THE ENGLISH AND WRITING PROGRAMS

A Guide for Undergraduate Students

2023-2024
Welcome to the English and Writing Program! You’ve joined an exciting, dynamic discipline, one that will both challenge and reward you with a transformative way of reading the world and writing about it.

The study of literature and language equips you with abilities—critical reading, thinking, and writing—that are essential to all professions and postgraduate study. Through your coursework, the English and writing faculty will engage you in thoughtful conversations about literature, work with you to hone your writing skills, and support your intellectual, artistic, and professional explorations.

We encourage you to take advantage of all that our vibrant program has to offer:

- Take stimulating courses where you study classic works of literature and discover new and contemporary writings, authors, and genres.
- Take creative and professional writing courses to hone your writing skills and develop the confidence to use these skills in your career as a writer, or wherever you take your writing talents.
- Explore and prepare for career possibilities that will set you up for a lifetime of success and satisfaction.
- Participate in events sponsored by Preterite, the college’s literary club, and the department.
- Publish your creative work in the college’s peer-reviewed arts and literature journal, *Pitch*, enter Preterite’s annual writing contest for a prize and publication in our chapbook *Onyx*, and submit your critical and creative work to publications beyond Cedar Crest.
- Attend on-campus and regional events such as the Visiting Writers series and field trips to Shakespeare plays.
- Present your scholarly paper or creative work at regional conferences such as the Pennsylvania College English Association Conference, the English Association of Pennsylvania State Universities Conference, the LVAIC Undergraduate Conference in Women and Gender Studies, or the FUSE conference for editors of college literary journals.
- Travel with professors and other students to locations associated with great works of literature—both regionally and abroad. Or choose to study abroad for a semester to enrich your literary study and global understanding.
- Connect with English program alumnae at career events and other department-sponsored activities.

You'll work with your English/writing faculty advisor to plan a schedule of classes, explore options for internships, and navigate college life as you embark upon your journey at Cedar Crest and beyond. Remember that your advisor isn’t only someone who signs your paperwork: your advisor can encourage you to explore post-graduate options and help you to prepare for your career goals. Talk to your advisor when seeking internships, graduate schools, publishing opportunities, and contacts with faculty and other professionals in areas of interest to you, as well as when you want a faculty member’s perspective on appropriate strategies for interviewing, resume or professional portfolio preparation, and the crafting of letters of intent for graduate study. You can and should consult with an English/writing faculty advisor from your first semester at Cedar Crest.

This Student Guide is intended to provide essential information about the undergraduate English and Writing Program’s requirements and opportunities. If you have any questions or need further information, please contact the English Program Director, LuAnn McCracken Fletcher, Ph.D. ([lmfletch@cedarcrest.edu](mailto:lmfletch@cedarcrest.edu)) or the Writing Program Director, Alison Wellford, M.F.A. ([acwellfo@cedarcrest.edu](mailto:acwellfo@cedarcrest.edu)). Or reach out to the Chair of the Humanities, Political Science, and Global Studies Department, Christine Carpino, Ph.D. ([ccarpino@cedarcrest.edu](mailto:ccarpino@cedarcrest.edu)).
Mission Statement and Learning Outcomes

Mission of the English Major

As a liberal arts discipline, the English program's mission strongly promotes the overall mission of Cedar Crest College to educate women for leadership and to prepare all students through interdisciplinary study to participate in a global community. It does so by offering students a solid fundamental background in diverse literatures by American, British, and global writers; by allowing students to develop strengths in scholarly and creative writing; by inviting students to explore more specialized areas through special topics courses and independent studies; and by providing opportunities for students to ground their understanding of literature within the context of the location that produces it, via study abroad experiences. The major is designed to prepare students for graduate study in many areas and for careers in teaching, publishing, law, business, government, journalism, advertising, and other language-related fields. More generally, the discipline of English enables students better to understand and respond to their world through the spoken and written word, both within the academic setting and beyond.

Student Learning Outcomes for the English Major

1. Students will demonstrate a general knowledge of the history of literature in English and its cultural contexts, as well as a familiarity with a range of critical strategies that may be employed to illuminate the study of that literature.

2. Students will demonstrate their competence in thoughtfully reading and critically analyzing works of literature.

3. Students will demonstrate their ability to write and revise, effectively and creatively, in a variety of genres. Their writing will demonstrate their ability to formulate and think critically about an appropriate topic, to be aware of audience needs, to incorporate relevant research, and to follow appropriate standards for grammar, mechanics and documentation procedures. Their writing will further evince freshness and originality, as well as their ability to employ literary and rhetorical devices and to make stylistic choices that are appropriate to the subject and purpose of the work.

4. Students will demonstrate their ability to apply their knowledge of literature and critical strategies and their reading, speaking, and writing skills at a level that will lead to productive employment and citizenship. Some students will achieve a level of proficiency and interest in the discipline that will enable them to undertake advanced study in English or other disciplines.

Mission of the Writing Major

The Writing major prepares students to produce rhetorically and aesthetically sophisticated writing across a number of literary and professional genres. Students apply their foundational studies in rhetoric and literature to inform their writing in these genres. The major allows students to improve the quality of their writing while enhancing their ability to read, comprehend, analyze, and edit their own and others’ writing. These skills are the foundation for a career and a life of leadership, civic engagement, creativity, and scholarship.

