

Bachelor of Arts with a Major in English

1. Overview

The English Department proposes to offer a new Bachelor of Arts degree with a major in English. The new bachelor's degree program builds upon the current two-year associate degree program. The proposed English major will have four emphasis options: literary studies, English education, professional writing, and creative writing.

Students. The program will attract students who wish to earn an English degree with an emphasis in literature studies, English education, professional writing, or creative writing.

Careers/Jobs. Students graduating from this program will enter English teaching, professional writing, communications, business, political science, graduate work, law, or medicine.

2. Objectives and Outcomes

Objectives. Principal objectives for a major in English include the following:

- Learn periods and canons of British, American, and world literatures
- Learn conventions, genres, and styles of literature
- Learn historical, philosophical, and cultural contexts for literary texts
- Learn fundamental concepts, questions, and approaches within literary theory and history
- Introduce historical and contemporary theories of the writing and reading processes
- Produce texts specific to purpose, audience, and rhetorical situation
- Gain expertise in the efficient and accurate editing of prose in written and electronic documents
- Incorporate knowledge and skills in taking a text from initial stages to polished finished product.

Outcomes. Principal outcomes for a major in English include the following:

- Students will be able to use textual evidence to support ideas about literature.
- Students will be able to recognize the relationship between formal literary elements and themes.
- Students will be able to apply different critical approaches.
- Students will be able to locate and evaluate critical analyses of literary texts.
- Students will be able to integrate interdisciplinary thought into literary interpretations.
- Students will be able to learn accuracy and skill in writing a broad array of documents.
- Students will be prepared for employment or graduate school in literary studies, secondary English education, or professional writing industry.

Graduation Requirements. To receive a BA in English, a student needs to complete the prescribed course of study with a minimum of 120 credits and a GPA of 2.5 or higher. Students will also complete four semesters of a foreign language.

3. Courses

Course Listing. Table 1 provides an overall summary of the course requirements for the English major. Table 2 provides a detailed summary of the English major core classes and the emphasis classes for literary studies, English education, professional writing, and creative writing. The program requires completion of 120 credit hours in General Education, English, foreign language, and a chosen minor.

Idealized Program of Study. Table 3 presents an idealized sequence of courses for a four-year program.

Table 1
Summary Listing of Course Requirements

General Education		
I.	Basic Skills	
	College English	3 credits
	Advanced Writing for English Majors	3 credits
	Mathematics	3 credits
	Foreign Language	4 credits
II.	Arts and Letters	
	Arts	3 credits
	Fundamentals of Literary Interpretation	3 credits
III.	Natural Sciences	
	Physical Science	4 credits
	Biological Science	4 credits
IV.	Social Sciences	
	American Institutions	3 credits
	Social Science	3 credits
V.	Religion	
	Religion	<u>14 credits</u>
		47 credits
Major Requirements		
	English Core	30 credits
	English Emphasis	<u>12 credits</u>
		42 credits
Foreign Language Requirement		16 credits
Minor Requirement		20 credits
Electives		5 credits
GE and Major Duplicate Credit		<u>-10 credits</u>
Total		120 credits

