

English

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The English liberal arts curriculum is designed to provide intensive study in literature, language, and writing. The department also offers three professional tracks in secondary education, as well as minors in English and creative writing. Any of these programs can be meaningfully combined with majors or minors in such fields as history, international studies, psychology, linguistics, marketing, world languages, philosophy, professional writing, elementary or early childhood education, special education, urban education, and education of the deaf and hard of hearing.

The English program offers a broad range of courses in literature, language, film, and creative writing, allowing students to design programs appropriate to their goals and interests. The English major is excellent preparation for careers in public relations, law, management, teaching, or any occupation that requires verbal skills and cultural competence. It is also one of the best preparations for graduate and professional schools, and many of our students go on to advanced study at universities across the country.

Program Entrance, Retention, and Exit Standards

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for English programs. Minimum grades are noted in parentheses.

For students in English: Liberal Arts and English Secondary Education, English Secondary Urban Education, and English Secondary Special Education programs

- Retention in the program is based on the following performance standard in two critical content courses: LIT 101, Cultures and Canons (C); LIT 102, Approaches to Literature (C). Students must make consistent progress in the major. Specifically, any student not registered for major classes for two consecutive semesters may be dismissed, unless the student has completed the major, or the student is enrolled in Clinical I and II for the Education major, or there are extenuating circumstances.
- Students wishing to transfer into any English Department program from another program within the College (including another English Department program, such as from English to English Secondary Education) are required to submit a change-of-major form by the date established on the Academic Calendar for the year.
- Graduation requirements: all English Department and correlate courses (C-).

Transfer Credit

Each student is required to complete at least five of the eleven courses for the English degree at TCNJ.

English Major Learning Goals

Upon completion of the English Liberal Arts major,

1. students will be able to demonstrate familiarity with a range of critical, generic, and literary traditions (including recent theoretical approaches) that shape – and are shaped by – literary discourses and texts of particular periods or movements.
key concepts/skills:
 - a. range/breadth of reading,
 - b. literary history,
 - c. genre.
2. students will be able to describe the effects of social constructions of identity on a particular literary text and on current debates over aesthetic value, universality, and canonicity.
key concepts/skills:
 - a. constructions of canonicity,
 - b. categories of difference,
 - c. disciplinary politics.
3. students will be able to identify historically specific elements relevant to a particular text.
key concepts/skills:
 - a. historicism
 - b. cultural studies.
4. students will be able to read a literary work and characterize its main aesthetic, structural, and rhetorical strategies in an argumentative, thesis-driven essay or in a writing workshop.
key concepts/skills:
 - a. close reading,
 - b. literary interpretation/analysis,
 - c. thesis-driven writing or work-shopping.
5. students will be able to write a substantial essay of literary scholarship that is theoretically informed and engages with current research and criticism in relevant fields of study, asserting their own critical voice in ongoing dialogues and debates.
key concepts/skills:
 - a. theory/methodology,
 - b. research,
 - c. integration of secondary sources,
 - d. depth/scope of writing/analysis,
 - e. intellectual independence.

6. students will be able to write in multiple modalities (e.g., academic papers, social media, newspapers, business communications), in different genres (e.g., scholarly essay, blog, press release, readers' report, book review, business memo), for different audiences (e.g., scholarly, general, business).
 - a. writing modalities,
 - b. genre,
 - c. audience.

In addition, upon completion of any of the three English Secondary education majors or of a dual English and Education Major

7. students will be able to analyze a written or spoken text linguistically and describe its use of language.
key concepts/skills:
 - a. English language conventions and grammar systems,
 - b. language acquisition,
 - c. English language history,
 - d. socio-linguistics (dialect, discourse analysis, etc.).

English Major: Liberal Arts

- Two critical content courses to be taken in the freshman or sophomore year:
LIT 101, Cultures and Canons
LIT 102, Approaches to Literature
- Seven selections from English prefixes LIT, CWR, LNG that also meet the three requirements below.
 - One course in American literature
 - One course in British literature
 - One literary history course on literature before the Restoration. See the department website or newsletter for the list of approved courses.
- Two Seminars (LIT 499 Seminar in Research and Theory), typically one in the junior and one in the senior year. LIT 492 Seminar in Critical Theory OR LIT 496 or 497 Honors Project in English may substitute for one LIT 499.
- At least 5 courses must be taken at the 300 or 400 level in the English major. Other than LIT 101 and LIT 102, students may only count one 100-level course as an option in the English major, and no fractional-unit courses (.5 units and less) may be accepted in the English major.