Cedar Crest College students and faculty pose with a statue of James Joyce in Dublin, Ireland (May 2014)
Student Learning Outcomes for the Writing Major

1. Students will produce documents that are appropriate, purposeful, persuasive, and professional.

2. Students will analyze and edit their own writing and the writing of others, showing an awareness of audience, genre, and contexts.

3. Students will formulate and think critically about their writing topics, incorporate relevant research, and understand and employ literary and rhetorical devices that are appropriate to the subject and purpose of the work.

4. Students will demonstrate their ability to use current software programs in writing, editing, and publishing to produce professional-quality documents and presentations that may be submitted to or shared with professional venues.

Faculty and Department Information

Courses for the English major and minor and the Writing major and minor are offered by the following members of the Cedar Crest faculty. Adjunct instructors also offer occasional courses for the English and writing program; some courses for the writing major are offered by faculty members from other associated departments.

**LuAnn McCracken Fletcher; PhD**
Professor of English and English Program Director
The Narrows 121, x3396; email lmfletch@cedarcrest.edu

*Dr. Fletcher has published an anthology of Victorian prose and edited a collection of essays on literary tourism in the British Isles. She has also published scholarly articles on Charles Dickens, Charlotte Brontë, Virginia Woolf, A.S. Byatt, and Diana Gabaldon. She teaches classes that include Shakespeare, Jane Austen, Celtic Literature, Victorian Pop Fiction, and professional development for humanities majors.*

**Peter Nagy; PhD**
Associate Professor of English, Director of College Writing, and Director of Women’s, Gender, and Sexuality Studies Minor
The Narrows 111, x3417; email pnagy@cedarcrest.edu

*Dr. Nagy teaches classes in American literature, film studies, and gender studies. His scholarship focuses on gender and sexuality in American literature; he has published and presented on Sherwood Anderson, Martha Gellhorn, and Willa Cather. He also teaches courses and publishes articles on gender and sexuality in popular culture, including superheroes and comic books.*

**Carol Ann Pulham; PhD**
Professor of English
The Narrows 110, x4612; email capulham@cedarcrest.edu

*Dr. Pulham’s areas are Chaucer and the Middle Ages, Language and Gender, and Language of Discrimination. Among her courses are Linguistics and the Development of the English Language, Chaucer, and The Quest (Arthurian Literature).*
Alison Wellford; MFA
Associate Professor of English, Writing Program Director, and Program Director of the Pan-European MFA in Creative Writing
The Narrows 115, x 3394; email acwellfo@cedarcrest.edu

Ms. Wellford teaches creative and professional writing at the college. She published the novel Indolence, and her short fiction has appeared in The Gettysburg Review, The Barcelona Review, and Fence, among other journals. She’s received fellowships and grants for her writing from The MacDowell Colony, The Virginia Center for the Creative Arts, Ragdale, and The Barbara Deming Memorial Fund.

Bob Wilson; PhD
Provost; Associate Professor of English
Blaney Hall 116, x3474; email rawilson@cedarcrest.edu

Dr. Wilson occasionally teaches courses in American literature, film studies, and college writing. He has published on writers such as Henry James and Herman Melville, as well as a writing guide modeled from the work of Ernest Hemingway.

Cecelia Wright
Office Coordinator for Arts and Humanities Departments
The Narrows 119, Alumnae Hall 104, x3389; email cecelia.wright@cedarcrest.edu

Advising Information

All English and Writing majors and minors are assigned a faculty advisor within the department when they declare their course of study. If you are planning to declare a major or minor, do so as soon as it is permitted, since a faculty advisor within the program can guide you through the completion of your liberal arts and major requirements and alert you to possibilities for courses, internships, and post-graduate plans that you might not have considered. Even if you can’t immediately declare your major/minor, you are encouraged to meet with a program faculty member or program director to explore your interest in an English or writing major/minor.
Each semester during the course registration period, all students should speak with their major advisor prior to signing up for classes. In addition to maintaining regular contact with your advisor during the registration period, you are urged to meet with your advisor on any occasion when you need advice to help you solve academic problems or to explore academic or professional opportunities. All faculty members hold regular office hours or will make a special appointment to meet with you if the posted hours are insufficient.

Reference Books and Professional Organizations

The following reference books are suggested by the faculty to assist in your preparation for the study of literature and writing:


- *MLA Handbook*. 9th ed. New York: MLA, 2021. [Style guide for the discipline; major details about MLA style available online via the Purdue OWL.]


In addition to the books listed above, the department owns a copy of the *Oxford English Dictionary* that may be consulted. The Narrows common area features a collection of literature—including copies of books signed by authors who have visited Cedar Crest—that may be borrowed on the honor system.

Two websites of special interest to majors are the Modern Language Association site (www.mla.org) and the Association of Writers and Writing Programs site (www.awpwriter.org).

Planning When to Take Your English and Writing Courses

The rotation sequence of courses regularly offered by the English program appears on the next page. This template lists only those courses offered for the English major/minor, and English courses for the Writing major/minor, that are regularly offered in the day, evening, and online as noted. Each semester, the English faculty may supplement this roster of regular course offerings with other literature and/or writing courses, and other circumstances may change when a particular course is offered. Please consult the schedule each semester for a list of all course offerings and times. Speak with your advisor if you have any concerns or questions.