Table 2
Detailed Summary of English Major Core and Emphases

English Major Core—30 credits	English Major Emphasis—12 credits
<p>Pre-requisites—9 credits</p> <p>E 251 Fundamentals of Literary Interpretation</p> <p>E 314 Advanced Critical Writing and Research</p> <p>E 325 Theory and Practice of Language—Grammar and Usage</p> <p>Literature Survey—9 credits (Choose three to include both areas)</p> <p>E 331 British Literature—Medieval and Renaissance</p> <p>E 332 British Literature—Neo-Classic and Romantic</p> <p>E 333 British Literature—Victorian and Modern</p> <p>E 334 American Literature—Colonial and Romantic</p> <p>E 335 American Literature—Realistic and Modern</p> <p>Studies in Genre/World Literature—3 credits</p> <p>E 350R Genre Studies</p> <p>E 351 Fiction</p> <p>E 352 Poetry</p> <p>E 353 Drama</p> <p>E 354 Essay</p> <p>E 355 Children’s Literature</p> <p>E 356 Young Adult Literature</p> <p>E 361 Sacred Literature</p> <p>E 362 World Literature</p> <p>E 363R Ethnic Literature</p> <p>Author Studies—3 credits</p> <p>E 370R Major Authors</p> <p>E 371R Contemporary Authors</p> <p>E 372R Regional Authors</p> <p>E 373 Shakespeare</p> <p>Rhetorical and Literacy Theory—3 Credits</p> <p>E 450 Studies in Writing and Reading Processes</p> <p>Senior Seminar—3 credits</p> <p>E 495 Senior Writing/Critical Thinking Seminar</p>	<p>Literary Studies Emphasis (12 credits)</p> <p>E 440 Studies in Literary Theory</p> <p>E 442 World Mythology</p> <p>Three credits Literature Survey (additional to required nine credits)</p> <p>Three English credits elective</p> <p>English Education Emphasis (12 credits)</p> <p>E 430 Teaching English in Secondary Schools</p> <p>E 452 Professional Writing and Editing</p> <p>Six credits Professional Education</p> <p>Professional Writing Emphasis (12 credits)</p> <p>E 452 Professional Writing and Editing</p> <p>C 451 Document Production</p> <p>C 318 Internet Communications</p> <p>Three English credits elective (recommend author/genre, technical writing, creative writing)</p> <p>Creative Writing Emphasis (12 credits)</p> <p>E 452 Professional Writing and Editing</p> <p>C 451 Document Production</p> <p>Select two of the following (not offered every semester)</p> <p>E 418 Advanced Reading and Writing Poetry</p> <p>E 419 Advanced Reading and Writing Fiction</p> <p>E 420 Advanced Reading and Writing Drama</p> <p>E 421 Advanced Reading and Writing Creative Non-fiction</p>

Table 3
Idealized Program of Study
Four-Year Plan

Freshman Year			
Semester 1 (Fall)		Semester 2 (Winter)	
Religion	2 credits	Religion	2 credits
English 111	3 credits	English 251	3 credits
Language	4 credits	Language	4 credits
General Education		General Education	
(Math, Social Science 1)	<u>6 credits</u>	(Natural Science 1)	4 credits
	15 credits	Electives	<u>3 credits</u>
			16 credits
Sophomore Year			
Semester 1 (Fall)		Semester 2 (Winter)	
Religion	2 credits	Religion	2 credits
English 314	3 credits	English 325	3 credits
Language	4 credits	Language	4 credits
General Education	3 credits	Literature survey	3 credits
(Social Science 2)		Minor requirements	<u>3 credits</u>
Minor requirements	<u>3 credits</u>		15 credits
	15 credits		
Junior Year			
Semester 1 (Fall)		Semester 2 (Winter)	
Religion	2 credits	Literature survey	3 credits
Literature survey	3 credits	Author studies	3 credits
General Education		General Education	
(Natural Science 2)	4 credits	(Arts)	3 credits
Genre studies	3 credits	Emphasis class	3 credits
Minor requirements	<u>3 credits</u>	Electives	<u>2 credits</u>
	15 credits		14 credits
Senior Year			
Semester 1 (Fall)		Semester 2 (Winter)	
Religion	2 credits	Religion	2 credits
Emphasis class	3 credits	Emphasis class	6 credits
English 450	3 credits	Senior seminar	3 credits
Minor requirements	<u>7 credits</u>	Minor requirements	<u>4 credits</u>
	15 credits		15 credits

New Course Offerings. Because this program is an extension of the existing two-year program, many of the courses needed to deliver an English four-year major are currently a part of the curriculum. Many current course numbers will change to 300- or 400-level numbers.

The Ricks College two-year English program offers 17 different courses. The proposed four-year BYU-Idaho English program offers 41. Some of the increase results by creating more specific courses from general Ricks College English courses. For instance, Ricks College English 260 American Literature will become two BYU-Idaho courses: English 334 American Literature–Colonial and Romantic and English 335 American Literature–Realistic and Modern.

In five instances, the proposed English curriculum creates repeatable, broad course titles and descriptions to allow flexibility for individual courses. For example, English 363R Ethnic Literature is a repeatable course that permits separate courses for such groupings as African American literature, Native American literature, Asian American literature, and Hispanic American literature. Another example is English 370R Major Authors. Rather than having one course in Milton, one in Hawthorne, one in Dickinson, the repeatable course allows the department to teach a course combining two or more authors such as Melville and Hawthorne.

