse of nineteenth century Romanticism emerges an array of competing twentieth century modernist and post-modernist movements in America. Some offer new possibilities for restoring faith in the centered wholeness of consciousness and culture. Some embrace fragmentation, diversity, and indeterminacy as dynamic, hence liberating aesthetic and philosophical principles, counter to the "inertia" of transcendent wholeness. This course surveys such developments in American literature from the late 19th through the late 20th century.

Presentation: Lecture/discussion incorporating student presentations.

Prerequisites: Students must fulfill all college prerequisites before enrolling in a sophomore level survey course. Upper-division students taking this course out of sequence must prepare for a theoretical return to fundamental structural/linguistic analysis.

Requirements: The time, energy, and patience to devote to close reading and basic, structural/linguistic theory.

Texts: *The Norton Anthology of Modern Poetry*, Richard Ellman ed., Kate Chopin, *The Awakening*, Ernest Hemingway, *A Moveable Feast*, Zora Neale Hurston, *Their Eyes Were Watching God*, Thomas Pynchon, *The Crying of Lot 49*, Percival Everett, *Erasure*.

G.E.: Fulfills area C3 of G.E. requirements.

65. Introduction to World Literature W 630-920p **Grandbois**

This course is designed to introduce students to the rich literary contributions of contemporary authors from such diverse locations as Africa, Latin America, India, Asia, the U.S. and Europe. In our discussions, we will consider the historical, political, and cultural context of British and American colonialism and its impact on literature from around the world, particularly the way in which that literature presents alternative views to the cultural hegemony of colonial power.

Presentation: Lecture-discussion.

Requirements: Exams, papers, presentations.

Texts: Juan Rulfo, *Pedro Paramo*; Toni Morrison, *Beloved*; J.M. Coetzee, *Disgrace*; Haruki Murakami, *Hard Boiled Wonderland and The End of the World*; *The Art of the Story*, ed. by Daniel Halpern.

G.E.: Fulfills area C3 of G.E. requirements.

90A. Modern Short Plays W 630-920p **Santora**

This class will survey a variety of modern short plays covering the basic dramatic modes of tragedy, comedy and tragic-comedy. Occasionally a full-length play will be studied as well. A few short stories will also be read as a way of realizing how a playwright compensates for the lack of a narrative voice.

Presentation: Lecture-discussion.

Requirements: Quizzes, midterm, final or short paper.

Texts: To be selected..

109M*. Writing for Proficiency-Multilingual Writers See Schedule **Staff**

Designed to review and improve academic reading and writing skills for upper-division multilingual students who have taken but not passed the Writing Proficiency Exam. Focuses on the writing process, text-based academic writing, revision, and editing. Includes opportunity to take WPE at midterm. Also includes opportunity to revise two essays for a course portfolio.

Prerequisites: Junior level or higher class standing; grade of C- or better in ENGL 001A or equivalent; WPE score of 6 or lower; EDT score of 2-5 or credit in LS 086.

Requirements: Completion with a grade of C- or better (based on group-evaluated common final and portfolio) satisfies Graduation Writing Assessment Requirement (GWAR).

109W*. Writing for Proficiency See Course Schedule **Staff**

Designed to review and improve academic reading and writing skills for upper-division students who have taken but not passed the Writing Proficiency Exam. Focuses on the writing process, text-based academic writing, revision, and editing. Includes opportunity to take WPE at midterm. Also includes opportunity to revise two essays for a course portfolio.

Prerequisites: Junior level or higher class standing; grade of C- or better in ENGL 001A or equivalent; WPE score of 6 or lower.

Requirements: Completion with a grade of C- or better (based on group-evaluated common final and portfolio) satisfies Graduation Writing Assessment Requirement (GWAR).

110A. Linguistics & the English Language **Marshall**

MW 1200-115, TR 130-245

An introductory course for those students who have had no previous formal studies in modern linguistics. This course is designed to acquaint the student with the ways in which language operates, how it is acquired, and how language research of the last several decades has changed some of the traditional views of language learning and instruction. Topics include descriptions of phonology, morphology, syntax, language acquisition, and social patterns of language use. English 110A is required for single subject credential majors and is a prerequisite to the TESOL program.