The English program may also occasionally offer additional literature or writing courses in summer sessions and May/winter terms. Please consult the course schedule each semester for these listings.
## English Course Rotation Sequence

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<td>ENG 101 Survey of Brit Lit I (D)</td>
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<td>ENG 203 Lit. Research Methods (E)</td>
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<td>ENG 223 Topics in American Lit (E)</td>
<td>ENG 225 Topics in British Lit (D)</td>
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<td>ENG 225 Topics in British Lit (D)</td>
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<tr>
<td>ENG 303 Linguistics (E)</td>
<td>ENG 245 World Drama (D or OL)</td>
<td>ENG 209 Professional Dev. for Majors (E)</td>
<td>ENG 285 Women Writers (D)</td>
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<tr>
<td>ENG 311 Shakespeare (E)</td>
<td>ENG 312 Topics in Medieval and Renaissance Lit (E '25), or ENG 319 Topics in Modern and Contemporary Brit Lit (E '23)</td>
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<td>ENG 318 Topics in 19th C Brit Lit (E '26), or ENG 317 Topics in Restoration &amp; 18th C Brit Lit (E '24)</td>
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<tr>
<td>ENG 322 Ordinary Art of Am Lit Realism (E '22), or ENG 321 Empathy and Horror in Am Lit (E '24)</td>
<td>ENG 352 English Seminar (consult with major advisor)</td>
<td>ENG 306 Chaucer (E)</td>
<td>ENG 352 English Seminar (consult with major advisor)</td>
</tr>
<tr>
<td><strong>Writing Courses:</strong></td>
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<tr>
<td>ENG 104 Intro to Creative Writing (D)</td>
<td>ENG 230 Intro to Professional Writing (OL)</td>
<td>ENG 104 Intro to Creative Writing (D or E)</td>
<td>ENG 230 Intro to Professional Writing (OL)</td>
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<td>ENG 200 Literary Analysis (E)</td>
<td>ENG 234 Creative Writing: Poetry (E)</td>
<td>ENG 200 Literary Analysis (E)</td>
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<td>ENG 233 Creative Writing: Fiction (D)</td>
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<td>ENG 235 Topics in Nonfiction Writing (E)</td>
<td>ENG 333 Topics in Fiction (E)</td>
<td>ENG 235 Topics in Nonfiction Writing (E)</td>
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<td>ENG 334 Topics in Poetry (E)</td>
<td>ENG 351 Writing Major Capstone (consult with major advisor)</td>
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<td>ENG 351 Writing Major Capstone (consult with major advisor)</td>
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</tbody>
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“D” = Daytime Section; “E” = Evening Section; “OL” = Online Section

### Residency Requirement for Transfer Students

All English and Writing majors must complete successfully a minimum of 18 credits of Cedar Crest College English courses; this figure includes 12 credits at the 300-level. However, the department reserves the right to negotiate a lower number in special cases. If you are transferring to Cedar Crest from LCCC or NCC, please consult the transfer guides for these schools (and articulation agreements, as applicable) to plan a seamless transition between your A.A. and B.A. degrees.
**The English Curriculum**

**Course Requirements for Majors & Minors**

**English Major** (16 Courses, 48 credits)

**Core Requirements** (8): Complete Eight Courses Listed Below

- ___ ENG 101 Survey of British Literature I –or– ENG 102 Survey of British Literature II
- ___ ENG 120 Survey of American Literature
- ___ ENG 245 Topics in World Literature –or-- ENG 105 Survey of World Literature I (when offered)
- ___ ENG 200 Literary Analysis
- ___ ENG 203 Literary Research Methods
- ___ ENG 209 Narrating Your Success: Professional Development for Majors
- ___ ENG 306 Chaucer –or– ENG 311 Shakespeare –or– other major author course
- ___ ENG 352 English Seminar or designated capstone offering (Junior or Senior Class Standing)

**Advanced British Literature** (1): Complete at Least One Course Listed Below

- ___ ENG 312 Topics in Medieval and Renaissance Literature
- ___ ENG 317 Topics in Restoration and Eighteenth-Century British Literature
- ___ ENG 318 Topics in Nineteenth-Century British Literature
- ___ ENG 319 Topics in Modern and Contemporary British Literature

**Advanced American Literature** (1): Complete at Least One Course Listed Below

- ___ ENG 321 Empathy and Horror in American Literature
- ___ ENG 322 Against Romance? The Ordinary Art of American Literary Realism
- ___ ENG 323 Mourning America: Loss and the Politics of Grief in U.S. Modernism
- ___ ENG 326 Cyborgs, Aliens, and Other Posthumans

**Advanced Literature Electives** (2): Complete at Least Two Additional 300-Level ENG Literature Courses from Any Literary Field

- ___ ENG 3_ _ :
- ___ ENG 3_ _ :

**Literature and Writing Electives** (2): Complete at Least Two Additional 100-, 200-, or 300-Level ENG Literature or Writing Courses from Any Literary Field

- ___ ENG 1_ _ /2_ _ / 3 _ _ :
- ___ ENG 1_ _ /2_ _ / 3 _ _ :