Objectives and Outcomes of Courses. The English major core classes represent six principal categories of classes:

- Pre-requisite courses
- Literature survey courses
- Studies in genre/world literature courses
- Author studies courses
- Rhetorical and literacy theory course
- Senior seminar course

In addition to completing the English major core, students will also take four additional classes (12 credits) in one of four different emphases:

- Literary studies
- English education
- Professional writing
- Creative writing

Each emphasis has two or three required classes plus at least one English elective class.

Rather than presenting objectives and outcomes of individual courses, Table 4 groups objectives and outcomes by the six main English major core courses and by the four English emphases courses.

Table 4
English Major Course Objectives and Outcomes

Pre-requisite Courses

Objectives:

- Prepare students to take upper-division courses in English by developing their reading, writing, thinking, researching, and editing skills.
- Gain an overview of English grammar usage and semantics.
- Enable students to explicate, analyze, and interpret literature using correct terminology and current literary theory and considering the context within which the work was written.
- Introduce students to literary genres, movements, and criticism.

Outcomes:

- Students will read and analyze a significant amount of canonical and non-canonical works in preparation for future studies.
- Students will write papers including literary analysis, explication, interpretation, and research.

- Students will increase appreciation for and understanding of literary texts and their meaning.

Literature Survey Courses

Objectives:

- Give students an over-all picture of the development of literature with its major movements, genres, and forms.
- Introduce students to a historical, literary perspective.
- Show how the various periods and types of literature relate.
- Provide a broad curriculum that establishes a context for continued study and further specialization.

Outcomes:

- Students will be able to explicate literature.
- Students will be able to read, analyze, and evaluate works of literature.
- Students will be able to interpret literature using various critical approaches.
- Students will be able to recognize the distinguishing characteristics of major literary periods and understand the relationships among them.

Studies in Genre/World Literature and Author Studies Courses

Objectives:

- Provide students with opportunities for more in-depth study of a particular genre.
- Provide students with opportunities for more in-depth study of a particular author.
- Acquaint students with a sense of the wide range of possibilities within a genre.
- Acquaint students with a broader understanding of a particular author.

Outcomes:

- Students will be able to discuss and write about the specific genre with knowledge and insight.
- Students will be familiar with key terms, authors, and titles within the genre.
- Students will be able to judge the quality of a work within that genre.
- Students will be able to discuss a wide range of works by a particular author or demonstrate a sound understanding of a particular literary genre.

Rhetorical and Literary Theory Course

Objectives:

- Introduce historical and contemporary theories of the writing process.
- Identify the interaction between reading and writing.
- Explore how reading and writing create knowledge and language.

Outcomes:

- Students will be able to identify historical and contemporary theories of the writing process.
- Students will be able to use theories to strengthen their own writing.
- Students will be able to use theories to strengthen their own reading.
- Students will recognize how language is used to manipulate knowledge.
- Students will recognize rhetorical situations in their everyday life.

Senior Seminar Course

Objectives:

- Provide students with overview/review of period literature
- Examine historical contexts of the humanities
- Synthesize what students have already learned about different periods and different genres into a holistic interpretive study
- Provide students with overview/review of current reading and writing theories
- Provide student-led formal classroom presentations
- Provide student-led presentations with more practical applications

Outcomes:

- Students will be able to prove a general knowledge of historical contexts for major works and styles of literature.
- Students will be able to prove a general knowledge of current theories or reading and writing processes/applications.

Literary Studies Emphasis Courses

Objectives:

- Learn periods and canons of British, American, and world literatures
- Learn conventions, genres, and styles of literature
- Learn historical, philosophical, and cultural contexts for literary texts.
- Learn fundamental concepts, questions, and approaches within literary theory and history.

Outcomes:

- Students will be able to use textual evidence to support ideas about literature.
- Students will be able to recognize the relationship between formal literary elements and themes.
- Students will be able to apply different critical approaches.
- Students will be able to locate and evaluate critical analyses of literary texts.
- Students will be able to integrate interdisciplinary thought into literary interpretations.

English Education Emphasis Courses

Objectives:

- Learn general pedagogical theory and practice.
- Learn content-specific pedagogical theory and methods.
- Learn periods and canons in English, American, and world literature.
- Learn approaches and tools for the production of and integration of quality writing as an intellectual and life skill.

Outcomes:

- Students will be able to plan, prepare, and present quality English curriculum.
- Students will be able to assess and evaluate student-produced work.
- Students will be able to adjust teaching methods in response to student-produced work.
- Students will be able to apply a variety of pedagogical approaches in a classroom setting.
- Students will be able to produce critical analyses of different types of literature.
- Students will be able to produce critical and creative writing.