Presentation: Lecture-discussion.

Prerequisites: None, but English 16 or 110J is recommended.

Requirements: Midterms and final.

Texts: To be selected.

110A. Linguistics & the English Lang. MW 430-545 **Heather**

English 110A is a survey course in modern linguistics for students who have had no previous formal studies in linguistics. Topics include description of English sounds (phonetics) and sound patterns (phonology), the structure of words (morphology), sentence structure (syntax), meaning (semantics and pragmatics), language acquisition, and social patterns of language use.

Presentation: Lecture-discussion.

Prerequisites: None, but English 110J, 110Q, or 16 highly recommended.

Requirements: Quizzes, homework, language analysis project.

Text: Justice, P.W. (2001). *Relevant Linguistics*. Stanford: CSLI.

110J. Trad. Grammar-Standard Usage TR 430-545 **Heather**

Using a combination of lecture, exercises in and out of class, and quizzes, this course will cover basic concepts in traditional grammar and usage: the parts of speech (nouns, verbs, etc.) and their various functions, clause and sentence types and their functions, and the conventions of standard written English (punctuation and usage). While this course will include a unit on how to respond to errors in student writing, its focus is not "how to teach" grammar; instead, the goal is to provide future teachers with a foundational knowledge of those formal aspects of the English language which are important in English classes, including grammar, punctuation, and writing.

Presentation: Lecture and in-class pair/group work & discussion.

Requirements: 2 midterms, 1 paper, 1 final exam.

Texts: Anita K. Barry, *English Grammar*.

110J. Trad. Grammar-Standard Usage TR 130-245 **Price**

This course introduces the student to traditional concepts of grammar and usage; and it lays out fundamental ideas through definition, examples from contemporary prose, exercises, and occasional diagramming of sentences. In addition to readings in the text, class lecture and discussion, there are periodic reviews, quizzes, and three mid-terms plus a final exam. Occasionally exams may be repeated. Grammar is examined as a pragmatic technique and as a process rather than a "science" with absolute and fixed outcomes, and alternative views are considered.

Presentation: Lecture, discussion.

Requirements: 3 mid-terms, final exam, quizzes, exercises, and occasional writing assignments.

Texts: Price and Rodgers, *Grammar Demystified*.

110P. 2nd Lang. Learning & Teaching MW 1200-115; TR 1030-1145 **Helt**

This course will introduce you to the major issues in second language acquisition, examine the theories and assumptions underlying second-language pedagogy, and discuss some of the specific policies impacting linguistic minorities and their teachers in California. This course content assumes some prior knowledge of linguistics, so you must have completed or be concurrently enrolled in English 110A: Linguistics and the English Language (or equivalent).

Presentation: Lecture-discussion.

Prerequisites: English 110A.

Requirements: Teaching demonstration; two project papers; quizzes.

Texts: To be selected.

110Q. English Grammar-ESL Teachers TR 130-245 **Helt**

This course provides an overview of English grammar with an emphasis on the structures that are relevant to the teaching of English as a Second Language. The focus will be on simple and complex clauses, with particular emphasis on the structure of noun phrases and the verb phrase system. Students who successfully complete this course will be able to recognize, name and use all the grammatical structures covered in the course text. Students will also gain knowledge of and experience with publicly-available computer tools to aid in defining and teaching grammatical structures (corpus linguistic tools).

Presentation: Lecture-discussion.

Pre-requisites: None; however, previous or concurrent enrollment in 110A is recommended.

Requirements: Mid-term & Final; Quizzes; Graded Homework; Class Presentation.

Texts: To be selected.

116A. Studies in Applied Ling. MW 1200-115, 130-245, 600-715p **Clark**

This course is designed to equip elementary school teachers with necessary knowledge regarding the development of oral language and literacy skills in young children. We will cover four general topic areas: language acquisition, the teaching of reading, language variation (dialects), and specific issues and literary acquisition and the second language learner.