**Oral Presentation Requirement** (1): Complete One Course Listed Below

- ___ COM 100 Introduction to Communication
- ___ COM 210 Interpersonal Communication
- ___ THS 105 Public Speaking

**Technology Requirement** (1): Complete One Course Listed Below

- ___ COM 107 Digital Imaging with Photoshop
- ___ COM 108 Digital Design with Adobe
- ___ COM 120 Introduction to New Media
- ___ ENG 237: Writing for the Web

**Portfolio of Writing Requirement:**

A professional portfolio of course writings suitable for publication, for submission to a graduate literature program, or for consideration by a prospective employer. Due by April 1st, if the student is graduating at the end of a spring semester, or within the first two weeks of the student's final semester if not a spring semester. For content and assessment, refer to "Portfolio of Writing" in the Guide to the English Program.

_HON courses offered by English faculty (other than HON 110 or FYS HON) count as advanced courses for the English major. Beyond courses required for the major, students are recommended to take 1) at least two American or European history courses_
English Major for Secondary Education
(12 Courses, 36 credits)

Core Requirements (8): Complete Eight Courses Listed Below
___ ENG 101 Survey of British Literature I –or– ENG 102 Survey of British Literature II
___ ENG 120 Survey of American Literature
___ ENG 245 Topics in World Literature –or—ENG 105 Survey of World Literature I (when offered)
___ ENG 200 Literary Analysis
___ ENG 203 Literary Research Methods
___ ENG 303 Linguistics and Development of the English Language
___ ENG 306 Chaucer –or– ENG 311 Shakespeare –or– other major author course
___ ENG 352 English Seminar or designated capstone offering (Junior or Senior Class Standing)

Film Course Elective (1): Complete at Least One Course Listed Below
___ COM 140 Introduction to Film
___ COM 240 History of Cinema
___ COM 244 Topics in Film
___ ENG 180 Women Go to the Movies: From Book to Film
___ HIS 220 Film and History: Visions and Revisions of the Past

Advanced Literature Electives (2): Complete at Least Two Additional 300-Level ENG Literature Courses from Any Literary Field
___ ENG 3___ :
___ ENG 3___ :

Creative Writing Elective (1): Complete at Least One Course Listed Below
___ ENG 233 Creative Writing: Fiction
___ ENG 234 Creative Writing: Poetry
___ ENG 235 Topics in Nonfiction Writing

Portfolio of Writing Requirement:
___ A professional portfolio of course writings suitable for publication, for submission to a graduate program, or for consideration by a prospective employer. Due by the end of classes in the semester prior to the student’s teaching semester. For content and assessment, refer to “Portfolio of Writing” in the Guide to the English Program.

Cognate Courses Completed in Secondary Education

Adolescent Literature Course (1): Completed as an EDU Major Requirement.
___ EDU 214 Reading in the Content Area

Oral Presentation Requirement (1): Satisfied through EDU Major Requirement or Complete One Course Listed Below. Students completing a Secondary Education major must satisfy the Oral Presentation requirement specified by the Education department.
___ Education Oral Presentation Requirement
___ COM 100 Introduction to Communication
___ COM 210 Interpersonal Communication
___ THS 105 Public Speaking

Technology Requirement (1): Satisfied through EDU Major Requirement, or Complete One Course Listed Below. Students completing a Secondary Education major must satisfy the Technology requirement specified by the Education department.
___ Education Technology Requirement
___ COM 107 Digital Imaging with Photoshop
HON courses offered by English faculty count as advanced courses for the English major. Secondary Education majors should complete English content-area requirements before student teaching. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, post-baccalaureate certification, and other requirements. Teacher candidates seeking secondary teacher certification in English must have at least a 3.0 GPA in their content-area course work, as well as a minimum overall 3.0 cumulative GPA. The English faculty recommend that students declare a secondary English major in addition to completing the Secondary Education English concentration.

SAGE English Major
(14 courses, 42 credits)

Core Requirements (7): Complete Seven Courses Listed Below
___ ENG 101 Survey of British Literature I –or– ENG 102 Survey of British Literature II
___ ENG 120 Survey of American Literature
___ ENG 245 Topics in World Literature –or—ENG 105 Survey of World Literature I (when offered)
___ ENG 200 Literary Analysis
___ ENG 203 Literary Research Methods
___ ENG 306 Chaucer –or– ENG 311 Shakespeare –or– other major author course
___ ENG 352 English Seminar or designated capstone offering (Junior or Senior Class Standing)

Literature and Writing Electives (2): Complete at Least Two Additional 100-, 200-, or 300-Level ENG Literature or Writing Courses from Any Literary Field
___ ENG 1__ / 2_ _ / 3 _ _:
___ ENG 1__ / 2_ _ / 3 _ _:

Advanced Literature and Writing Electives (3): Complete at Least Three Additional 300-Level ENG Literature or Writing Courses from Any Literary Field
___ ENG 3___:
___ ENG 3___:
___ ENG 3___:

Oral Presentation Requirement (1): Complete One Course Listed Below
___ COM 100 Introduction to Communication
___ COM 210 Interpersonal Communication
___ THS 105 Public Speaking

Technology Requirement (1): Complete One Course Listed Below
___ COM 107 Digital Imaging with Photoshop
___ COM 108 Digital Design with Adobe
___ COM 120 Introduction to New Media
___ ENG 237 Writing for the Web

Portfolio of Writing Requirement:
___ A professional portfolio of course writings suitable for publication, for submission to a graduate program in English, or for consideration by a prospective employer. Due by April 1\textsuperscript{st}, if the student is graduating at the end of a spring semester, or within the first two weeks of the student’s final semester if not a spring semester. For content and assessment, refer to “Portfolio of Writing” in the Guide to the English Program.