Total for major

11 course units

Suggested First-Year Sequence (English: Liberal Arts)

FYS	First Year Seminar (spring)	1 course unit
LIT	99 English Department Orientation Seminar (fall)	0 course units
LIT	101 Cultures and Canons (fall)	1 course unit
LIT	102 Approaches to Literature (spring)	1 course unit
LIT/CWR/LNG	selection (spring)	1 course unit

College Core / second language * (both semesters)	2 course units
College Core *	1 course unit
College Core * or Elective/Minor/Second Major Course	1 course unit

*It is recommended that students not exempted from the foreign language requirement take courses to meet that requirement. Note: *Chinese 151 and 152 and Japanese 151 and 152 (offered annually) are intensive courses and carry two course units of credit each. Students should take this into account when planning a normal four-course semester.*

English Major: English Secondary Education, English Secondary Urban Education, and English Secondary Special Education

An overview of the entire secondary-level teacher preparation sequence for students can be found in the section of this bulletin for the Department of Education Administration and Secondary Education.

English Secondary Education required classes for the Secondary Education component of the degree (10 units):

- SED 99 (0 units), College Seminar
- SPE 103, Social & Legal Foundations of Special Education
- SED 224, Adolescent Learning and Development
- EFN 299, Schools, Communities & Culture
- EED 380, Teaching Writing
- EED 390, Methods of Teaching Secondary English
- SED 399 (1.5 units), Pedagogy in Secondary Schools
- RAL 328 (0.5 units), Reading in Secondary Education: Supporting Adolescent Literacies
- EED 450 (0 units), Content Exam
- EED 490 (2.0 units), Student Teaching English
- SED 498, Collaborative Capstone for Professional Inquiry

English Secondary Urban Education undergraduate required classes (11 units):

- SED 99 (0 units), College Seminar
- SPE 103, Social & Legal Foundations of Special Education
- SED 224, Adolescent Learning and Development
- EFN 299, Schools, Communities & Culture
- EFN 311, Working within Urban Communities
- EFN 398, Historical and Political Contexts of Schools
- EFN 357, Investigating Systemic Inequalities Impacting Urban Education
- ELE 302, Introduction to Teacher Research
- EED 380, Teaching Writing
- EED 390, Methods of Teaching Secondary English
- SED 399 (1.5 units), Pedagogy in Secondary Schools
- RAL 328 (0.5 units), Reading in Secondary Education: Supporting Adolescent Literacies

- EED 450 (0 units), Content Exam

English Secondary Special Education undergraduate required classes (12 units):

- SED 99 (0 units), College Seminar
- SPE 103, Social & Legal Foundations of Special Education
- SED 224, Adolescent Learning and Development
- EFN 299, Schools, Communities & Culture
- RAL 220, Literacy Strategies, Assessment and Instruction—Special Education
- SPE 214, Exploring Classroom Communities
- EED 380, Teaching Writing
- SPE 322, Inclusive Practices
- SPE 324, Theory & Practice in the Education of Students with Severe Disabilities
- EED 390, Methods of Teaching Secondary English
- SED 399 (1.5 units), Pedagogy in Secondary Schools
- RAL 328 (0.5 units), Reading in Secondary Education: Supporting Adolescent Literacies
- EED 450 (0 units), Content Exam
- SPE 490, Practicum in Special Education

Students planning to teach secondary-level English should consult with advisors in both English and secondary education in planning their academic program. These plans should take into account requirements for the major, the College Core, professional courses, and state certification.

To enroll in Clinical 1 (EED 390, SED 399, and RAL 328) teacher candidates must have a GPA of 3.0 and meet the Basic Skills requirement by achieving the minimum required score on the SAT, ACT, or PRAXIS Core. Additionally, they must have earned a B- in EFN 299, SED 224, and SPE 103. Teacher candidates must earn a B- in EED 380, and it is recommended that this course be taken prior to Clinical 1. If teacher candidates have a GPA between 2.75 and 3.0, they must obtain special permission from the chair of the Department of Educational Administration and Secondary Education to enroll in Clinical 1.

To enroll in Clinical 2/Student Teaching, all teacher candidates must have achieved a minimum B- grade in all three Clinical 1 courses and have *taken* the PRAXIS II subject text. All English Secondary Education teacher candidates must achieve a minimum grade of B- in EED 490 and SED 498.