Professional Writing Emphasis Courses

Objectives:

- Provide instruction in the production of texts specific to certain professional fields from small businesses to large corporations to non-profit organizations.
- Build and enhance expertise in the efficient and accurate editing of prose in all professional documents.
- Explore the skills needed to produce, edit, and design professional documents and communication in various online venues.

- Provide detailed knowledge and skills in taking a text from initial stages to polished, finished product.

Outcomes:

- Students will be able to learn accuracy and skill in writing a broad array of professional texts: pamphlets, articles, reports, memoranda, and others.
- Students will develop knowledge and skills in such areas as format, layout, costs, printing.
- Students will gain hands-on experience and expertise with desktop publishing, effective use of graphics, and current computer software as tools in document design.
- Students will be prepared for employment in the professional writing industry, with career options ranging from copy editor to senior technical writer.

Creative Writing Emphasis Courses

Objectives:

- Provide significant experiences writing and reading creative texts—poetry, fiction, drama, and creative non-fiction.
 - Learn literary forms and styles.
 - Learn how to apply literary forms and styles to students' own writings in the publishing and working world.
 - Develop students' writing abilities in their chosen genre.

Outcomes:

- Students will be able to judge which literary forms and styles would be best used for a specific task.
- Students will be able to write creative works that may be considered for publication.
- Students will be able to better understand their own voices and aims as writers.
- Students will be able to add aesthetic quality to writing designed for advertising and marketing.
- Students will be able to understand the marketability of their creative skills.

4. **Faculty**

Current Faculty. Table 5 lists the current English full-time faculty who would teach in the English major program. All except one faculty member hold M.A., M.F.A., M.S., M.Lit. Ph.D., or D.A. degrees in various fields of English and are fully qualified to teach required courses for the English major.

Table 5
Current English Full-time Faculty

Instructor	Degree	Instructor	Degree
Babcock Matthew	MA	Keller Rodney	MA
Bird Robert	DA	Messer Ron	MFA
Brugger William	MA	Miller Randall	MA
Bonner John	MA	Moen Joelle	MA
Clark Julie	MA	Murdock Phil	PhD
Courchaine Lorette	MA	Papworth James	MA
Gage Norman	MA	Papworth Sharon	MA
George Stephen	PhD	Pearce Dan	PhD
Gilbert Janine	MA	Pearson Ellen	Mlit
Gorton Terry	MA	Samuelson Scott	PhD
Hackworth Allen	MA	Steiner Judy	BA
Hammar Don	MA	Thompson Larry	PhD
Harrell Jack	MA	Vernon Rita	MA

Hartvigsen Kip	PhD	Waddell Vaun	MA
Hawker Elaine	MA	Ward David	PhD
Hendricks Anne	MA	Worrell Robert	MA
Hunt, Murray	MA		

Needed Faculty. Based on the previously submitted English Department Current and Projected Course Offerings for Transition to BYU-Idaho, we currently have faculty teaching equivalents (FTE) of 42.6. For us to meet the demands of the proposed English major program, we will need 44.3 FTEs—a modest increase of 1.7 FTEs. Therefore, we request over time one or two new hires to accommodate the new program.

4. Resources

Current Resources. The English department currently has 12.5 classrooms (including two computer classrooms and two multi-media classrooms), 38 faculty offices, one main office, one copy room, and one work room. Full-time faculty have individual offices. Adjunct faculty share offices, yet careful scheduling allows for most adjunct faculty to have private office hours.

Needed Resources. The English department requests two additional classrooms (in time, we'll request to convert a lecture classroom to a computer classroom) and two additional faculty offices.

5. Students

Projected enrollment. We base our English major enrollment figures on our current number of English majors (freshman and sophomore) and project the number of juniors and seniors.

Freshman	91 students
Sophomore	65 students
Junior	58 students
Senior	<u>53 students</u>
Total	273 students

Projected emphases enrollment. We anticipate students will choose English major emphases in the following percentages:

English education	60%
Professional writing	20%
Literary studies	15%
Creative writing	5%

Transfer students. Incoming students who transfer from other schools would need to have a minimum GPA of 2.5 and no lower than a C in any of the majors requirements. Beyond that, they would need to complete the program as outlined to graduate with an English major.

6. Policies

Declaration of an English major requires a minimum 2.5 GPA.