HON courses offered by English faculty count as advanced courses for the SAGE English major (with the exception of HON 110 and HON FYS courses). Beyond requirements for the major, students are recommended to take at least one American or European history course. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, and other requirements for the English major.
English Minor
(6 courses, 18 credits)

Core Requirement (1): Complete the Course Listed Below
___ ENG 200 Literary Analysis

Literature Electives (2): Complete at Least Two Additional 100-, 200-, or 300-Level ENG Literature Courses from Any Literary Field
___ ENG 1__/ 2__/ 3__:
___ ENG 1__/ 2__/ 3__:

Literature and Writing Electives (1): Complete at Least One Additional 100-, 200-, or 300-Level ENG Writing Course or Literature Course from Any Literary Field
___ ENG 1__/ 2__/ 3__:

Advanced Literature Electives (1): Complete at Least One Additional 300-Level ENG Literature from Any Literary Field
___ ENG 3__:

Advanced Literature and Writing Electives (1): Complete at Least One Additional 300-Level ENG Writing Course or Literature Course from Any Literary Field
___ ENG 3__:

HON courses offered by English faculty count as advanced courses for the English minor, with the exception of HON 110 and HON FYS courses. Departmental approval is required to count a course for the minor if the same course is also being used to fulfill another major or another minor. No more than two courses from your major may be used to satisfy the requirements for the English minor. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, and other requirements for the English minor.
Writing Major (14 courses; 42 credits)

Core requirements (30 credits)

ENG 104: Introduction to Creative Writing    3 credits
ENG 230: Introduction to Professional Writing 3 credits
ENG 235: Topics in Nonfiction Writing 3 credits
ONE of the following: ENG 333: Topics in Fiction, ENG 334: Topics in Poetry, or ENG 335: Advanced Nonfiction Writing 3 credits
ENG 200: Literary Analysis    3 credits
100-, 200-, or 300-level literature elective    3 credits
ENG 351 Writing Major Capstone    3 credits

Oral Proficiency requirement to be satisfied by one of the following: COM 100, COM 210, or THS 105

Global Studies requirement, 3 credits, to be satisfied by either ENG 105: Survey of World Literature I (when offered) or ENG 245: Topics in World Literature

Technology requirement, 3 credits, to be satisfied with ENG 237: Writing for the Web

Information literacy to be introduced in the introduction to creative writing and professional writing courses, reinforced in the 300-level writing courses, and mastery demonstrated in the writing major capstone course and in the senior portfolio required for graduation.

Applied writing electives (6 credits)

Choose TWO courses from the list below:
ENG 233: Creative Writing: Fiction    3 credits
ENG 234: Creative Writing: Poetry    3 credits
ENG 235: Topics in Nonfiction Writing (when a different topic than the one taken for the core) 3 credits
BUA 204: Business Communications    3 credits
COM 150: Introduction to Journalism    3 credits
COM 152: The “Crestiad” Staff    3 credits
PSC 204: Legal Research and Writing    3 credits
THS 230 Playwriting    3 credits
Completion of a writing internship, to be determined with student’s faculty advisor    3 credits

Advanced writing electives (6 credits)

Choose TWO courses from the list below:
ENG 209: Narrating Your Success: Professional Development for Humanities Majors 3 credits
ENG 333: Topics in Fiction 3 credits
ENG 334: Topics in Poetry 3 credits
ENG 335: Advanced Nonfiction 3 credits
ENG 336: Topics in Professional Writing    3 credits

Please note that satisfaction of the WRI-1 requirement is a prerequisite for all courses for the Writing major, with the exception of ENG 104: Introduction to Creative Writing. ENG 104: Introduction to Creative Writing is required before other creative writing courses are taken; ENG 230: Introduction to Professional Writing is recommended, but not required, before other advanced professional writing courses are taken. The Writing major may be completed as a SAGE major. Please consult the department for details.

Writing majors are also required to submit a writing portfolio as directed below under “Portfolio Requirement for Graduation.”
Writing Minor (6 courses, 18 credits)

Core Requirement (1):
    ___ ENG 235 Topics in Nonfiction Writing*

Writing Electives (5): Complete at Least Five Writing Courses Below, Totaling at Least 15 Credits
    ___ ENG 104 Introduction to Creative Writing
    ___ ENG 230 Introduction to Professional Writing
    ___ ENG 200 Literary Analysis
    ___ ENG 233 Creative Writing: Fiction
    ___ ENG 234 Creative Writing: Poetry
    ___ ENG 235 Topics in Nonfiction Writing*
    ___ ENG 237 Writing for the Web
    ___ ENG 333 Topics in Creative Writing: Fiction
    ___ ENG 334 Topics in Creative Writing: Poetry
    ___ ENG 335 Advanced Nonfiction Writing
    ___ ENG 336 Topics in Professional Writing
    ___ ENG 370 Internship
    ___ BUA 204 Business Communications
    ___ COM 150 Introduction to Journalism
    ___ PSC 204 Legal Research and Writing
    ___ THS 230 Playwriting

Other courses offered for the Writing major, special topics courses in writing, or WRI-2 courses may count toward writing electives with the permission of the Director of Writing. Students are encouraged to complete at least one writing internship.