For certification, teacher candidates must have a 3.00 or higher cumulative grade point average and fulfill all other requirements set forth by the [Support for Teacher Education Programs \(STEP\)](#) office. They also must meet the state hygiene/physiology requirement, and the state Harassment, Intimidation, and Bullying Prevention (HIB) training certificate requirement.

Teacher-education candidates will receive a “certificate of eligibility with advanced standing” which requires a candidate to be provisionally certified for his or her first year of teaching. After one year of successful teaching, the candidate is eligible for a permanent certificate.

English majors whose first major is housed in the School of Education must complete the English language or linguistics requirement in the English Secondary Education, English Secondary Urban Education, and English Secondary Special Education programs.

English Major: English Secondary Education, English Secondary Urban Education, and English Secondary Special Education

- Two critical content courses to be taken in the freshman or sophomore year:
 - LIT 101, Cultures and Canons 1 course unit
 - LIT 102, Approaches to Literature 1 course unit
- Seven selections from English prefixes LIT, CWR, LNG that also meet the requirements below.
 - One course in American/US literature
 - One course in British literature
 - One course in world literature (Secondary Education majors only)
 - One literary history course in literature before the Restoration. See the department website or newsletter for the list of approved courses.
 - One course in linguistics selected from LNG 201, LNG 202, or WLC 215
- Two Seminars (LIT 499 Seminar in Research and Theory), typically one in the junior and one in the senior year. LIT 492 Seminar in Critical Theory OR LIT 496 or 497 Honors Project in English may substitute for one LIT 499.
- At least 5 courses must be taken at the 300 or 400 level in the English major. Other than LIT 101 and LIT 102, students may only count one 100-level course as an option in the English major, and no fractional-unit courses (.5 units and less) may be accepted in the English major.

Total for major

11 course units

Suggested First-Year Sequence (English Secondary Education, English Secondary Urban Education)

LIT 99 Orientation (fall)	0 course units
FYS First Year Seminar (spring)	1 course unit
LIT 101 Cultures and Canons (fall)	1 course unit
LIT 102 Approaches to Literature (spring)	1 course unit
LNG 202 Structure & History English (fall)	1 course unit
World language (both semesters)	2 course units
LIT/CWR selection (spring)	1 course unit
College Core selection (math/science)	1 course unit
SED 99 Orientation (spring)	0 course units

Suggested First-Year Sequence (English Secondary Special Education)

LIT 99 Orientation (fall)	0 course units
FYS First Year Seminar (spring)	1 course unit
LIT 101 Cultures and Canons (fall)	1 course unit
LNG 202 Structure & History English (spring)	1 course unit
World language (both semesters)	2 course units
SPE 103 Intro to Special Education (fall)	1 course unit
EFN 299 Schools, Communities, and Culture	1 course unit
College Core selection (math/science)	1 course unit
SED 99 Orientation (spring)	0 course units

Note: *Chinese 151 and 152 and Japanese 151 and 152 are intensive courses and carry two course units of credit each. Students should take this into account when planning a normal four-course semester.*

All education students—English Secondary, English Secondary Urban Education, English Secondary Special Education, and all students whose first major is housed in the School of Education—must complete their English major requirements as well as the required professional courses.

Students should consult the Department of Educational Administration and Secondary Education for additional programmatic requirements. All English Secondary Education, English Secondary Urban Education and English Secondary Special Education majors should note that English has two methods courses—EED 380 and EED 390.

When planning their academic program, students should consult with their advisors in *both* departments. These plans should take into account requirements for the major, the College Core, professional courses, and state certification.

Five-Year MA for English: Liberal Arts and English: Secondary Education

The Department of English also offers a 5-year program leading to both BA and MA in English degrees for students majoring in English: Liberal Arts or English: Secondary Education. This accelerated program will offer candidates the opportunity to graduate in 5 years with a BA in English—including Secondary Teaching Certification in English (grades 6-12), for English: Secondary Education majors—and an MA in English. Enrolled students will benefit in many ways: with 10 graduate seminars, they will possess far more core content knowledge about literature, literary theory, and language; and with a graduate degree, they will be more competitive in local, regional, and national job markets. With just one extra year of study, future teachers can market themselves as “highly qualified” secondary school teachers of English and Language Arts. Students normally apply for Admission to the 5 year BA/MA in English program in the fall semester of their junior year.