Presentation: Lecture-discussion.

Requirements: Three examinations, three minor assignments, three major assignments.

Texts: Moustafa, *Beyond Traditional Phonics*; Course Reading Packet.

116A. Studies in Applied Linguistics TR 1200-115 **Dunstan**

The emphasis of this course will be on the child's acquisition of oral language and on the subsequent acquisition of reading and writing skills in elementary school. The course will include an introduction to the basic concepts of linguistics, and the acquisition of a second language (speaking, reading and writing). The course will emphasize a transactional theory of meaning in a whole language framework. Students will undertake a detailed case study of one child learning to read or write.

Presentation: Lecture and discussion.

Prerequisites: Passing score on the WPE.

Requirements: 3 unit tests, a classroom presentation, a written case study.

Texts: To be selected.

116A. Studies in Applied Linguistics TR 600-715p **Santora**

Prof. Santora's section of 116A is an online WebCT course. There are no class meetings, not the first week or any week. Content includes: Phonology, Dialects, Language Change, First and Second Language Acquisition, Reading Miscue Analysis, Creative Writing Workshop.

Presentation: Web activities, online discussions and workshops.

Prerequisites: WPE, Basic computer literacy.

Requirements: Online quizzes (25%), Web Activities (25%), Reading Analysis Paper (25%), Writing Workshop and Web-published paper (25%).

Texts: *Web-Activities Reader*; *Beyond Traditional Phonics*, Margaret Moustafa; *Miscue Analysis Made Easy*, Sandra Wilde.

116A. Studies in Applied Linguistics See Course Schedule **Staff**

The emphasis of this course will be on the child's acquisition of reading and writing skills in elementary school. The course will include an introduction to the acquisition of a second language (speaking, reading and writing).

Presentation: Lecture-Discussion.

Prerequisites: Passing score on WPE.

Requirements: Exams, papers.

Texts: To be selected.

116B. Children's Lit. Classics TR 900-1015, 1030-1145, 130-245 **Agosta**

In this course students will (a) read various genres of literature appropriate for children; (b) acquire skills in literary analysis; and (c) examine issues in the teaching of English language and literature.

Presentation: Lecture-discussion; workshops; group activities.

Requirements: A teaching practicum; several papers; a final exam.

Texts: To be selected.

116B. Children's Lit. Classics MW 130-245, 300-415; M 630-920p **Goswami**

The primary objective of this course is to become familiar with the kinds of literature available for children and young adults. We will focus on nineteenth- and early twentieth-century classics central to the development of children's literature as well as more contemporary works. These texts will be considered from historical, cultural, generic and theoretical perspectives, with special emphasis on issues of gender, race, class and nation.

Presentation: Lecture-discussion.

Prerequisites: Passing score on WPE.

Requirements: Two exams, papers, presentations

Texts: To be selected.

116B. Children's Literary Classics TR 430-545 **Staff**

In this course students will (a) read various genres of literature appropriate for children; (b) acquire skills in literary analysis; and (c) examine issues in the teaching of English language and literature.

Presentation: *Lecture-discussion*

Texts: To be selected.

118T. Professional Writing TR 1030-1145 **Gabor**

Get ready for a writing or editing career with this course! "Professional Writing" includes the writing done in many career settings—technical writing, business writing, public relations, and more. Students will write for real clients during the semester as a service-learning project. Students will begin by assessing the client's needs and work through analysis of the rhetorical situation, progress reports, usability tests, and, finally, delivery of the finished product to the client, a local organization. Along with producing professional documents for a client, students will also write individual compositions which explore and critique the rhetorical practices commonly used in professional writing. Students will learn the common genres (such as memos, letters, and reports) and tools (such as PowerPoint, e-mail) of professional writing.