* ENG 235 Topics in Nonfiction Writing may be repeated one time with a different topic.

Departmental approval is required to count a course for the minor if the same course is also being used to fulfill another major or another minor. No more than two courses from your major may be used to satisfy the requirements for the Writing Minor. Please refer to the Cedar Crest College catalog for grade, Grade Point Average, residency, and other requirements for the Writing minor.

Pitch editors and Faculty Advisor Alison Wellford at 2023 launch of Volume 13
Should I Complete a Second Major or a Minor?

An English or Writing major by itself develops reading, critical thinking, and writing skills, all of which are desirable for many occupations and essential for graduate work, including law school and medical school. If you are interested in pursuing an M.F.A., you should choose a Writing major; if you are interested in pursuing graduate work in English you should choose an English major. Depending upon your career interests, it may be beneficial to combine an English or Writing major with another major or minor. Here are some suggested pairings:

- Writing major and English minor or the reverse (for students interested in journalism or free-lance writing, research writing, library science, or publishing)
- Writing major and Communication major or minor (for students interested in journalism, publishing, advertising, public relations, etc., including work in an online venue)
- English or Writing major and Business major or minor (for students interested in publishing, media and public relations, advertising, retailing, or careers with nonprofit organizations)
- Writing major with a science major or minor, such as Biology or Chemistry (for students interested in technical writing or publishing in technical or scientific fields—or for students interested in attending medical school)
- English with an Art major or minor (for students interested in web design and electronic publishing, or for students interested in working for a museum or library, or for students interested in visual communication and advertising)
- English with a History major or minor (for students interested in museum or library work or a public service career, or in attending law school)
- English with a Global Studies major or minor, especially with additional international language study (for students interested in working for international businesses or agencies, or pursuing a career in diplomacy)
- English with Secondary Education major (for students interested in teaching in a public or private school setting)

Interested in using your English or Writing major for social change, community engagement, or non-profit organizational work? Consider adding a Public Humanities minor, a Women, Gender, and Sexuality Studies minor, a Global Studies, or an Events Management minor.

English Program Assessment

Each year, the English faculty review the English program to ensure that it reflects the requirements of external agencies, such as the Pennsylvania Department of Education, and the recommendations of professional organizations, such as the Modern Language Association (MLA), the Association of Departments of English (ADE), and the Association of Writers and Writing Programs (AWP), for the preparation of its majors for careers in language-related fields as well as graduate study. Part of the review of the program involves an assessment of how well it enables students to achieve the learning outcomes associated with the major. To that end, the English faculty have implemented two types of formal assessment involving students enrolled in the major: 1) an exit survey of graduating senior majors and minors and 2) a portfolio review, required of all majors. Each of these mechanisms for program review is described below.

Exit Survey of Graduating Seniors

As part of the Department of History, Literature, and Language’s ongoing assessment of its academic programs, all senior English/Writing majors and minors are asked to complete an exit questionnaire about their experiences as an English or Writing major or minor at Cedar Crest College. The questionnaire asks students to evaluate their achievement of the English program learning outcomes and to comment on the value of the Cedar Crest English program to them. The feedback provided helps the department and the English faculty to identify the strengths and weaknesses of the current curricula in
English and Writing in attaining the educational objectives of each from the perspective of its students. All survey responses are anonymous.

**Portfolio Requirement for Graduation**

By April 1st, if the student is graduating from Cedar Crest at the end of a spring semester or within the first two weeks of the student’s final semester if not a spring semester, all graduating seniors must submit a portfolio of four critical essays or writing projects that they consider to be the best examples of work completed in undergraduate English courses taken at Cedar Crest College, prepared according to the parameters listed below. Students completing the English major for secondary education should submit their portfolio no later than the end of classes of the semester prior to their student teaching semester. While the portfolios will be scored by the English faculty, the scores will not be used to evaluate individual students, but rather to provide the faculty with an indication of areas in which the English program might improve instruction.

The purpose of the portfolio is first and foremost to serve as an assessment tool for the English program. Nevertheless, in the process of selecting items to include and writing the required reflection, students have an opportunity to gain insight into their progress as developing writers and scholars, and to reflect on the connections between their major and their Cedar Crest education as a whole. The portfolio may also be used by students seeking admission to graduate school or entering a profession requiring the demonstration of writing abilities; in particular, students graduating with a writing major should prepare their portfolio with this objective in mind.

Items included in the portfolio must be submitted as clean copies, without instructor comments or grades. Students may revise the writing chosen prior to its inclusion in the portfolio; writing majors are required to do so. The portfolios will not be returned to the student; hence, students should keep copies of their portfolio materials. Portfolios will be submitted electronically as directed by the department.

The selection of items for inclusion in the portfolio will be determined by the type of major the student is completing.