Minors in English

Creative Writing Minor

Coordinator: Rosemurgy

The minor in Creative Writing emphasizes the connection between thoughtful reading and literary writing and offers students the opportunity to learn the craft of writing. Students will study the works of published writers; write and revise their own work; examine, critique, and support each other's work in and out of workshop.

The workshop component of the minor provides incremental exposure to the writing process. In CWR 206 Creative Writing, students are introduced to poetry and fiction writing. At the 300-level, students continue their study in workshops that focus on a single genre (CWR 304 Poetry Workshop and CWR 306 Fiction Workshop). CWR 370: Special Topics in Creative Writing offers students an opportunity to study genres and approaches not offered elsewhere in the minor. CWR 406 Writer's Workshop (when offered) is a capstone class in creative writing. During the class, students produce a significant body of work, such as a chapbook of poems or a series of stories.

In CWR 301 Writing Communities, students also learn practical applications for their research and writing skills. The course offers students exposure to careers that require the skills they are developing via the English major and/or Creative Writing minor. Assignments are drawn from a variety of professional fields, such as publishing, editing, marketing, and publicity.

Students interested in pursuing the minor should take CWR 206 as early as possible; it is the prerequisite for all 300 and 400 level workshops. Interested students should meet with the Coordinator of Creative Writing for advising and to plan their course of study. Multiple minors may overlap by only one course.

Requirements for the creative writing minor:

Five course units in total

Four required courses:

- CWR 206, Creative Writing (required of all minors)
- CWR 304, Poetry Workshop
- CWR 306, Fiction Workshop
- CWR 370, Special Topics in Creative Writing

One additional course selected among:

- CWR 301, Writing Communities
- CWR 370, Special Topics in Creative Writing (with a different topic)
- CWR 406, Writers' Workshop (when offered)

- Unlike other courses in the minor, CWR 406 is only offered in years when there are a sufficient number of upper-level students. It is *not* a required course for the minor, as it was previously.
- *Workshops can be repeated for credit, but only after fulfilling all other requirements. CWR 370 Special Topics in Creative Writing is a natural course to repeat because it has different topics each year.*
- No more than one course taken toward the student's major may be counted in the creative writing minor.

English Minor

The English minor is designed to offer students an opportunity to explore literature written in English (including translations from other languages). Students may complement literature courses with creative writing and/or English language courses.

Five Required courses: One of the following:

- LIT 101 Cultures and Canons; or
- LIT 102 Approaches to literature

Four options in LIT, LNG, or CWR; two of which must be at the 300 level or above. No fractional unit courses (.5 units and less) may be accepted in the English minor.

Total

5 course units

See also: Comparative Literature Minor

Integrated Performing Arts Minor

Linguistics Minor

Departmental Honors in English

2 course units

LIT 495, Honors in English (1 course unit), taken in the first term of the thesis, and

LIT 496, Honors in English (1 course unit), taken in the second term of the thesis; or

LIT 497, (2 course units) Honors in English, taken in one semester

LIT 499 is a prerequisite for any Honors in English class.

Eligibility for Departmental Honors

Departmental Honors is open to any English major with a GPA in English Department courses of at least 3.5. Exceptions to the minimum GPA requirement may be made by application to the Chair of the Department. Students must have junior standing and have successfully completed one section of LIT 499 before starting an Honors Project. Past theses have generally fallen in the range of 50-75 pages, excluding bibliography or other attachments.

The Honors Project

For most students the Honors Project will be a multi-chapter critical thesis. The thesis is expected to be a major project that makes an original critical argument, includes a review of relevant scholarship, and is firmly grounded in the appropriate theoretical frameworks.

Units and Place in the Major

All Honors Projects are for two course units. It is strongly recommended that students complete the project over two consecutive semesters, taking one unit of LIT 495 and then another unit of LIT 496. (Under no circumstances may a winter or summer session be substituted for a regular semester.) Students, however, may complete the project in one semester by enrolling in LIT 497, which counts as two units.

Students completing an Honors Project are exempted from taking their second LIT 499, Seminar in Research and Theory. The first unit of Honors Project counts as an English elective for students who do not complete the Honors Project

Project Approval

Proposals for Honors Projects must be submitted to the Chair the semester before the project is to begin. Every proposal must have a faculty sponsor before the proposal is submitted.