Presentation: *Lecture-discussion, workshop.*

Prerequisites: *A passing score on the WPE.*

Requirements: *Short individual writing assignments and an extensive Team Project.*

Texts: *Service-Learning in Technical and Professional Communication (Melody Bowden and J. Blake Scott), current articles, handouts.*

120A. Advanced Composition MW 300-415 **Buchanan**

A workshop course in composition for students who have completed the lower division writing requirement. The course will focus on the ways in which rhetoric informs and is informed by culture. Reading various rhetorical and cultural texts—and here texts is very broadly defined—from the twentieth century, students will write in a variety of genres (from personal writing to researched writing) for a variety of audiences. The course emphasizes collaboration, analysis, and revision; writers will collect documentation of their reading, writing, and thinking processes in a Portfolio, a selection of which will be submitted near semester's end for a considerable portion of the course grade.

Presentation: *Workshop.*

Prerequisites: *Passing score on WPE.*

120A. Advanced Composition TR 900-1015 **Gabor**

A workshop course in academic writing for students who have completed the lower division writing requirement and passed the WPE. This section focuses on the use and analysis of writing tools and writing spaces, from the pencil to the pixel, from the page to the screen. Students will learn to write in electronic environments such as blogs, websites, and discussion boards (no prior electronic writing experience expected). The course emphasizes revision, collaboration, and analysis. Daily and weekly writing assignments lead to an electronic portfolio of completed academic compositions, which students will publish on the web.

Presentation: *Workshop, discussion, some lecture.*

Texts: *Literate Lives (Cynthia Selfe and Gail Hawisher) and numerous articles and websites*

120A. Advanced Composition MW 130-245 **Matlock**

This course will use texts about Robin Hood to focus on writing about literature. By the end of the term, students will have developed an understanding of and ability to undertake several literary critical approaches to literature. This course will ask students to examine, analyze, and write about literature and film. We will begin by reading a variety of medieval Robin Hood tales and historical accounts. Then we will consider more recent uses of the character—in children's literature and on film. A theoretical reader will supplement our work, but students will also read one another's work and participate in workshop sessions.

Presentation: *Lecture-discussion.*

Prerequisites: *Passing score on WPE.*

Requirements: *Two Short essays (4-5 pages) and drafts; one long research essay (10 – 12 pages) and drafts; a bibliography exercise; in-class writings and activities; regular attendance and participation.*

Texts: *To be selected.*

120A. Advanced Composition See Course Schedule **Staff**

Demanding course in expository writing, designed for students ready to move beyond the basics and explore more sophisticated stylistic and structural problems. Students write and revise essays on a variety of topics, critically read and critique the work of their peers as well as of professional writers, and study essay and paragraph development, syntactical and stylistic options, and other rhetorical devices.

Prerequisite: *Passing score on WPE.*

125A. Lit. and Film for Young People TR 300-415 **Dunstan**

Specifically designed for prospective secondary school English teachers, this course will combine theory and practice in the teaching of literature. We will consider critical issues related to the teaching of literature and film in High School and examine strategies designed to make them accessible to students. We will read widely in the field of Young Adult Literature.

Presentation: *Lecture, discussion, and group activities.*

Prerequisites: *English 40A, 40B, 50A, 50B, 120A, WPE.*

Requirements: *Four formal papers.*

Texts: *To be selected.*

125B. Writing and the Young Writer TR 430-545 **Dunstan**

This course provides an introduction to teaching writing in high school, and it will operate on the assumption that "there is nothing else that we ask all our students to do in school that even approaches writing in the intellectual and psychological demands that it makes on students". Participants can be expected to practice many of the strategies studied. The texts we use will cover both theoretical issues in teaching composition and practical methods of implementing theory in public school classrooms.

Presentation: *Workshop.*

Prerequisites: *English 40A, 40B, 50A, 50B, 120A, WPE.*

Requirements: *Short papers, oral report, lesson demonstrations.*

Texts: *To be selected.*

125E. Acad. Read. & Writing 2nd Lang. TR 1200-115 **Ferris**

To be announced.