**Portfolio Contents for English Majors, English and Secondary Education Majors, and SAGE English Majors**

- One essay from an American literature course or an essay on an American author submitted for any class
- One essay from a British literature course or an essay on a British author submitted for any class
- One essay from a global literature course or an essay on a non-Anglo-American author, or an essay on an author that foregrounds a diverse perspective, including an LGTBQ or BIPOC author, submitted for any class
- One additional piece of the student’s choice. This final piece may be critical or creative; if a creative work is chosen, the student should select a piece that addresses the evaluation criteria for the writing major, listed below.

If you have any questions about the selection of the above materials for the portfolio, speak with the English program director.

These essays should be accompanied by a reflection (about 3-5 typed pages) on the essays chosen for inclusion in the portfolio and on the student’s larger experience within the English major. This reflection should 1) explain the assignment to which each essay responded, 2) reflect on what the student learned in the process of completing each assignment, and 3) address how the portfolio, taken as a whole, demonstrates the learning outcomes for the major listed in the chart below. Finally, the reflection should briefly explore the connections the student sees between her or his experience of the English major and the outcomes of the Cedar Crest curriculum as a whole.
<table>
<thead>
<tr>
<th>Knowledge of Anglo-American and Global Literature and its Cultural Contexts</th>
<th>Ability to Employ Critical Strategies to Read and Analyze Literature</th>
<th>Ability to Write Effectively, Critically, and Creatively about Literature</th>
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<tbody>
<tr>
<td>• Demonstrates knowledge of an author, period, movement, or paradigm from American literature</td>
<td>• Demonstrates understanding of and ability to apply one or more critical strategies for reading literary texts</td>
<td>• Develops and supports a thesis</td>
</tr>
<tr>
<td>• Demonstrates knowledge of an author, period, movement, or paradigm from British literature</td>
<td>• Demonstrates understanding of literary texts as acquiring meaning, significance, and value in the context of their relationships with readers, cultures, literary traditions, and the historical moments in which they are produced by their authors</td>
<td>• Includes insightful and developed ideas</td>
</tr>
<tr>
<td>• Demonstrates knowledge of classical literature or an author, period, movement, or paradigm that addresses a global context or represents a diverse perspective, including writings by LGTBQ or BIPOC authors</td>
<td></td>
<td>• Provides a coherent and logical organization</td>
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</table>

Literature-focused portfolios will be evaluated, on a 12-point scale, for how well the portfolio, taken as a whole, demonstrates the student’s knowledge of Anglo-American and global literature and its cultural contexts (1-4 points); ability to employ critical strategies for analysis (1-4 points); and ability to write effectively, critically, and creatively about literature (1-4 points).

**Portfolio Contents for Writing Majors**

- One analytic paper or piece of professional writing (3-5 pages)
- One work of nonfiction (5-10 pages)
- One revision process report (2-3 pages)
- One longer work from the capstone project (approximately 10 poems or 30 pages of prose) or two shorter creative works from any creative genre

The maximum number of pages for the entire portfolio is approximately 50 pages.

Revision process report: Students must submit a 2-3 page typed response in which they reflect on their progress and process as writers, including how they have revised the portfolio pieces. The report should not only include a reflection on their revision process and growth as a writer on a whole, but also include at least two examples of specific revisions made during their writing career; this might include, for example, deleting expository writing that had previously weighed down a fiction submission, the re-shaping of a particular line of poetry, or addressing an issue of audience in a professional writing piece. If possible, the student should include a short quotation from an earlier draft to demonstrate the specific revisions made.

Finally, a 1-2 page reflection should be included with the portfolio. This reflection should briefly explore the connections the student sees between her or his experience of the Writing major and the outcomes of the Cedar Crest curriculum as a whole.

Writing portfolios will be evaluated, on a 12-point scale, for the student’s knowledge and application of craft techniques (1-4 points); ability to express originality, voice, and creativity in writing (1-4 points); and an ability to research and revise in crafting a piece of writing (1-4 points).
Writing-Focused Portfolio Evaluation

<table>
<thead>
<tr>
<th>Knowledge and Application of Craft Techniques</th>
<th>Ability to Express Originality, Voice, and Creativity in Writing</th>
<th>Ability to Research and Revise in Crafting a Piece of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Demonstrates knowledge of craft techniques in creative, critical, and/or professional writing</td>
<td>• Demonstrates a willingness to take creative risks and to think critically about the relationship among subject, style, and audience</td>
<td>• Demonstrates ability to conduct and employ relevant research</td>
</tr>
<tr>
<td>• Demonstrates ability to effectively employ craft techniques germane to the written subject matter</td>
<td>• Demonstrates an original and imaginative approach to subject and style, including a fresh and vivid approach to using language</td>
<td>• Demonstrates ability to improve a piece of writing through multiple drafts with feedback from different readers</td>
</tr>
<tr>
<td>• Demonstrates cogency, competency, and complexity</td>
<td>• Demonstrates an awareness and development of voice</td>
<td>• Employs sound editing decisions to prepare a manuscript of professional quality</td>
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Academic Opportunities in English and Writing

Internships

Internships are highly recommended and may be planned for as early as your sophomore year. Consult with your faculty advisor about the kind(s) of internship to pursue, as well as to complete the application process. English majors are required, and writing majors encouraged, to take ENG 209: Narrating Your Success: Professional Development for Humanities Majors. This course is intended, in part, to prepare students for internships. Students who take this course when offered in the fall may wish to complete an internship in the subsequent spring semester.