The Honors Committee, which changes membership every semester, consists of all English Department faculty who are currently supervising an Honors Project. In any semester in which fewer than three faculty members are supervising projects, the Chair will appoint members as needed for the minimum of three.

Project Presentation

All Honors Projects must be presented publicly. Students have three options: a presentation at the Celebration of Student Achievement; a presentation sponsored by Sigma Tau Delta; or a presentation to the Honors Committee.

Project Evaluation

Honors Projects will be evaluated by at least three members of the Honors Committee, one of whom may be the student's sponsor. The Committee will award grades of Honors, High Honors, or Highest Honors, or may deem a project not deserving of honors. The evaluation will be based on the written Honors Project, and not on its presentation. The student's sponsor will determine the grade for the course, which is independent of the decision of the Honors Committee.

Timeline and Policies

Each semester, prior to the registration period, the Chair will make the application form and information available to all English majors.

Applications for Honors Projects will be due on the final day of classes of the spring semester for projects that will begin the following fall, and on the final day of classes of the fall semester for projects that will begin the following spring. Honors Projects are occasionally approved for one semester only (2 units).

The application will consist of the completed Honors Project Contract (signed by the student and the faculty sponsor) along with a project proposal of approximately 2-3 pages, double-spaced. The proposal should be titled and have three sections.

1. Introduction and Thesis: Briefly introduce your topic and clearly state your working thesis/critical argument.
2. Critical Context and Methodology: Situate your project in the existing critical literature on your subject. Suggest what new contributions you may make. Explain your critical/theoretical/methodological approaches. All works cited in this and other sections should be in an appended "Works Cited" page, using MLA format.
3. Chapter outline, Timeline and Plan of Work: Describe your intended process. Indicate the stages of your intended work, providing a timeline of anticipated points of completion (for example: Nov.1, Rough Draft of Thesis Introduction).

The Honors Committee will meet to review proposals. At that time, the committee may take any of three actions: approve the project as proposed; grant the project provisional approval while stipulating specific changes in the project and requesting the candidate submit a revised proposal; or reject the proposal.

Any student whose proposal is rejected will have the right to submit a revised proposal within 30 days, at which point the committee may take any of the three actions above. If the proposal is rejected a second time, the student cannot submit another revision.

Once the applicant's honors thesis application is approved, he or she may register by following the Independent Study process for the School of Humanities and Social Sciences through their online form. Students should be sure to fill in the appropriate course number.

At the end of LIT 495, each honors candidate will be required to submit to the Chair a progress report including a writing sample of the work in progress for the Honors Committee. The writing sample usually consists of one completed chapter. At that time, the committee will either give approval for the candidate to go forward and complete the honors project or request that the candidate withdraw from the honors project. The student will then be required to complete his or her second LIT 499 in place of LIT 496.

Soon after fall/spring break, honors candidates should contact the Chair to discuss possible venues for oral presentations of the Honors Project.

The completed written Honors Thesis will be due to the Chair exactly two weeks before the last day of classes in the semester in which the student is enrolled in LIT 496 or LIT 497.

Prior to the completion of final exams, the Honors Committee will meet to determine the level of honors awarded to each project. The Chair will inform the student in writing of the decision of the Honors Committee.

For more information, please consult the Policies page of the [English Department website](#).

Independent Research outside the Honors Thesis in English

Many English majors in pre-teaching programs will not have two consecutive semesters in which to write an Honors Thesis. Students wishing to pursue an independent academic project that leads to a substantial written product (20-30 pages) can still seek a faculty sponsor for a LIT 393 or LIT 493 independent research class. Please contact the Chair for more details. LIT 493 projects can be accepted as a capstone in the English major with approval from the Chair.

Academic Advisement in English

Each student is responsible for following departmental advising procedures. Students will be assigned an academic advisor whose name will appear in their PAWS accounts.

Advisors will publicize the times when they are available for conferences, but students are responsible for taking the initiative to arrange conferences with the advisor each semester during the registration period and whenever academic questions arise. The members of the English department believe that proper advising is vital to the academic well-being of majors. The purposes of these conferences are to assure that:

1) the student is taking the appropriate courses to meet the College's academic requirements; 2) the student is pursuing those courses best suited to his or her career goals; and 3) the student will have a source of mature advice in handling whatever academic difficulties he or she may be encountering. Advisors will maintain records on each advisee through PAWS that record their attendance at advising sessions and that briefly summarize advising conversations.