Presentation: *TBA*

Prerequisites: *TBA*

Requirements: *TBA*

Texts: *To be selected.*

130A. Writing Short Fiction MW 300-415 **Grandbois**

Theory and practice in writing short fiction. Initially, we will read contemporary writers to become familiar with some of the current theory and craft of fiction writing. The second half of the course will focus primarily on engaging in critical discussions of fiction produced by students. Student work is duplicated and used in class discussion. Students will also read their work aloud in class.

Presentation: *Lecture/Discussion/Workshop.*

Requirements: *Attendance, Response Papers, and a Portfolio consisting of twenty pages of original fiction and revisions.*

Texts: *Brian Kiteley, The 3 a.m. Epiphany; Biting the Error, ed. Mary Burger; The Art of the Story, ed. Daniel Halpern; Bruno Schulz, The Street of Crocodiles.*

130B. Poetry Writing I MWF 1000-1050 **McKinney**

English 130B is designed, for the most part, as an intermediate course in the writing of poetry. This means that it picks up where English 30C (Intro. To Poetry Writing) left off. After some initial review of basic terminology and technique, we undertake a thorough examination of poetic craft including meter and rhythm, stanza and form, and figures of speech. This is a class where students learn to read poetry from the inside out; that is, to recognize and to appreciate not only *what* a poem means, but *how* it means. For example, students will learn to recognize and apply rhetorical schemes of balance and parallelism (*antithesis, periphrasis, pleonasm*), and syntactic deviation (*hyperbaton, anacoluthon, aposiopesis*). We will also familiarize

500. Master's Thesis: Plan A

Staff

This option is limited to literature students earning a 3.7 GPA or better after 21 units of course work. Students under Plan A (thesis option) will write a scholarly essay of approximately 60-75 pages on a subject they have chosen in consultation with two faculty members who will serve as their readers. Before enrolling in English 500, each candidate must complete a written prospectus of the thesis.

The prospectus will provide a formal summary of the student's proposed study. More specifically, it will include the following:

- 1). A clear sense of focus and direction for the proposed study. In this sense the student would do well to view the prospectus as an expanded thesis statement. Just as thesis statements offer focus and direction for an essay, the prospectus will provide potential readers with a clear idea of what the student's proposed subject and approach will be.
- 2). A sense of the scope of the thesis. The prospectus will not only introduce readers to the issues at hand and any controversies or debate which may surround the student's topic but also delineate how many chapters the study will include and what material will be covered in those chapters.
- 3). A critical overview of secondary materials pertinent to the writer's subject. The number of secondary sources will vary with each project; in the case of a heavily researched writer, Shakespeare or James Joyce, for instance, the student would be expected to refer to major studies or only those studies which bear directly on his or her particular approach. In the case of a figure for whom resources are limited, the student would be expected to demonstrate a familiarity with all or most of the sources.
- 4). A bibliography of primary and secondary sources the writer has consulted. This bibliography must follow the format prescribed in the current edition of the MLA Handbook, copies of which are available in the bookstore.

With some revision, the prospectus might be the basis for or actually become the first chapter of the thesis. While there is no set length for a prospectus, writers should expect that a carefully prepared prospectus would typically range in length from 5-10 double-spaced, typewritten pages. After completing the prospectus, students should present it to his or her two faculty advisors for their approval no later than the semester preceding the semester in which they will begin writing the thesis. The advisors should indicate their approval by signing a prospectus completion form, which also requires the signature of the graduate coordinator. Only when a copy of the prospectus, along with the signed prospectus completion form, is submitted to the English Department secretary will the student be permitted to enroll in English 500. Students may not enroll in English 500 through CAR.

The student should understand that the prospectus stands as a working agreement that defines the scope of the thesis. It is not a blueprint from which one never deviates; indeed, after more research, the student may find that substantial changes must be made, and he or she should discuss these with the readers involved. If, however, the student decides to embark on an entirely new topic, he or she must repeat the process of preparing a prospectus and securing the approval of their readers.