Graduate School

If you are contemplating attending graduate school (master's or doctoral program) or pursuing a professional degree (law school, medical school), you should begin the planning process in the second half of your junior year. Your faculty advisor can help you to identify suitable graduate programs for your interests, as well as suggest strategies for a successful application.

In general, in order to be considered for financial aid, you must submit your complete application by the deadline set by the school—usually December for admission the following fall. Though not all do, many graduate programs (M.A. and Ph.D. in English, or M.F.A.) require you to take the GRE exam (general and subject tests); these should be taken by early fall of your senior year so that you will have results by the application deadline. Please note that the GRE subject exams are typically offered up to three times a year, with a final offering in April; thus, if you are applying to graduate school in the fall semester of your senior year, you should take the subject exam by November. Visit [www.ets.org/gre/](http://www.ets.org/gre/) for testing dates and information on the GRE exams.

Many graduate programs require you to submit a sample of your undergraduate academic writing (either a single essay or a portfolio) with your application. The portfolio you assemble to complete your English or writing major will serve as a resource for you to fulfill this requirement.

If you are pursuing graduate study at the Ph.D. level in English, be sure to take 300-level coursework in a full range of American and British literature, as well as world and diverse literatures. You should also consider completing a teaching internship with an English faculty member. Supplement your English coursework with history, art history, theatre history, and popular culture courses. And, as many Ph.D. programs have a language requirement, take international language courses.
Preterite, the Cedar Crest College Literary Club

Preterite is Cedar Crest’s literary club, open to any student interested in literature and/or creative writing. Preterite members plan activities that include literary-themed activities, film nights, pizza parties, open mic readings, field trips, and fundraisers. Preterite also sponsors a writing contest with poetry, fiction, and nonfiction categories; winning entries are published in the club’s chapbook, *Onyx*. The club supports other student organizations and participates in other college-wide activities.

Xi Kappa, the English Honor Society

Xi Kappa is the Cedar Crest chapter of Sigma Tau Delta, the international English honor society. Xi Kappa members work with Preterite members to sponsor speakers and literary-themed events. Members of Xi Kappa are eligible to apply for scholarships and internships sponsored by this organization, as well as to submit work to its creative and scholarly publications (*The Rectangle* and *The Sigma Tau Delta Review*); information about these items is available at Sigma Tau Delta’s website (https://www.english.org/). Cedar Crest students have been published in *The Sigma Tau Delta Review*. Students who meet the eligibility requirements for Sigma Tau Delta will be invited to join Xi Kappa.

Pitch, Cedar Crest’s Online Journal of Arts and Literature

*Pitch: A Journal of Arts and Literature* publishes students' original works of poetry, fiction, and creative non-fiction, as well as play scripts; photography, visual and digital art; video and new media creative work; and choreography. The journal is staffed by student editors who hold internships with the department and are advised by a faculty member. All published work is peer reviewed by students, faculty and alumnae in the various fields featured in the journal. See www.cedarcrest.edu/pitch.

Association of Writers and Writing Programs (AWP)

The department maintains a membership in the AWP, which publishes *The Writer’s Chronicle*, copies of which are available to students. Students also have access to the AWP's website, which provides useful information of interest to writers.

Awards in English and Writing

The Department of History, Literature, and Languages awards the Humanities Prize and the Margaret M. Bryant Prize to graduating seniors from the department. Preterite offers creative writing prizes in connection with its annual contest, and the English program sponsors the Senior Essay Prize in English.

Each spring, the English faculty award a prize of $100 to the best essay written by a senior English major for a Cedar Crest English class. Eligible essays must be analytic, not creative; they must be five pages minimum in length, not including a Works Cited page. There is no maximum page length. An analytic essay prepared for your portfolio is a good submission choice.
Careers for English or Writing Majors

Students who enjoy reading and writing but are not interested in teaching often ask, “What can I do with this degree, other than teach?” For these students (and their parents), the following is a list of some typical careers for English/Writing majors:

Writing/Editing
- Creative writer or features writer
- Digital journalist
- Freelance writer or copyeditor
- Science and technical writer

Literature-related
- Librarian/Information specialist
- Reader or publisher’s assistant
- Media and public relations specialist
- Translator
- Abstractor
- Researcher

Publishing
- Magazines/books
- Editorial, production
- Advertising, sales, marketing

Public Relations
- Research
- Writing/editing
- Media Liaison

Business/Industry
- Banking
- Management
- Sales/Marketing
- Personnel

To prepare yourself academically for these positions or careers—and many others that are possible when you pair your English major with other academic coursework and extracurricular experiences—review the section “Should I Complete a Second Major or a Minor?” in this guide and consult with your academic advisor. English and writing majors provide excellent preparation for a wide range of careers and advanced degrees. Students enrolled in ENG 209: Narrating Your Success: Professional Development for Humanities may explore and prepare for career options that match their interests.

Last updated: 6/14/23

Winners of Preterite’s 2023 Writing Contest at the department’s annual Celebration of Creativity event.