Important Note: *The prospectus requirements does not apply to students in the creative writing program. Creative writing students are, however, required to submit a petition, signed by their two readers and the graduate coordinator, before they may enroll in English 500. This petition is available from the English Department secretary, and must be returned to her.*

Important Note II: *Thesis and project writers must plan ahead to finish work and secure the signatures of your committee and the graduate coordinator before the final week of the semester in which you intend to file your work. Because of differing schedules at the end of the semester, all faculty are not necessarily on campus at the same time in the final week of the term.*

Master's Project: Plan B (Concerns Pedagogy Projects only)

Plan B culminates in a research project which investigates a pedagogical problem of some sort, usually one connected with the teaching of literature or composition to high school or community college students. Candidates should choose their topics in consultation with two faculty members who will serve as their readers. Before enrolling in English 500, each candidate must complete a written prospectus of the project.

The Prospectus (normally 5-10 pages in length) will include the following:

- 1). A discussion of the problem the writer intends to investigate and the reasons for choosing it. For instance, is the problem that high school students don't understand the language of Shakespeare or that English 1A students can't write effective transitions? What makes the problem significant? Why is it worthy of investigation?
- 2). An explanation of how the writer intends to investigate the problem. Does he or she plan to visit high school English classes or analyze several sets of freshman composition papers? What difficulties does the writer expect to encounter in gathering the necessary data?
- 3). A preview of the writer's proposals for dealing with the problem. Many projects involve the preparation of curricular material. Is the writer planning to prepare a guide to Elizabethan English for high school students or devise methods to help college freshmen learn how to link one idea to another? (This section should be omitted if the project does not involve the preparation of curricular material.)
- 4). A critical overview and bibliography of pertinent secondary sources. This bibliography must follow the format prescribed in the current edition of the MLA Handbook, copies of which are available in the bookstore.

After completing the prospectus, the student should present it to his or her two faculty advisors for approval. The advisors should indicate their approval by signing a prospectus completion form, which also requires the signature of the graduate coordinator. Only when a copy of the prospectus, along with the signed prospectus completion form, is submitted to the English Department secretary will the student be permitted to enroll in English 500. Students may not enroll in English 500 through CASPER.

The student should understand that the prospectus stands as a working agreement that defines the scope of the project. It is not a blueprint from which one never deviates; indeed, after more research, the student may find that substantial changes must be made, and he or she should discuss these with the readers involved. If, however, the student decides to embark on an entirely new topic, he or she must repeat the process of preparing a prospectus and securing the approval of their readers.

Important Note: *Thesis and project writers must plan ahead to finish work and secure the signatures of your committee and the graduate coordinator before the final week of the semester in which you intend to file your work. Because of differing schedules at the end of the semester, all faculty are not necessarily on campus at the same time in the final week of the term.*

Directed Study: Plan C (Concerns all literature students.)

All literature students (except those exempted for the thesis) will pursue Plan C, which requires passing a uniform comprehensive examination at the end of their course work. This exam will be given twice a year—in the spring and fall—and administered by a revolving faculty committee which will devise a reading list, exam topics, and act as readers for the exams. The reading list will be published a year in advance of the examination. The scope of the exam will range through all historical periods of British and American literature and will be comprised of approximately 30 primary texts and 5 general critical works.

Students will demonstrate mastery of the reading list by taking a five-hour written examination prepared and evaluated by the faculty examination committee. The examination will consist of a variety of questions concerning the material included in the master reading list. Students are encouraged to take the exam for the first time in the spring semester. In the event a student fails the spring exam, he or she may take it again in the fall; however, if a student takes the exam first in the fall and fails, he or she must prepare a new list in order for a retake.

On the day of the exam, students will sign in with their social security numbers, and only those numbers will be used to identify responses in order to preserve the anonymity of the examinees. Once the exams have been evaluated, the graduate coordinator will inform students of their performance. Students are permitted no contact with the exam committee, which will remain anonymous.

Reading lists are available from the English Department office or on-line at http://www.csus.edu/engl/grad_exam.htm.